



**Evaluation of JOBS Programme
– Jobs preparedness training**

Evaluation Report submitted by
Genesis Analytics

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ACRONYMS

CRM	Customer Relationship Management
EPWP	Expanded Public Works Programme
NYDA	National Youth Development Agency
JOBS programme	Job and Opportunities Seekers Programme
MRM	Monitoring and Results Measurement
MSC approach	Most Significant Change approach
NEET	Not in Employment, Education or Training
SETA	Sector Education and Training Authority

EXECUTIVE SUMMARY

INTRODUCTION

Genesis Analytics (hereafter “Genesis”) was contracted by the National Youth Development Agency (NYDA) to conduct an impact evaluation of the Job and Opportunities Seekers (JOBS) Programme. The NYDA is tasked with addressing youth development issues at the macro, meso and micro levels and the JOBS programme is one of the agency’s initiatives to achieve this mandate. The purpose of the evaluation was to assess whether the JOBS Programme has achieved its objectives and to determine what the impact of the programme has been on the youth beneficiaries that participated in one or more of the programme components.

The rationale for the JOBS programme is based on the National Development Plan (2012) and includes initiating, designing and coordinating programmes aimed at integrating the youth into the economy. The Jobs programme is designed and implemented to empower young people in order to access opportunities that enable them to develop, improve their lives, become productive citizens and participate in the mainstream economy¹. The main aim of the Jobs programme is to recruit, train, prepare, place and sustain young people in a job or training opportunities that are available in the public and private sectors and civil society organisations in South Africa. In doing so, the programme seeks to ultimately increase youth employment in the longer-term.

This report specifically evaluates the Job preparedness training component of the JOBS programme. Job preparedness training provides unemployed young people with knowledge and skills that will enhance their ability to find and secure employment. The training consists of modules that support job seekers to prepare a professional CV, perform a self-assessment, prepare for an interview, and improve their professional image and behaviour in the workplace. The JOBS programme currently works in collaboration with two partners, Catalyx Consulting and Lulaway to deliver training. The work readiness training provided by Lulaway is delivered through a two-day course and Catalyx training runs over five days.

APPROACH AND METHODOLOGY

The evaluation used a mixed methods approach, adopting both qualitative and quantitative research methods to collect primary and secondary data. These included:

- Conducting a review of priority documentation;
- Conducting 16 key informant interviews with the NYDA Head Office staff including the programme manager, M&E manager, M&E officer, M&E specialist, Specialist in skills and education and Strategy officials. The interview guides developed for the branch staff included branch managers, product coordinators, jobs officers and training officers. There was also a guide for partners, that is, Lulaway and Catalyx;
- An online telephonic survey developed using Surveygizmo and administered with a sample of youth beneficiaries that received at least one of the three services. The survey was administered to the youth beneficiaries only; and,
- A case study protocol with open-ended in depth questions for interviews with six youth beneficiaries.

¹ NYDA Skills training programmes operations manual

Genesis used the OECD Development Assistance Committee (DAC) criteria as the basis for the evaluation framework and data collection. The criteria encompass five thematic areas; being relevance, effectiveness, efficiency, impact and sustainability.

The main limitations that affected the collection of data are: not all key informant interviews were conducted as initially agreed upon by the NYDA and Genesis as key staff were not available at the branch level and employers in instances where the youth were placed; the lack of a CRM system resulted in difficulties contacting youth beneficiaries due to incorrect phone numbers.

INSIGHTS INTO FINDINGS

Overall, the NYDA has been successful in achieving the targets set in relation to the number of youth trained. There is still room for improvement for the NYDA to review the JOBS programme in relation to job preparedness training and creating a value-chain amongst the three components (Job preparedness training, Life skills training and Jobs placement) as there is no measurable sustained impact.

The following are the main findings of the evaluation:

Relevance

Given the South African unemployment landscape, Job preparedness training is relevant in addressing the needs of the youth as it provides them with basic employability skills that help increase the success of the job search, allows youth to excel in their new jobs and increases their retention rate.

Effectiveness

Youth beneficiaries reported to have benefitted from participating the training but both the youth and training officers acknowledge the importance of using an integrated training approach. This involves all youth undergoing training in both job preparedness and Life skills and providing reinforcement through repeat session, mentorship or a support structure that allows the youth to interact with the training officers to address their specific needs. Once-off training alone is not effective to achieve a sustained impact in the lives of the youth.

Efficiency

In relation to operations and planning the logistics for the training, there needs to be better communication between head office and the individual branches to ensure better planning. Despite this, job preparedness training operated well enough to deliver sufficient training to the youth.

Sustainability and Impact

The majority of youth beneficiaries (58%) reported that Job preparedness training improved their employability and career prospects.

RECOMMENDATIONS

To achieve the training objectives, the NYDA needs to expand the offering by updating the content regularly according to changes in market trends and demand from the youth beneficiaries. There is also a need to expand the offering by allocating more time to provide the training through longer sessions or implementing a support system post-training that allows the youth to interact with trainers

according to the individual needs of the youth. Job preparedness training needs to be prioritised as it has the potential to achieve the greatest impact by building capacity of the youth in relation to self-placements through increased knowledge awareness. The NYDA needs to focus on allocating resources and building partnerships that enable training officers to have the sufficient capacity, time and resources to ensure that training is delivered as intended.

1 INTRODUCTION

Genesis Analytics (hereafter “Genesis”) was contracted by the National Youth Development Agency (NYDA) to conduct an impact evaluation of the Job and Opportunities Seekers (JOBS) Programme. The NYDA is tasked with addressing youth development issues at the macro, meso and micro levels and the JOBS programme is one of the agency’s initiatives to achieve this mandate. The purpose of the evaluation was to assess whether the JOBS Programme has achieved its objectives and to determine what the impact of the programme has been on the youth beneficiaries that participated in one or more of the programme components. This report focusses specifically on jobs preparedness, successes, challenges and proposes recommendations for consideration.

NYDA JOBS Programme comprises of three components, namely, Life skills training, Job preparedness training, and Job placements. During the theory of change workshop, the evaluation team discovered that although the three components of the programme were designed to operate in a value chain approach, they function independently of each other. On this basis, Genesis evaluated the effectiveness of each component, and then analysed the data to generate recommendations. The evaluation drew on quantitative and qualitative data sources to provide a holistic view of the programme. The evaluation was completed in a five-phase approach as illustrated in the figure below.

