

if REDFLANK



Final Report

Impact Studies:

An impact study of W&R programmes on persons with Disabilities

Version: 1.00D

Date: March 2022

Author: Redflank

APPROVALS

Sign-off signifies acceptance of the content. Conditional signature can be made, with space provided to express conditions.

Name	Designation	Organisation	Date	Signature	Conditions/Comments
Mxolisi Maphakela	Specialist: Research and Innovation	W&RSETA			

Contents

EXECUTIVE SUMMARY	5
1 INTRODUCTION	10
1.1 W&R SETA OVERVIEW.....	10
1.1 REDFLANK OVERVIEW	10
1.2 PROJECT BACKGROUND	11
1.3 PROJECT OBJECTIVES.....	11
1.4 PROJECT SCOPE.....	11
2 RESEARCH APPROACH AND METHODOLOGY	12
2.1 PROJECT APPROACH.....	12
2.2 DESK TOP RESEARCH.....	13
2.3 FIELD RESEARCH UNDERTAKEN	15
2.3.1 Surveys.....	16
2.3.2 Interviews.....	16
2.4 RESULTS CHAIN ANALYSIS	16
2.4.1 Results Chain as a Point of Reference.....	17
2.5 RESEARCH CHALLENGES.....	17
3 EVALUATION CONTEXT	19
4 EVALUATION FINDINGS	21
4.1 SUMMARY EVALUATION	21
4.2 RELEVANCE.....	25
4.2.1 Detailed Analysis: Relevance	25
4.3 EFFECTIVENESS.....	28
4.3.1 Detailed Analysis: Effectiveness	29
4.4 IMPACTS	40
4.4.1 Detailed Analysis: Impact.....	40
4.5 SUSTAINABILITY.....	45
4.5.1 Employer Perspective	45
4.5.2 Beneficiary Perspective.....	47
4.6 ROLE OF THE FOURTH INDUSTRIAL REVOLUTION TOWARDS ACCESS TO THE LABOUR MARKET.....	48
4.6.1 Ensuring accessibility for people with disabilities.....	50
4.6.2 Promoting digital skills amongst people with disabilities.....	50
4.6.3 Promoting the digital employment of people with disabilities	50
4.7 MAINSTREAMING ACCESS OF PERSONS WITH DISABILITIES WITHIN W&R SECTOR.....	51
4.7.1 Demand Side Barriers	51
4.7.2 Supply Side Barriers	51
4.7.3 Potential Strategies to increase the mainstreaming of PWD in the workforce.....	52

5 FINDINGS AND RECOMMENDATIONS	54
---	-----------

List of Tables

Table 1: Key Lessons Learned and Recommendations	6
Table 2: Document Outline	10
Table 2: Literature Review Summary – W&R Programmes on people with Disabilities	13
Table 3: Consultations Conducted	15
Table 4: Research Challenges and Responses.....	18
Table 5: Overall Evaluation Assessment Summary	21
Table 6: Relevance Summary	25
Table 7: Effectiveness Summary	28
Table 8: Impact Summary	40
Table 9: Sustainability Summary.....	45
Table 10: Key Lessons Learned and Recommendations	54

List of Figures

Figure 1: Conceptual Approach.....	13
Figure 2: SDGs Relating to People with Disabilities	19
Figure 3: Overall Assessment	21
Figure 4: Heat Mapped Results Chain – Part 1	23
Figure 5: Heat Mapped Results Chain – Part 2	24
Figure 6: Programme Relevance - Employers	26
Figure 7: Programme Relevance – Beneficiaries	27
Figure 8: Effectiveness	29
Figure 9: Skills and Development - Employer	31
Figure 10: Support Provided to PWD - Employer	32
Figure 11: Employability and Career Progression - Employer	33
Figure 12: Skills and Development - Beneficiary.....	34
Figure 13: Support Provided to PWD – Beneficiary	36
Figure 14: Employability and Career Progression - Beneficiary.....	37
Figure 15: Extent to which Outputs were Achieved - Employer.....	38
Figure 16: Extent to which Outputs were Achieved - Beneficiary	39
Figure 17: Impact	40
Figure 18: Representation of PWD within the W&R Sector - Employer	42
Figure 19: Representation of PWD within the W&R Sector - Beneficiary	43
Figure 20: Continuity of Benefits of Learning Programmes Beyond Completion - Employer	46
Figure 21: Continuity of Benefits of Learning Programmes Beyond Completion – Beneficiary	47

Executive Summary

This report presents the findings and recommendations for the Impact Study of W&R Programmes on Persons with Disabilities (“the study”) for the Wholesale & Retail Sector Education and Training Authority (“W&RSETA” or the “SETA”). The study sought to understand the relevance of W&R programmes on persons with disabilities, how access of persons with disabilities can be mainstreamed within the sector and the role of 4IR towards access to the labour market. To help understand the key features, trends, challenges and successes of learning programmes, the assessment frameworks adopted as points of reference were the Results Chain and DAC Evaluation Criteria. These enable the exploration of the relevance, effectiveness, impact and sustainability of learning programmes.

Key findings emerging from the study include:

- Nearly two out of three *employers* (63%) indicated that programmes were significantly or completely relevant
- Three out of four *beneficiaries* (76%) indicated that programmes were significantly or completely relevant
- Persons with disabilities are currently not adequately represented in the W&R sector.
- Technological changes and developments such as assistive technologies and the work-from-home lifestyle provide opportunities for PWD to access the labour market.
- Accommodative recruitment strategies and inclusive skills development strategies can play a significant role in mainstreaming the access of PWD in the labour market.

Both employers and beneficiaries found the W&RSETA programmes relevant to most of their needs.

47% of employers indicated that the W&RSETA programmes were significantly relevant to their needs, while 16% of employers indicated that the learning programmes were completely relevant to their needs. Thus, most employers (63%) found the programmes to be relevant to their needs. Employers also noted that exposing PWD learners to practical training makes them more attractive to employers and therefore increases their access into the labour market.

76% of beneficiaries found the programmes to be significantly or completely relevant to their needs. On the other hand, 13% of beneficiaries indicated that the programmes were not at all relevant to their needs. Beneficiaries indicated that they acquired technical and soft skills from the programme. While the PWD learning programmes were relevant to most of the beneficiaries some struggle to find employment after the programmes which speaks to the fact that more attention needs to be paid towards aligning the skills required in the labour market and those that are taught on the programmes. It is also indicative however, of South Africa’s exceptionally low GDP growth and already high levels of unemployment.

The beneficiaries and employers indicate that the W&RSETA learning programmes are sustainable and the benefits continued beyond completion of the programmes.

37% of employers indicated that the benefits of the learning programmes significantly or completely continued beyond completion of the programme. An alarming 46% of employers indicated that the benefits of the learning programmes minimally continued or have not continued at all beyond the completion of the program. This indicates there is still room for improvement to ensure that the benefits continue beyond completion of the programmes. This includes developing strategies that guide employers on how to integrate persons with disabilities.

50% of learners indicated that the benefits of the learning programmes significantly or completely continued beyond completion of the programme. 34% of learners indicated that the benefits of the learning programmes minimally continued or have not continued at all beyond the completion of the program. While employment is not guaranteed for many of the learners following completion of the programmes, learners have noted that they have gained valuable skills that they are applying in their current jobs.

Key Lessons Learned and Recommendations

Delivery of Programmes appears to have been mostly successful as the programmes increased opportunities for learners and increased the number of PWDs permanently employed within the organisations in which they were placed.

The following table details practices that have been working well and should continue in future, as well as areas for improvement. Implementing the recommendations below is expected to embed positive practices, and address lessons learnt; thus, assisting in raising the bar on the W&RSETA Programmes for PWD going forward.

The lessons learnt for the Programme relate to the importance of strengthening and extending positive practices, as well as addressing opportunities for improvement relating to destigmatising PWD, communication, programme administration, financial support and post-programme support.

Table 1: Key Lessons Learned and Recommendations

Research Question	Focus Area	Key Lesson Learned	Recommendation
1 Relevance of the Programme	Recruitment of learners	<ul style="list-style-type: none"> The process of recruiting PWDs for learning programmes appears to be undertaken independently by employers with minimal input from the SETA. 	<ul style="list-style-type: none"> It is advised that the SETA take a more active role in ensuring the recruitment of suitable learners. One such way could be by providing employers with a database, or access to learners with disabilities, thus limiting the strain on employers to find suitable PWD for the respective W&RSETA programmes. The SETA should bolster partnerships with employers, training providers and other stakeholders to increase their capacity to train and absorb learners. These interventions should assist with increasing the absorption of graduates into the workforce.
	Structure of courses	<ul style="list-style-type: none"> Ensure, as far as is practical, that industry experts and leaders assist with the design and implementation of Programmes for PWDs. 	<ul style="list-style-type: none"> it is advised that the W&RSETA invest in programmes that involve industry experts directly imparting their expertise and knowledge to learners as guest lecturers in addition to learners receiving exposure via the lecturers who are capacitated by industry experts.
	Financial Support to PWD	<ul style="list-style-type: none"> Stipend amounts are often relatively low, and learners have difficulty getting by with what they deem to be the bare minimum. 	<ul style="list-style-type: none"> Consider enrolling fewer learners at better pay in order to maximise tight budgets. This may assist in creating a more quality, impactful experience that can repay itself in employment and entrepreneurship gains.

Research Question	Focus Area	Key Lesson Learned	Recommendation
		<ul style="list-style-type: none"> While most stipends are paid on time, some are not, and this has a major impact on learners. 	<ul style="list-style-type: none"> Expedite payments by streamlining processes. The SETA should embark on a Business Process Analysis exercise to see where efficiencies and effectiveness can be gained.
4	Consistency in funding PWD Programmes	<ul style="list-style-type: none"> Employers are of the view that disability-specific funding is not made as consistently available as funding for other programmes, despite the SETA having disability funding policies in place. 	<ul style="list-style-type: none"> This may be a matter of advertising this funding more widely.
5	Destigmatising PWD	<ul style="list-style-type: none"> Some employers think that PWD are not as capable of climbing the ranks in the W&R Sector. 	<ul style="list-style-type: none"> Experience in other countries shows the importance of engaging the private sector and building the confidence of companies to hire and retain workers with disabilities. Employing persons with disabilities has been shown to be a part of wider workforce diversity which has concrete economic benefits for private companies, including more effective problem solving, increased innovation, staff commitment and a more positive reputation among clients, business partners and society at large. In addition to the work with individual companies, engagement of employers' associations, including those that represent small and medium-sized enterprises, as well as with trade unions has shown to have great potential to promote the employment of persons with disabilities. Trade unions can contribute to the employment of persons with disabilities by negotiating provisions in collective bargaining agreements that facilitate their employment and retention and by promoting an inclusive workplace environment.

Research Question	Focus Area	Key Lesson Learned	Recommendation	
6	Programme Advocacy and Awareness	<ul style="list-style-type: none"> Organisations are not always aware of the full scope of support as well as skills development interventions offered by the W&RSETA, particularly regarding interventions offered for PWD. 	<ul style="list-style-type: none"> The existing marketing channels should be continuously reviewed through a Stakeholder/ Customer Satisfaction Survey (CSS). Amongst other aspects, the CSS should enquire with beneficiaries/ applicants about how they heard about the learning programmes. This will allow the W&RSETA to have insight into those marketing channels and advocacy programmes which are most effective, and those which are not. 	
7	The role of 4IR towards access to the labour market.	<ul style="list-style-type: none"> Each type of disability has its own limitations and opportunities, as such, a one size fits all approach should be avoided. 	<ul style="list-style-type: none"> A purposive approach to harness the opportunities from 4IR should be developed. 	
8		<ul style="list-style-type: none"> 4IR brings about new developments in assistive technologies which can level the playing field and create more equal employment opportunities. 	<ul style="list-style-type: none"> For PWD to adapt, focus should be placed on ensuring accessibility for people with disabilities, promoting digital skills amongst people with disabilities, and lastly, promoting the digital employment of people with disabilities. 	
9	Mainstreaming access of persons with disabilities within the sector.	Demand Side Barriers	<ul style="list-style-type: none"> PWDs often find themselves at a disadvantage from an education perspective. 	<ul style="list-style-type: none"> Remote learning can be leveraged to deal with the limitation that PWD learners face in their studies.
10			<ul style="list-style-type: none"> Limited options for disability accessible public transport for commuting between home and work. 	<ul style="list-style-type: none"> The issue of mobility is a major challenge for the physically and visually impaired, a work-from home lifestyle might reduce many of the issues associated with mobility.
11			<ul style="list-style-type: none"> Many employers still perceive persons with disabilities as less productive than persons without disabilities . 	<ul style="list-style-type: none"> In addition to sensitising employers about PWD and engaging them about the economic benefits that could come from employing PWD, employers should be told about the costs of workplace adaption which are often not as high as expected.
12			<ul style="list-style-type: none"> Recruitment of PWD needs to follow a more purposeful approach 	<ul style="list-style-type: none"> Ensuring job descriptions and applications are available in alternate formats. Reviewing postings for language that could be seen as discriminatory or excluding people with disability.

Research Question	Focus Area	Key Lesson Learned	Recommendation
			<ul style="list-style-type: none"> • Incorporating a diversity statement in job descriptions and advertisements touting a commitment to equal employment opportunity. • Advertising in a variety of places and reaching out to community organizations. • Being proactive about asking shortlisted applicants if they require workplace accommodations. • Preparing workplace adaptations for any special needs. • Assessing applicants on merit as well as other suggestions for inclusive recruitment and selection.
13	Supply Side Barriers	<ul style="list-style-type: none"> • While the needs of PWD need to be considered to ensure that PWDs have adequate skills that align to market demands, evidence suggests that an Inclusive skills development approach-as opposed to a specialised approach - may contribute more to ensuring that persons with disabilities, have the same access to the labour market. 	<ul style="list-style-type: none"> • An inclusive skills development approach may contribute more to ensuring that persons with disabilities have the same access to the labour market and would be more cost-effective and successful in terms of results than specialised approaches.
14	Career Pathing	<ul style="list-style-type: none"> • Learners may not be aware of the opportunities for PWDs in the sector • Regarding PWDs, not all opportunities may be suitable for all disabilities, but this should not deter PWDs from pursuing those opportunities that may be more suitable 	<ul style="list-style-type: none"> • A comprehensive career pathing document or career guide may assist in guiding learners to appropriate careers • In line with the previous recommendation surrounding an inclusive skills development approach, this should be done together with the broader career guide. Many learners, whether they are PWDs or not, are not aware of opportunities with the W&R sector • Integrating career path guidance for PWDs, with different types of disabilities, into the broader career guide, may encourage more PWDs to enter the sector

1 Introduction

This document is produced as part of the three Impact Studies commissioned by the W&RSETA (the “SETA”), viz.:

1. Impact study of the W&RSETA programmes on persons with disabilities, for the period from 2016/17 to 2020/21.
2. A comprehensive impact study on the W&RSETA bursary and placement funding model/grants, for the period from 2016/17 to 2020/21.
3. Training Providers from Previously Disadvantaged Groups

Compiled through desktop and field-based research, this document details the findings from the data collection and analysis for **Topic 1: Impact study of the W&RSETA programmes on persons with disabilities, for the period from 2016/17 to 2020/21**. The document outlines trends and insights identified through the surveys and interviews.

