# Draft Evaluation Report

## IMPACT EVALUATION OF THE SOUTH AFRICAN DISABILITY DEVELOPMENT TRUST (SADDT) PROJECT FUNDED BY THE WHOLESALE AND RETAIL SETA

**W&RSETA**
WHOLESALE & RETAIL SETA
**Skills Development for Economic Growth**

### Draft Report

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**Submitted by:**

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## GLOSSARY OF TERMS USED

| | |
|---|---|
| GWM&E | Government-Wide Monitoring and Evaluation |
| HRD | Human Resource Development |
| ILO | International Labour Organization |
| INDS | Integrated National Disability Strategy |
| NQF | National Qualifications Framework |
| SADDT | South African Disability Development Trust, formerly Thabo Mbeki Development Trust |
| SETA | Sector Education and Training Authority |
| NSDS | National Skills Development Strategy |
| SSPS | Statistical Package for Social Scientists |
| ToR | Terms of Reference |
| W&RSETA | Wholesale and Retail Sector Education Training Authority |

# EXECUTIVE SUMMARY

## 1.     Introduction

This SADDT Project Impact Evaluation was commissioned and conducted with support from the W&RSETA Management. The W&RSETA/SADDT Impact Evaluation Project Manager assisted in reviewing the research instruments, attended some of the evaluation meetings, facilitated engagement with relevant stakeholders and guided the evaluation process in a very professional manner. In this way, her engagement added immense value to the evaluation process.

The data analysis and development of the entire impact evaluation report was the responsibility of the Evaluator. The report writing process started with a desktop study and the analysis of background literature provided in respect of the SADDT project. Information synthesized from available project documentation formed the background to the key focus areas of the impact evaluation while also providing indicators of success in the implementation of the project. Once all the background information had been laid down, the Evaluator analyzed the qualitative data collected during the institutional key informant interviews, the stakeholder questionnaire responses as well as the focus group discussions. The data was grouped and analyzed according to the key focus areas of the evaluation and provided confirmation of the areas of success as well as challenges that the project faced. At this stage, views and suggestions raised by stakeholders including W&RSETA Project Management, learnership beneficiaries, the training provider and host employers were incorporated in the relevant sections. The survey questionnaire data was then analyzed to provide quantitative details to support and validate the qualitative narrative.  Throughout the writing process, reference was made to the SADDT Project Business Plan and all other supporting documents that defined the project's mandate.

The above process resulted in a zero draft report. This draft was then reviewed according to the terms of reference (ToR) making sure that all the important requirements were fulfilled. The review process also sought to fill information gaps, and verify all statistics and facts in order to produce a live and useful document. This resulted in the production of this first draft which will be circulated and discussed with W&RSETA Management. Feedback will be incorporated in the Final Impact Evaluation Report.

## 2.    Background of the Project

In 2011, the National Government launched the National Skills Development Strategy 111(NSDS 111). Its  vision, in line with Government's key Outcome Number 5 on education, is to "build a skilled and capable workforce to support an inclusive growth path"[1] Consistent with the national skills development thrust, the W&RSETA's mission is "to develop a skilled and capable workforce in the wholesale and retail sector, thereby contributing to the sustainable socio-economic development and growth of the country"[2] In order to contribute to the achievement of NSDS 111 objectives Setas are expected to, among other things, respond by increasing access to occupationally-directed learning programs as well as encourage better use of workplace- based skills development. This background goes a long way in providing context to the W&RSETA funded SADDT project now being evaluated.

The SADDT project sought to provide an opportunity to people living with a disability to undergo a learnership in wholesale and retail sector operations. The two- year learnership commenced in 2011 and was completed in 2013. This report constitutes an impact evaluation of that learnership and seeks to, among other things, inform stakeholders on what was achieved, the nature of challenges faced

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[1] Quoted in W&RSETA Strategic Plan 2011-2016 p30
[2] Op. cit p30

and the impact of the project as well as to make recommendations on future interventions. It also seeks to identify lessons learnt which would be useful to guide management in future projects. The overall goal of the impact evaluation is to determine the extent to which the goals of the SADDT project were achieved.

3. **Main Findings of the Evaluation**

- The following findings and conclusions have been made:
- The project was largely implemented in line with the objectives and standards stipulated in the approved Business Plan;
- The learnership has positively contributed to skills development in the wholesale and retail sector and was in line with the objectives of National Skills Development Strategy III (NSDS III);
- The target of qualifying 60% of the registered learners was met with actual attainment of 69,5%;
- The learnership provided an opportunity to people living with a disability to be trained in wholesale and retail skills in an environment that positively impacted on their self-confidence;
- Learners were generally positive on the quality of facilitation provided;
- The recruitment process did not make use of all available channels and possibly excluded some living with a disability from accessing the learnership;
- There was lack of standardization on services provided across provinces. For example, it was noted that in some training centres meals were provided while in others they were not. This therefore meant learners were treated differently depending on who the sub-contracted training provider was;

- Despite a fairly generous budget provision, there is evidence suggesting pre-assessment of learners was not adequately addressed prior to commencement of training;

- In some instances, training facilities used were not friendly to people living with disabilities;

- Although disability sensitization workshops were held, some workplaces were not adequately prepared to receive learners for on-the-job training;

- Some learners felt that there was no effective integration between theoretical training and on-the-job training;

- Employment opportunities are very limited for people living with a disability as less than 50% of those who completed the learnership secured employment. This is against the project target of 60%. Employers still categorize some jobs as being "suitable for disabled persons" and others not;

- Learners have not been able to access funding to start their own businesses and their focus is therefore on finding work rather creating their own enterprises;

- There was too much reliance on the project management service provider in implementing this project. The Seta should have played a much more active role in ensuring effective implementation of the learnership;

- The SADDT project was not efficient in terms of resources available. There was scope for the project to be implemented differently with better results;

- Failure to implement the NQF Level 3 qualification for the cohort undermined the impact and sustainability of the project;

- The target of facilitating a career path for at least 60% of the qualified learners has not been met;

- Employers were generally positive on the way the learnership was implemented and would be willing to host learners in future.

## 4.     Recommendations

The following recommendations have been made:

- The recruitment process followed must be tailored to meet the needs of people living with a disability. It has been noted, for example, that radio broadcasts were not included in the recruitment process and some potential learners were therefore excluded;
- Prior to commencement of classroom tuition, learner specific need assessment must be finalized to ensure learners with specific needs are not disadvantaged by delayed procurement of spectacles, magnifying glasses and special purpose computers;
- Training facilities used must be inspected and signed-off for compliance prior to commencement of classroom learning. It is recommended that the Seta should sign-off on suitability of premises;
- A more rigorous employer sensitization program must be implemented prior and during placement of learners in workplaces;
- For improved project impact and sustainability, stakeholders must consider implementing an NQF Level 3 learnership and thus give learners better opportunities for employment. An NQF level 2 qualification is too basic to give prospective employees a sustained competitive advantage given the prevalence of casualization in the sector;
- For effective implementation of the learnership, it is recommended that W&RSETA deals directly with the training provider(s) implementing the project or, alternatively, minimize the scope of work of the project management service provider;

- There is need for effective engagement with stakeholders in the sector on the imperative to create employment opportunities for people living with disabilities. This could be done through much more vigorous and sustained efforts designed to change perceptions on employment of people living with disability within the sector as well as exploring opportunities for incentivizing employers who do so;

- People living with a disability need more financial support during a learnership. The issue is not necessarily the quantum provided but what it can do to meet the specific needs of the learners. Of importance is the need to ensure transport needs are fully covered. While the R3500,00 stipend was found to be generous in comparison with other learnerships, there is need to look at individual learner needs as some learners need more support given the nature of their disability;

- More effective monitoring is required to ensure effective integration of classroom and workplace learning. In particular, it is recommended that the training provider ensures regular and documented visits are made to the workplaces where consultations should ideally be held  jointly with learners and supervisors;

- More effective monitoring is required to ensure Facilitators with the right level of competencies and skills are utilized;

- For improved sustainability and impact, consideration should be made to provide assistance to learners keen on starting their own small enterprises.

## 1.    INTRODUCTION AND BACKGROUND

### 1.1.    Impact Evaluation Background

According to the Policy Framework for the Government-Wide Monitoring and Evaluation System (GWM&E), evaluations assess a project for relevance,

efficiency, effectiveness, impact and sustainability[3]. In addition, impact evaluations examine whether underlying theories and assumptions relied upon in project implementation were valid. Impact evaluations also seek to establish what worked, what did not work and the reasons why. This impact evaluation will be guided by the GWM&E framework in assessing the impact of the SADDT project. Section 3 of this report details the evaluation criteria used to explore the impact of the project.

## 1.2.    About the SADDT Project

The South African Disability Development Trust (SADDT), formerly known as the Thabo Mbeki Development Trust, has been a recipient of funding from the W&RSETA since the 2007-8 financial year. This particular project addresses the needs of those whose disabilities range from visual and hearing impairment to physical disability, epilepsy and bipolar disorder.

Key background issues relating to the SADDT programme are:

- In partnership with the South African Disability Development Trust (SADDT), the W&RSETA launched the National Disability Learnership Project in 2007;

- Between 2007 and 2010, SADDT and W&RSETA successfully implemented the Phase 1 Pre-Learnership and Phase 2 Learnership programmes in Gauteng;

- Phase 2 was a pilot project based in Gauteng. Learners, who had successfully completed the bridging programme (Phase 1 in 2007/8), were placed onto a Learnership (Phase 2 in 2009/2010). The next phase of this project was formally launched on 23 May 2011. This phase was aimed at training 403 learners living with a disability across five provinces (Gauteng, KwaZulu-Natal, Free State, Eastern Cape and Western Cape) as

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[3] GWM&E Framework, 2007

part of the SETA's initiatives to provide skills development for people with disabilities;

- The learners were being hosted by some of the biggest retail chains in South Africa, namely, Builders Warehouse, Foschini Group, Mass Discounters, Waltons Stationery and the Smollan Group.

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In essence, the learnership was structured in the following format:


**Figure 1: Structure of SADDT Learnership**
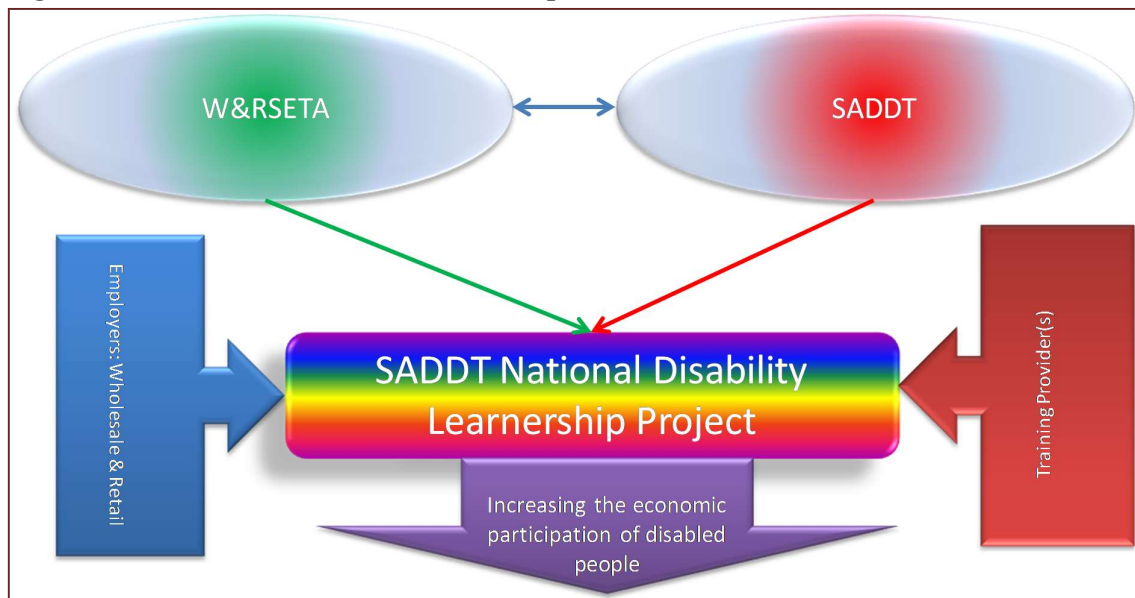


*Source: Illustration by Underhill Corporate Solutions (2016)*

At inception, the following objectives were set for the SADDT Learnership:

- To recruit and train 404 unemployed disabled learners on NQF2 Learnership and facilitate their employment;
- To conduct disability sensitization with employers across the wholesale and retail sector;
- To conduct capacity building workshops with the aim of orientating all stakeholders;
- To undertake access review at host companies' sites prior to placement;

- To assess and provide reasonable accommodation for learners;

- To achieve 60% completion and placement of the  Learnership;

- To facilitate a career path for at least 60% of the qualified learners in the wholesale and retail sector;

- To advance the objectives of NSDS II and III[4].