Figure 1: Outline of evaluation approach



An initial kick-off meeting was held between Genesis, and representatives from the NYDA at the NYDA Midrand offices on 9 November 2016, where the purpose of the assignment was discussed and context to the project was provided. A follow-up meeting was held at the NYDA offices on 2 December 2016 where the deliverables and timelines were finalised. A theory of change workshop was held on 13 December 2016. Genesis then submitted an inception report on 15 December 2016 and presented the draft report with interim findings to NYDA on 7 March 2017. This report constitutes the last deliverable of the evaluation and contains information on the evaluation approach and methods, findings and recommendations for the programme.

2 BACKGROUND

2.1 SOUTH AFRICAN YOUTH UNEMPLOYMENT

Youth unemployment is a global challenge which is particularly relevant to the South African labour market. The National Development Plan highlights concerns surrounding a ‘youth bulge’ in the South African economy, while recent Stats SA data indicates that the **youth² unemployment rate in 2015 was 36.9%, which is significantly higher than the adult unemployment rate of 17%³.**

Young people are more vulnerable to unemployment due to the economy’s shift towards a high productivity, technology-led growth path that required high-skilled workers. This demand for higher-skilled labour stands in strong contrast to the reality of the majority of young people in South Africa. Many enter the labour force without the necessary work readiness skills due to the failures of the basic and post-secondary education systems. In addition, employers are demanding higher benchmarks (such as a matric certificate) for entry-level positions and apply additional selection criteria such as references from current employers and previous work experience. The lack of work readiness skills and the resultant skills mismatch are major impediments to young people accessing entry-level job opportunities (without matric or higher education and without the necessary degree of work readiness) are key factors that exacerbate youth unemployment⁴. **Due to this mismatch between demand side job availability and current supply side employee skills, unemployment is often described as a structural problem⁵, which has persisted in both pre- and post-Apartheid labour markets.**

Youth who are not in employment, education or training (NEETs) pose a significant threat to societal stability, future economic growth prospects and overall well-being at both the individual and community level. The Department of Higher Education and Training in conjunction with Stats SA, indicated that in 2015 there were 3.2 Million South Africa NEETs between the ages of 15-24 years old⁶.

Clearly, youth unemployment in South Africa is an overwhelmingly important and pressing socio-economic challenge which needs comprehensive engagement from a variety of private and public stakeholders to establish and test solutions which can solve for structural failures and facilitate greater youth inclusion

² Youth is defined as those people that are between the ages of 15-34 years’ old

³ National & Provincial Labour Market: Youth, Stats SA, 2015.

⁴ Youth unemployment in South Africa: Understanding the challenge and working on solutions, L Graham and C. Mlatsheni, 2015

⁵ Youths in the South African Labour Market since the transition: A study of changes between 1995 and 2011, Stellenbosch Working Paper, Yu,Derek, 2012

⁶ National & Provincial Labour Market: Youth, Stats SA, 2015.

2.2 YOUTH UNEMPLOYMENT PROGRAMMES

A number of interventions and initiatives exist to address the persistent and structural issue of youth unemployment. These can be characterised in terms of the following generic approaches:⁷

1. **Improving the educational outcomes of young people:** These encompass various types of interventions that target young people at different stages in their lives:
 - a. **Secondary school programmes** that are aimed at providing learners with the adequate tools to assist in their transition from secondary school.
 - b. **Work readiness and placement initiatives** which seek to build the work ready pool so as to meet employer thresholds, and scale the matching process to make labour absorption more efficient.
 - c. **Occupational skills development interventions** which focus on learning outcomes that can be achieved through learnerships, apprenticeships and skills development programmes.
2. **Designing entrepreneurship schemes for youth:** These programmes introduce and encourage youth to undertake entrepreneurship as a means of generating income
3. **Offering tailored employment services:** These services are designed to improve the efficiency of job searching and job placements
4. **Direct public sector employment targeted at youth:** These require the government to create and absorb the unemployed youth in the country.

2.3 THE NYDA RESPONSE

In an effort to address the youth unemployment issue in South Africa, the NYDA launched the Job and Opportunities Seekers (JOBS) Programme which was first conceptualised during the policy discourse of the Accelerated Shared Growth Initiative of South Africa (ASGISA) in 2006. The rationale for the JOBS Programme is based on the National Development Plan (2008) and includes initiating, designing and coordinating programmes aimed at integrating the youth into the economy. The Jobs programme is designed and implemented to empower young people in order to access opportunities that enable them to develop, improve their lives, become productive citizens and participate in the mainstream economy⁸. The JOBS Programme is an online database for unemployed youth seeking employment opportunities and is aimed at facilitating the link between unemployed youth, employment and other skills development related opportunities. It is currently managed through the Skills Development and Transfer unit of the NYDA⁹.

Specifically, the aim of the JOBS Programme is to recruit, train, prepare, place and sustain young people in a job or training opportunities that are available in the public and private sectors and civil society organisations in South Africa. In doing so, the programme seeks to ultimately increase youth employment in the longer-term.

⁷ The Youth Unemployment Challenge: A South African perspective, SALDRU, IDRC

⁸ NYDA Skills training programmes operations manual

⁹ The National Youth Development Agency Job and Opportunities Seekers' Database

The NYDA JOBS Programme comprises of three components:

- **Life skills training**

This training programme seeks to empower young people with Life skills to enable them to make informed decisions and become responsible and productive individuals that can participate meaningfully in the country's mainstream economy. This training consists of 24 modules which cover different topics including developing a personal development plan, communication skills, customer service, health and wellbeing, and the vulnerable youth.

- **Job Preparedness training**

This training programme provides unemployed young people with knowledge and skills that will enhance their ability to find and secure employment. The training consists of modules that support job seekers to prepare a professional CV, perform a self-assessment, prepare for an interview, and improve their professional image and behaviour in the workplace.

The programme currently works in collaboration with two partners, Catalyx Consulting and Lulaway to deliver training. The work readiness training provided by Lulaway is delivered through a two-day course and Catalyx training runs over five days.

- **Job Placement**

The JOBS Programme was initially designed such that the three activities take place sequentially. The evaluation team got this impression from the terms of reference but during further interaction with NYDA and the data collection stage, it was clear that the activities operate as three independent components of the JOBS Programme and there is no systematic way of linking the youth beneficiaries to the three activities. According to the initial programme design, the first step would be matching a candidate to opportunity providers such as potential employers, providers of internships, apprenticeships etc. and sending the candidate's CV to these. Thereafter, the candidate would undergo job preparedness training and Life skills training which equips them with the necessary skills and knowledge to apply for the job, be interviewed successfully and retain the job in future.