The following table provides an outline of the sections contained in this document.

Table 2: Document Outline

Section	Contents	Description
1	Introduction	Document purpose, and project description
2	Research Approach and Methodology	Methodology to describe the research processes undertaken in order to conduct the Research
3	Evaluation Context	Contextualises this evaluation by providing background information on the general work experience of people with disabilities
4	Evaluation Findings	Overall evaluation findings based on the Results Chain and DAC Criteria to provide a detailed analysis on transformation imperatives and the relevance, efficiency, effectiveness, impact and sustainability of programmes
5	Key Lessons Learnt & Recommendations	Conclusion and Key Lessons Learnt and Recommendations
6	References	References cited in this report

1.1 W&R SETA Overview

The Wholesale and Retail Sector Education and Training Authority (“W&RSETA”) was established in 2000 in terms of the Skills Development Act. The public entity aims to facilitate the skills development needs of the Wholesale and Retail (“W&R”) sector through the implementation of learning programmes, disbursement of grants and monitoring of education and training as outlined in the National Skills Development Strategy (“NSDS”).

1.1 Redflank Overview

Redflank is a specialist management consultancy, assisting clients with the delivery of research, evaluations, strategy, diagnostic, implementation, and assurance projects. The specialist nature of our consultancy relates to the inclusion of deep management consulting and sector expertise in our project teams. Our client base includes public sector organisations (e.g., merSETA, National Treasury, DPSA) and private sector companies (e.g., Absa, Old Mutual, BMW). We have offices in Sandown, Gauteng, and Umhlanga. Redflank has a Level 1 B-BBEE rating and a 135% recognition level.

1.2 Project Background

The W&RSETA has the responsibility of conducting research, impact, and tracer studies which should inform the strategic orientation of the organisation in terms of skills planning, sector priorities, interventions, and management thereof, to continuously improve upon skills development across the wholesale and retail sector.

In light of the above, the W&RSETA has been tasked with the responsibility of researching to develop efficient and effective reports outlining key outcomes, findings, and recommendations, whilst gaining deeper further insight for the SETA to be better positioned as an authoritative institution for the labour market intelligence.

1.3 Project Objectives

The following objectives are recorded as they are reflected in the Terms of Reference.

Topic 1 - An impact study of the W&RSETA programmes on persons with disabilities including the evaluation of:

- Programme relevance.
- Mainstreaming access of persons with disabilities, within the sector.
- Role of 4th IR towards access to the labour market. The research will provide insight into the research topic to W&RSETA and its stakeholders.

The report outlines key outcomes, findings, and recommendations for the entire wholesale and retail sector. Furthermore, the purpose is to outline the strategic intent of the research piece undertaken by the SETA.

1.4 Project Scope

The study will explore and document key features, trends, challenges, outcomes and impact of the Project. Fundamentally, it will assist W&RSETA to further develop a sustainable skills development strategy. This will contribute positively to the W&RSETA sub-sectors and promote inclusive economic growth in the country.

The duration of services will last until 25 March 2022.

2 Research Approach and Methodology

The approach for this project is based on Redflank's defined research methodologies, customised for this engagement. Our methodology is supported by relevant practical experience on numerous research studies, including for W&RSETA, SEDA, JDA, MICT SETA, FASSET, CATHSSETA, TETA, WWF, DHET and so forth.

The project approach is focused on ensuring a high-quality research study in a short timeframe within a contained budget.

The methodology includes, but is not limited to the following:

- Identifying key objectives of the study
- Identifying key research questions to be addressed by the study
- Reviewing stakeholder databases and relevant literature
- Formulating primary and secondary research approaches
- Use of telephonic interviews
- Mixed methods of both quantitative and qualitative approaches have been employed
- Identification of key challenges, lessons learnt and recommendations

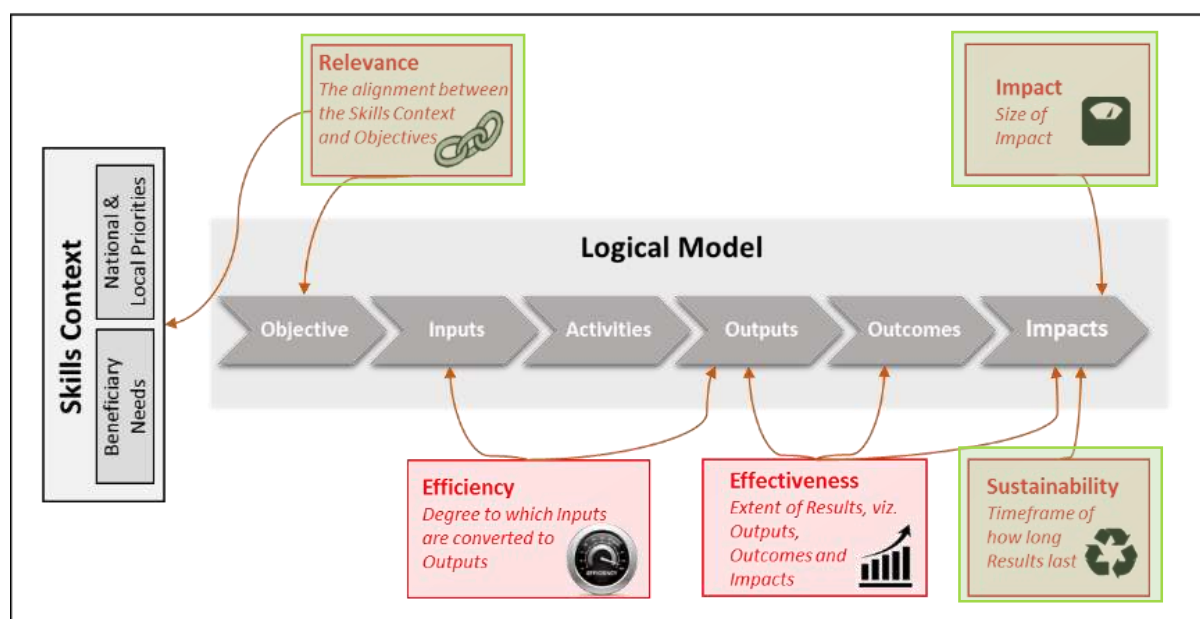
2.1 Project Approach

To ensure productive, focused consultations and research, and to cover the technical aspects required of the appraisal, the project started off with a Foundation and Preparation phase. The Foundation phase focused on drafting a Results Chain for the evaluation.

As illustrated conceptually (the Results Chain) in the figure below (which includes sample objectives, outputs, impacts, etc.), the Study measures the performance and impact of the Learning Programmes/Interventions, including the roles of all applicable parties and identifies gaps/loopholes within the framework. This provides input into what is currently working well and recommendations for improvement.

The following figure illustrates how we extract DAC outcomes (relevance, impact, etc.) for the Impact Study using the Results Chain as the point of reference. In line with common practice, the Results Chain outlines the chain of causality from objectives through to inputs through to impacts for the Programme.

Figure 1: Conceptual Approach



The impact assessment conducted for research topic 1 (Disabilities) focused on the assessment of relevance for the DAC criteria, including an assessment of outcomes and impacts, as well as on sustainability.

2.2 Desk Top Research

Some of the documents reviewed in this study are listed below.

Table 3: Literature Review Summary – W&R Programmes on people with Disabilities

#	Document	About	Use in Impact Study
1	Annual Performance Report (2018/19 - 2019/20)–	Outlines the achievements of the W&RSETA over the 2018/19 – 2019/20 financial years.	Redflank will use this data to assess how well the programmes have done compared to their initial targets set in the proposal.
2	Annual report 2019/20	Outlines the performance information on W&RSETA Programmes.	Redflank will use this data to assess how well the programmes have done compared to their initial targets set in the proposal.
3	NSDS III and NSDP	This is the South African National Skills Development Strategy and the National Strategic Development Plan.	The understanding of the NSDS III and NSDP policies is vital to evaluating the SETA's performance as well as providing appropriate recommendations.
4	Approved Skills Development Grants Policy	Outlines the W&RSETA's policy for providing skills development grants.	SETA policy document that will be used to inform Redflank's assessment of the targets for people with disabilities.
5	Sector Skills Plan (2015 – 2025)	This is a DHET mandated document that provides a plan to ensure that the W&R sector is sufficiently supported to achieve	The 'Monitoring and Evaluation' and 'Skills Priority Actions' sections of these documents will give Redflank an indication of how the SETA has performed in this period. It will also inform the

#	Document	About	Use in Impact Study
		transformation and increased employment.	outcomes, relevance, and sustainability sections of the final report.
6	The Impact of PIVOTAL Programmes Towards the Implementation of Transformational Imperatives 2017/18, i.e., Disabled, Youth and Women: (Gauteng, Western Cape, KwaZulu-Natal, Free State and Limpopo Participation)	This report assesses the successes and areas of improvement of PIVOTAL programmes carried out in 2017/18.	This document will give Redflank an indication of the challenges brought forth in the report as well as the progress in implementing recommendations.
7	Report 4: New Career Opportunities in the Wholesale & Retail Sector resulting from 4IR	This report documents the research conducted on the career opportunities in the sector that have emerged as a result of the fourth Industrial Revolution.	Redflank will use the findings in this report to identify the job opportunities for people with disabilities.
8	An inclusive Digital Economy for People with Disabilities (2021)	This research report outlines the impact of digital work on people with disabilities and identifies actions needed to shape the future of work in a more disability-inclusive way.	Redflank will use the recommendations in this report to inform actions to be taken to increase the employability of people with disabilities through digital skills and digital employment within the sector.
9	The Workplace of the Future: The Fourth Industrial Revolution, the Precariat, and the Death of Hierarchies (2018)	This research report presents ways in which 4IR has created access into the labour market for people with disabilities.	Redflank will use the findings in this report to identify the job opportunities for people with disabilities.
10	Disability in the Workplace: Company Practices (2011)	This report comprises of a compilation of 25 company profiles which describe how companies address hiring and retention amongst other business practices, from the perspective of disability.	Redflank will use the insights in this report to inform ways in which 4IR can be used in HR practices to allow for greater access into the labour market for people with disabilities.
11	Transformation: Evaluation of the role of the W&RSETA in the last 10 years and the way forward (2009/10 – 2014/15)	This report focuses on the performance of the W&RSETA programmes that allow entry-level participation including the Disabilities Programme.	Redflank will use this as the key documents that will inform the evaluation of the progress (outcomes and outputs) made by the SETA.
12	The destination of disabled graduates (2018)	This article looks at ways that students with disabilities can be prepared for 4IR.	Redflank will use the findings in this article to inform on ways in which the W&RSETA can tailor career guidance for people with disabilities to allow for better access into the labour market and the wholesale and retail sector in particular.

#	Document	About	Use in Impact Study
13	A Study and Development of Workplace Facilities and Working Environment to Increase Efficiency of Persons with Disabilities: A Case Study on Major Retail and Wholesale Companies in Bangkok	This research article outlines the facilities needed by people with three types of disabilities: visual impairment, hearing impairment and wheelchair users	Redflank will use the insights from this article to advise on ways persons with disabilities can gain greater access into the sector through better placement and assistive technologies.
14	Preparing tomorrow's workforce for the Fourth Industrial Revolution. For Business: A framework for action	This report outlines the ways in which the business community can adapt to 4IR.	Redflank will use the recommendations in this report relating to talent strategies and workforce training approaches. These recommendations will be adapted with people with disabilities in mind.
15	Assistive Technologies in a Workplace Environment: Barriers for the Employment of Persons with Disabilities (2011)	This journal article reports on results obtained, through qualitative data, from, two retail and service companies on assistive technologies in a workplace environment and barriers for the employment of persons with disabilities.	Redflank will use the insights from this report to identify barriers that may exist as well as how assistive technologies and other measures can assist in mainstreaming people with disabilities into the labour market.
16	Strategic Plans (2015 - 2020)	The strategic plan outlines what the W&RSETA intend to implement over a five-year period for the purposes of improving the W&R sectors.	Redflank will use this as the key documents that will inform the evaluation of the progress (outcomes and outputs) made by the SETA against set targets.

2.3 Field Research Undertaken

This evaluation based its findings on data gathered through surveys, interviews, and document review (as detailed in Section 2.2). This included 56 online survey responses and 5 interviews with beneficiaries, totalling 61 consultations.

The table below provides an outline of the fieldwork undertaken, which includes the surveys and interviews conducted with learners, employers and W&RSETA representatives involved in the programmes under study.

Table 4: Consultations Conducted

Data Collection Tool	Actual Consultations
Online Surveys	56
Beneficiaries with disabilities	20
Employers	37
Interviews	9
W&RSETA Representatives	4
Employers	2
Beneficiaries with disabilities	11
Total	61

2.3.1 Surveys

It was decided to collect the bulk of the survey data through online surveys. Online surveys were chosen as they offer a number of advantages over face-to-face or telephonic surveys. These are namely: lower costs; convenience for respondents; design flexibility; and automation and real time access to results (Gingery, 2011).

Surveys were designed based on the need to obtain specific information needed by the Evaluation in order to assess the impact of the Programme. The primary goal of the survey was to gain insight into the relevance of the Programmes for people with disabilities, and the impact of these programmes on the beneficiaries with disabilities and the sector. Aside from generic questions aimed at all stakeholder groups, a number of unique questions relevant only to specific stakeholder groups were included in the surveys. This allowed for a more in-depth analysis into the Programmes' relevance.

Questions within the survey were predominantly based on a 5-point Likert scale (with 5 denoting the most positive response and 1 indicating the most negative response). Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 1997). An example of a 5-point Likert scale used in this report is the scale used to measure the extent of achievement of a result or activity, ranging from "not at all" achieved to "completely" achieved. The reason for choosing such a rating system was because responses are easily quantifiable and amenable to computation of some mathematical analysis (LaMarca, 2011). This approach was taken in order to obtain an overall view of the Programmes' Implementation and its impact. However, a number of open-ended questions were included within the survey in order to give further depth and understanding.