## 1.3.      Structure of Evaluation Report

This final evaluation report is divided into five main sections. The first section (above) presents a summary of the background to the project and evaluation objectives as captured in the ToR. The second section provides a summary of some of the key issues gleaned from literature review. The third section incorporates a narrative of the methodology and evaluation tools employed for data collection. The fourth section then details the evaluation findings, based on the agreed evaluation objectives. The findings are reported according to the evaluation criteria of projects for relevance, effectiveness, efficiency, impact and sustainability. The fifth section documents the conclusions reached and recommendations made. For the purpose of informing future project design and implementation, lessons learnt are included as part of the final section.

## 2.      SUMMARY OF RELEVANT LITERATURE

The purpose of literature review was to highlight knowledge and ideas that have been established on impact assessments of skills development projects for people living with a disability. The document is meant to give context to the evaluation of a skills development programme (SADDT National Disability Learnership) implemented for the benefit of people living with a disability in South Africa. The Evaluator sought to understand the legislative framework affecting skills development, the national government's focus on people living with a disability

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[4] SADDT Business Case for Learnerships, 2010

and how this gets translated into programmes and projects at implementing agency level. Equally important was the need to contextualize the impact evaluation within the evaluation framework presented in the Policy Framework for the Government-Wide Monitoring and Evaluation System (GWM&E System). In order to bring the international context to bear, the Evaluator also reviewed key United Nations frameworks on people living with a disability as well as related policy intervention results from other countries.

The main findings from the literature are that: (i) skills development programmes for people with disabilities have previously been implemented in developing Asian and African countries including South Africa (ii) the evaluation of these programmes focused on evaluating the efficiency of the system and the effectiveness of the programme (iii) literature and data on evaluation of skills development programmes specifically for disabled people in the world and in South Africa is still scant (iv) skills development programs implemented for the benefit of people living with disabilities have not significantly improved their employment opportunities. However, the literature review exercise managed to identify indicators of efficiency and effectiveness together with the practices used internationally, regionally and locally. These were customized and used as a benchmark for this study.

## 2.1 The South African Context

### 2.1.1 The Constitution
The Bill of Rights, contained in the Constitution of the Republic of South Africa (1996), stipulates that everyone has the right to basic education, including adult basic education and further education, which the State, through reasonable measures, must progressively make available and accessible. The Constitution legitimises the need for quality education and training, human resources

development (HRD) and human development (HD) for all South African citizens[5]. As a result, HRD and HD are important items on South Africa's developmental agenda to improve the quality of life for all its citizens Skills Development Legislation.

### 2.1.2 The Skills Development Act

The Skills Development Act, 1998 (SDA) provides a framework for improving the skills of the South African workforce through national and local workplace strategies. Of critical relevance to this impact evaluation are the purposes of the SDA. These include to:

- develop the skills of the labour force in order to improve their productivity, prospects for employment and quality of life, as well as to promote self-employment;

- increase investment in education and training;

- improve training and employment prospects of groups who were disadvantaged due to discrimination; and,

- encourage employers to provide training to their employees.[6]

In line with the objectives of the SDA, various forms of assistance are offered to people with disabilities including learnerships which lead to a recognized occupational qualification.

### 2.1.3 The National Skills Development Strategy

The National Skills Development Strategy (NSDS) is the overarching strategic guide for skills development and provides SETAs with direction for sector skills planning and implementation that is in line with wider national goals and objectives. The NSDS III came into effect in 2011 and has an avowed objective to improve the effectiveness and efficiency of the skills development system. The

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[5] Republic of South Africa, Constitution of the Republic of South Africa Act 108 of 1996. Pretoria: Government Printer. 1996:14.
[6] Skills Development Act, 1998

Strategy represents an explicit commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression. The emphasis is particularly on those who do not have relevant technical skills or adequate reading, writing and numeracy skills to enable them to find employment.

For the purposes of assessing the impact of the SADDT National Disability Learnership project focus will be guided by, and measured against, the following key developmental and transformation imperative on disability[7]:

W&RSETA noted that *"Despite commitments from NSDS I and II to increase opportunities for training and skills development for persons with disabilities, we are still far from achieving our goals in this regard. Therefore, NSDS III aims to significantly open up opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability"* (W&RSETA, 2011).

## 2.2 Approaches to Disability Programmes

The International Labour Organisation (ILO) standards on Human Resources Development (Convention No. 142, 1975, and Recommendation No. 195, 2004) in addition to the ILO Convention concerning the Vocational Rehabilitation and Employment of Disabled Persons (No. 159), 1983, are of particular relevance to promoting access of persons with disabilities to skills development and life-long learning (ILO, 2008). This theme is reflected in the UN Convention on the Rights of Persons with Disabilities, 2006, which requires States to ensure access of disabled persons to vocational training, adult education and lifelong learning without discrimination, on equal basis with others (ILO, 2008).

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[7] NSDSIII (2011)

In South Africa, the Integrated National Disability Strategy (INDS) aims to facilitate the inclusion of disability related issues into every aspect of governance, among other goals. In terms of unemployment, the INDS lists the following policy objectives:

- narrowing of the unemployment gap between disabled and non-disabled employment seekers;

- broadening of the range of employment options for people with disabilities; and,

- Facilitating the vocational integration of people with disabilities regardless of origin, nature and/or degree of disability.

## 2.3 The Zambian Experience

Recognizing the central role played by skills in enabling persons with disabilities to access decent work, and the importance of identifying good practice in skills development for disabled persons, the ILO undertook a country study in Zambia in the framework of the ILO/Flanders project "Skills Acquisition and Work for Persons with Disabilities in Southern Africa" 2004-2006[8].

The aims of the study were to identify effective strategies for vocational skills acquisition by persons with disabilities leading to productive work, promote training policies and effective methods of training and employment services delivery for individuals with different types of disabilities, particularly in mainstream training institutions. The study was designed to be exploratory in nature, so as to highlight good practice as well as key issues relating to skills development and employment of persons with disabilities, which require the attention of legislators, policymakers and service providers.

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[8] ILO, 2004

## 2.4 Wholesale and Retail Seta Strategic Focus

The Wholesale and Retail Seta Strategic Plan (2011-2016), while recognising that the sector plays an important role in employment creation, also acknowledges that the sector is characterised by high levels of informalization including casualization, outsourcing and labour broking. In line with national government policy, the Seta's Strategic Plan acknowledges that "more disabled people should be employed in the industry"[9] Critically, an impact evaluation of learnerships must therefore reflect on the effect of casualization on the ability of the sector to provide employment to qualified learners.

## 3.    EVALUATION METHODOLOGY

### 3.1.    Evaluation Purpose

The overall purpose of this study was to conduct an impact evaluation on behalf of the W&RSETA funded SADDT National Disability Learnership Project. Specifically, the evaluation was aimed at measuring the projects' impact in terms of the following indicators:

- **Relevance:** The extent to which the objectives of the project are relevant to the needs of recipients, policy specifications and national priorities.
- **Efficiency:** Amount of output created (achievements and results) and their quality in relation to the resources (capital and human efforts) invested.
- **Effectiveness:** The extent to which the planned outputs, expected changes, intended effects and intended impact have been produced/achieved. This will be done through a process evaluation of the project.
- **Impact:** Gauging whether any changes can be attributed to the project implementation. The evaluation will seek to understand if there are any unintended secondary or negative effects or outcomes.

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[9] W&RSETA Strategic Plan 2011-16

o **Sustainability:** The maintenance or augmentation of positive achievements induced by the project after the project has been terminated. This might provide the basis for recommendations on the future implementation of the models derived from the training.

o **Replicability:** The feasibility of repeating this particular project (or part thereof) in another context like in other provinces in South Africa.

## 3.2.    Evaluation Objectives

In evaluating the SADDT project, the Evaluator has taken account of the following evaluation objectives specified in the Terms of Reference (ToR):

o The need to establish the nature of the long term changes (the evidence of the merit and worth of the intervention);

o The need to determine the extent to which the stated results and strategies were achieved;

o The examination of how the project inputs(resources) were converted into results in relation to quantity, quality and time;

o The determination of the extent to which resources were cost-effectively utilized;

o The need to evaluate if the processes could have been carried out differently;

o An evaluation of the sustainability of the results achieved;

o The need to ascertain the key issues, challenges, strengths, weaknesses, opportunities and threats of the entire project;

o The need to identify the lessons learnt from the intervention.

## 3.3.    Evaluation Methodology
### 3.3.1. Evaluation Tools
Evaluation tools were carefully selected and utilized to gather complete data that would enhance the derivation of correct conclusions and recommendations. The tools selected were also meant to triangulate the collected data for consistency

and accuracy of results. Document review, key informant/stakeholder interviews, questionnaire surveys and focus group discussions were conducted with relevant stakeholders. The results from these tools have been analyzed and combined to produce both the qualitative narrative and quantitative data to complement and support conclusions reached. The tools are discussed below.

### 3.3.2. Document Review

In line with the project implementation plan, a desktop report was developed and submitted. The following documents were reviewed:

    i.    SADDT Business Case for Learnership;
    ii.    Monitoring Reports;
    iii.    Expenditure Report; and
    iv.    Project Closure Report.

These documents were analyzed for coherence and completeness of content, their usefulness in assisting the SADDT project to achieve its objectives and also for assisting the Evaluator make an opinion on the level of achievement on project milestones. The results of the review are incorporated in the final evaluation results discussed in the later part of this report.

### 3.3.3. Identification of Main Participants and Stakeholders

The following stakeholders were identified at the commencement of the evaluation. They have been consulted and involved in gathering both qualitative and quantitative information relevant to the impact evaluation.