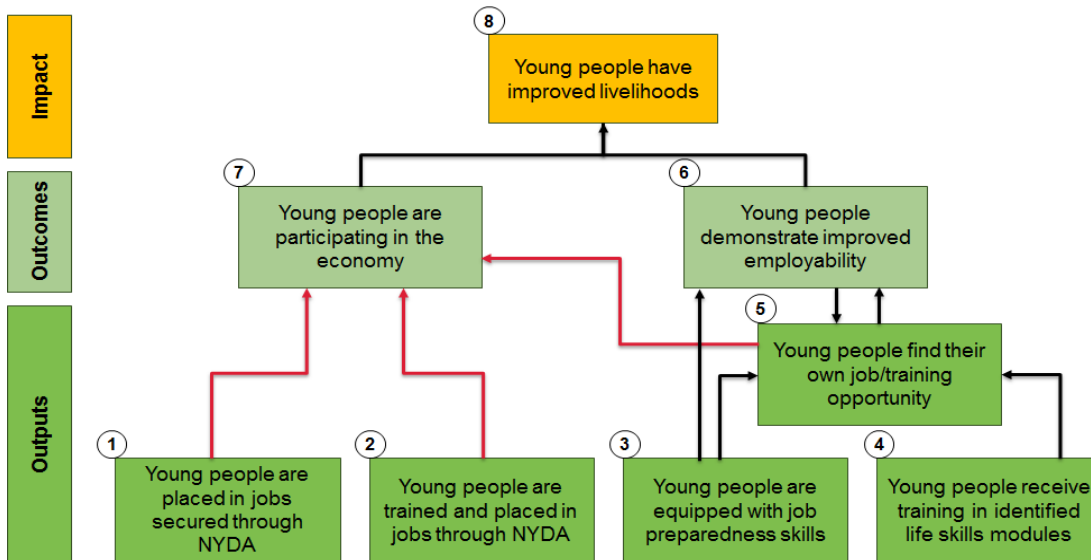
The programme currently works in collaboration with two partners: Catalyx Consulting and Lulaway. These strategic partnerships are intended to enhance the programme's intended objective which is to create and provide jobs to young South Africans.

Based on the Theory of Change workshop that was held between Genesis, and representatives from the NYDA, it was learned that the NYDA conducts work-readiness training and placements independently as well as through their partners. In addition, some job seekers may immediately be added to the job seekers database without undergoing any training. Other participants may undergo only one training course but may never be placed in a job if no opportunity exists. Thus, the process described above reflects the ideal that the programme aims to achieve but implementation may not materialise in this fashion. The evaluation will sample participants that have received at least one of the services and that have participated in the programme directly through the NYDA or through its partners i.e. both methods of delivery will be evaluated.

3 APPROACH AND METHODOLOGY

3.1 THEORY OF CHANGE

JOBS programme Theory of Change



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3.2 METHODS

3.2.1 Document review

As part of the evaluation, Genesis managed to review many of the documents that were identified as priority documents during the inception phase. The documents reviewed allowed the evaluation team to evaluate the relevance of the three main activities. Genesis reviewed core programme documents and secondary data from the online database, including documents related to strategic planning at provincial and national level, progress reports on the implementation of the JOBS Programme, and training materials for the Job Preparedness and Life skills training activities. The documents covered the period 2011-2016. Genesis only reviewed documents that were provided by NYDA. An outline of the documents reviewed is included as an annexure.

3.2.2 Instrument development

All instruments were designed based on the analysis framework. The analysis framework was developed using the (OECD) Development Assistance Committee (DAC)¹⁰ criteria of relevance, efficiency, effectiveness, impact and sustainability. These are elaborated further in the table below:

Table 1: DAC criteria

DAC criteria	Definition
Relevance	The extent to which an intervention is suited to the priorities and policies of the target group, recipient and donor.
Effectiveness	The extent to which an intervention attains its objectives.
Efficiency	Efficiency measures the outputs -qualitative and quantitative- in relation to the inputs. It is an economic term which signifies that the intervention uses the least costly resources possible in order to achieve the desired results.
Impact	The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.
Sustainability	Sustainability is concerned with measuring whether the benefits of an intervention are likely to continue after the intervention comes to an end.

Three sets of data collection instruments were developed:

1. **Semi-structured Key informant interview guides** were developed for the key informant interviews with the NYDA Head Office staff including the programme manager, M&E manager, M&E officer, M&E specialist, Specialist: Skills and Education and Strategy Officials Interview guides developed for the branch staff included branch managers, product coordinators, jobs officers and training officers. There was a guide for partners, that is, Lulaway and Catalyx.
2. **An online telephonic survey** was developed using Surveygizmo and administered with a sample of youth beneficiaries that received at least one of the three services. The survey was administered to the youth beneficiaries only.
3. The evaluation team also developed **case study protocol**, with open-ended in depth questions for interviews with six youth beneficiaries.

3.2.3 Data collection

The figure below depicts the data collection methods used in the evaluation. The evaluation used a combination of qualitative and quantitative data sources and included primary and secondary data. The diverse nature of the data has facilitated the triangulation and verification of information presented in the findings.

Figure 2: Data collection methods

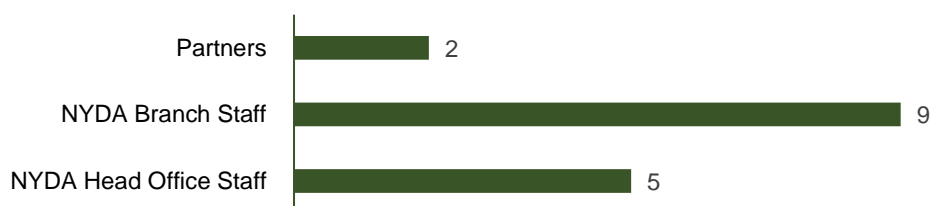
¹⁰ The OECD's DAC criteria provide a useful framework for evaluating developmental assistance. This framework is globally recognised and used by the majority of development assistance organisations, thus enabling comparison between programmes. More information is available at: <http://www.oecd.org/dac/evaluationofdevelopmentprogrammes/daccriteriaforevaluatingdevelopmentassistance.htm>



3.2.3.1 Key informant interviews

Genesis conducted a total 16 interviews with key informants from NYDA head office, branch staff and partners. Key informants were selected based on their role in the design and implementation of the JOBS Programme. The key informant interviews focused on getting an in-depth understanding of the way the JOBS Programme was designed, how it is implemented and how it has evolved since its inception. All interviews were conducted by two evaluators. One evaluator led and facilitated the interview, while the other took notes. The details of the individuals interviewed and their respective positions are included as an annexure.