Overall, the surveys received 56 complete responses: 19 responses from beneficiaries with disabilities and 37 responses from employers.

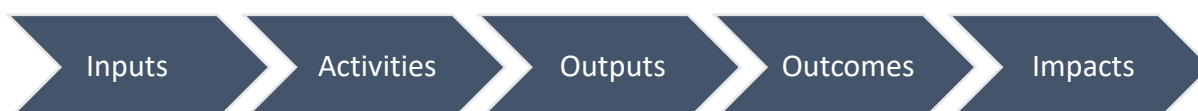
2.3.2 Interviews

The purpose of the interviews was to generate qualitative data that would lend depth to the quantitative data generated by the surveys. Interview questions were derived from the Results Chain, Terms of Reference, and the DAC Criteria. A total of 10 interviews were proposed. The key stakeholder groups initially identified for interviews were W&RSETA representatives, training providers and employers. Given the limited survey responses from beneficiaries, however, beneficiaries were also considered for interviews.

Overall, 5 interviews have thus far been conducted with beneficiaries with disabilities.

2.4 Results Chain Analysis

The evaluation used, as its point of reference, the Results Chain, represented conceptually below, and in more detail throughout section 4.



The Results Chain (also referred to as the Logical Model), describes the process whereby specific activities are conducted to convert inputs into outputs which then translate into outcomes, that result in intended impacts. The Results Chain thus defines the elements that contribute to the delivery of results, in a chain of causality, from inputs to impacts.

2.4.1 Results Chain as a Point of Reference

The findings of the study are depicted in the form of heat maps, where the colours indicate the extent to which results were realised.

The rating scale below, as used in the output assessment of targets vs. actual achievement, is used to assess actual achievement against targets. Areas highlighted in dark green were assessed as **exemplary** practices (overachievement of a target by at least 20% above the target), light green were assessed as **met**, areas highlighted in amber were assessed as **partially met** and areas highlighted in red were assessed as **not met**.

Results Chain Rating Scale: Targets and Completion Rates			
Exemplary (120%+)	Met (100%-119%)	Partially Met (50%-99%)	Not Met (0%-49%)

Similarly, a heat-mapped scale is used to assess outcomes and impacts (and those outputs without a target). Areas highlighted in dark green were assessed as **exemplary** practices, light green were assessed as **met**, areas highlighted in amber were assessed as **partially met** and areas highlighted in red were assessed as **not met**. The heat map below thus, reflects the extent to which components of the Results Chains have contributed to the relevant objective being met.

Results Chain Rating Scale: Weighted Average				
Exemplary (80%-100%)	Met (66%-79%)	Partially Met (33%-65%)	Not Met (0%-32%)	
Likert Scale of Achievement:				
1=Completely (80%-100%)	2=Significantly (60%-79%)	3=Somewhat (40%-59%)	2=Minimally (20%-39%)	1=Not at All (0%-19%)

The percentage in the scale above indicates the average rating received from stakeholders, for each component of the results chain. Where applicable, the scale may be presented as a 5-point Likert scale measuring the extent to which the W&RSETA learning programmes contributed to the achievement of a result or activity (causal attribution), ranging from “not at all” achieved to “extensively” achieved.

Section 2.3.1 explains the Likert scale.

2.5 Research Challenges

During the data collection phase of the project, three major challenges that hampered the data collection process were encountered. Although these issues were partially overcome by adapting the research design, it is worth noting these to inform the research approach in future. The table below lists the identified challenges, and the approach taken to handle the challenges.

Table 5: Research Challenges and Responses

Research Challenge	Response to Challenge
<p>1 Lack of Readily Available Beneficiary Contact Details The SETA does not maintain an organised record of the contact details of the beneficiaries it supports. Consequently, there were only a handful of usable contact details to use to contact the beneficiaries. The contact databases also had other deficiencies, as expressed in point 3 below. It is recommended that the SETA start requiring beneficiary details for their own records.</p>	<ul style="list-style-type: none"> • Consolidating the contact details into one repository and standardising the way they are presented. • Distributing survey links via SMS to reach beneficiaries who did not provide email addresses. • Conducting additional telephonic interviews with beneficiaries to extract more qualitative data.
<p>2 Inaccurate Stakeholder Information: The databases containing beneficiary and employer contact details had invalid/outdated contact details, resulting in unsuccessful attempts to contact some stakeholders. This may be attributed to contact details such as email addresses being deactivated after some time, for instance if an employee exits an organisation. It is recommended that the SETA capture at least two email addresses per beneficiary, with first preference being afforded to a personal email address over a work one. The SETA should also update contact details on a more regular basis.</p>	<ul style="list-style-type: none"> • Given that the stakeholders' contact details were not always accurate, the project team sent out the survey to a larger sample to increase the chances of a successful response.
<p>3 Incomplete Stakeholder Details: Some of the databases received had incomplete details. For example, some had beneficiaries' names and surnames but did not have contact details for the beneficiaries themselves. In addition, whilst some contact details included contact details of the employers associated with learners, others did not. This limited the ability to contact stakeholders.</p>	<ul style="list-style-type: none"> • Only stakeholders with full information available were contacted for interviews, this helped in ensuring that relevant and diverse stakeholders were contacted. • Additional databases were requested.

3 Evaluation Context

According to a report titled 'An inclusive Digital Economy for People with Disabilities' (ILO, 2021), people with disabilities are more likely to experience living under significantly lower socio-economic status in comparison to the overall population.

The figure below shows the current state of the work environment for people with disabilities according to four Sustainable Development Goals (SDGs), which are:

- One: No poverty
- Four: Quality Education
- Five: Gender Equality and,
- Eight: Decent work and economic growth

Figure 2: SDGs Relating to People with Disabilities



Source: (ILO, 2021)

According to the W&RSETA APP, the W&RSETA had planned for interventions to achieve increased access to wholesale and retail occupationally directed programmes, which are inclusive of either learning or occupational programmes for Previously Disadvantaged Individuals and minority groups

(W&RSETA, 2020). The output related to this outcome was to facilitate innovative workplace-based learning opportunities within the sector, measured by the number of unemployed learners registered in NQF 2-5 learnerships or occupational Programmes addressing Wholesale and Retail Hard-to-fill-vacancies (HTFVs) as identified in the SSP annually. The actual audited performance was indicated to be:

- 2016/17 FY: 2 239,
- 2017/18 FY: 2 479,
- 2018/19 FY: 2 100, and
- 2019/20 FY: 7 903.

It was planned at an estimated performance of 3 000 for the year 2020/21 and the actual audited performance exceeded the target by 19,83%, as the actual audited performance was 3 596.

Of this 4,45%, which is 160 individuals, were persons with disabilities. This is obviously not a relatively high number and is indicative of the challenges PWD face in accessing labour market access.

It is against this backdrop that this Study is conducted – to assess how successful the W&RSETA's Programmes have been in advancing access to the labour market for people with disabilities.

4 Evaluation Findings

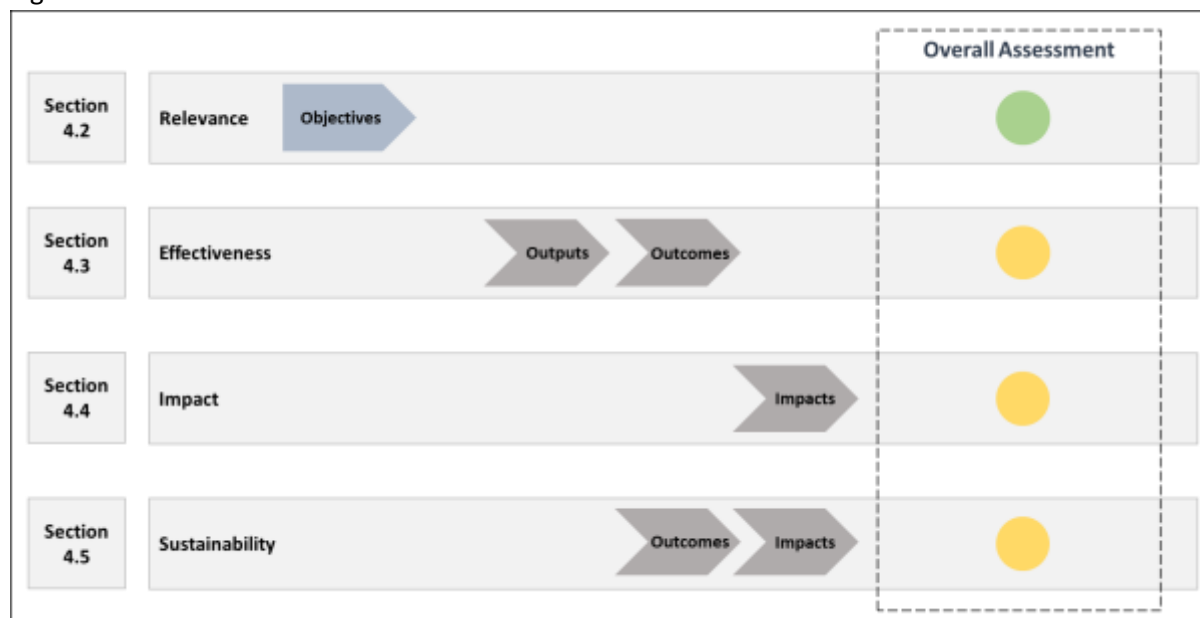
This section presents the evaluation findings of the study. Consideration was given to the internationally recognised criteria for measuring the success of developmental programmes and projects as defined by the Organisation for Economic Co-operation and Development (OECD). These DAC evaluation criteria include:

- Relevance;
- Effectiveness;
- Impact; and
- Sustainability.

4.1 Summary Evaluation

The following diagram depicts the summary findings for the Evaluation.

Figure 3: Overall Assessment¹



The assessment above was documented using the following evaluation framework, the components of which are listed in the table below. These components are detailed in the sections to follow.

Table 6: Overall Evaluation Assessment Summary

Evaluation Framework Component	Evaluation Framework Components	Rating	
		Component	Overall
1 Relevance	The extent to which the W&RSETA Programmes were responsive to the needs of employers	Partially Met	Met
	The extent to which the W&RSETA Programmes were responsive to the needs of beneficiaries	Met	
2 Effectiveness	Outcomes (as defined by the Results Chain):		

¹ The following legend defines the rating scale for the Evaluation:

Exemplary (80%-100%)	Met (66%-79%)	Partially Met (33%-65%)	Not Met (0%-32%)
----------------------	---------------	-------------------------	------------------

Evaluation Framework Component	Evaluation Framework Components	Rating		
		Component	Overall	
	<ul style="list-style-type: none"> Improved skills for PWD employees in the W&R Sector Learning programmes that better cater for the skills development needs of PWD learners Increased awareness of skills development opportunities in the W&R Sector by PWD youth Improved planning by W&R SETA for the skills needs of PWD Increased knowledge of the skills development needs of PWD by W&R Sector stakeholders Improved support from Training Providers for PWD learners Improved support from Employers for PWD learners Increased employability of PWD entrants to the W&R Sector Increased career progression for PWD within the W&R Sector Increased pool of qualified PWD entrants to the W&R Sector 	Partially Met	Partially Met	
3	Impact	Impacts (as defined by the Results Chain): <ul style="list-style-type: none"> Increased representation of PWD in the W&R Sector (at entry level) Increased representation of PWD in the W&R Sector (at senior levels) 	Partially Met	Partially Met
4	Sustainability	<p>The extent to which benefits of the W&RSETA learning programme(s) have continued beyond completion of the programmes for learners</p> <p>The extent to which benefits of the W&RSETA learning programme(s) have continued beyond completion of the programmes for employers</p>	Partially Met	Partially Met

As depicted in the Evaluation Framework above, the implementation of Programmes for people with disabilities was, overall, partially successful. In consultations conducted, Programmes received generally positive comments for their demonstrable impact on PWD beneficiaries. In line with this, the extent to which the Programmes were responsive to the needs of beneficiaries and employers was noted as a positive, with one employer commenting “The learnership programme has benefited us as we have had many learners permanently employed after they completed the programme, and it helps us find the best candidates that fit our industry.” Commenting on what worked well with the programmes, one beneficiary adds, “When you are at school you deal with theory, but this side you deal with practical experience”. Another beneficiary added, “Because we come from the background of disabilities, we are not afforded the same opportunities, but with the programme, it puts us with

the better footing, to be on same skills with abled bodied persons, so it brings about equality in the workplace.”

There are, however, some opportunities for improvement, as immediate outcomes were rated as only partially effective. These results translated into ultimate outcomes and, therefore, impact. Improvement is required with regard to training and support provided to PWD beneficiaries. Additionally, attention ought to be given to ensuring programme administration is streamlined, as pointed out by a beneficiary who said, “What I think must be improved is the administration, for instance when you employ me as a learner and I don’t receive any stipend, you promise to pay me a stipend, but then when you pay, you make payments after three months, where did I get money for the past three months? When the month ends and you don’t get paid what you were promised its very fascinating, maybe they can improve that. Maybe they should check if the problem is with the college or what”.

The above findings are based on a detailed analysis of the results chain for the PWD Programmes. The heat-mapped version of the results chain included below indicates the extent to which components of the results chain have been delivered. The results chain is split in two for legibility.