The following table indicates the nature of engagement with each stakeholder during the course of data collection:

**Table 1: Stakeholder Engagement Approach**

| Stakeholder | Key Informant Interview | Completed Questionnaire | Attended Focus Group |
|---|---|---|---|
| Learners | | ✓ | ✓ |
| Employers | ✓ | | |
| AboutLearning | ✓ | ✓ | |
| W&RSETA | ✓ | | |
| SADDT | ✓ | | |

*Source: Underhill Corporate Solutions (2016)*

### 3.3.4. Survey of Beneficiaries

The sample used for the evaluation was broadly representative and included all the key stakeholders. In respect of learners, participants who completed the questionnaire and attended focus group discussions were drawn from all the provinces where the learnership was implemented. The learner sample distribution is as depicted below:

**Table 2: Participant Learner Distribution**

| Province | Actual Sample Size | Focus Group Discussion | Population Size | Proportion of Actual Size (%) |
|---|---|---|---|---|
| Gauteng South | 39 | 18 | 183 | 42 |
| Gauteng North | 18 | 8 | | |
| Eastern Cape | 14 | 10 | 42 | 12 |
| Western Cape | 19 | 4 | 104 | 26 |
| KZN | 13 | 10 | 43 | 11 |
| Free State | 7 | 6 | 32 | 9 |
| *Total* | *110* | *56* | *404* | *100* |

*Source: Underhill Corporate Solutions (2016)*

### 3.3.5. Key Informant/Stakeholder Interviews

Key Informant/Stakeholder interviews were conducted and these were guided by a prior-approved questionnaire (see Appendix E attached). Key informant interviews were conducted with AboutLearning and W&RSETA staff. The other stakeholders interviewed include representatives of employers and SADDT.

### 3.3.6. Focus Group Discussions

As part of data gathering, focus group discussions (FGDs) were held. However, given the evaluation time constraints, these were limited to learners only. For a

much more detailed exercise, the Evaluator would have preferred to include other stakeholders such as employers in separate FGDs. A prior approved interview guide was used as a basis for focus group discussions. Questions were however open- ended to encourage a free-flow discussion among participants. This allowed the Evaluator to standardize questions asked across all provinces and thus be able to reach conclusions on learner perceptions. The discussions were lively and provided the Evaluator with very useful information for the evaluation exercise. As indicated in Table 2 above, there was a fair distribution of learners who attended focus group meetings over the five participating provinces. This was largely attributable to the excellent logistical arrangements made by the W&RSETA.

### 3.3.7. Data Analysis

Data entry was conducted at the Evaluator's office by qualified Researchers using the CSPro. Data entry screens that are identical to the questionnaire were designed using *CSPro*. *CSPro* is a specialized data capturing software package that combines the features of Integrated Microcomputer Processing System (IMPS) and the Integrated System for Survey Analysis (ISSA) in a single windows environment. CSPro enables the user and data-capturing manager to easily monitor and control the data capturing process in situations where multiple data capturers are used, which was the case in this impact evaluation. Data analysis was done using the Statistical Package for Social Scientists (SPSS). Microsoft Excel was used to construct charts and graphs. Descriptive statistics and cross tabulations were run to generate the bulk of the results.

### 3.4.     Limitations of the Study

The SADDT project final evaluation was conducted with adequate technical and logistical support from W&RSETA Management. Despite the coordinated planning, some key interviews with stakeholders could not be conducted due to

their unavailability during the evaluation period. These include the Chief Executive of SADDT and some employer representatives who were no longer employed by their organizations at the time of evaluation. However, the Evaluator believes the cross section of stakeholders interviewed generated enough information to fairly represent stakeholder sentiments on the impact of the project.

The evaluation plan was limited by time. Focus group discussions were limited to learners only. Key informant interviews and focus group discussions were done concurrently with the questionnaire survey.

## 3.5.    Data Integrity

Despite the limitations described above, the quality of the data and information collected was very good and useful to enable an effective evaluation. To ensure quality and reliability of the data collected, the following mechanisms were put in place:

- Training of Evaluators/Researchers in advance of data collection,
- Participatory finalization of the research instruments,
- Checking of questionnaires after completion and verification of unclear responses,
- Periodic debriefing sessions to obtain feedback and views from the evaluation team, and
- Adherence to professional and standard norms for evaluation procedures.

# 4.    EVALUATION FINDINGS

## 4.1.    Introduction

This chapter discussed the main results from the survey of learners, focus group discussions and in-depth interviews with project managers and employers. The main aim is to triangulate the findings, and then make an informed conclusion based on perceptions from different stakeholders.

In the majority of survey questions and focus group discussions, respondents were asked to express their perceptions or opinions. These perceptions are useful in evaluating the relevance of the learnership as well as making an opinion on the replicability of the project.

## 4.2.    Profile of Respondents

A total of 110 learners were interviewed out of the total population of 404. Thus, the learner sample size was 27%. Focus group discussions were also held with 56 (14%) learners across the 6 W&RSETA regional centres. Figure 2 shows the proportion of learner sample sizes by regional centres.

**Figure 2: Distribution of Sample Sizes by W&RSETA Regional Centre**
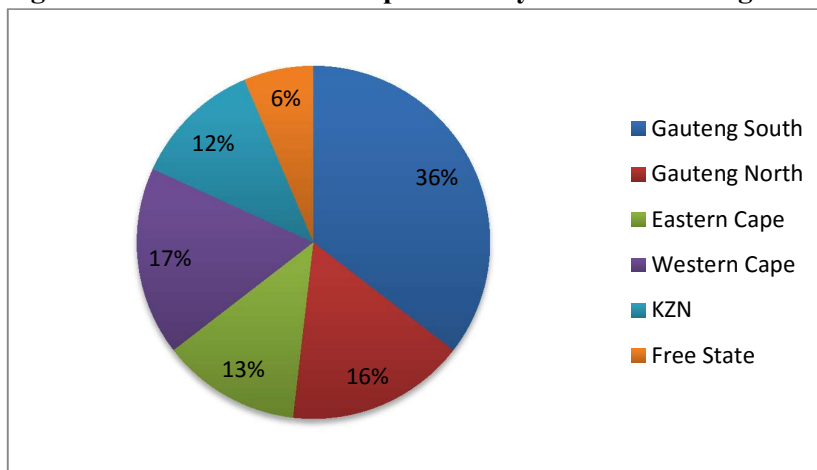


*Source: Underhill Corporate Solutions External Evaluation (2016)*

As shown in Figure 2, Gauteng South had the highest proportion of learners and therefore had the highest number of survey respondents (36%). The regional office with the least number of respondents was Free State with 6%.

## 4.3.    Survey Findings

### 4.3.1.  Learner perception on ease of application for learnership

The majority of the learners (63.6%) indicated that the application process for the learnership programme was easy and straightforward. The other 27.3% however indicated that 'there is room for improvement' in the application and approval processes. As shown on Figure 3, 9% of the served learners felt that the application process was complicated.

**Figure 3: Learner perception on ease of application for learnership**
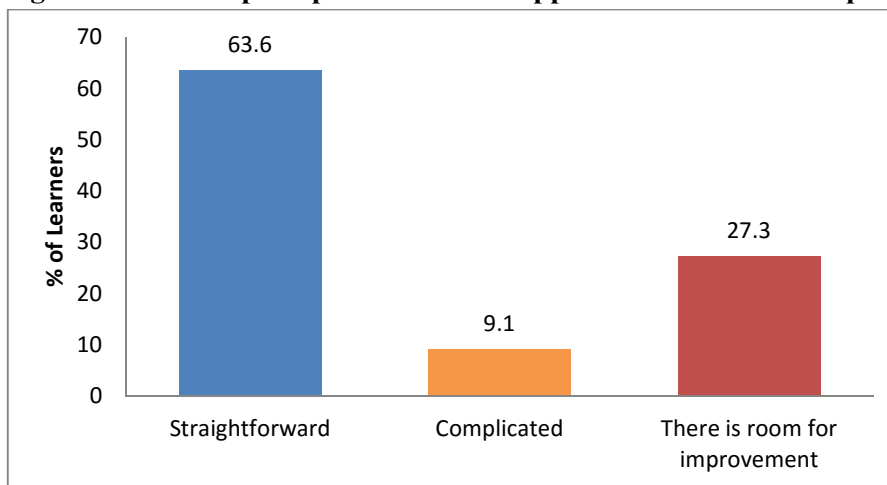


*Source: Underhill Corporate Solutions External Evaluation (2016)*

### 4.3.2.  Learner Perceptions of Relevance of Learnership

Learners were asked to describe 'the usefulness of the training programme at the work place'. The focus of the question was on the relevance of the theoretical teaching to the practical learning.

**Figure 4: Learner Perceptions of Relevance of Learnership**
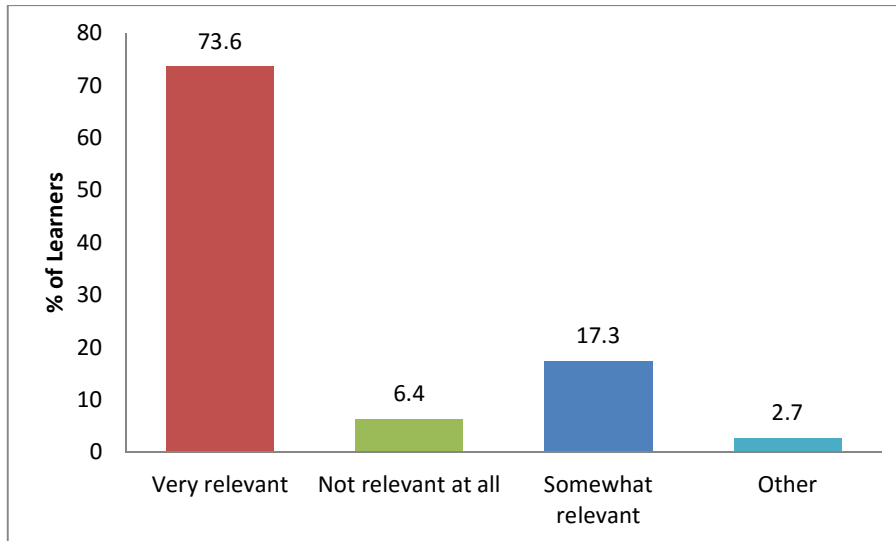


*Source: Underhill Corporate Solutions External Evaluation (2016)*

Figure 4 above shows that the majority of the learners (73.6%) considered the theoretical teaching as 'very relevant' to the work place practical learning and exposure. 77.3% of the learners also described the overall training programme was very useful and relevant for entry into the wholesale and retail industry.

### 4.3.3. Learner perceptions on usefulness of learnership in getting employment

In order to assess the learners' perception of the usefulness of the learnership, learners were asked to indicate their perceptions on the relevance and usefulness of the learnership for employment purposes.

As indicated in the in Figure 5, the majority of the learners (66.4%) felt that the learnership was useful in terms of assisting them to get better employment. However, a significant number of the learners (18.2%) felt that the learnership was not useful at all for employment purposes. This later group could have been influenced by the difficulty they might have experienced in getting employment.

**Figure 5: Learner perceptions on usefulness of learnership in getting employment**
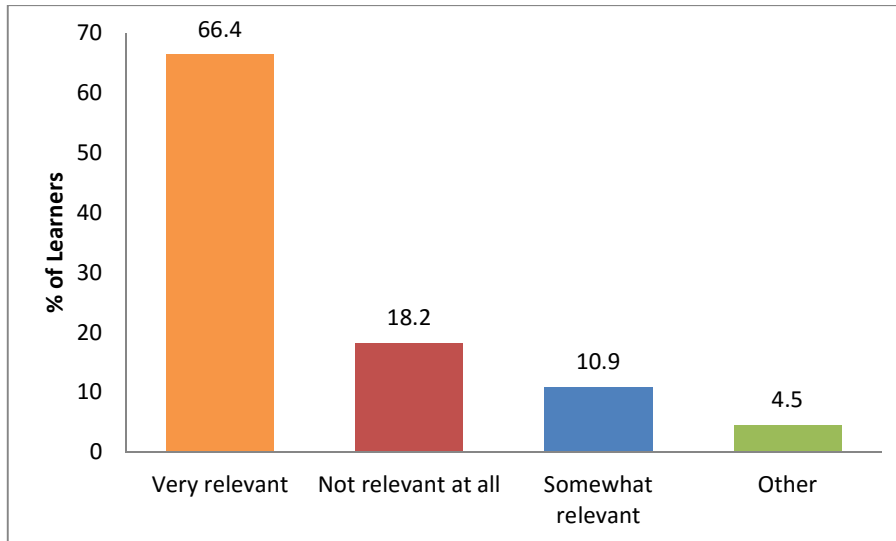


*Source: Underhill Corporate Solutions External Evaluation (2016)*

### 4.3.4. Learner perceptions on impact of learnership in personal lives

Evaluators also asked learners to evaluate the impact of the programme to their personal lives. The results are varied, as summarised in Table 3.