Figure 3: Number of interviews completed per stakeholder group



3.2.3.2 Telephonic interviews with youth

Genesis conducted a total of 82 telephonic interviews with youth beneficiaries of the JOBS Programme. During the telephonic interviews, Genesis team members guided youth beneficiaries through an online survey that contained predominantly closed-ended questions for ease of analysis. Responses were populated on an online platform called Surveygizmo. Prior to the interview, all respondents were notified that their responses were confidential and would be used only for the purpose of the evaluation.

Genesis initially proposed 60 telephonic interviews with JOBS Programme beneficiaries from Maponya, Secunda and Rustenburg. These branches were proposed by NYDA based on their proximity to Gauteng. During the first stage of interviews, a total of 50 beneficiaries were reached. In the meeting to present the draft report, NYDA noted concerns that the initial approved sample would not be representative of the work of the JOBS Programme. On this basis, it was proposed that Genesis contact beneficiaries in three additional provinces. Genesis made further calls to JOBS Programme beneficiaries from Durban, Nelspruit and Tshwane using a list of beneficiaries supplied by NYDA. During the second stage of interviews, Genesis made 70 calls using the information provided by NYDA. The evaluation team was able to successfully reach 32 beneficiaries, thus taking the total number of individuals sampled to 82. Below is a table indicates the total calls that were made and their outcome.

Table 2: Numbers called vs interviews completed

Branch	Total telephone calls made	Total successfully reached	Total interviews completed	Response rate per branch (%)
Maponya	67	21	16	23.8
Rustenburg	47	21	18	38.3
Secunda	32	18	16	56.2
Tshwane	23	15	7	30.4
Durban	24	12	10	41.7
Nelspruit	23	17	15	65.2
Total	216	104	82	37.9

3.2.3.3 Sampling for survey interviews

NYDA initially approved Maponya, Secunda and Rustenburg branches for the survey interviews with beneficiaries. These three branches were approved on the basis that they presented an opportunity to travel to different provinces at the least cost. Genesis did raise concerns with the approved sample but NYDA proposed that Genesis proceed with the evaluation. Genesis presented the draft evaluation findings to NYDA on 7 March, including programme staff and senior managers. It is important to note that beneficiaries from placements in the 3 additional branches were placed through NYDA and not through partners as was the case with Maponya, Secunda and Rustenburg.

There were therefore, two stages of sampling for the beneficiaries who were called to complete the survey. The first sampling was done by Genesis, using physical files provided by NYDA in their Midrand office. Genesis randomly selected respondents from Maponya, Secunda and Rustenburg as these were the three branches that were agreed on during the inception phase. Within the branches, the evaluation team targeted a total of 60 respondents and randomly selected an equal number of beneficiaries from the three programme activities.

3.2.3.4 Case studies with youth beneficiaries

Six case study interviews were conducted with two youth beneficiaries from Maponya, Secunda and Rustenburg. These interviews were more in-depth than the survey interviews and focused on the beneficiaries' individual experiences. Youth were selected for the survey calls using two criteria

- (1) that they had benefitted from NYDA services related to the JOBS Programme and;
- (2) their location.

We, therefore, selected beneficiaries who benefitted from any of the three JOBS Programme services from each of the branches mentioned above.

3.3 LIMITATIONS AND MITIGATION STRATEGIES

Table 3: Limitations and mitigation strategies

Limitations	Mitigation strategies
Interviews	
<p>Though branch visits were scheduled and confirmed in advance, not all branch staff were available for the interviews, therefore we were unable to interview all key staff at the branch level.</p>	<p>In order to mitigate this limitation, Genesis adopted two strategies:</p> <ol style="list-style-type: none"> 1) Data triangulation using other data sources 2) Leverage on interviews with other branch staff
<p>No field visits took place to the three additional branches included in phase 2 of the evaluation. The implication of this limitation is that we did not get the perspectives of the staff in those branches on how the programme was implemented and its impact on beneficiaries.</p>	<p>The evaluation team used the information gathered from the other branches to highlight trends and issues that are similar in order to try and understand the general implementation challenges and successes of the programme. The survey interviews with beneficiaries also provided a perspective programmes impact on beneficiaries in the three branches.</p>
<p>The evaluation team did not speak to employers. NYDA was responsible for providing Genesis with contact details of employers but this did not happen.</p>	<p>In order to mitigate for this limitation, Genesis used the interviews with the partners. Partners interact directly with employers and so they were able to speak to some of the issues related to employers. Catalyx works very closely with Mr Price Foundation and Jumpstart, and this was discussed in the interview.</p>
<p>The delay in confirming branch visits by NYDA meant that it was not possible to identify respondents in advance of the branch visits and face to face interviews were not possible.</p>	<p>Genesis conducted six telephonic case study interviews telephonically.</p>
<p>The initial proposal indicated that the sampling criteria would include beneficiaries who have received a combination of one, two or three services. Subsequent to approval of the methodology, it emerged that the NYDA does not have an integrated CRM and so it is not possible to establish if beneficiaries have benefitted from more than one service. The sample of telephonic interviews does include beneficiaries who have participated in more than one service although this could not be used as a criterion for sampling.</p>	<p>To mitigate for this limitation, Genesis included a question in the survey about the number of services beneficiaries received from NYDA. Respondents were asked if they had interacted with NYDA, what services they were looking for when they approached NYDA and which service they had received. This provided information about the number of services each respondent received. This is information that would have been difficult to decipher using the physical files.</p>
<p>There is a potential sample bias for the case study interviews. People who agreed to the interview are more likely to be those who had a positive experience.</p>	<p>All interviews started with a disclaimer that the evaluation was conducted by an independent evaluation firm on behalf of NYDA and that participation was voluntary and confidential.</p>

Limitations	Mitigation strategies
	Respondents were also encouraged to be honest as their feedback was important for improving the work of NYDA.
Survey calls	
Although the evaluation team spent 8 days in an effort to reach beneficiaries, we were only able to successfully complete 82 surveys. This is due to a number of challenges related to phone numbers. The most common cases included unanswered calls, voicemails, some numbers did not exist and others were disconnected. This is elaborated on in Table 2: Numbers called vs interviews completed.	The database is large and so we did not invest time in retrying numbers that did not through but instead, we dialed as many numbers as possible in order to increase the chances of success.
There is a potential for sample bias with the three provinces that were selected by NYDA. Due to the budgetary and time constraints, the list of candidates from the three additional branches was compiled by NYDA based on beneficiaries that they called. NYDA did the sampling and then provided a list of names and numbers to Genesis. Genesis did not verify that these were people who benefited because NYDA does not have an electronic database and all the physical files are stored at NYDA office.	Genesis mitigated for this risk by emphasizing that the survey was confidential and encouraging the respondents to be completely honest.
Data and documentation	
NYDA could only provide beneficiary data from the 2015/16 reporting period as any other previous data had been archived. The absence of longitudinal data means that we could not track the trajectory of the youth over a longer time period.	
The Job Placement files were unclear about what job placement is, or which candidates were placed in a job. Some people were offered training opportunities and not jobs. There were cases where the beneficiary names were there but no contact details. This was partly resolved through assistance from NYDA.	This issue was raised with NYDA and they provided electronic data of beneficiary records for Job Placement candidates.