Figure 4: Heat Mapped Results Chain – Part 1

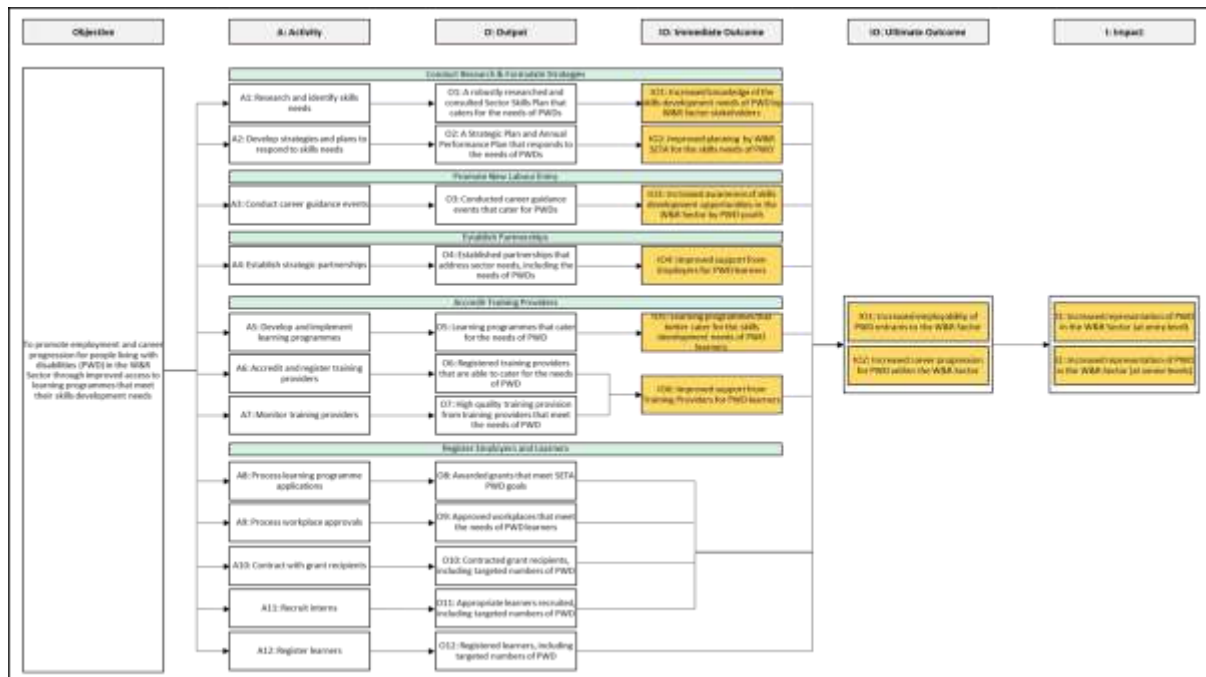
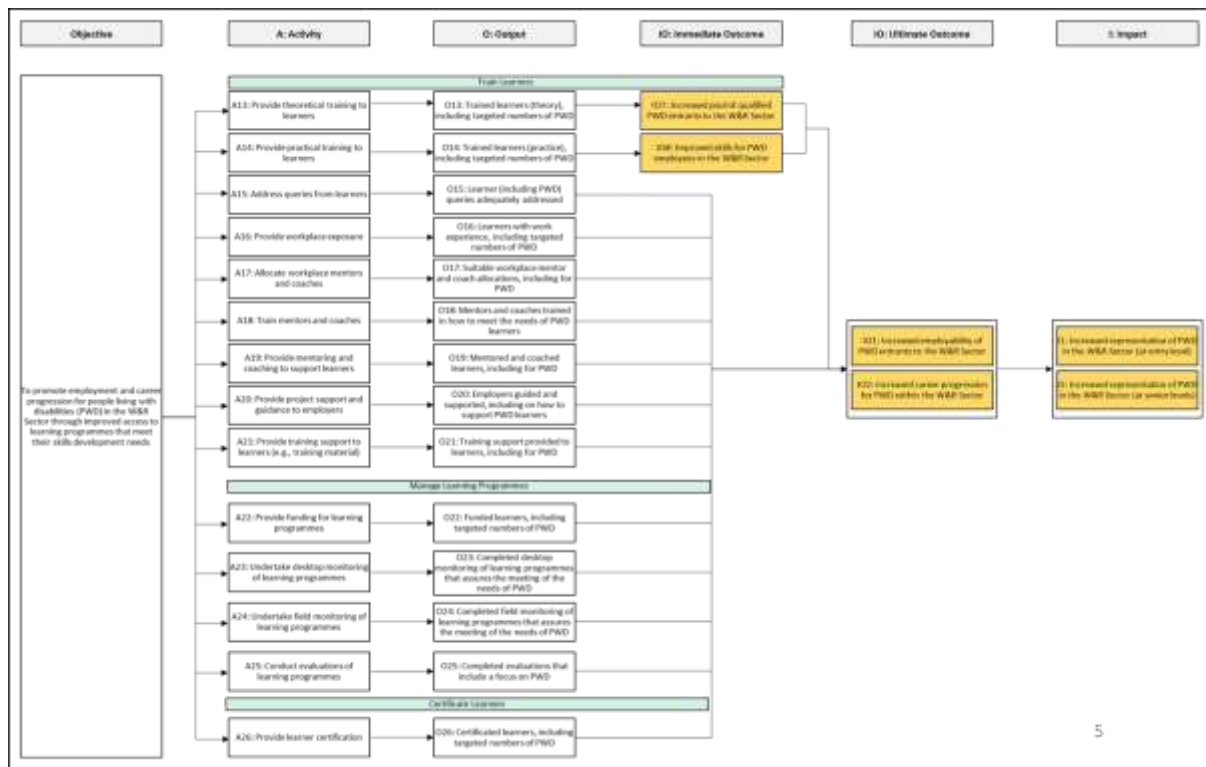


Figure 5: Heat Mapped Results Chain – Part 2



The Results Chain above describes the process of how specific activities are conducted to convert inputs into outputs, which would then translate into outcomes, which ought to result in the intended impacts defined for the W&RSETA learning programmes for PWD. The above Results Chain thus defines the elements that contribute to the delivery of results, in a chain of causality, from inputs to impacts, which are the transformative changes that occur over the long term.

The objective of the W&RSETA programmes for PWD is to promote employment and career progression for people living with disabilities in the W&R Sector through improved access to learning programmes that meet their skills development needs. This objective is achieved by conducting a series of activities which would ultimately lead to the desired Impact of increased representation of PWD in the W&R Sector, both at entry level and at senior levels.

Activities, which are defined as the actions taken or work performed by which inputs are converted into specific outputs, are the start of the chain of causality. For the W&RSETA learning programmes for PWD, activities include providing theoretical and practical training to learners, providing workplace exposure, allocating workplace mentors and coaches, and providing funding for learning programmes. These activities translate into outputs, which are defined as the deliverables that result from a development intervention and are outlined in the column following activities in the results chain. As an example, the resultant output from providing theoretical and practical training to learners as an activity, would be trained PWD learners, as depicted in the Results Chain above.

Following on from outputs are the immediate and ultimate outcomes – these are the short-term and medium-term effects of an intervention’s outputs. Continuing on with the previous example demonstrating how an activity would lead to an output, providing theoretical and practical training to learners as an activity, would lead to trained PWD learners as an output, which would lead to an increased pool of qualified PWD entrants to the W&R Sector and Improved skills for PWD employees

in the W&R Sector as immediate outcomes, and Increased employability and career progression of PWD entrants to the W&R Sector as an ultimate outcome.

The intended impact of the W&RSETA learning programmes for persons with disabilities is increased representation of PWD in the W&R Sector at entry level and at senior levels – this impact would be achieved as a result of the outcomes being met.

4.2 Relevance



Definition: Relevance

The extent to which a Project is suited to the priorities and policies of the target group [beneficiaries and Project stakeholders].




Source: OECD, 2018

As defined above, relevance is measured by the extent to which a programme is suited to the priorities and policies of the target group, recipients, and donors (OECD, 2018). To assess the relevance of the programmes, the following areas were assessed:

- The extent to which the W&RSETA Programmes were responsive to the needs of employers
- The extent to which the W&RSETA Programmes were responsive to the needs of beneficiaries

The following table presents a summary view of the extent to which the objectives of the programmes were aligned to those of stakeholders:

Table 7: Relevance Summary²

Focus Area		Result	Overall
1	The extent to which the W&RSETA Programmes were responsive to the needs of employers		
2	The extent to which the W&RSETA Programmes were responsive to the needs of beneficiaries		

4.2.1 Detailed Analysis: Relevance

Overall, the W&RSETA delivered Programmes that were relevant to stakeholder needs. The following two sections highlight the relevance of learning programmes to employers and beneficiaries, respectively, on a scale of 1 (not at all relevant) to 5 (completely relevant).

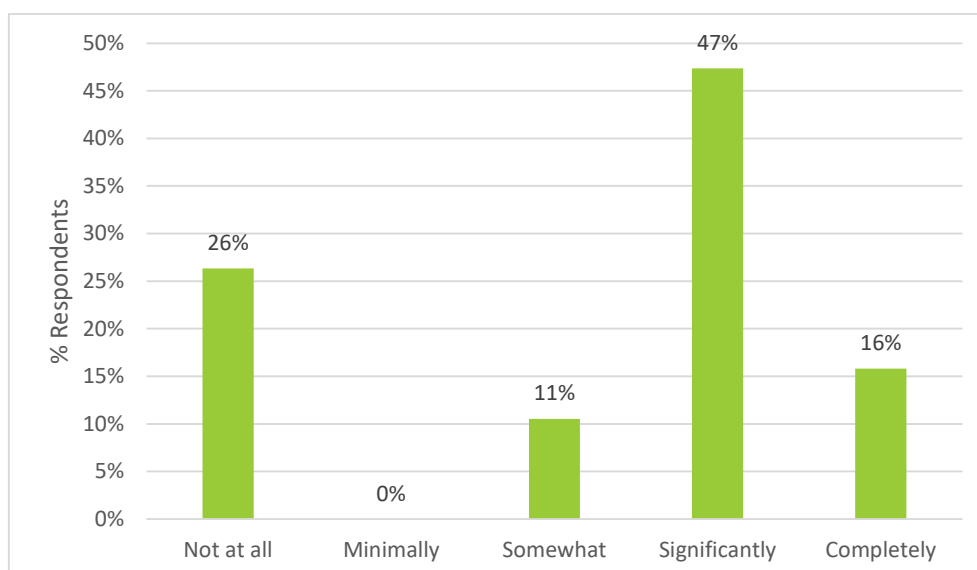
4.2.1.1 Employer Perspective

The following figure illustrates the extent to which the W&RSETA Programmes were responsive to the needs of Employers.

² The following legend defines the rating scale for the Evaluation:

Exemplary (80%-100%)	Met (66%-79%)	Partially Met (33%-65%)	Not Met (0%-32%)
----------------------	---------------	-------------------------	------------------

Figure 6: Programme Relevance - Employers



Source: (W&RSETA PWDs Employer Survey)

The above figure illustrates that 47% of employers indicated that the W&RSETA programmes were significantly relevant to their needs, while 16% of employers indicated that the learning programmes were completely relevant to their needs. Thus, most employers (63%) found the programmes to be relevant to their needs. On the other hand, a significant 26% of employers indicated that the programmes were not at all relevant to their needs, these statistics explain the result that the employers needs were only **partially met**.

The following gives insights on the above data:

- Undergoing a combination of practical and theoretical learning has made learners who go through these programmes more attractive to employers than those who have not had practical training. These programmes are thus relevant to employers' need to have practically trained staff.

"The students received practical training while doing the theoretical learning. It brings them to a far more advanced level than the student that just left school."

Survey, Employer, 2022

- Additionally, the programmes foster confidence in the PWD beneficiaries, who are equipped with work-based knowledge.

"It gave the learners confidence and work-based knowledge."

Survey, Employer, 2022

- Furthermore, the correct roles are matched to the correct businesses, thus ensuring that the most relevant beneficiaries are placed in the correct roles within the industry.

"They match jobs within the business and industry."

Survey, Employer, 2022

- The funding from the SETA is not completely relevant to the needs of PWD. PWD need extra support to be able to have equal employment opportunities.

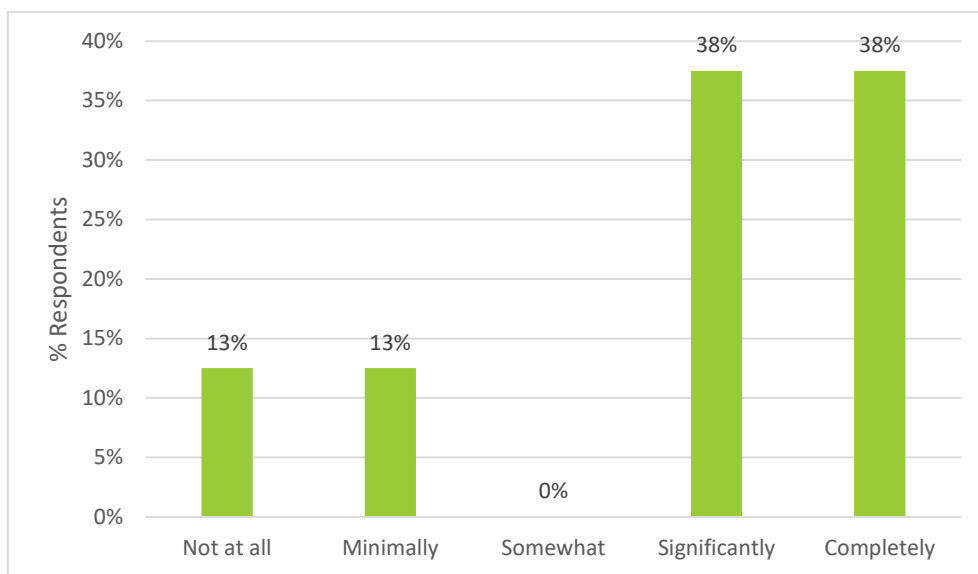
“I don’t think the quantum that they allocate for a learnership is necessarily aligned with the fact that we’re supporting people with disabilities.”

Survey, Employer, 2022

4.2.1.2 Beneficiary Perspective

The following figure illustrates the extent to which the W&RSETA Programmes were responsive to the needs of PWD beneficiaries.

Figure 7: Programme Relevance – Beneficiaries



Source: (W&RSETA PWDs Employer Survey, 2022)

76% of beneficiaries found the programmes to be significantly and completely relevant to their needs. On the other hand, 13% of beneficiaries indicated that the programmes were not at all relevant to their needs, while a further 13% indicated that the programmes were minimally relevant to their needs. This indicates that most beneficiaries found the programmes to be responsive to their needs, and shows they are **met**.

The following gives insights on the above data:

- Increased knowledge and work experience were cited as some of the factors that contributed to the relevance of the programmes.

“Increase my knowledge on the retail sector.”

Survey, Beneficiary, 2022

“I got relevant experience to what I was studying for.”

Survey, Beneficiary, 2022

- In addition to the technical work experience gained through the programmes, the beneficiaries acquired soft skills which were also noted as being relevant to the retail environment.

“I think the programme was definitely relevant in the environment I was working in, in the retail sector, it’s good to learn to work with other people, to learn to work with customers, to know your business, so yes definitely.”

Interview, Beneficiary, 2022

- Some beneficiaries still struggle to find work after completing the programmes. There needs to be alignment between skills needed in the job market and relevant skills taught in the programmes.

“I finished my diploma a long time ago, but still today I am unemployed and I’m not doing anything.”