**Table 3: Impact of the Learnership in Personal Lives**

| How has your life changed by participating in the programme? | % of Learners |
|---|---|
| Gained knowledge, skills & experience | 50.30% |
| Gives me opportunity to get employment | 11.90% |
| My life did not change after completing the programme | 6.30% |
| l am confident & able to prove my disability | 5.00% |
| Able to assist & work with others etc community | 4.40% |
| Opened doors for me  and have a clear outlook of social issues | 4.40% |
| l now have knowledge to start my own business | 3.80% |
| Learn to engage at work and able to handle pressure | 3.80% |
| Acquired a certificate that l am competent | 3.10% |
| Given an opportunity  to interact with other learners | 2.50% |
| Given hope for the future | 1.90% |
| Build my self esteem and now better organized | 1.30% |
| Learnt to take responsibility | 0.60% |
| Very confident & able to work alone without supervision | 0.60% |
| *Total* | *100.00%* |

*Source: Underhill Corporate Solutions External Evaluation (2016)*

As shown in Table 3, the majority of the learners indicated that the learnership programmes helped them gain knowledge, skills and experience. Others indicated that the programme 'gave them hope', helped them 'build self esteem', 'learnt to take responsibility', and 'ability to assist and work with others in the community'.

### 4.3.5. Learner perception on quality of facilitation

Learners were also asked to rate the quality of the facilitation from the training providers.

**Figure 6: Learner perception on quality of facilitation**
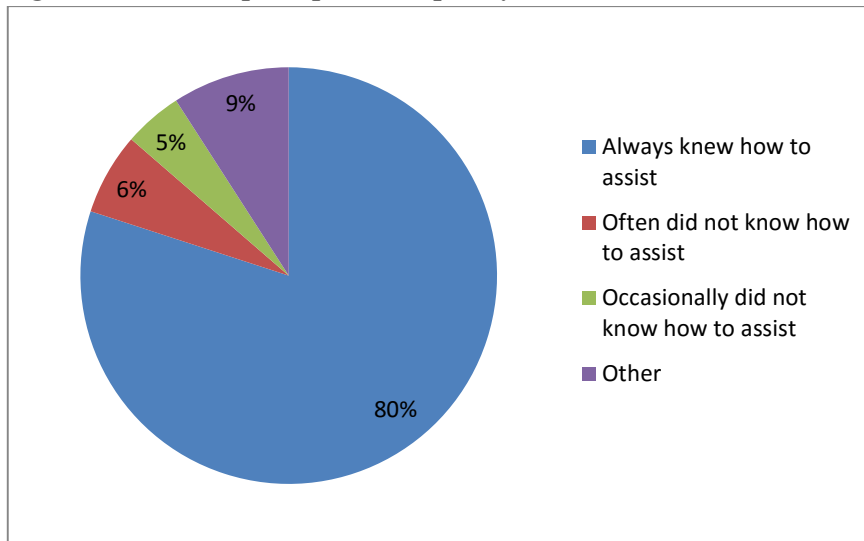


*Source: Underhill Corporate Solutions External Evaluation (2016)*

As shown in Figure 6, the majority of the learners (80%) indicated that their facilitators 'always knew how to assist'.

### 4.3.6. Have the learners been able to get employment?

The ability to obtain employment following completion of the learnership is one of the critical issues that need to be assessed in the evaluation of the SADDT project. During the survey, learners were asked to indicate whether there were currently working.

**Figure 7: Percentage of those employed**
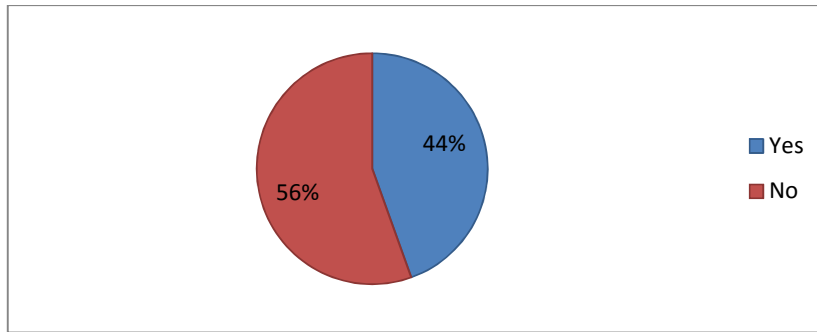


*Source: Underhill Corporate Solutions External Evaluation (2016)*

Based on the responses from surveyed learners, 44% of the learners have managed to get employment and 56% were unemployed. Although substantive information on the actual numbers employed could not be obtained, the Evaluator is of the opinion that is lower than 40%.

The indicative employment level of 56%, unfortunately falls short of the project target of 60%. This will be further examined in the later part of the report particularly in light of its implication on project efficiency, effectiveness and the lessons learnt from the project.

## 4.4. Impact Evaluation Results

### 4.4.1. Evaluation Objective One: *Extent to which the stated results and strategies were achieved*

A review of available project documents reveals that the SADDT project had an intended objective of enrolling 404 learners for an NQF Level 2 learnership in Wholesale and Retail Operations.

The project Close-Out Report captures the following critical information in terms of the project outputs:

- 289 learners completed the learnership;
- 281 learners were duly certified;
- 113 learners dropped-out.

The main findings of the evaluation in respect of the project outcomes are:

- The project target of ensuring that 60% of the registered learners completed the learnership was achieved with actual achievement of 69,5%;

- The target of placing 60% of qualified learners in permanent employment was not achieved. 56% of the surveyed learners were not employed.

- The target of facilitating a career within the wholesale and retail sector for at least 60% of qualified learners was not achieved.

### 4.4.2. Evaluation Objective Two: *The extent to which the project resources were effectively used*

The Evaluator has reviewed the project budget and expenditure reports and established that the total project budget was R37.3 million and the actual spent was R32.8 million. The total cost per leaner was approximately R81 000.00 for the entire project duration.

**Table 4: Project Budget versus Expenditure**

| Total Budget | Total Spent | Project Write-Back | Total Number of Learners | Cost per Learner |
|---|---|---|---|---|
| R37 300 000.00 | R32 751 000.00 | R4 549 000.00 | 404 | R81 067.00 |

*Source: W&RSETA Project Closure Report 2013*

An analysis of available information has led to the following conclusions:

i. While recognising the special nature of this learnership, the Evaluator has noted the relatively high cost of training per learner and believes the project was not efficient with the available resources;

ii. With a budget of R100, 000 set aside for recruitment costs, more could have been done to ensure the right channels are used to reach the target population. In interviews with learners, the Evaluator established that the majority of learners got to know of the learnership through hearsay and not through established channels;

iii.   Despite a budget of R1, 215,000 for reasonable accommodation assessments and a further R1, 134, 00 for pre-assessments as well as R1, 000,000 for learner reasonable accommodation, some learners went through the learnership without necessary learning tools such as special computers and magnifying glasses to improve reading. Admittedly, not all needs could be accommodated but the basics should have been met from the budgeted amounts. The Evaluator was advised by some learners that there were unfulfilled promises made to provide essential learning tools;

iv.   The Evaluator has noted that project management costs amounted to a total of R7, 162,882. This is 21, 8% of the actual expenditure incurred on the project. Based on best practice, a more reasonable amount should ideally have been within 10% of the total project cost. The Evaluator is of the view that efficiencies could have been realised if the Seta dealt directly with the training provider or, alternatively, significantly curtailed the scope of work for the project management service provider;

v.   The Evaluator is of the view that, given concerns raised by learners on poor disability management skills at workplace level, more funds should have been spent on disability sensitization workshops and follow-up meetings. Evidently, a budget allocation of R50, 000 for this important intervention was inadequate.

### 4.4.3.   Evaluation Objective Three: *Could the project have been carried out differently?*

Having examined the business case for the SADDT project, it is apparent there are aspects that could have been done differently in order to improve the impact of the project. The Evaluator has identified the following:

i.   In terms of the recruitment of learners into the project, a more broad based approach could have been adopted to cater for the needs of people living with a disability. For example, the Evaluator has noted that there were no

radio advertisements for the learnerships and this tended to restrict access as radio communication plays a crucial role in communicating with people in areas where there is no access to a newspaper or internet. Adequate time must be made available for recruitment to enable effective use of different recruitment channels;

ii. Although there was a commitment in the business plan, the Evaluator has noted that the process of inspecting and approving training facilities for the learnership was not strictly enforced. As a result some training facilities were not user friendly for people living with a disability. In particular, learners indicated their frustration over the facilities used in Durban (Umgeni). Based on the comments from learners, these facilities were not suitable for people using wheel chairs as most of the learning rooms were upstairs and could not be accessed. As a result, learners who could not use the stairs were allocated a training room on the ground floor on their own. This tended to frustrate learners as they felt unfairly treated. The Project Manager should have been more careful in the choice of facilities to avoid such problems.

iii. While in the majority of cases learners were positive about the quality of facilitation received, the situation was different for one of the groups in Durban. Learners made reference to an incident where the quality of facilitation was so poor that one of the learners had to act as a facilitator for the group. While this appeared to be an isolated incident, this did not reflect well on the way Facilitators were selected by the Training Provider;

iv. People living with a disability have specific needs for transport. While the Evaluator appreciates that the project catered for a stipend that is significantly higher (R3500) than what normally applies in other learnerships, some learners felt that it was inadequate to cater for their special transport needs. Based on feedback received from learners, the

lack of transport was a major contributory factor to learners dropping out of the learnership. This is perhaps an area that requires further investigation given the fact that resources are always limited to fully cater for every need. Perhaps consideration should have been given to identify those learners with extra-special transport needs and further assistance provided for them;

v. The Business Case for the SADDT Learnership included a requirement for sensitization training on handling people living with a disability in the workplace. The Evaluator has noted that a limited project budget (R50, 000) was provided for workshops on this aspect. Regrettably, feedback from the majority of learners indicated that this issue was not adequately addressed. Most learners had a poor reception at the workplace and were often seen more as "objects of pity" rather than people looking for development of potential. As noted above, the amount budgeted for was perhaps low compared to the need. Disability sensitization requires a sustained intervention in order to transform the organization culture. A once-off workshop would therefore not be ideal, particularly given the fact that personnel changes result in new people moving in who may not have been exposed to the sensitization training before;

vi. To ensure effective implementation of a learnership, it is important to ensure that there is integration between classroom learning and workplace exposure. The Evaluator has established that some learners never signed logbooks while in the workplace although they were later deemed competent. Although some learners were adamant this was true, the Evaluator was not able to physically confirm the veracity of these allegations. On their part, the Training Provider felt that this could never have happened as logbook completion were part of standard procedure and learners would not have gone through the learnership without these having been signed at the workplace.

### 4.4.4. Evaluation Objective Four: *Relevance of the SADDT Project*

The Evaluator has reviewed relevant documents relating to the relevance of the project and concluded as follows:

i.     The SADDT project is in line with the objectives of the National Skills Development Strategy111(NSDS111) and the Seta's mission to "develop a skilled and capable workforce in the Wholesale and Retail sector, thereby contributing to the sustainable socio-economic development and growth of the country"[10],

ii.    The Seta's strategic plan acknowledges that "more disabled people should be employed in the sector"[11],

iii.   There is a current national drive to streamline issues relating to disability and the Seta has rightly recognised the need to play a key role through implementation of this learnership.

iv.    The survey results show that

- 74% of the learners indicated that the learnership programme was very relevant to their career progression.