3.4 ETHICAL CONSIDERATIONS

There are no ethical implications for this evaluation. All respondents were asked whether they were willing to participate in the evaluation, and all data is anonymous.

4 FINDINGS AND ANALYSIS

Job preparedness training is one of the two components of training offered by the NYDA. It is a prerequisite offering for youth who want to be placed in jobs or work experience opportunities. Job preparedness training helps provide young people participating in the JOBS Programme with information that is beneficial in improving their access to opportunities and employability. This training aims to bridge the gap between the lack of information that young people have about the expectations of the working world and provide them with the necessary skills that enables job seeking youth to market themselves as employable candidates.

A target of 30 000 youth is set each year, aimed at youth in churches, high school, higher learning institutions in all communities. This training is mostly provided to out-of-school youth, however, there is no restriction on the level of education that an individual has obtained. The key topics covered during this training include:

- Preparing a professional CV
- Self-assessments
- Preparing for an interview
- Professional image and behaviour in the workplace
- Business ethics

This evaluation sampled a total of 82 learners to inform our data analysis. This 82 reflects the sample that was able to respond to the follow-up call survey conducted by Genesis Analytics and supporting documentation from the NYDA. From the data, we find that majority of the learners that participated in Job preparedness training completed high school and attended a TVET college. 41.3% report that they attended job preparedness training and of this 66% were satisfied with the training they received, stating that they believe it increased their career prospects¹¹.

4.1 RELEVANCE

This section will report on the relevance of the programme. It seeks to explain the extent to which the training is relevant to the problems faced by the youth, content was tailored for the targeted audience, define the target audience, and discuss the overall expectations of NYDA and youth beneficiaries.

4.1.1 Problem in the South African unemployment landscape

The job search landscape is dynamic in nature and often leaves young job seekers discouraged and frustrated with the process. Job preparedness training is a strategy used to address unemployment as it shifts focus on training young people on soft skills which are behaviours and attitudes that demonstrate one's reliability, motivation and the ability to work efficiently and effectively. Employers place value on soft skills especially when evaluating applicants with low incomes, low levels of education or entry-level positions thus the job preparedness training is a crucial part of the JOBS Programme as it enables young job seekers to market their existing skills and abilities towards job openings in the South African labour market.

Job preparedness training provides the youth with basic employability skills that help increase the success of the job search, allows youth to excel in their new jobs and increases their retention rate.

¹¹ Genesis Analytics follow-up call surveys, 2017.

Although skills development and education are important for the youth, there is a need to expose them to what is required in order for them to be successful job candidates.

4.1.2 Programme model

4.1.2.1 Content

Of the sample of youth beneficiaries that were contacted for follow up calls and from the success stories, the majority stated that they found the content introduced during job preparedness training relevant for their job search. Additionally, the youth showed interest and participated in the training sessions as they were relevant to their needs. The expectations of the youth from the training were met.

The training officers revealed that although the content was generally easy to grasp and apply, the content needs to be occasionally updated and adapted to suit the needs of the youth. For example, the NYDA could include short video clips relating to different types of interviews as the use of interactive means can help enhance the youth's experience and open discussions on key elements that resonated with the learners. They cited that the topics covered were not in detail as it was just introductory material. There is need to tailor the content based on the different audiences they cater to but the lack of an administrator in the respective branches makes it difficult to capture information about the different needs of the youth thus compromising the effectiveness of the content.

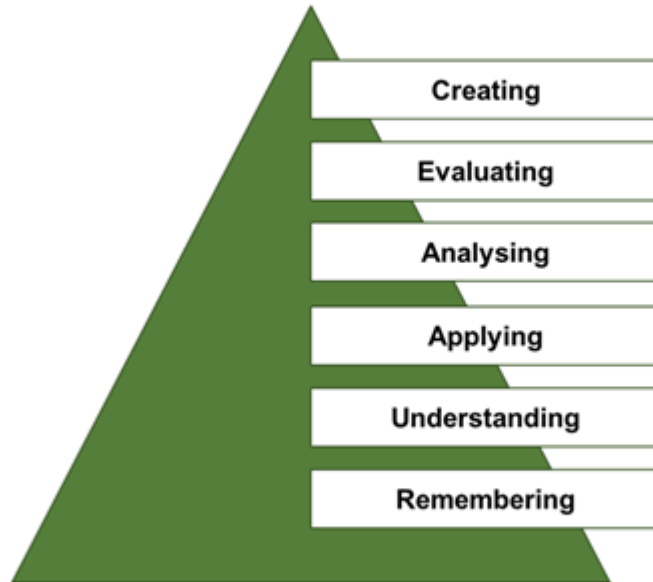
The content for the job preparedness training is based on the general information for job hunting and exceling in the workplace. However, given the high levels of unemployment due to poor literacy and skills development, the relevance of the content would be enhanced if it ensured that the youth have a support system and follow-up interactions with the NYDA to address the individual difficulties of the youth.

The youth stated that the most useful topics were the writing on successful CVs and how to conduct a successful interview. These are more practical aspects of the training and imply that the youth require the content to be more practical than theory based as they have a basic understanding of the information but have difficulty applying it.

Overall, the content of the training is relevant to the youth but other social factors such as demographics can influence the ability of an individual to engage with the material. For future design, the NYDA needs to tailor the content so that it is more relevant to the target audience and allocate more time on the practical application of the content. The NYDA also needs to ensure that feedback is collected from youth about training, both in terms of content covered, methods used and feedback on facilitation skills, and analyse this information to make decisions about design and delivery. It is particularly important that the information that is collected is analysed for decision-making.