Survey, Beneficiary, 2022

4.3 Effectiveness



Definition: Effectiveness

A measure of the extent to which a project attains its objectives.

Source: OECD, 2018

As defined above, effectiveness is measured by the degree to which a process or activity is successful in producing the desired result or impact. To measure the effectiveness of programmes, the following were assessed:

- Extent of delivery of outcomes

The following table presents a summary view of the extent to which the Programmes were effective in delivering outcomes:

Table 8: Effectiveness Summary³

Outcomes	Result	Overall
1 Improved skills for PWD employees in the W&R Sector	●	●
2 Learning programmes that better cater for the skills development needs of PWD learners	●	
3 Increased awareness of skills development opportunities in the W&R Sector by PWD youth	●	
4 Improved planning by W&RSETA for the skills needs of PWD	●	
5 Increased knowledge of the skills development needs of PWD by W&R Sector stakeholders	●	

³ The following legend defines the rating scale for the Evaluation:

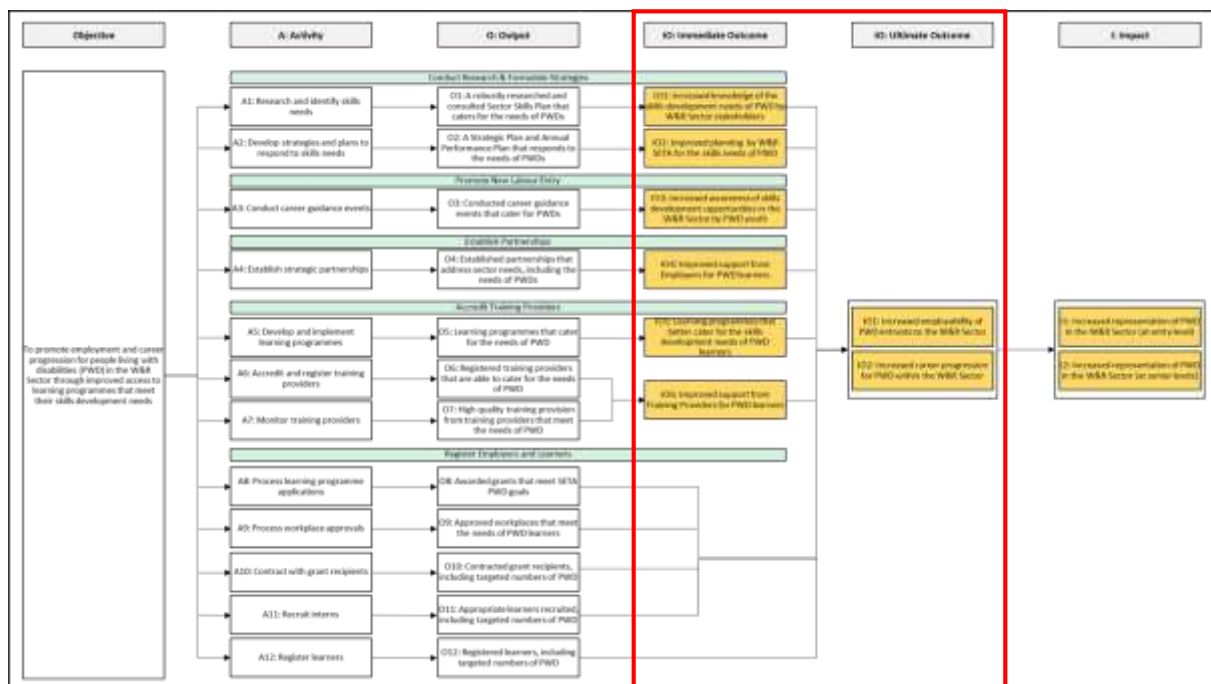
Exemplary (80%-100%)	Met (66%-79%)	Partially Met (33%-65%)	Not Met (0%-32%)
----------------------	---------------	-------------------------	------------------

	Outcomes	Result	Overall
6	Improved support from Training Providers for PWD learners	●	
7	Improved support from Employers for PWD learners	●	
8	Increased employability of PWD entrants to the W&R Sector	●	
9	Increased career progression for PWD within the W&R Sector	●	
10	Increased pool of qualified PWD entrants to the W&R Sector	●	

4.3.1 Detailed Analysis: Effectiveness

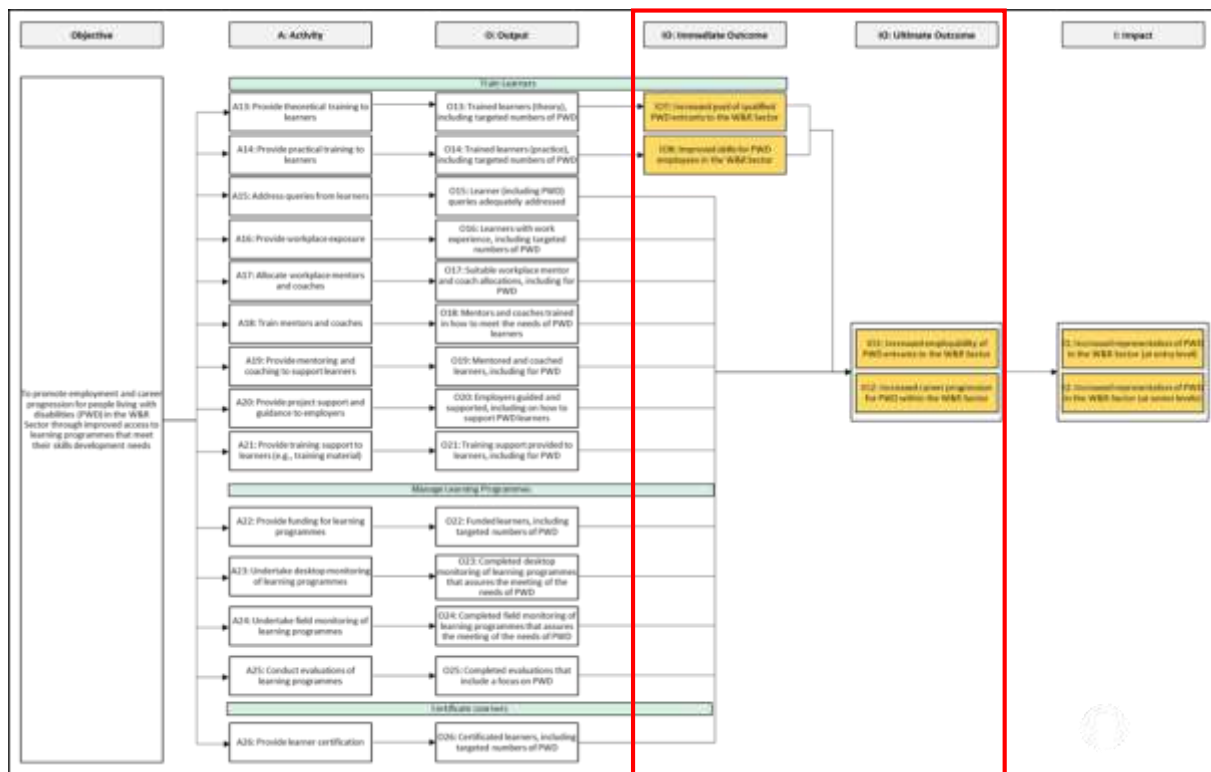
The following highlights the effectiveness of programmes for PWD by analysing the outcomes associated with the objective of promoting employment and career progression for people living with disabilities (PWD) in the W&R Sector through improved access to learning programmes that meet their skills development needs.

Figure 8: Effectiveness⁴



⁴ The following legend defines the rating scale for the Evaluation:

Exemplary (80%-100%)	Met (66%-79%)	Partially Met (33%-65%)	Not Met (0%-32%)
----------------------	---------------	-------------------------	------------------



Overall, outcomes associated with programmes for PWD have been rated as **partially met**.

4.3.1.1 Employer Perspective

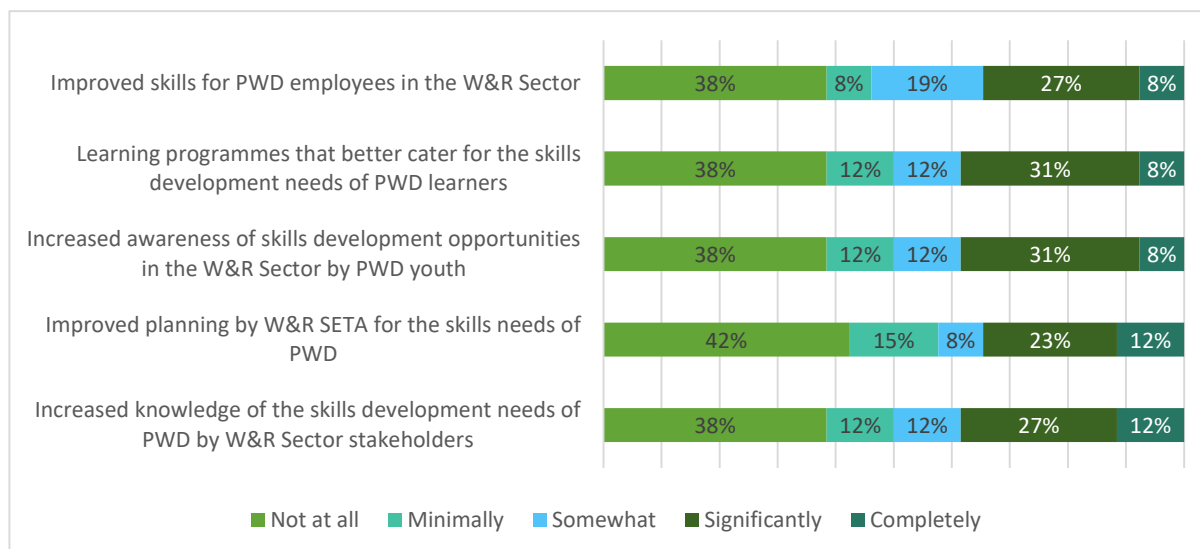
This section gives an overview of effectiveness of W&RSETA programmes for PWD, from the employer perspective and covers the following areas:

- Skills needs and development
- Support for PWD
- Employability and career progression

4.3.1.1.1 Skills Needs and Development

The figure below indicates the views of employers regarding the contribution the programmes have made towards the upskilling and development of PWD beneficiaries.

Figure 9: Skills and Development - Employer



Source: (W&RSETA PWDs Impact Study, 2021)

Outcomes for the criteria of effectiveness were rated as **partially met**. As seen in the figure above in almost all five of the measures at least half of the employers did not feel that the programme was successful in producing the desired result or impact. The above figure indicates that more focus needs to be placed on upskilling and developing the learners in the programmes.

The following gives insights on the above data:

- With more capacitation, training providers would be able to provide a higher quality of teaching which results in students with better skills.

“Train the trainers.”

Survey, Employer, 2022

- By monitoring education and training done training providers can identify which learning areas need improvement. Better disbursements of grants will increase access to training programmes as well as incentivise learners to develop their skills

“They can improve the implementation of learning programmes and disbursement of grants and monitoring education and training.”

Survey, Employer, 2022

- There needs to be alignment between skills needed in the workplace and what is taught.

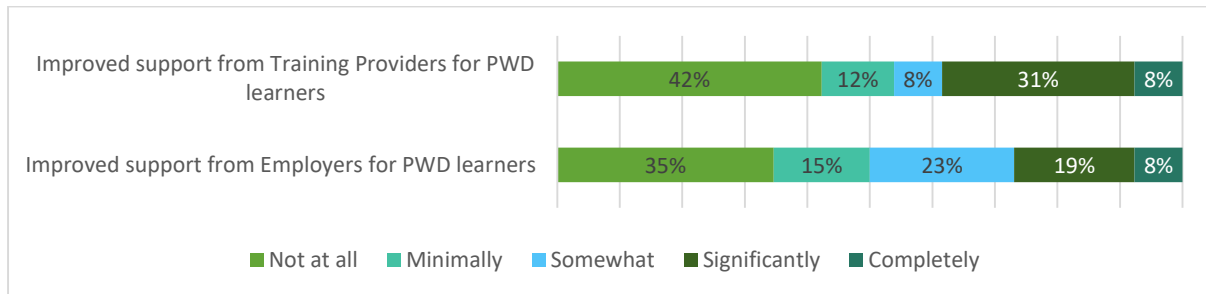
“One needs to be careful of just putting them on something like a learnership and then they're not able to actually utilize the skill back in the workplace because if they don't, it's just something on a CV which is actually a waste of time because they're not able to use it going forward.”

Survey, Employer, 2022

4.3.1.1.2 Support for PWD

The figure below indicates the views of employers regarding the perceived support provided to PWD in the programmes.

Figure 10: Support Provided to PWD - Employer



Source: (W&RSETA PWDs Impact Study, 2021)

As seen in the figure above, 54% of employers indicated that there was no or minimal improvement in support from training providers for PWD learners who were part of the programmes. 39% of employers are of the view that there was a significant or complete contribution.. Furthermore, 50% of employers indicated that there was no or minimal improvement in support from employers for PWD learners, while 27% indicated that there was a significant or complete improvement. These outcomes for support provided to PWD was rated as **partially met**.

The following gives insights on the above data:

- Some employers felt that the training providers did not offer sufficient long-term support and it was their responsibility to provide that report.

“ While they’re in the learnership they have support but when they are done there is a lack of support. We try to provide long-term support.”

Survey, Employer, 2022

- In order to create more equal job opportunities for PWD there first needs to be extra support and customisation to get these learners to the same level as those without disabilities so that they can have a fair chance at employment. This includes a need for more funds being allocated to the programmes.

“ The SETA provides limited support; it’s not giving extra resources because of disabilities. There should be a different approach for those with disabilities as they require more support. “

Survey, Employer, 2022

- More consistent funding support from the SETA will assist in the smooth running of learning programmes.