- 66% indicated that the learnership was very relevant in getting employment.

### 4.4.5. Evaluation Objective: *Project Long-Term Impact*

The Evaluator has identified the following long-term impacts of the project:

i.     289 learners living with a disability have been given an opportunity to participate in the national economy by acquiring wholesale and retail sector skills;

ii.    Participants in the learnership admitted that although the learnership did not meet all their expectations, it gave them tools to look for employment that they did not have before;

iii.   Participants also acknowledged that receiving training together with other

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[10] W&RSETA Strategic Plan 2011-2016
[11] W&RSETA Strategic Plan p19

people living with a disability helped to build their self- confidence;

iv. The skills acquired by learners could be the basis for starting businesses within the sector.

### 4.4.6. Evaluation Objective: Sustainability of the Intervention

The Evaluator assessed issues of sustainability relating to this project and concluded as follows:

i. While the project has no doubt contributed to skills development within the sector, it has fallen short on issues of sustainability;

ii. For sustainability, the Evaluator is of the view that it was necessary to implement an NQF 3 qualification to enable learners to acquire additional skills that would retain them in the sector. Because this was not implemented, some learners have proceeded to enrol for other learnerships with other Setas;

iii. Responses from the learners indicated that the number of learners absorbed on full-time employment has been low, an issue that requires the intervention of the sector.

## 4.5. Comparative Results from Literature Review

Interestingly, the results of this impact evaluation compare favourably with what the Evaluator established to have been the case in a related project implemented in Zambia[12]. In that project, detailed in the literature review section above, the following were the results and implications drawn from the impact assessment:

i. Training available to people with disabilities in specialist centres in Zambia is generally out-dated and of limited relevance to current and emerging opportunities in the labour market or in terms of enterprise. Much of the training is in low value-added subject areas;

ii. There was some evidence that women with disabilities benefited less than

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[12] Zambia Federation of Disabled Study, 2004

men with disabilities in terms of the relevance of the skills training they acquired;

iii. The standard of training in specialist centres was also lower than that in mainstream centres, leaving graduates with disabilities at a comparative disadvantage in their search for jobs;

iv. Although a wide variety of work was done by respondents, the results show that stereotypical "disabled peoples' jobs", such as telephone operators, were still frequent. There was also a clear distinction between the training available to women and to men;

v. Mainstream training centres are frequently poorly prepared to cater to accommodate trainees with different disabilities – in terms of preparedness of trainers; accessibility of buildings; accessibility of information; availability of sign language interpretation; vocational assessment and career guidance; and availability of accessible transport;

vi. While the skills training did not lead to employment for many of the respondents, the value of appropriate skills training was recognized and many respondents would welcome the opportunity for further training, if this would assist them in getting decent work or in setting up viable small businesses;

vii. Respondents generally sought jobs through informal networks or through the training centres they attended. Few availed of public employment services;

viii. Respondents reported discrimination and lack of relevant skills training as being the major barriers they faced in finding employment. Discrimination was more frequently identified as a barrier by respondents with college level education, while the lack of marketable skills was more frequently mentioned by those with primary level education. Other barriers to employment included: communication difficulties, lack of transport, the individual's disability and the general lack of jobs in Zambia;

ix.  An impact evaluation of a related project in Malawi revealed a similar trend with an additional observation that training initiatives need to be linked with availability of credit to facilitate establishment of micro enterprises by people living with a disability[13].

## 5.  CONCLUSIONS, RECOMMENDATIONS AND LESSONS

### 5.1.  Conclusions

After reviewing results in respect of the SADDT project, the Evaluator has reached the following conclusions:

5.1.1.  Although there were shortcomings, the project was largely implemented in line with the objectives and standards stipulated in the approved Business Plan[14];

5.1.2.  The learnership has positively contributed to skills development in the Wholesale and Retail Sector and was in line with the objectives of NSDS III;

5.1.3.  The learnership provided an opportunity to people living with a disability to be trained in wholesale and retail skills in an environment that positively impacted on their self-confidence;

5.1.4.  Learners were generally positive on the quality of facilitation provided;

5.1.5.  The learnership achieved its objective of registering 60% of learners enrolled;

5.1.6.  The learnership was not able to achieve its objective of placing 60% of qualified learners in permanent employment;

5.1.7.  There is no evidence that the learnership achieved the objective of facilitating a career path in the wholesale and retail sector for at least

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[13] ILO/Flanders Project 2006
[14] SADDT: Business Case for Learnership 2010

60% of qualified learners;

5.1.8. The recruitment process did not effectively make use of all relevant recruitment channels to reach the target population. As a result, some individuals living with a disability may have been denied the opportunity to participate in the learnership;

5.1.9. There was lack of standardization on services provided across provinces. For example, it was noted that in some training centres meals were provided while in others they were not. This therefore meant learners were treated differently depending on who the sub-contracted service provider was;

5.1.10. There is evidence suggesting that pre-assessment of learners was not adequately done prior to commencement of training;

5.1.11. In some instances, training facilities used were not disabled person friendly;

5.1.12. Although disability sensitization workshops were held, some workplaces were not adequately prepared to receive learners for on-the-job training;

5.1.13. Some learners felt there was no effective integration between theoretical training and on-the-job training;

5.1.14. Employment opportunities are still very limited for people living with a disability. Qualified learners feel they are discriminated against when they apply for jobs. In their view, employers still categorize some jobs as being "suitable for disabled persons" and others not;

5.1.15. Failure to offer an NQF Level 3 qualification has left learners with qualifications that do not significantly improve their chances to secure employment, particularly given the extent of casualization within the sector;

5.1.16. Learners have not been able to access funding to start their own

businesses and their focus is on finding work rather creating their own retail outlets;

5.1.17. There was too much reliance on the project management service provider in implementing this project. The Seta should have played a much more active role in ensuring effective implementation of the learnership;

5.1.18. The SADDT project was not efficient in terms of resources available. There was scope for the project to be implemented differently with better results;

5.1.19. Failure to subsequently implement an NQF Level 3 qualification for the cohort undermined the impact and sustainability of this project;

5.1.20. Employers were generally positive on the learnership and would be willing to host learners in future.

## 5.2. Recommendations

In light of the above conclusions, the Evaluator recommends as follows:

5.2.1. The recruitment process followed must be tailored to meet the needs of people living with a disability. It has been noted, for example, that radio broadcasts were not included in the recruitment process and some potential learners may have been excluded from accessing the learnership;

5.2.2. Prior to commencement of classroom tuition, learner specific need assessment must be finalized to ensure learners with specific needs are not disadvantaged by delayed procurement of spectacles, magnifying glasses and special purpose computers;

5.2.3. Training facilities used must be inspected and signed-off for compliance with the requirements of people living with a disability prior to commencement of learning. It is recommended that this be

a responsibility assigned to W&RSETA management;

5.2.4. A more rigorous and sustained employer sensitization program must be implemented prior to and during placement of learners in workplaces;

5.2.5. For sustainability, stakeholders must consider implementing an NQF Level 3 learnership and thus give learners better opportunities for employment post-training. This approach will be in line with NSDS 111 goal of "encouraging and supporting cooperatives, small enterprises…"15

5.2.6. For effective implementation of the learnership, it is recommended that W&RSETA deals directly with the training provider(s) for the project or, alternatively, significantly curtail the role of the project management service provider. This will also have a positive impact on the cost of the project in light of the fact that 21% of actual cost of the project went to project management;

5.2.7. There is need for effective engagement with stakeholders in the sector on the imperative to create employment opportunities for people living with disabilities. This could be done through more vigorous and sustained efforts designed to change perceptions on employment of people living with a disability within the sector;

5.2.8. People living with a disability need more financial support during a learnership. The issue is not necessarily the quantum provided but what it can do to meet the specific needs of the learners. Of importance is the need to ensure transport needs are fully covered;

5.2.9. More effective monitoring is required to ensure effective integration of classroom and on the job training.

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[15] Quoted in W&RSETA Strategic Plan p30

## 5.3. Lessons Learnt

The following are some of the lessons learnt on implementing the SADDT project:

5.3.1.    The recruitment process for the learnership must be designed differently from other learnerships. This learnership requires more planning and use of appropriate recruitment channels to give opportunity to the target population;

5.3.2.    The W&RSETA should play a more prominent role in ensuring reasonable accommodation issues are well attended to prior to commencement of the learnership. In particular, the Seta should sign-off on facilities to be used for training;

5.3.3.    More time and resources should be dedicated to disability sensitization with employers. Once-off workshops are not ideal as staff mobility may affect the impact of sensitization workshops held at the inception of the project;

5.3.4.    The W&RSETA should deal directly with the training provider and significantly curtail the scope of the project management service provider to improve project efficiency;

5.3.5.    The W&RSETA should be more hands-on with training provider to ensure an acceptable standard of facilitation is maintained through-out all participating provinces;

5.3.6.    For enhanced project impact, learnerships should aim to develop skills beyond NQF level 2 so as to help learners to secure jobs within the sector. With extensive casualization prevalent within the sector, an NQF level 2 qualification does not significantly enhance the learners' chances to obtain employment within the wholesale and retail sector;

5.3.7.    People living with disability have specific needs that need to be met if they are successfully complete a learnership. The issue of transport

needs to be given special attention as lack of it significantly contributes to learner drop-outs;

5.3.8.    Although not openly admitted by employers, there still exists serious prejudices on the employment of people living with a disability within the sector;

5.3.9.    Equipping learners with wholesale and retail skills should be buttressed with providing qualified learners with financial assistance to start own enterprises;

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5. South African Government: National Skills Development Strategy 2011
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7. Wholesale and Retail Seta: Strategic Plan 2011-2016
8. Wholesale and Retail Seta: SADDT Project Closure Report 2013
9. Wholesale and Retail Seta: SADDT Project Closure Form 201

# APPENDICES

## Appendix A: Learners Questionnaire

| QUESTIONNAIRE (W&R SETA) : NO:........................................ | | For office use: | |
|---|---|---|---|
| **W&RSETA** WHOLESALE & RETAIL SETA *Skills Development for Economic Growth* **UNDERHILL CORPORATE SOLUTIONS** *Inspired solutions for world-wide impact!!* | **IMPACT ASSESSMENT OF THE W&RSETA SADDT NATIONAL DISABILITY LEARNERSHIP PROGRAMME** | Province | Name of Company |
| | | Interviewer Name: | Date: |
| | | | Time: |

*(Please put a star or a tick against an option which best describes you)*

### SECTION A: DEMOGRAPHICS

| 1. Name of Respondent: | | 2. Centre Location (Province): | |
|---|---|---|---|

| 3. Respondent's Position in the Company (if employed): | | 4. Respondent Contact Details | Work: | |
|---|---|---|---|---|
| | | | Cell: | |
| | | | Email | |