Figure 4: Bloom's Taxonomy of Learning Domains

Bloom's Taxonomy of Learning Domains



Clark, D.R. (2015). Bloom's Taxonomy of Learning Domains. Retrieved from <http://www.nwlink.com/~donclark/hrd/bloom.html>

Bloom's Taxonomy identifies six stages of learning which should be considered when designing content and materials to deliver information and teach skills. The taxonomy proposes that an individual needs to pass through a set of preceding steps before they are able to reach the stage of creating their own content and learning. To date, the NYDA training has focussed on the first three domains (steps). For Job Preparedness training to be effective, it is necessary that people are able to apply skills and analyse information. Achieving these goals requires that materials are planned for carefully and that learning is structured according to the design principles in the table below. This needs to be carefully considered when reviewing materials, and requires that people experienced in learning design are engaged in the process of developing materials and content to ensure that it is applied to best effect. This is especially important as not all NYDA trainers have a background in training or education or experience with facilitation.

4.1.2.2 Target audience

The youth beneficiaries who participated in job preparedness training are mostly out-of-school youth who are looking for employment; they generally have at least some form of educational qualification, come from disadvantaged communities and are of varying ages and backgrounds. The sample of youth interviewed had a matric certificate and attended higher education but it is important to note that is not representative of all the youth that participate in the JOBS programme. Given that the youth do have some level of education, it is more likely that they have received job hunting guidance and are better able to understand and apply the information provided.

The JOBS programme reaches a diverse group of learners comprising of different educational qualifications, social backgrounds and age. People with a strong academic background are likely to easily grasp the concepts introduced during the training. To ensure inclusive learning, the NYDA needs to take into consideration the different capabilities and perform a needs analysis before conducting the training. The JOBS programme did not fully address this as the job preparedness training is once-off and has a mixed group of youth. The training will be more relevant to the youth if the material and delivery is closely related to the needs of the youth. Ensuring that training officers are equipped to take into account the differences in youth will increase the relevance of the training. The NYDA jobs officers tried to achieve this as job preparedness training is based on a demand model. Training officers organise training sessions based on demand for training by the youth, and are aware of the characteristics of young people attending the training. The evaluation officers found that despite this, there is no segmentation of the different needs of the youth and training is only changed according to the level of interaction of the group. In order for the training to be most effective the content delivered needs to be relevant to the target audience. It is therefore important for the NYDA to understand its audience and assess the extent to which the training meets their needs.

4.2 EFFECTIVENESS

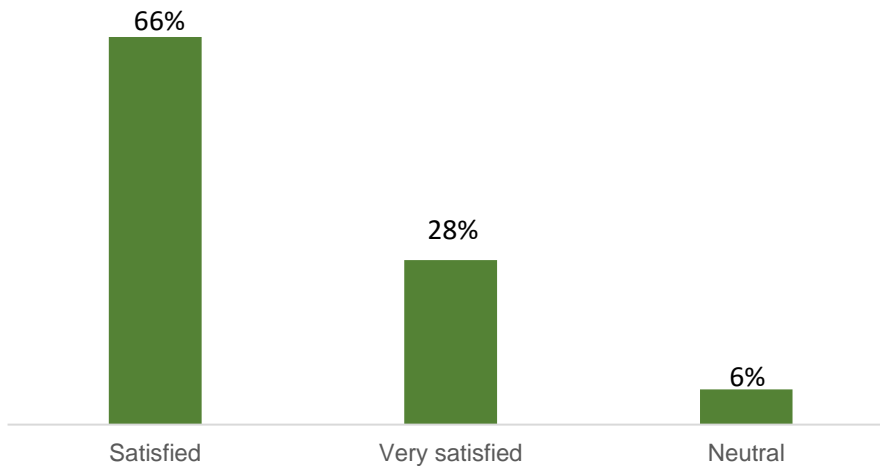
This is the extent to which the training is meeting its objectives and identifies the constraints to achieving these. This section will discuss the effectiveness of the programme, specific reference will be made to the overall experience of the programme as well as mode of delivery.

4.2.1 Overall experience

It is the NYDA's mandate to empower young people in order to access opportunities that enable them to develop, improve their lives and become productive citizens by participating in the mainstream economy. Job preparedness training is designed to help the youth achieve this through improved employability skills. Job preparedness training is important in assisting the youth in finding employment. Generally, youth beneficiaries have reported to have benefitted from participating the training but both the youth and training officers acknowledge the importance of using an integrated training approach. This involves all youth undergoing training in both job preparedness and Life skills and providing reinforcement through repeat session, mentorship or a support structure that allows the youth to interact with the training officers to address their specific needs. Once-off training alone is not effective to achieve a sustained impact in the lives of the youth.

The majority of the sample of youth beneficiaries interviewed report that they gained increased employability as a result of job preparedness training. The youth found the training useful, easy to understand and relevant to their needs. Figure 1 below is a depiction of the levels of satisfaction of the youth with the training:

Figure 5: Overall satisfaction with Job Preparedness training



4.2.2 Mode of delivery

For this training, job preparedness skills were delivered in a “lecture style” where the training officer went through the training manual and activities or discussion were occasionally incorporated. As reflected in the JOBS success stories provided by the NYDA, some of the youth attribute their current employment success to the practical application of the training. High-levels of interactivity and incorporating exercises and assessments into the training is useful in equipping the youth with necessary job hunting skills.

Below are a few success stories highlighting the results of the programme, and this is discussed in further below:

- “In the job preparedness training, I learned valuable lessons. After attending the training session, I reworked my CV and further consulted the training officer who assisted me to further develop my CV and prepared for upcoming interviews. I was more confident as a job seeker and use the training guide to help me answer tough interview questions. Thanks to guidance from Cindy, I am now employed as a merchandiser in Pick n Pay.”
- “Our facilitator taught us valuable skills such as how to work hard, he would not accept work unless it was the best we could do and to prepare before time so that the results are good. He was engaging the whole group by picking anyone when asking questions allows is to prepare in advance. He also taught us to speak correctly which was very useful.”

The mode of delivery of training sessions play an important role in the success of the learning process. From the findings of the evaluation, the following are the three important components in delivering job preparedness training:

- **Length of the training:** feedback from training officers indicated that the 4 hour workshops were not long enough to cover the content in depth. The training would be of more value if it was extended over a few days or longer period of time. There is a trade-off between providing sufficient content and keeping the youth engaged. Given this, it is the evaluation team’s recommendation to provide more than one training session or use repeat messaging to reinforce the content covered.

- **Interactivity and training style:** Based on the success stories from the youth, the training had a high level of interactivity and youth beneficiaries were engaged during the training through activities and discussions about questions raised. This shows that the youth were satisfied with the facilitation of the training although, this represents a minority view.

The table below provides a comparison of training materials used by NYDA, its partners and other organisations working to address the problem of youth unemployment. These are good practices for materials design which should be considered when reviewing the content of life skills training.