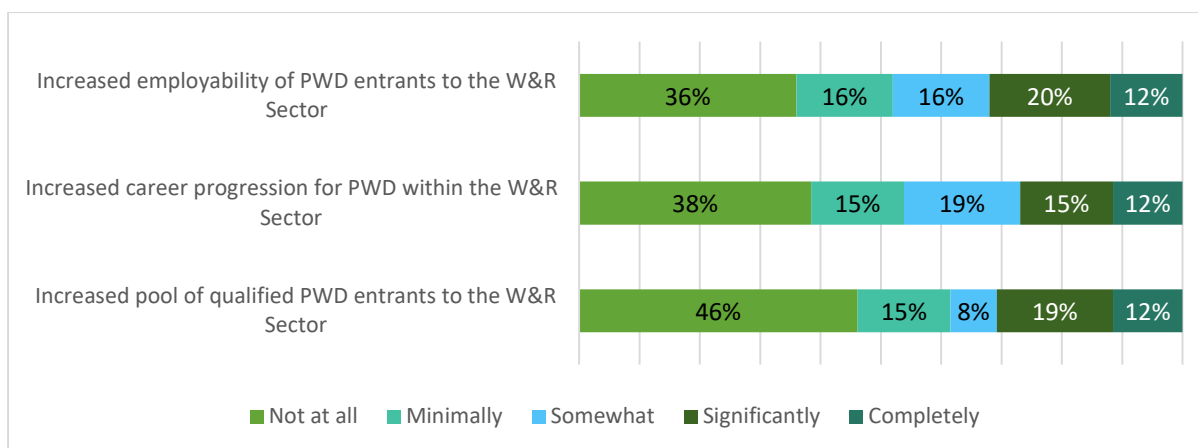
“For the past 2 years the WRSETA did not make disability specific funding available even though they had disability funding policies in place. This was very disappointing and impacted on the effectiveness of the programme.”

Survey, Employer, 2022

4.3.1.1.3 Employability and career progression

The figure below shows the extent of the contribution of the learning programmes towards increased employability and career progression from the employer perspectives.

Figure 11: Employability and Career Progression - Employer



Source: (W&RSETA PWDs Impact Study, 2021)

The figure above indicates the rating **partially met** which means that there are still improvements to be made. 52% of employers expressed that there was no or minimal increase in employability. 53% of employers indicated that there was no or minimal increase in career progression. 61% of employers expressed that there was no or minimal increase in the pool of qualified entrants into the W&R Sector.

12% of employers indicated that there was a complete increase in employability of PWD entrants to the W&R Sector as a result of the W&RSETA learning programmes, a complete increase in career progression for PWD within the W&R Sector and a complete increase in the pool of qualified PWD entrants to the W&R Sector.

The following gives insights on the above data:

- The programmes have in some instances been credited with contributing to the permanently employed workforce within organisations.

“The learnership programme has benefited us as we have had many learners permanently employed after they completed the programme, and it helps us find the best candidates that fit our industry.”

Survey, Employer, 2022

- The training programmes aim to assist in career development and provide students with meaningful learning.

“You want to give you want to give them access to learning that is meaningful. That's aligned to some level of career path process.”

Survey, Employer, 2022

- The learning programmes provide an increased pool of students equipped with the skills to enter the W&R sector.

“It has certainly helped create a diverse employment pool for us. So we have taken some individual learners based on the appropriateness for our environment.”

Survey, Employer, 2022

- Employers do not always have capacity to take learners on as full-time employees.

“It has become more challenging to employ beyond the internship”

Survey, Employer, 2022

4.3.1.2 Beneficiary Perspective

This section gives an overview of effectiveness of W&RSETA programmes for PWD, from the beneficiary perspective and covers the following areas:

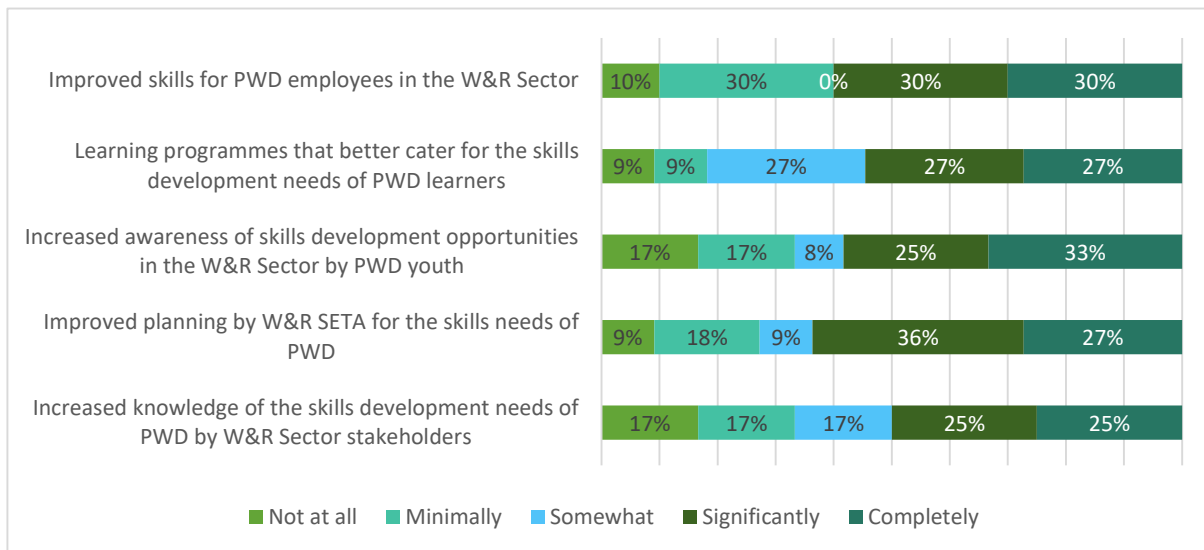
- Skills needs and development
- Support for PWD
- Employability and career progression

4.3.1.2.1 Skills needs and development

The figure below indicates the views of PWD beneficiaries regarding the contribution the programmes have made towards their upskilling and development.

Figure 12: Skills and Development - Beneficiary

Source: (W&RSETA PWDs Impact Study, 2021)



The beneficiary perspective shines a more positive light on the W&RSETA programmes. From a skills and development perspective it is seen that there are more beneficiaries who think the programme has a significant or completely positive effect on their skills and development. However, it should be noted that even though there has been a more positive shift from the beneficiary perspective those participants who indicated that the program minimally increased or did not at all increase their skills and development should not be ignored. Specifically; 40% of beneficiaries indicated that their skills improved minimally or did not improve, 34% of beneficiaries stated they had minimal or no awareness of skills development opportunities and minimal or no knowledge of the skills development needs of PWD by W&R sector stakeholders.

The following gives insights on the above data:

- Many beneficiaries stated that the programmes contributed towards their development.

"It contributed immensely to my development."

Interview, Beneficiary, 2022

- The programmes taught learners how to implement the skills they had learned into the working environment.

"I would say before we went on the programme, here at work we didn't have the health and safety protocols but after the programme that we went, we managed to put controls and programmes in place and now we are adhering to the health and safety regulations."

Interview, Beneficiary, 2022

- The knowledge gained is valuable to many learners and will benefit them in the future.

"I have seen the benefit regarding the program because of the knowledge that I have."

Survey, Beneficiary, 2022

- Focusing more on practical aspects in the programmes with help beneficiaries get experience in the workplace.

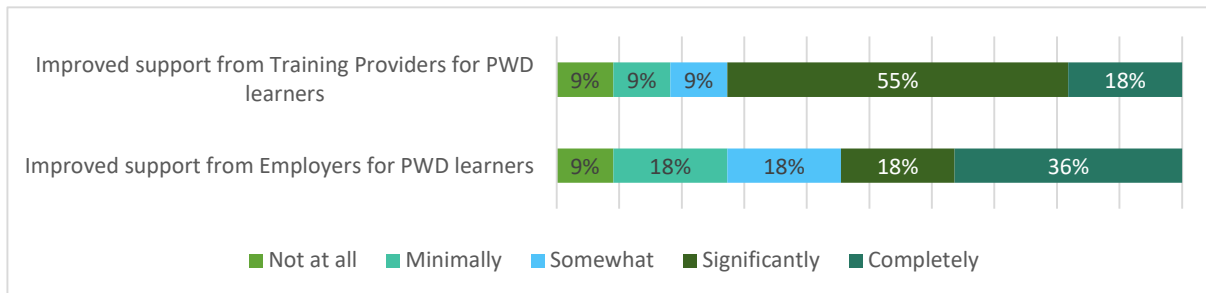
“They must include demonstrations and practical aspects.”

Survey, Beneficiary, 2022

4.3.1.2.2 Support for PWD

The figure below indicates the views of beneficiaries regarding the perceived support provided to them in the programmes.

Figure 13: Support Provided to PWD – Beneficiary



Source: (W&RSETA PWDs Impact Study, 2021)

As seen in the figure above, 9% of beneficiaries indicated that there was no improvement in support from training providers for PWD learners who were part of the programmes, while 55% of beneficiaries are of the view that there was a significant contribution. Additionally, 9% of beneficiaries indicated that there was no improvement at all in support from employers for PWD learners and 36% are of the view that there was a complete improvement in support from employers to them as PWD beneficiaries.

The following gives insights on the above data:

- Learners need support while in the training programmes and need extra attention and support where their value is acknowledged.

“Support within the environment and acknowledgement.”

Survey, Beneficiary, 2022

- Representation in the W&R sector can only improve if employers assist and support the initiative. Many beneficiaries struggle to get jobs and support from employers in the sector.

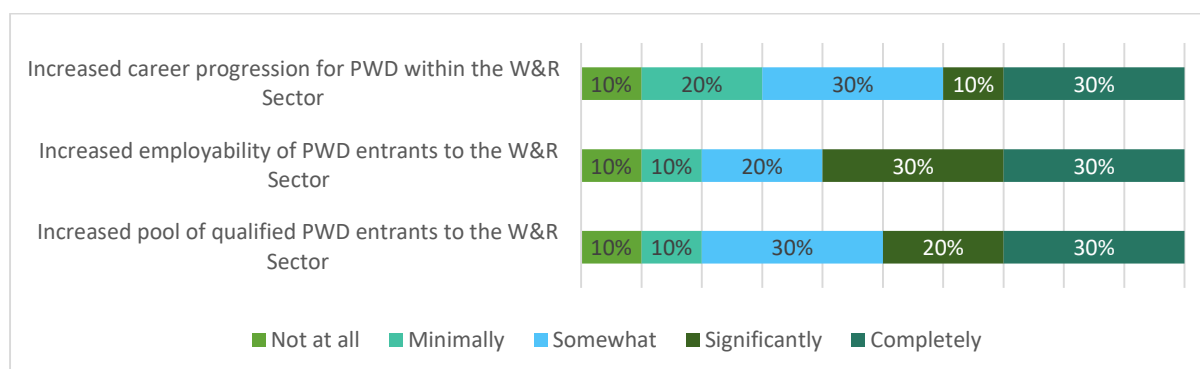
“The retailers, when we disclose our disability, they ignore your CV, even though you are fully qualified for the position.”

Interview, Beneficiary, 2022

4.3.1.2.3 Employability and career progression

The figure below shows the extent of the contribution of the learning programmes towards increased employability and career progression from the beneficiary perspectives.

Figure 14: Employability and Career Progression - Beneficiary



Source: (W&RSETA PWDs Impact Study, 2021)

From a beneficiary perspective 30% of beneficiaries stated their career progression, employability and the pool of qualified PWD entrants to the W&R sector increased completely, while 10% stated that these categories did not improve at all.

The following gives insights on the above data:

- The skills gained in the programme help individuals to become employable.

“For those who completed their programme, they are advancing in their careers, there is career progression in their lives, because they are computer literate and their literacy in total has improved, so they get to be employable, and their skills are improved.”

Interview, Beneficiary, 2022

- There are still many beneficiaries who, despite their skills learned in the programmes, are still unable to find work.

“I haven’t been able to find a job.”

Survey, Beneficiary, 2022

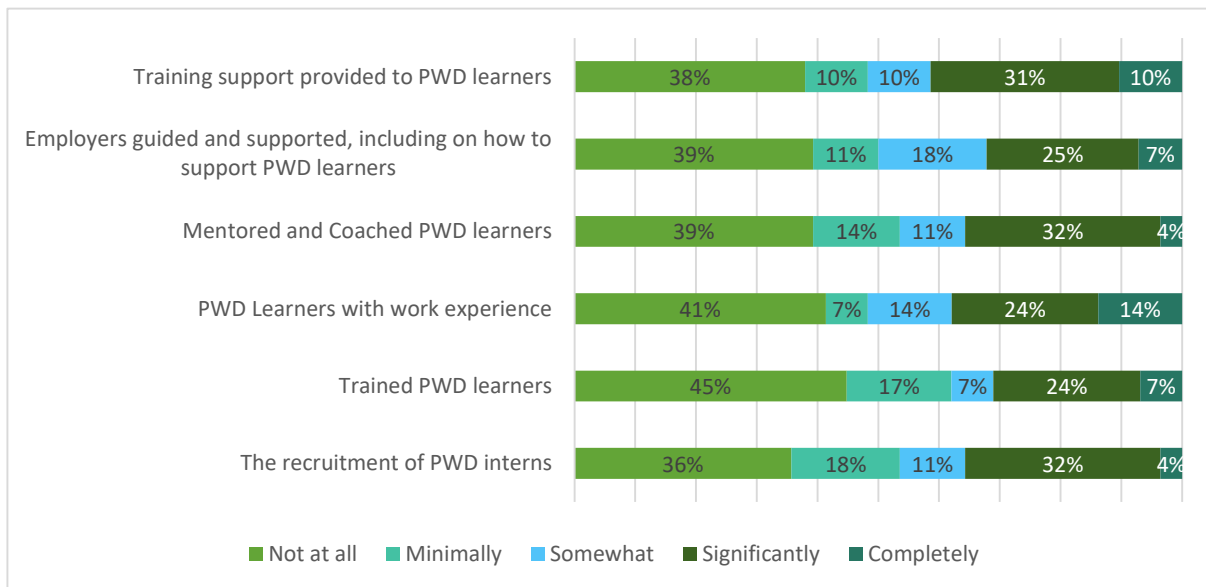
4.3.1.3 Outputs

This section assesses the extent to which outputs were achieved for the W&RSETA learning programmes for PWD, from both the employer and the beneficiary perspectives.

4.3.1.3.1 Employer Perspective

The figure below shows the extent to which the learning programme outputs were achieved, from the perspective of the employer.

Figure 15: Extent to which Outputs were Achieved - Employer



Source: (W&RSETA PWDs Impact Study, 2021)

The above figure displays the employers’ perception on the extent to which outputs were achieved. This perspective shows that many of the employers were not at all satisfied with the programme’s outputs. Very few employers were completely satisfied with the various outputs.