### SECTION B: SADDT PROGRAMME QUESTIONS

| 5. How would you describe your engagement with **AboutLearning/SADDT** in terms of the following: | **Quantity of queries presented to AboutLearning/SADDT** | | **Ability to assist Learners** | |
|---|---|---|---|---|
| | Often had queries | 1 | Always knew how to assist | 1 |
| | Rarely had queries | 2 | Often did not know how to assist | 2 |
| | Occasionally had queries | 3 | Occasionally did not know how to assist | 3 |
| | Other............................. | 4 | Other............................. | 4 |

| 6. How would you describe the process of applying for a SADDT learnership | Straightforward | 1 | Comment |
|---|---|---|---|
| | Complicated | 2 | |
| | There is room for improvement | 3 | |

| 7. Did SADDT/AboutLearning have enough staff and resources to manage the responsibilities required of the Learnership throughout the duration of the project? | Yes | 1 | Comment |
|---|---|---|---|
| | No | 2 | |

| 8. Please tick which of the skills you learn/acquired by participating in the National Certificate Programme? *(You can tick more than one)* | Computer Literacy | Financial Management | Merchandising | Sales Skills | HIV/AIDS Training | Time Management |
|---|---|---|---|---|---|---|
| | Small Business Management | Negotiation Skills | Stock Management | Buying & Planning | Teamwork | Performance Management |
| | Business Writing Skills | Customer Care | Supervisory Skills | | | |

| 9. How would you describe the usefulness of the training programme to the: | **The Workplace?** | | **The W&R Sector (Industry)?** | | **Comment** |
|---|---|---|---|---|---|
| | Very relevant | 1 | Very relevant | 1 | |
| | Not relevant at all | 2 | Not relevant at all | 2 | |
| | Somewhat relevant | 3 | Somewhat relevant | 3 | |
| | Other............................. | 4 | Other............................. | 4 | |

| 9. In your opinion, how relevant and useful is the SADDT National Disability Leaenership Programme to you in terms of the following: | **Getting better employment** | | **Promotion and higher pay at work** | | **Improvement in skills and further studies** | | **Higher Productivity at work** | |
|---|---|---|---|---|---|---|---|---|
| | Very relevant | 1 | Very relevant | 1 | Very relevant | 1 | Very relevant | 1 |
| | Not relevant at all | 2 | Not relevant at all | 2 | Not relevant at all | 2 | Not relevant at all | 2 |
| | Somewhat relevant | 3 | Somewhat relevant | 3 | Somewhat relevant | 3 | Somewhat relevant | 3 |
| | Other.......................... | 4 | Other............. | 4 | Other............. | 4 | Other................. | 4 |

| 10. What do you think are the reasons for termination of learnerships by learners i.e. Termination before completion? | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |

| 11.1. Do you think that there were controls in place to prevent disruptions of classes? | Yes | 1 |
| | No | 2 |
| 11.2. If so, what were the controls? | 1. ................................. | |
| | 2. ................................. | |
| 11.3. Were the controls effective? | Yes | 1 |
| | No | 2 |

| 12. What do you think should be done to improve on usefulness (effectiveness) of this programme ? | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |

**SECTION C: PROJECT MANAGEMENT AND SUPPORT**

| | Briefing sessions | | Approval of applications | | Support and Guidance | | Other (Explain) |
|---|---|---|---|---|---|---|---|
| 13. How would you describe your experiences with W&RSETA/SADDT/AboutLearning during the Learnership Programme? | Clear and informative | 1 | Quick | 1 | Excellent | 1 | |
| | Complicated and confusing | 2 | Slow | 2 | Fair | 2 | |
| | Fair, but there is room for improvement | 3 | Fair | 3 | Poor | 3 | |
| | Other…………………… | 4 | Other…………………… | 4 | Other………… | 4 | |

| 14. Are there any specific areas which you think W&RSETA Head Office/SADDT/AboutLearning should improve on for future project success? *[You can also use the space below]* | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |

| SECTION D: OUTCOMES | **Definition:** The planned outcomes for the project are consistent with the organisation's mission, goals, scope, objectives and experience. For example, if disabled learners are the primary target group, the organisation must have experience of working with learners with disabilities and the facilities must ensure full participation in all aspects of the programme. | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Perfomance Questions** | **Brief Answer** | | | | | | | **For Office Use** |
| 15. 0. EFFECTIVENESS | | | | | | | | |
| 15.1. Does the AboutLearning/SADDT have the Human Resources needed to ensure the success of the project? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 15.2. Do you think the resources available were used effectively. | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 15.3. Do staff members have the authority to make decisions to ensure the effective functioning of the project? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 15.4. Do staff members understand the desired outcomes of the project? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 16. 0. EFFICIENCY | | | | | | | | |
| 16.1. Do you think this project was well funded? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 16.2. What else can be done with available resources to make the project a success? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 16.1. Do the processes which are in place support the desired outcomes of the project in the time required? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 17.0. RELEVANCE | | | | | | | | |
| 17.1. Are the project's goals relevant to the needs of people with disabilities looking for opportunities in the retail sector? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 18.0. SUSTAINABILITY | | | | | | | | |
| 18.1. Do the organisational structure and systems at regional level support long-term sustainability of the project? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 18.2. Do the local stakeholders understand and support the broad objectives of the organisation and the project? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 19.0. IMPACT | | | | | | | | |
| 19.1. Do you feel that you and your colleagues were provided with the necessary tools and knowledge to enable you to gain employment, be more productive at work and useful in community? | Yes | No | I don't know | | | | | |
| | 1 | 2 | 3 | | | | | |
| 20. How has your life changed by participating in this programme? *[You can also use the space below]* | 1 | | | | | | | |
| | 2 | | | | | | | |
| | 3 | | | | | | | |
| | 4 | | | | | | | |

## Appendix B: Training Provider Questionnaire

| QUESTIONNAIRE (Training Provider) :<br>NO:………………………………… | | For office use: | |
|---|---|---|---|
| **IMPACT ASSESSMENT OF THE W&RSETA SADDT NATIONAL DISABILITY LEARNERSHIP PROGRAMME** | | **Province** | **Name of Company** |
| | | | |
| | | **Interviewer Name:** | Date: |
| | | | Time: |

*(Please put a star or a tick against an option which best describes you)*

### SECTION A: DEMOGRAPHICS

| 1. Name of Respondent: | | 2. Centre Location District and Province | |
|---|---|---|---|
| | | | |
| 3. Respondent's Position in the Company: | | 4. Respondent Contact Details | Work: | |
| | | | Cell: | |
| | | | Email | |

### SECTION B: SADDT LEARNERSHIP PROGRAMME QUESTIONS

| 5. Which course(s) did your company offer under the SADDT National Disability Learnership Programme? *(You can tick more than one)* | Computer Literacy | Financial Management | Merchandising | Sales Skills | HIV/AIDS Training | Time Management |
|---|---|---|---|---|---|---|
| | Small Business Management | Negotiation Skills | Stock Management | Buying & Planning | Teamwork | Performance Management |
| | Business Writing Skills | Customer Care | Supervisory Skills | | | |

| 6. How would you describe the usefulness of the training programme to the: | **SADDT Learnership Beneficiaries?** | | **The W&R Sector (Industry)?** | | **Comment** |
|---|---|---|---|---|---|
| | Very relevant | 1 | Very relevant | 1 | |
| | Not relevant at all | 2 | Not relevant at all | 2 | |
| | Somewhat relevant | 3 | Somewhat relevant | 3 | |
| | Other…………………… | 4 | Other…………………… | 4 | |

| 7. In your opinion, how relevant and useful is the SADDT National Disability Laeanership Programme to learners in terms of the following: | **Getting better employment** | | **Promotion and higher pay at work** | | **Improvement in skills and further studies** | | **Higher Productivity at work** | |
|---|---|---|---|---|---|---|---|---|
| | Very relevant | 1 | Very relevant | 1 | Very relevant | 1 | Very relevant | 1 |
| | Not relevant at all | 2 | Not relevant at all | 2 | Not relevant at all | 2 | Not relevant at all | 2 |
| | Somewhat relevant | 3 | Somewhat relevant | 3 | Somewhat relevant | 3 | Somewhat relevant | 3 |
| | Other……………………… | 4 | Other…………. | 4 | Other…………. | 4 | Other……………… | 4 |

| 8. What do you think should be done to improve on usefulness (effectiveness) of this programme ? | 1 |
|---|---|
| | 2 |
| | 3 |
| | 4 |

### SECTION C: PROJECT MANAGEMENT AND SUPPORT

| 9. How would you describe your working relationship with SADDT and/or W&RSETA based on the following: | **Contractual** | | **Payments of Learner Tuition Fees** | | **Project Management and Guidance** | | **Other (Explain)** |
|---|---|---|---|---|---|---|---|
| | SADDT and/or W&RSETA performed as agreed | 1 | Claims were paid timeously | 1 | Expectations were communicated | 1 | |
| | We did not have contracts | 2 | We have not been paid | 2 | M & E systems are in place | 2 | |
| | There is room for improvement | 3 | There is room for improvement | 3 | There is room for improvement | 3 | |
| | Other…………………… | 4 | Other……………… | 4 | Other……………… | 4 | |

| 10. Do you have any specific areas which you think SADDT and/or W&RSETA should improve on for future project success? *[You can also use the space below]* | 1 |
|---|---|
| | 2 |
| | 3 |
| | 4 |

| SECTION D: OUTCOMES | | | **Definition:** Skills development projects for the disabled should provide support and learning programmes that are comprehensive and enable disabled people to access economic opportunities through occupational and learning choices. | |
|---|---|---|---|---|
| **Performance Questions** | **Brief Answer** | | **Comment** | |
| 12.0. EFFECTIVENESS | | | | |
| 12.1. Does the project assess competencies and experience of learners relative to the retain industry (RPL)? | Yes | No | | |
| | 1 | 2 | | |
| 12.2. Does the project enable the beneficiaries to attain the requisite outcomes (learning and skills outcomes)? | Yes | No | | |
| | 1 | 2 | | |
| 12.3. Will the project help learners get jobs or earn a living after completion? | Yes | No | | |
| | 1 | 2 | | |
| 12.4. Are there links to learnerships and other learning programmes? | Yes | No | | |
| | 1 | 2 | | |
| 12.5. Does the programme follow-up with learners once they access these opportunities? | Yes | No | | |
| | 1 | 2 | | |
| 13.0. EFFICIENCY | | | | |
| 13.1. Was the learnership well funded? | Yes | No | **Percentage Allocation:** | |
| | 1 | 2 | | |
| 14.0. RELEVANCE | | | | |
| 14.1. Is the learnership structure and duration relevant to the needs of people with disabilities? | Yes | No | | |
| | 1 | 2 | | |
| 15.0. SUSTAINABILITY | | | | |
| 15.1. Do the learners receive adequate life skills to compete for jobs and /or create their own enterprises? | Yes | No | | |
| | 1 | 2 | | |
| 15.2. Can this learnership be replicated in different regions? | Yes | No | | |
| | 1 | 2 | | |
| 16.0. IMPACT | | | | |
| 16.1. Do you feel that the project has enabled learners to be more employable, productive at work and useful in community? | Yes | No | | |
| | 1 | 2 | | |

| SECTION F: MEASURABLE IMPACT | | | **Definition:** The project has the capability and systems to collect, analyse and disseminate information about participants and each aspect of the project. The information must be sufficient to assess the impact of the services. | |
|---|---|---|---|---|
| **Performance Questions** | **Brief Answer** | | **Comment** | **For Office use** |
| 17.0. EFFECTIVENESS | | | | |
| 17.1. Is there a plan and system in place to monitor and report on the achievement and challenges of the project in terms of all of the indicators ? | Yes | No | | |
| | 1 | 2 | | |
| 17.2. Is there a plan in place which specifies how the impact will be evaluated? | Yes | No | | |
| | 1 | 2 | | |
| 17.3. Does your institution have a system and competent personnel in place to collect, analyse and document data, to measure the impact of the project? | Yes | No | | |
| | 1 | 2 | | |
| 18.0. EFFICIENCY | | | | |
| 18.1. Are adequately resources available to conduct monitoring and evaluations (M&E) timeously. | Yes | No | | |
| | 1 | 2 | | |
| 19.0. RELEVANCE | | | | |
| 19.1. Is the M&E plan relevant and appropriate for the nature of the project? | Yes | No | | |
| | 1 | 2 | | |
| 20.0. SUSTAINABILITY | | | | |
| 20.1. The programme has workable systems that are refined and developed over time? | Yes | No | | |
| | 1 | 2 | | |
| 21.0. IMPACT | | | | |
| 21.1. There are mechanisms for reporting regularly and for making this information accessible to the different parties (beneficiaries, stakeholders, policy makes,SADDT, W&RSETA, etc)? | Yes | No | | |
| | 1 | 2 | | |