Figure 6: Good practices for materials design

Good practices for materials design	Proprietary	NYDA	Lulaway	Catalyx
Learning outcomes clearly stated	X	X		
Instructions for facilitators provided	X		X	
Balance of theory and practice	X	X	X	X
Experiential activities	X	X	X	
Variety of media	X			X
Combination of individual and group tasks	X			X
Use of graphics	X	X	X	X
Link between each activity	X	X	X	
Sequencing	X			
Includes assessment component	X		X	X

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4.3 EFFICIENCY

This measures the outputs of the JOBS programme in relation to the inputs. This section will discuss the efficiency of the training by describing the operations and implementation process and compare the training offered by the NYDA and its partners.

4.3.1 Operations and delivery of training

From the interviews with the youth beneficiaries, the NYDA training officers were knowledgeable, had good presentation skills and showed initiative to adapt to the different implementation challenges that arose during training. The use of trainers in the different branches meant that they were familiar with the needs of the youth in their communities. The evaluation team is not aware if the training was conducted in local languages or changed to address the barriers that could have limited the impact of the training.

The training officers are responsible for organising training in relation to booking venues, procuring training materials and arranging catering where necessary. The NYDA training policy states that the head office is in charge with training budgets, procurement and couriering training materials and equipment to the different branches. There is poor communication between the head office and branches that leads to delays in the allocation of training budgets and delivery of the training materials. As a result, training officers initiated training on a zero budget and training took place in community halls or other venues arranged with local municipalities. The challenges that were associated with this as reported by training officers include: use of poor venues that had no electricity or appropriate

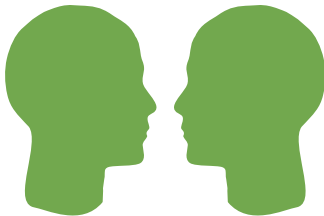
¹² Design Guide (2012) Saide

toilet facilities and the lack of training materials and equipment which compromised the quality of the training as this affected the structure and mode of delivery.

In relation to operations and planning the logistics for the training, there needs to be better communication between head office and the individual branches to ensure better planning. Despite this, job preparedness training operated well enough to deliver sufficient training to the youth.

4.3.2 NYDA and Catalyx relationship

The relationship between the NYDA and Catalyx has been reported to be beneficial to both parties as the NYDA has the ability to reach a large number of youth in both rural and urban areas while Catalyx has a better position to engage with opportunity providers for increased placements. Both parties have a good working relationship that has ensured success of the JOBS programme thus far. The partnership between NYDA and Catalyx is governed by a pre-defined service agreement that states that the Catalyx is responsible for training NYDA training officer, delivering training to urban areas and placing youth in job opportunities whereas the NYDA is responsible for conducting training in rural areas. The NYDA staff noted that Catalyx was efficient in providing training to the youth and NYDA as per the agreement.



External training on job preparedness and life skills training helped with the facilitation of training and provided technical advice on how to conduct training resulting in more knowledgeable and equipped training officers. –NYDA staff

Source: Genesis Analytics interview with NYDA staff, 2017

The partnership agreement between the NYDA and Catalyx involved a train-the-trainer approach where Catalyx provided training to NYDA trainers on the content of the training. This was provided by means of a two-day workshop on job readiness training that was conducted in rural areas. As per the partnership agreement, the NYDA conducted training in rural areas as they had a better reach of youth while Catalyx conducted the training in urban areas. Interviewed Catalyx officials stated that overall, they had a good working experience with the NYDA but were concerned with the quality of trainers from the NYDA. The NYDA trainers need to be better selected and trained to ensure effective delivery of the content to the youth. It was also reported that Catalyx had some problems with the partnership as the NYDA cancelled and had to postpone some training sessions due to branch issues and lack of logistical administration. In relation to operations, Catalyx reported that they did not provide catering for their training while the NYDA emphasised the importance of this. Catalyx does not view the provision of catering improves the success of the training.

The NYDA and Catalyx partnership is a good example of the public and private sector working together to achieve the set objectives and help overcome youth unemployment in South Africa. The importance of engaging partnerships in the JOBS programme was highlighted by the success of the training in achieving its objectives. By leveraging the skills and abilities of both the NYDA and Catalyx, the overall implementation and impact of the training was good. The importance of partnerships to ensure sustainability and achieve impact in the JOBS programme is further discussed in the recommendations section.

4.4 SUSTAINABILITY

This refers to the effects of the positive and negative features of the training on sustainability of the JOBS programme.

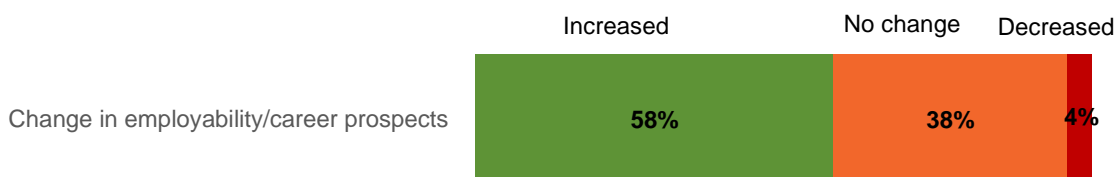
- We have identified positive effects of job preparedness training. These include equipping youth by building their self-confidence and acquiring critical skills needed to gain and retain employment such as time management, work ethic and team. Evidence shows that this has assisted the youth with securing jobs in temporary or permanent positions. The training has reinforced or provided new information that has led to self-reliant youth taking charge of their own employment search. The take-home training material have contributed to this increase as well.
- The partnership between the NYDA and opportunity providers such as Catalyx has increased the effectiveness of the job preparedness training it has helped build capacity amongst NYDA training officers. NYDA staff are provided support and equipped to deliver the training to the youth in rural areas. To ensure more efficient training and implementation of the JOBS programme, there is need for better coordination between the NYDA head office and branches to prevent the cancellation of training sessions.
- Once-off training is not sufficient to adequately address the needs of the youth in terms of skills development. To ensure a sustained impact in the lives of the youth, there needs to be additional training or a support structure aimed at continued interaction with the youth to address their individual needs.

4.5 IMPACT

Job preparedness training has an objective to equip young people with the necessary skills to improve their employability and career prospects. This is dependent upon the increase in knowledge awareness as a result of the training that will have a positive impact on behavioural change.

From the follow-up calls with the youth beneficiaries, we find that job preparedness training was successful in increasing the employability or career prospects of over half of the training participants. It is important to note that information on factors that influence the youth's ability to better understand the training content were not reported and thus this should be taken into consideration when analysing the high impact of the training on the sample of youth. Given that majority of the youth beneficiaries have matric and tertiary qualifications, this may have influenced the perceptions of the effectiveness of the training in increasing employability. For future implementation, it is valuable to take into consideration the different demographics of the youth and segment training based on pre-existing knowledge on job preparedness skills. Information on the highest level of education should be routinely collected by all partners.