Training and Support

The figure above shows that 38% of employers are of the opinion that the learning programmes did not contribute at all to the training support provided to the PWD learners. 31% of employers indicated that the learning programmes contributed significantly, while the remaining respondents were evenly distributed between minimal, somewhat, and complete contribution from the learning programmes in relation to training support provided to PWD learners, with each option representing 10% of responses. 39% of employers indicated that the learning programmes did not contribute at all to them being guided and supported, including how to support PWD learners, and only 7% of employers indicated that the programmes completely contributed. In terms of contribution of the learning programmes towards trained PWD learners, 45% of employers believe that there was no contribution at all, and 7% indicated that the learning programmes completely contributed to training the PWD learners.

Recruitment and work experience

According to the figure above, 36% of employers believe that the learning programmes did not contribute at all to the recruitment of PWD interns. and only 4% indicated that the programmes completely contributed to the recruitment of PWD interns. 41% of employers indicated that the learning programmes did not contribute to the work experience of the PWD learners at all and 14% indicated that the programmes completely contributed to PWD learners’ work experience.

Mentoring and coaching

With regard to the learning programmes' contribution to mentoring and coaching PWD learners, 39% of employers indicated that they believe the programmes did not contribute at all, while 32% noted a significant contribution. Additionally, 14% of employers indicated that there was minimal contribution, 11% believe there was somewhat of a contribution and 4% of the employers are of the opinion that the learning programmes completely contributed to the mentoring and coaching of PWD learners.

4.3.1.3.2 Beneficiary Perspective

The figure below shows the extent to which the learning programme outputs were achieved, from the perspective of the beneficiaries.

Figure 16: Extent to which Outputs were Achieved - Beneficiary



Source: (W&RSETA PWDs Impact Study, 2021)

The above figure displays the beneficiaries' perception on the extent to which outputs were achieved. This perspective shows that many of the beneficiaries were not at all satisfied with the programme's outputs. However, in comparison to the employers perspectives it can be seen that many more beneficiaries were significantly or completely satisfied with the outputs.

Training and support

The figure above shows that 31% of beneficiary survey respondents believe that the learning programmes did not contribute at all to the training support provided to them as PWD learners. 38% of the beneficiaries indicated that the programmes completely contributed, while the remaining 15% of beneficiaries indicated that there was a significant contribution from the learning programmes to the training support provided to PWD learners. In terms of contribution of the learning programmes towards trained PWD learners, 36% believe there was a significant contribution, 29% of beneficiaries believe that there was no contribution at all and 29% indicated that the learning programmes completely contributed to training the PWD learners.

Recruitment and work experience

According to the figure above, 42% of beneficiaries are of the view that the learning programmes did not contribute to their work experience as PWD learners at all, this was followed by 25% who believe

the programmes contributed significantly. 17% of beneficiaries indicated that the programmes completely contributed to their work experience.

Mentoring and coaching

With regard to the learning programmes' contribution to mentoring and coaching PWD learners, 31% of beneficiaries indicated that they believe the programmes did not contribute at all, while 38% noted a significant contribution. Additionally, 23% of the beneficiaries believe that the learning programmes completely contributed to their mentoring and coaching as PWD learners.

4.4 Impacts



Definition: Impact

The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators.

Source: OECD, 2018

The broader impact that has occurred as a result of the implementation of the programmes for PWD was evaluated based on an assessment of delivery of the impacts as defined in the Results Chain. This included impacts on people with disabilities as the ultimate beneficiaries.

The following table presents a summary view of the extent to which the Programmes achieved impact.

Table 9: Impact Summary⁵

Impact		Result	Overall
1	Increased representation of PWD in the W&R Sector (at entry level)	●	●
2	Increased representation of PWD in the W&R Sector (at senior levels)	●	

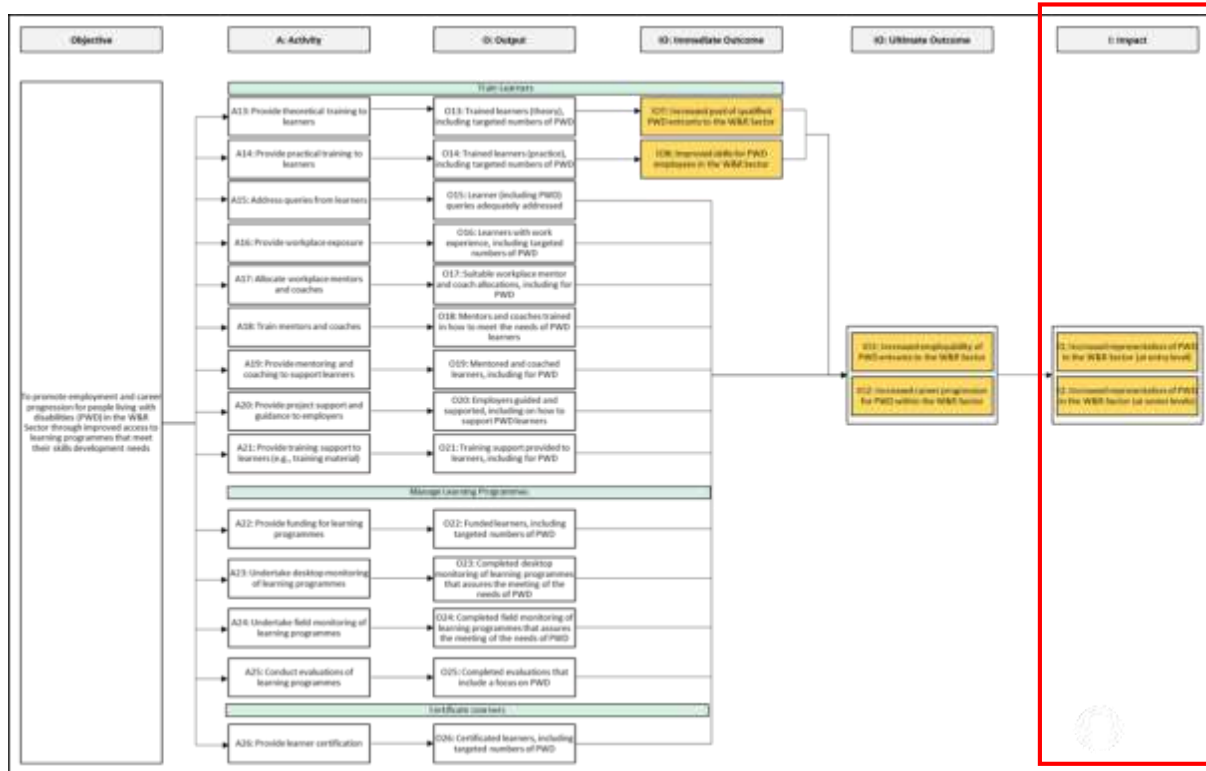
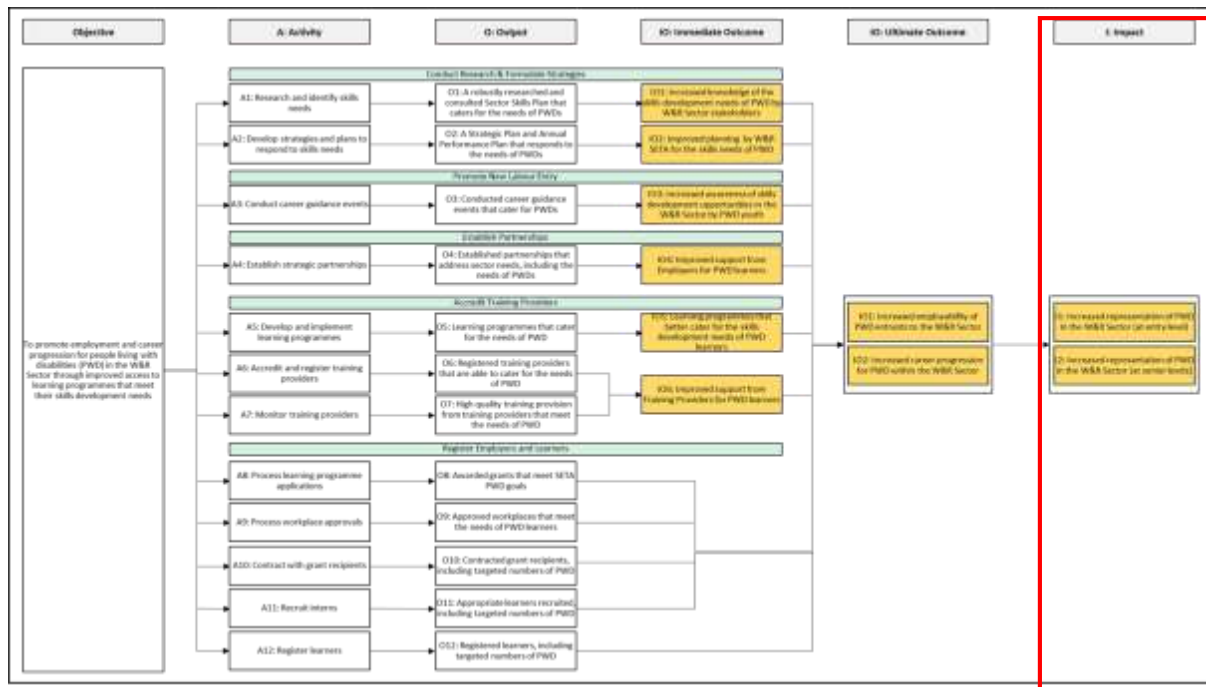
4.4.1 Detailed Analysis: Impact

The following figure highlights the impacts for the objective of promoting employment and career progression for people living with disabilities (PWD) in the W&R Sector through improved access to learning programmes that meet their skills development needs.

Figure 17: Impact

⁵ The following legend defines the rating scale for the Evaluation:

Exemplary (80%-100%)	Met (66%-79%)	Partially Met (33%-65%)	Not Met (0%-32%)
----------------------	---------------	-------------------------	------------------

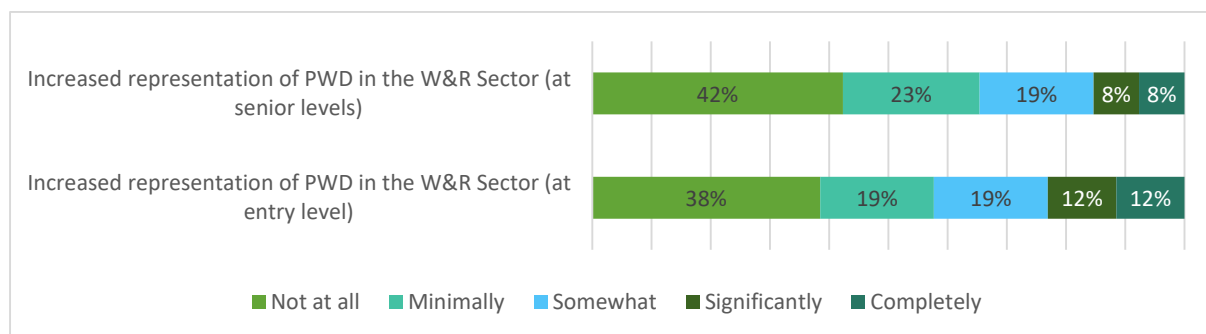


As depicted above, the overall rating for Impacts was **partially met**.

4.4.1.1 Employer Perspective

The figure below shows the extent to which participation in W&RSETA programmes for PWD translated to increased representation of PWD in the W&R Sector, from the employer perspectives.

Figure 18: Representation of PWD within the W&R Sector - Employer



Source: (W&RSETA PWDs Impact Study, 2021)

The above figure expands on the rating of **partially met** for the representation of PWD within the W&RSETA. The figure shows a majority of employers believe that the programme made no contribution or minimal contribution to increasing the representation of PWD. Very few employers believe representation increased significantly or completely.

According to the figure above, 42% of employers indicated that the learning programmes have had no contribution at all to increasing the representation of PWD in the W&R Sector at senior levels. 23% of employers indicated that the programmes have had minimal contribution, 19% of respondents believe that the programmes have had some form of contribution, 8% indicated that there has been a significant contribution and 8% indicated that the leaning programmes have completely contributed to the increased representation of PWD in the W&R Sector at senior levels.

Additionally, 38% of employers believe that the learning programmes did not contribute to increasing representation of PWD in the W&R Sector at entry level. 19% of employers indicated that there has been minimal contribution, 12% indicated that there has been a significant contribution from the learning programmes, 19% believe that there was some form of contribution and 12% of employers believe that the learning programmes completely contributed to increasing representation of PWD in the W&R Sector at entry level.

The following gives insights on the above data:

- Although there is a goal towards increased representation, some employers find it difficult to practically place people with certain disabilities in suitable roles where they can carry out their duties.

“It is difficult to place some individuals with certain disabilities”

Survey, Employer, 2022

- PWD often need extra support in training, it will often take them longer to become specialised and therefore more difficult to place in senior positions.

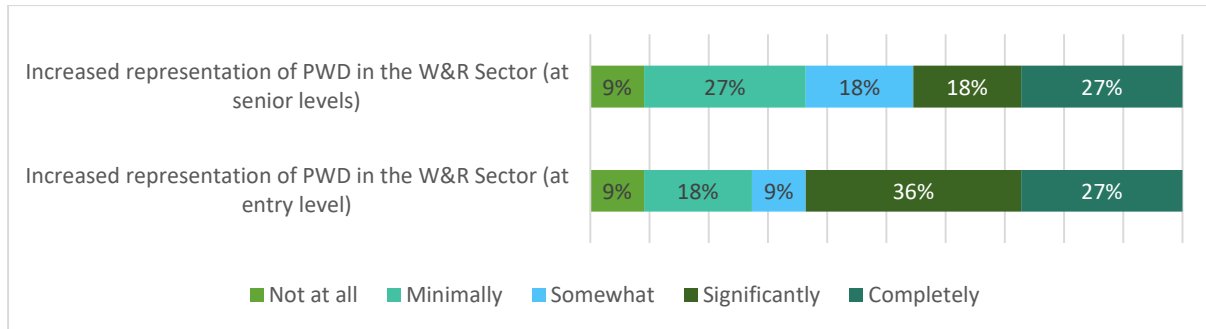
“It’s easy to recruit people with disabilities at the more junior level. So after that, what I mean by that is your most senior levels, the skill set is a lot more specialized. We do always look for people with disabilities, but it doesn’t always pan out.”

Survey, Employer, 2022

4.4.1.2 Beneficiary Perspective

The figure below shows the extent to which participation in W&RSETA programmes for PWD translated to increased representation of PWD in the W&R Sector, from the beneficiaries' perspectives.

Figure 19: Representation of PWD within the W&R Sector - Beneficiary



Source: (W&RSETA PWDs Impact Study, 2021)

This figure displays the beneficiaries' perspective on their representation in the sector. This figure shows a more distributed set of responses. The 9% of individuals who thought the programme did not increase their representation at all should not be ignored, but the 27% of beneficiaries who felt the programme contributed significantly show a more positive view on their representation at both entry and senior levels. Although this figure does show a more even distribution than the employers perspective, the rating for this impact is still **partially met**.