# Appendix C: Employer Questionnaire

| QUESTIONNAIRE (EMPLOYERS) : NO:........................................ | | For office use: | |
|---|---|---|---|
| **W&RSETA** — Skills Development for Economic Growth | **IMPACT ASSESSMENT OF THE W&RSETA SADDT NATIONAL DISABILITY LEARNERSHIP PROGRAMME** | Province | Name of Company |
| **UNDERHILL CORPORATE SOLUTIONS** — Inspired solutions for world-wide impact! | | Interviewer Name: | Date: |
| | | | Time: |

*(Please put a star or a tick against an option which best describes you)*

**SECTION A: DEMOGRAPHICS**

| 1. Name of Respondent: | | 2. Company Location, District and Province | |
|---|---|---|---|

| 3. Respondent's Position in the Company: | | 4. Respondent Contact Details | Work: |
|---|---|---|---|
| | | | Cell: |
| | | | Email |

| 5. Your company falls under which subsector of the W&R Sector? | Hypermarkets | Supermarkets | Discounters | Convenience Stores | Forecourt Retailers | Mixed Retailers | Health and Beauty | Clothing and Footwear | Furniture and Furnishings | DIY, Home Improv & Garden | Electronics & Appliance | Leisure & Personal Gds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Vending | Home Shopping | Internet Retailing | Direct Selling | Fuel Retailers | Other | | | | | | |
| | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | |

| 6. Are you involved in the process of recruitment of staff? | YES | NO |
|---|---|---|
| | 1 | 2 |

| 7. Does your organisation have internal policies or guidelines when governing the employment of persons with disabilities | YES | NO | In the process of developing one | I do not know | | 8. Does your organisation proactively seek to recruit job applicants who are persons with disabilities? | YES | NO |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | | | 1 | 2 |

| 9. How many people are employed by your organisation? | 0 - 20 employees | 21 - 40 employees | 41 - 60 employees | 61 -80 employees | 81 - 100 employees | More than 100 employees |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |

| 10. How many SADDT Learnership beneficiaries have been employed by your organisation? | 0 employees | 1 employee | 2 employees | 3 employees | 4 employees | 5 employees |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | More than 5 employees | | | | | |
| | 7 | | | | | |

| 11. For those SADDT Learnership beneficiaries, how many are still in your employ? | |
|---|---|

| 12. Please indicate all the barrier(s), if any, that the organisation encounter when hiring a person with a disability | Physical environmental barriers, such as inaccessible buildings | Social based barriers, such as stigma, stereotyping, attitudes | Financial/ Cost implications for accommodation | Lack of knowledge on reasonable accommodation | Lack of person's with disability with qualification | Abilities don't match essential requirements for job position | Lack of knowledge with respect to person with disability | Cost of training | Additional cost of supervision | No barriers |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 13. What other changes (positive/negative) would you attribute directly to the SADDT Learnership Programme? | 1 |
|---|---|
| | 2 |
| | 3 |
| | 4 |

| 14. Is the current funding model ideal for this project? | YES | NO |
|---|---|---|
| | 1 | 2 |

| | | Funding Area/Activity/Item | | | | Proposed Amount | |
|---|---|---|---|---|---|---|---|
| 14.1. If NO to Qn 14, which other funding area should be considered and how much should be should be budgeted for it? | | 1 | | | 1 | | |
| | | 2 | | | 1 | | |
| | | 3 | | | 1 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|

### SECTION B: SADDT PROGRAMME QUESTIONS

| | Computer Literacy | Financial Management | Merchandising | Sales Skills | HIV/AIDS Training | Time Management |
|---|---|---|---|---|---|---|
| 15. Please tick which of the skills your learners have acquired by participating in the national Certificate Programme *(You can tick more than one)* | | | | | | |
| | Small Business Management | Negotiation Skills | Stock Management | Buying & Planning | Teamwork | Performance Management |
| | | | | | | |
| | Business Writing Skills | Customer Care | Supervisory Skills | | | |
| | | | | | | |

| | | | | Comment | |
|---|---|---|---|---|---|
| 16. Did the SADDT courses address the skills shortage in your company | Yes | 1 | | | |
| | Not at all | 2 | | | |
| | To some extent | 3 | | | |
| | Other………………………. | 4 | | | |

| | Skill/Occupation 1 | Skill/Occupation 2 | Skill/Occupation 3 | Skill/Occupation 4 | Skill/Occupation 5 |
|---|---|---|---|---|---|
| 17. In future, which skills or occupation areas should be covered by SADDT Learnership Programmes? | | | | | |
| | | | | | |

| 18. What do you think should be done to improve on usefulness (effectiveness) of this programme? | 1 |
|---|---|
| | 2 |
| | 3 |
| | 4 |

### SECTION C: PROJECT MANAGEMENT AND SUPPORT

| | Application Process | | Approval and Issuing Process | | Project Management and Guidance | | Other (Explain) |
|---|---|---|---|---|---|---|---|
| 19. How would you describe your working relationship with W&RSETA and/SADDT during the skills development programme | Easy and straight forward | 1 | Quick | 1 | Commitments were honoured | 1 | |
| | Complicated and confusing | 2 | Slow | 2 | Monitoring systems are in place | 2 | |
| | Fair, but there room for improvement | 3 | Fair | 3 | There is room for improvement | 3 | |
| | Other…………………. | 4 | Other…………………. | 4 | Other……………. | 4 | |

| 20. Do you have any specific areas which you think W&RSETA and/or SADDT should improve on for future project success? *[You can also use the space below]* | 1 |
|---|---|
| | 2 |
| | 3 |
| | 4 |

### SECTION E: OUTCOMES

**Definition:** Preparation for livelihoods project should provide support and learning programmes that are comprehensive and enable young people to access economic opportunities through occupational and learning choices.

| Performance Questions | Brief Answer | | Comment | For Office use (Questionnare Coding and Interviewer Notes) |
|---|---|---|---|---|
| **21.0. EFFECTIVENESS** | | | | |
| 21.1. Did the SADDT Learnership Programme enable the beneficiaries to attain the requisite outcomes (learning and skills outcomes)? | Yes | No | | |
| | 1 | 2 | | |
| 21.2. Did the SADDT Learnership Programme help learners get promoted after completion? | Yes | No | | |
| | 1 | 2 | | |
| 21.3. Are there links to learnerships and other learning programmes? | Yes | No | | |
| | 1 | 2 | | |
| 21.4. Does W&RSETA and/or SADDT follow-up with your organisation after the employing SADDT Learneship beneficiaries? | Yes | No | | |
| | 1 | 2 | | |
| **22.0. EFFICIENCY** | | | | |
| 22.1. Is the training received from the SADDT Learnership Programme sufficient to cover your training needs for people with disability? | Yes | No | | |
| | 1 | 2 | | |
| 22.2. Do you think the results from this learnership demonstrate value for money? | Yes | No | | |
| | 1 | 2 | | |
| **23.0. RELEVANCE** | | | | |
| 23.1. Does the SADDT Learnership Programme design ensure that its intended outcomes are achieved? | Yes | No | | |
| | 1 | 2 | | |
| 23.2. Is this learnership relevant to the needs of the retail sector? | Yes | No | | |
| | 1 | 2 | | |
| **24.0. SUSTAINABILITY** | | | | |
| 24.1. Are the learners (graduates) able to implement what they learnt? | Yes | No | | |
| | 1 | 2 | | |
| 24.2. Are other employees in your company supportive of the learnership/learners? | Yes | No | | |
| | 1 | 2 | | |
| 24.3. As an employer would you be prepared to host other learners in future? | Yes | No | | |
| | 1 | 2 | | |
| 24.4. Are the learners (graduates) able to transfer the skills to other colleagues? | Yes | No | | |
| | 1 | 2 | | |
| **25.0. IMPACT** | | | | |
| 25.1. Do you feel that the learnership has enabled your organization to meet its strategic objectives? | Yes | No | | |
| | 1 | 2 | | |
| 25.1. Has the learnership assisted the employer to meet their own goals in terms of skills, BBBEE etc? | Yes | No | | |
| | 1 | 2 | | |

## Appendix D: Project Manager Questionnaire (W&RSTA and SADDT)

| W&RSETA | QUESTIONNAIRE (W&RSETA & SADDT) : NO.............. | For office use: | |
| --- | --- | --- | --- |
| WHOLESALE & RETAIL SETA *Skills Development for Economic Growth* | **IMPACT ASSESSMENT OF THE W&RSETA SADDT NATIONAL DISABILITY LEARNERSHIP PROGRAMME** | Province | Name of Company |
| UNDERHILL CORPORATE SOLUTIONS *Inspired solutions for world-wide impact!!* | | Interviewer Name: | Date: |
| | | | Time: |

*(Please put a star or a tick against an option which best describes you)*

**SECTION A: DEMOGRAPHICS**

| 1. Name of Respondent: | | 2. Centre Location | | |
| --- | --- | --- | --- | --- |
| 3. Respondent's Position in the Company: | | 4. Respondent Contact Details | Work: | |
| | | | Cell: | |
| | | | Email | |

| 5. In what capacity were you involved in the SADDT Learnership programme? | Project Manager | Monitoring & | Quality Assurance | Compliance | Finance Manager | Other |
| --- | --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 | 6 |

**SECTION B: SADDT LEARNERSHIP PROGRAMME QUESTIONS**

| 6. How would you describe the usefulness of the training programme to the: | SADDT Learnership Beneficiaries? | | The W&R Sector (Industry)? | | Comment |
| --- | --- | --- | --- | --- | --- |
| | Very relevant | 1 | Very relevant | 1 | |
| | Not relevant at all | 2 | Not relevant at all | 2 | |
| | Somewhat relevant | 3 | Somewhat relevant | 3 | |
| | Other............................ | 4 | Other........................... | 4 | |

| 7. In your opinion, how relevant and useful is the SADDT National Disability Laeanership Programme to the learners in terms of the following: | Getting employment/better employment | | Promotion and higher pay at work | | Improvement in skills and further studies | | Higher Productivity at work | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Very relevant | 1 | Very relevant | 1 | Very relevant | 1 | Very relevant | 1 |
| | Not relevant at all | 2 | Not relevant at all | 2 | Not relevant at all | 2 | Not relevant at all | 2 |
| | Somewhat relevant | 3 | Somewhat relevant | 3 | Somewhat | 3 | Somewhat relevant | 3 |
| | Other.......................... | 4 | Other............. | 4 | Other............. | 4 | Other................. | 4 |

| 8. What do you think are the reasons for termination of learnerships by learners? | 1 |
| --- | --- |
| | 2 |
| | 3 |
| | 4 |

| 9. What do you think should be done to improve on the usefulness (effectiveness) of this programme ? | 1 |
| --- | --- |
| | 2 |
| | 3 |
| | 4 |

| 10. How would you describe your engagement with **AboutLearning** in terms of the following: | Quantity of queries received from AboutLearning | | Ability to assist AboutLearning | | Process of receipt of invoices and supporting documents from AboutLearning | |
| --- | --- | --- | --- | --- | --- | --- |
| | Often received queries | 1 | Always knew how to assist | 1 | Smooth and mostly hassle-free | 1 |
| | Rarely received queries | 2 | Often did not know how to | 2 | Constant delays and hassles | 2 |
| | Occasionally received queries | 3 | Occasionally did not know | 3 | Occasional delays and hassles | 3 |
| | Other............................ | 4 | Other............................ | 4 | Other.................................... | 4 |