Figure 7: Change in employability/career prospects



5 LESSONS LEARNED AND RECOMMENDATIONS

Expanding the offering

Young people can recall the support received through Job Preparedness because of its interactive nature. These modules have given young people clear skills to apply for an opportunity. It would benefit young people if more time was spent on communicating these skills as this is where the Jobs Programme has the greatest potential to impact youth. This activity needs to be prioritised so that trainers are allocated sufficient time to be able to provide high quality training with suitable resources and appropriate venues.

Content that has historically been regarded as life skills is also relevant for Jobs Preparedness, and consideration should be given as to whether key content that is currently part of life skills be absorbed into the job preparedness curriculum. These could be issues such as self-awareness and communication.

Aligning objectives of Jobs Preparedness

It is strongly recommended that consideration be given to reviewing the content and design of job preparedness materials with a view to identify the most relevant content and the most appropriate method of teaching and learning. This is to ensure that time spent providing information and teaching skills is used to best effect. It is suggested that a consistent curriculum be developed with a suite of core content that is used for all youth, and then a set of elective modules that can be used where identified. This is particularly important if NYDA begins to engage with young people who have not yet left school. This target audience has a very particular need for information that will differ considerably from those who have been without work despite seeking out opportunities. The elective modules will also need to align with criteria set by the curriculum and the stipulated objectives.

Benchmarking content design and mode of delivery

This evaluation has been able to review training materials and compare these to the principles of good materials design, and to proprietary content that is used by other organisations working to address youth unemployment. This comparison finds that many of the principles of good design and teaching are in place in some form across the materials provided by Genesis. There is scope for work to be done in ensuring that a consistent set of curricula be developed that meets all of these principles of good learning design and facilitation. Trainers will need to be trained frequently in the content and in facilitation skills to ensure that the messaging is being communicated appropriately to the target audience.

Securing appropriate infrastructure and training materials

Currently trainers are having to rely on the goodwill of other organisations for venues to conduct training. This means that trainers cannot always provide the training as intended or the space provided is not conducive to interactive activities. While it may be regarded as inefficient for NYDA to rent training venues at each branch, NYDA needs to focus on establishing and securing partnerships with local organisations where venues may be available. This will ensure that trainers can deliver content as intended. The trainers will also need the appropriate resources and training materials to complete the training as intended.

Possible options to be explored include identifying online content that can be completed by an individual user without the presence of a trainer, or as part of a large cohort of people. The NYDA should explore the kind of programmes available with online content and activities which can be incorporated into the training programme. These could be done at the walk-in computer centres associated with some of the branches. Options such as using recognised and approved online content with a component of self-study would provide youth with greater exposure to the content with supplementary resources while also ensuring that there is sufficient time to engage with the trainer in a face-to-face context.

ANNEXURES

Table 4: Summary of interviews completed by the evaluation team

Name of primary stakeholder	Role and affiliation	Location	Date of interview
Birgit Vijverberg	Programme Manager	Head Office	25 January 2017
Gugu Jiyane	Registration Officer	Head Office	6 February 2017
Mamosebetsi Nkalane	M&E Manager	Head Office	20 February 2017
Cynthia Honono	M&E Specialist	Head Office	10 February 2017
Siyabulela Zondani	Specialist: Education and Skills	Head Office	28 February 2017
Tshepo Manyama	Branch Manager	Maponya	14 February 2017
Duduzile Mathomzi	Product Coordinator	Maponya	14 February 2017
Tholakele Mchunu	Jobs Officer	Maponya	14 February 2017
Alfred Mogale	Trainer	Maponya	14 February 2017
Floyd Mokwena	Product Coordinator	Rustenburg	15 February 2017
Nthabiseng Sineke	Trainer	Rustenburg	15 February 2017
Jackie Sidane	Branch Manager	Secunda	16 February 2017
Charlotte Mashiloane	Product Coordinator	Secunda	16 February 2017
Thully Sighudla	Trainer	Secunda	16 February 2017
Tim Hilliar	Partner (Catalyx)	Gauteng	13 February 2017
Chevi Samuels	Partner (Lulaway)	Gauteng	14 March 2017

Table 5: List of documents reviewed

Document	Classification/kind of document	Date
NYDA training policy	Strategy document	27 March 2015
Training Operations Manual Final Draft.	Programme document	Not dated
Training success stories	Marketing/reporting	Not dated
Employment beneficiary data (Gauteng, KZN, Western Cape and Eastern Cape)	Programme/reporting	October 2016
Consolidated-Number of young people supported through LS, JP and Job Placement	Report	2015/16
Catalyx report	Report	October 2016
Monthly JOBS Branch Report for Durban	Progress report	
NYDA branch Monthly performance information report 2014/15 Durban	Progress report	2014/15

Document	Classification/kind of document	Date
JOBS monthly branch report Mbombela	Progress report	April 2016
JOBS monthly branch report Mbombela	Progress report	June 2016
JOBS monthly branch report Maponya mall	Progress report	June 2016
JOBS monthly branch report Maponya mall	Progress report	July 2016
JOBS monthly branch report Maponya mall	Progress report	August 2016
JOBS monthly branch report Maponya	Progress report	September 2016
JOBS monthly branch report East London	Progress report	May 2016
JOBS monthly branch report East London	Progress report	June 2016
JOBS monthly branch report East London	Progress report	August 2016
JOBS monthly branch report East London	Progress report	September 2016
JOBS monthly branch report Rustenburg	Progress report	May 2016
JOBS monthly branch report Rustenburg	Progress report	July 2016
JOBS monthly branch report Rustenburg	Progress report	August 2016
JOBS monthly branch report Rustenburg	Progress report	September 2016
JOBS success stories	Marketing/progress	Not dated
JOBS youth application form	Programme document	Not dated
NYDA placement reports	reports	August-September 2016
Product Operational Manual – JOBS	Programme document	1 March 2011
Induction of service providers' presentation	Organisational document	30 November 2016
NYDA M&E approach presentation Instrument development	Internal NYDA document	Not dated
Signed MOU for Catalyx Lulaway	Contract	1 April 2016
NYDA and Lulaway job placement project charter	Contract	13 April 2016
Lulaway confirmation placements and training report	Reports	August-September 2016
NYDA placement project proposal 2016 (Catalyx)	Proposal	11 February 2016