| SECTION C: CLEAR MEASURABLE GOALS | **Definition:** The planned outcomes for the project are consistent with the organisation's mission, goals, scope, objectives and experience. For example, if disabled learners are the primary target group, the organisation must have experience of working with learners with disabilities and the facilities must ensure full participation in all aspects of the programme. | | | |
|---|---|---|---|---|
| **Perfomance Questions** | **Brief Answer** | | **Comment** | **For Office use** |
| 11. 0. EFFECTIVENESS | | | | |
| 11.1.  Were the goals and objectives of the project clearly communicated. | Yes | No | | |
| | 1 | 2 | | |
| 11.2. Are the outcomes for the project clearly related to the goals of the project? | Yes | No | | |
| | 1 | 2 | | |
| 11.3. Are staff given adequate coaching to work with people with disabilities to meet the goals of the project? | Yes | No | | |
| | 1 | 2 | | |
| 12. 0. EFFICIENCY | | | | |
| 12.1. Is the time and cost invested by the organisation in ensuring that the staff understand project objectives and goals reasonable? | Yes | No | | |
| | 1 | 2 | | |
| 12.2.Do you consider the resources spent on the project worthwhile considering the results obtained. | Yes | No | | |
| | 1 | 2 | | |
| 13.0. RELEVANCE | | | | |
| 13.1. Is the organisation's and project's goals and organisational structure consistent with effective disability and skills development practices ? | Yes | No | | |
| | 1 | 2 | | |
| 13.2. Are the outcomes of the project relevant to the needs of the W&R sector? | Yes | No | | |
| | 1 | 2 | | |
| 13.3. Are the outcomes for the project clearly related to the goals of the project? | Yes | No | | |
| | 1 | 2 | | |
| 13.4. Does the project link with other initiatives in the area of skills development for the sector? | Yes | No | | |
| | 1 | 2 | | |
| 13.5. Are the outcomes for the project realistic? | Yes | No | | |
| | 1 | 2 | | |
| 13.6. Is the project related to the mission and vision of the organisation? | Yes | No | | |
| | 1 | 2 | | |
| 13.5. Does the project take into account the policy environment within which the project is being implemented (such as the national skills policies, BBBEE, Sector Skills Plans etc)? | Yes | No | | |
| | 1 | 2 | | |
| 14.0. SUSTAINABILITY | | | | |
| 14.1. Do partner organisations/project stakeholders understand and support the broad objectives of the organisation and the project? | Yes | No | | |
| | 1 | 2 | | |
| 14.2. Can this project continue to be implemented without support from W&RSETA? | Yes | No | | |
| | 1 | 2 | | |
| 14.3. Has there been enough capacity building to enable the project to survive without external support? | Yes | No | | |
| | 1 | 2 | | |
| 15.0. IMPACT | | | | |
| 15.1. Has the project been able to develop well trained people with disabilities to meet the needs of the employers? | Yes | No | | |
| | 1 | 2 | | |
| 15.2.Have the strategic goals and objectives set for the project been achieved? | Yes | No | | |
| | 1 | 2 | | |

| SECTION C: EFFECTIVE MANAGEMENT | **Definition:** An effectively managed organisation encompasses the following key elements: Strong management structure including board and staff leadership which involves young people in decision-making; Staff Development; Stable Diverse Funding and the ability to form partnerships with other organisations. | | | |
|---|---|---|---|---|
| **Perfomance Questions** | **Brief Answer** | | **Comment** | **For Office use** |
| 16.0. EFFECTIVENESS | | | | |
| 16.1. Does the project management structure clearly define roles, authority and responsibilities of all stakeholders in the project? | Yes | No | | |
| | 1 | 2 | | |
| 16.2. Does the organisation have the Human Resources needed to ensure the success of the project? | Yes | No | | |
| | 1 | 2 | | |
| 16.3. Is there a plan in place to develop these human resources where required? | Yes | No | | |
| | 1 | 2 | | |
| 16.4. Do staff members have the authority to make decisions to ensure the effective functioning of the programme? | Yes | No | | |
| | 1 | 2 | | |
| 16.5. Is the organisation and project legally compliant? | Yes | No | | |
| | 1 | 2 | | |
| 16.6. Is there a Risk management strategy with defined mechanisms to mitigate risks? | Yes | No | | |
| | 1 | 2 | | |
| 16.7. Has the organisation developed partnerships to implement the project and what's the value add of the partnership? | Yes | No | **Value Add (Explain):** | |
| | 1 | 2 | | |
| 17.0. EFFICIENCY | | | | |
| 17.1. Do you have adequate financial resources and cash flow throughout the project? | Yes | No | | |
| | 1 | 2 | | |
| 17.2. Is there an adequate financial management system? | Yes | No | | |
| | 1 | 2 | | |
| 18.0. RELEVANCE | | | | |
| 18.1. Is management responsive to the needs of its key stakeholders (organised stakeholders)? | Yes | No | | |
| | 1 | 2 | | |
| 18.2. Do you understand the W&RSETA sector industry and NSDS (in particular the NSDS III indicator 2.7 targets) and SDA principles? | Yes | No | | |
| | 1 | 2 | | |
| 19.0. SUSTAINABILITY | | | | |
| 19.1. Is there a plan to sustain the project? | Yes | No | | |
| | 1 | 2 | | |
| 19.2. Does the project have formalised relationships with other partners? | Yes | No | | |
| | 1 | 2 | | |
| 20.0. IMPACT | | | | |
| 20.1. Do you have good organisational governance and financial and HR administration, compliance with legislative requirements and sufficient number of funding proposals to sustain the organisation? | Yes | No | | |
| | 1 | 2 | | |

| SECTION D: OUTCOMES | **Definition:** Skills development projects for the disabled should provide support and learning programmes that are comprehensive and enable disable people to access economic opportunities through occupational and learning choices. A comprehensive programme for the skills development of people living with disabilities will include some of the following services: Intake and Assessment, Case Management, Education, Training and Personal Development, Practical Experience, Job Creation, Development and/or Placement and Long-Term follow-up Services. | | | |
|---|---|---|---|---|

| Perfomance Questions | Brief Answer | | Comment | For Office use |
|---|---|---|---|---|
| 21.0. EFFECTIVENESS | | | | |
| 21.1. Does the project assess competencies and experience of learners (RPL)? | Yes | No | | |
| | 1 | 2 | | |
| 21.2. Does the project enable the beneficiaries to attain the requisite outcomes (learning and skills outcomes)? | Yes | No | | |
| | 1 | 2 | | |
| 21.3. Will the project help learners improve their skills and become productive at work? | Yes | No | | |
| | 1 | 2 | | |
| 21.4. Are there links to learnerships and other learning programmes? | Yes | No | | |
| | 1 | 2 | | |
| 21.5. Does the organisation follow-up with learners once they access these opportunities? | Yes | No | | |
| | 1 | 2 | | |
| 22.0. EFFICIENCY | | | | |
| 22.1. Do you think the resources spent on the project are justified in relation to the outcomes obtained | Yes | No | | |
| | 1 | 2 | | |
| 22.1. Do you think the funds allocated to the project were spent according to the set out budgets. | Yes | No | | |
| | 1 | 2 | | |
| 23.0. RELEVANCE | | | | |
| 23.1. Does this project meet the need to develop retail skills among people with disabilities? | Yes | No | | |
| | 1 | 2 | | |
| 23.0. SUSTAINABILITY | | | | |
| 23.1. Does the project improve the employability of people with disabilities? | Yes | No | | |
| | 1 | 2 | | |
| 23.2. Can this project be replicated? | Yes | No | | |
| | 1 | 2 | | |
| 24.0. IMPACT | | | | |
| 24.1. Do the learners (graduates) feel that the programme has enabled them to access exit opportunities? | Yes | No | | |
| | 1 | 2 | | |

| SECTION E: MEASURABLE IMPACT | **Definition:** The project has the capability and systems to collect, analyse and disseminate information about participants and each aspect of the project. The information must be sufficient to assess the impact of the services. | | | |
|---|---|---|---|---|

| Performance Questions | Brief Answer | | Comment | For Office use |
|---|---|---|---|---|
| 25.0. EFFECTIVENESS | | | | |
| 25.1. Is there a plan and system in place to monitor and report on the achievement and challenges of the project in terms of all of the indicators ? | Yes | No | | |
| | 1 | 2 | | |
| 25.2. Is there a plan in place which specifies how the impact will be evaluated? | Yes | No | | |
| | 1 | 2 | | |
| 25.3. Does the institution have a system and competent personnel in place to collect, analyse and document data, to measure the impact of the project? | Yes | No | | |
| | 1 | 2 | | |
| 26.0. EFFICIENCY | | | | |
| 26.1. Are adequate resources available to conduct monitoring and evaluation (M&E) timeously. | Yes | No | **Percentage of M&E Cost to Total Budget:** | |
| | 1 | 2 | | |
| 27.0. RELEVANCE | | | | |
| 27.1. Is the M&E plan relevant and appropriate for the nature of the project? | Yes | No | | |
| | 1 | 2 | | |
| 28.0. SUSTAINABILITY | | | | |
| 28.1. The organisation has workable systems that are refined and developed over time? | Yes | No | | |
| | 1 | 2 | | |
| 28.2. The organisation is able to analyse the information gathered to support the development of a cost/benefit analysis? | Yes | No | | |
| | 1 | 2 | | |
| 29.0. IMPACT | | | | |
| 29.1. There are mechanisms for reporting regularly and for making this information accessible to the different parties (beneficiaries, stakeholders, policy makes, DoL, DoE, etc)? | Yes | No | | |
| | 1 | 2 | | |

## Appendix E: Focus Group Guide



FINAL PROJECT EVALUATION OF SADDT PROJECT
FOCUS GROUP MEETING GUIDE (LEARNERS)
VENUE/PROVINCE……………………………………………………………………………
DATE……………………………………………………………………………………………
FACILITATOR(S)………………………………………………………………………………
Introduction
Underhill Corporate Solutions has been appointed by WRSETA to facilitate the evaluation of the SADDT learnership project implemented from February 2011 to February 2013.

As a learner in that project, you have been invited to participate in this focus group discussion where we are seeking your views on how the project was implemented. We appreciate your availability to attend the meeting today. Your views will be very important as a source of information for the successful conclusion of this evaluation. However, please be assured that no individual names will be mentioned in the report and your views will therefore remain anonymous.

1. Comment on the SADDT learnership you undertook….how were you selected, where did you attended classroom training, who was training you, where did you do your employer placement?
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2. What did you like about the learnership?
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3. Did the learnership meet your expectations? If yes, why do you say so? If not, why?
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4. What are some of the challenges you experienced while undertaking the learnership?
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5. Did the learnership provide you with relevant skills? Briefly explain what skills you learnt.
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6. Comment on your experience during attachment to an employer for experiential learning
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7. Are there areas that you did not like with workplace placement?
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8. Do you have suggestions on how to improve workplace placement?

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9. Tell us about the training provider.
    Who did the training? Were you happy with the quality of service by the training provider?

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10. Did you get your stipends on time?

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11. Were you happy with the quality of learning material?

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12. Did you experience any problems with the learning provider?

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13. Were you issued with certificates on completion?

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14. Has the learnership assisted you in getting employment?

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15. If not, in your view, why has the learnership not helped you find employment?

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16. What suggestions do you have for improving the learnership?

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