According to the figure above 27% of beneficiaries indicated that the programmes have had minimal contribution, 18% believe the programmes have had some form of contribution, 18% indicated that there has been a significant contribution to their increased representation as PWD in the W&R Sector at senior levels.

Additionally 18% of beneficiaries indicated that there has been minimal contribution to increasing their representation as PWD in the W&R Sector at entry level., 36% indicated that there has been a significant contribution from the learning programmes and 9% believe that there was some form of contribution to increasing their representation as PWD in the W&R Sector at entry level.

The following gives insights on the above data:

- The programme creates awareness about PWD and because of the skills and opportunities provided by the programme, learners are able to get jobs thus increasing representation in the sector.

"I believe the programme creates awareness for people to accept youth with disability, it empowers youth with disabilities so that they are also given a chance and the recognition that they deserve and the opportunities. It helps them advance in their careers and empower them."

Interview, Beneficiary, 2022

- Some beneficiaries feel that the impact from the programmes is minimal and that many learners don't even finish the programmes.

"I have seen no attempt to recruit, train and employ PWD. The learning programmes I had minimal impact, with 42 out of 45 learners dropping out without completing a one-year learnership."

Survey, Employer, 2022

4.5 Sustainability



Definition: Sustainability

A measurement of whether the benefits of an activity are likely to continue after funding has been withdrawn.




Source: OECD, 2018

As defined above, assessing sustainability involves posing questions about the likelihood that the positive effects of the intervention will continue, or have continued beyond the completion of a programme. The extent to which the intended and unintended consequences have outlasted the conclusion of the intervention and if the Programme itself is sustainable was assessed as follows:

- The extent to which benefits of the W&RSETA learning programme(s) have continued beyond completion of the programmes for learners
- The extent to which benefits of the W&RSETA learning programme(s) have continued beyond completion of the programmes for employers

The following table presents a summary view of the extent to which the Programmes have been sustainable.

Table 10: Sustainability Summary⁶

Sustainability Focus		Result	Overall
1	The extent to which benefits of the W&RSETA learning programme(s) have continued beyond completion of the programmes for learners		
2	The extent to which benefits of the W&RSETA learning programme(s) have continued beyond completion of the programmes for employers		

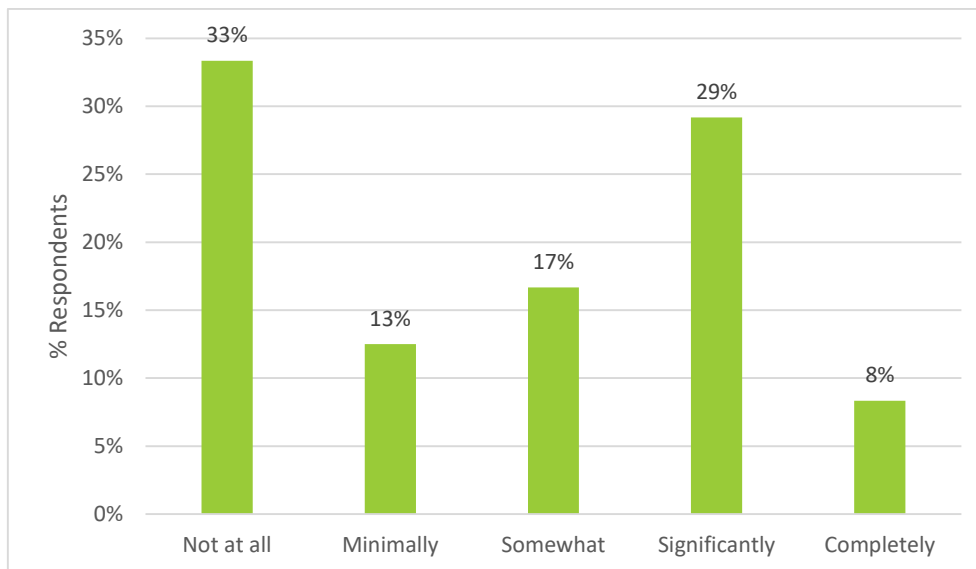
4.5.1 Employer Perspective

The question of the continuity of the benefits of the learning programmes after their completion was posed to employers. The figure below outlines the extent to which employers have experienced the benefits of the learning programmes even after their conclusion.

⁶ The following legend defines the rating scale for the Evaluation:

Exemplary (80%-100%)	Met (66%-79%)	Partially Met (33%-65%)	Not Met (0%-32%)
----------------------	---------------	-------------------------	------------------

Figure 20: Continuity of Benefits of Learning Programmes Beyond Completion - Employer



Source: (W&RSETA PWDs Employer Survey)

As seen in the above figure, 37% of employers indicated that the benefits of the learning programmes significantly or completely continued beyond completion of the programme. 17% of indicated that the benefits of the learning programmes somewhat continued beyond completion of the programme, while an alarming 46% of employers indicated that the benefits of the learning programmes minimally continued or have not continued at all beyond the completion of the program. The rating for these results was **partially met**.

The following gives insights on the above data:

- Some employers feel that while the programmes are beneficial there is still work to be done for these benefits to become sustainable and convert skills learned in the programmes into employment opportunities.

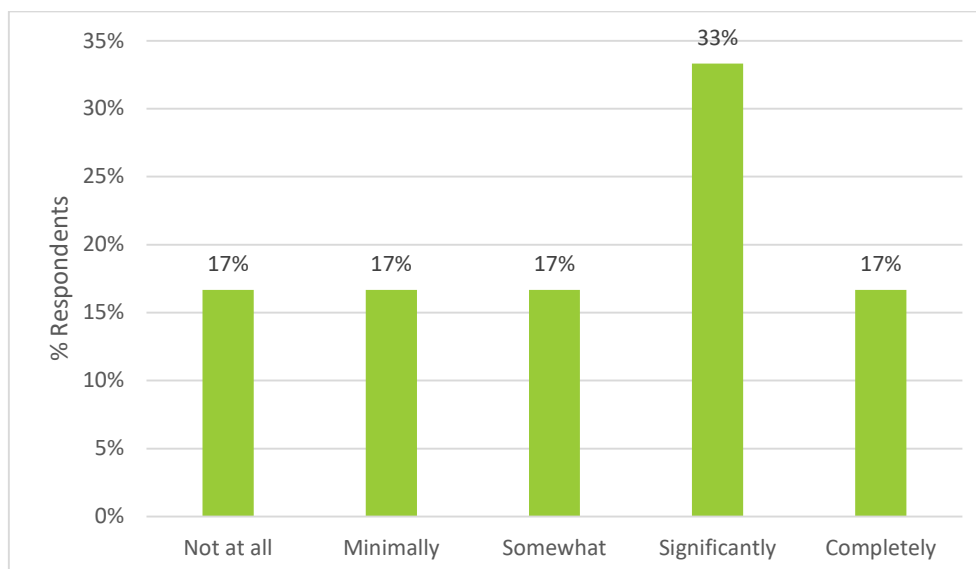
“There is no real understanding of what is required to integrate PWD into the workplace and as the programmes only provide for 12 months employers will continue to take on learners to up their BEE points for 12 months without any plan of real employment..”

Interview, Employer, 2022

4.5.2 Beneficiary Perspective

The figure below outlines the extent to which PWD beneficiaries have experienced the benefits of the learning programmes even after their conclusion.

Figure 21: Continuity of Benefits of Learning Programmes Beyond Completion – Beneficiary



Source: (W&RSETA PWDs Beneficiaries Survey, 2022)

As seen in the above figure, 33% of beneficiaries indicated that the benefits of the W&RSETA Learning Programmes have significantly continued beyond the completion of the programme, while 17% indicated that the benefits of the learning programmes have completely continued beyond the completion of the programme. A further 17% of beneficiaries indicated that the benefits of the W&RSETA learning programmes have minimally continued beyond the completion of the programme and 17% indicated that the benefits of the W&RSETA programmes have not continued beyond the completion of the programme. These results explain the rating of **partially met**.

The following gives insights on the above data:

Sustainability of these programmes are not without their challenges, as demonstrated by the below comments.

“They did not continue. I did not receive anything else, after my last date, I did not receive any call or anything. I just saw that at the end of the month the stipend went in for the last time and I did not receive any communication from W&RSETA.”

Interview, Beneficiary, 2022

Whilst the programmes may not necessarily directly lead to permanent employment for many learners, there does seem to be some indirect benefits.

“I think all the skills that I learned in the programme, I put into practise in my everyday life in my current job.”

Interview, Beneficiary, 2022

4.6 Role of the Fourth Industrial Revolution Towards Access to the Labour Market.

When considering the role of 4IR in increasing access for PWD to the labour market, it is important to consider two core aspects:

- There are a variety of disabilities that individuals may face, each with their own limitations and opportunities, as such, a one size fits all approach should be avoided.
- A purposive approach to harness the opportunities from 4IR should be developed. This will avoid unintended consequences and ensure the majority of needs are taken into account.

Online technologies remove the face-to-face aspect of many day-to-day activities and business operations. From a social perspective many see this as a negative consequence 4IR but for the disabled this may present new opportunities and can be seen as levelling the playing field. The issue of mobility is a major challenge for the physically and visually impaired, a work-from home lifestyle might eradicate many of these issues.

Technological change is also bringing new developments in assistive technology to support those with disabilities. Innovative technology brings about diction in notetaking and allows the visually and hearing impaired to learn skills that will assist them in entering the job market. New ultrasound technology has helped create devices that detect obstacles in the path of the blind and partially sighted and uses varying vibration to alert them to obstructions ahead (Hiroto & Katsumi, 2019). This type of new technology can improve mobility and make it easier for the visually impaired to get to and from a place of work.

Virtual reality systems as well as the shift to online working at home has assisted the physically disabled in entering the job market. In the new work from home environment these individuals are no longer required to travel to and from a workplace, which is a challenge for many, they are now able to work from their own home. New technologies also help those with mental disabilities, apart from the advances in medical technology other types of assistance might include something like an autism support app (Coney & Jameson-Warren, 2018).

Research shows that disabled graduates struggle to find permanent fulltime employment and are thus more likely to pursue self-employment (Coney, 2018). The introduction of new technologies in the fourth industrial revolution means that it is easier for individuals to start their own small businesses. In many ways, due to online technologies, starting a business online is just as easy for those with certain disabilities as it is for others.

The following quotes expand on these ideas:

In general, employers consulted with were unsure of specific opportunities that 4IR would bring, at least on a systemic basis. The majority of views were surrounding using basic connectivity technologies to assist in increasing access through at-home working.

“It will especially aid their mobility concerns.”

Survey, Employer, 2022

“The Fourth Industrial Revolution provides tech that enhances the availability for reasonable accommodation for PWD.”

Survey, Employer, 2022

“Opportunities of working from home. Disabled people enjoy their own surroundings, and this may help increasing their productivity if they could connect with the world digitally and still be earning market related salaries.”

Survey, Employer, 2022

PWD themselves seem to have a similar view.

“Ease of work at home, connecting to clients and attending to their needs with the use of data collection and the use of AI.”

Survey, Beneficiary, 2022

Some learners indicated that 4IR may allow for more equitable access to work opportunities.

“Because we come from the background of disabilities, we are not afforded the same opportunities, but with the programme, it puts us with the better footing, to be on same skills with abled bodied persons, so it brings about equality in the workplace.”

Interview, Beneficiary, 2022

However, this runs the risk of alienating PWD as well, which is why a purposive approach is needed.

“Easier access to work from home. But again this isolates the disabled person and discriminates again.”

Survey, Employer, 2022

“They don't necessarily have access to devices or data at home.”

Survey, Employer, 2022

The workplace has also seen changes with the movement towards digital transformation, through people working remotely and having to adapt to new online and technological ways of conducting businesses. Similar to other sectors, the Wholesale and Retail Sector has had to adapt the adoption of 4IR enabling technology, as well as a focus on eCommerce and digitisation towards reaching their ‘socially distant’ marketplaces. Socially, consumers have reduced their “touchpoints” and frequency of attending closed and crowded brick and mortar locations. Their consumption patterns and the way in which the W&R sector interacts with their customers (new channel and omni-channel integration) have also changed. It has been noted that while different generations use technology differently, they expect their retailer to be using it effectively to understand their needs and deliver the right experience; if their expectations are not met, they will move right along – and they rarely give a second chance (Bizcommunity, 2020).

In order for employees with disabilities who work within the W&R sector to adapt, it is suggested that a focus on three key elements take place, namely: ensuring accessibility for people with

disabilities, promoting digital skills amongst people with disabilities, and lastly, promoting the digital employment of people with disabilities (ILO, 2021)..

4.6.1 Ensuring accessibility for people with disabilities

The use of digital tools is an integral part of ensuring an inclusive digital labour market because when such tools are not inclusive and accessible, people with disabilities will likely not feel equal to their counterparts as people with disabilities would not be able to function at an equal level without assistive technology to help establish a career path.

Online classes and courses mean that more people can have access to skills and education. Digital skills are becoming increasingly important and require less practical application, making it easier for those who struggle with mobility to access their classes. New technologies are assisting in providing physical accessibility to those with disabilities that hinder their ability to move from place to place. The fourth industrial revolution means access to a laptop and internet connection is much easier to attain in today's society.

4.6.2 Promoting digital skills amongst people with disabilities

The increase in AI and other digital advancements is creating many new possibilities in the job market. New technologies place more importance in critical thinking than practical application, which is beneficial to those with specific disabilities. This means that there might be more equal employability opportunities. The demand for digital skills in both existing jobs and in new digital jobs is growing at a constant pace, this means that more work opportunities are becoming available in this sector. People with disabilities generally experience lower levels of education and training than the rest of the population thus by reskilling and upskilling people with disabilities will ensure they have access to these opportunities (ILO, 2021).

4.6.3 Promoting the digital employment of people with disabilities

Once people with disabilities have obtained the necessary digital skills it is then up to industries to include them in their workforce. Only through a collaborative effort from public authorities, businesses within the digital industry, social initiatives and organisations, academics and organisations that represent people living with disabilities and other stakeholders will it be possible to ensure the employment of people with disabilities in the digital sphere (ILO, 2021).

4.7 Mainstreaming Access of Persons with Disabilities within W&R Sector

This section examines mainstreaming access of persons with disabilities within the W&R sector. This examination is done from a demand and a supply side, and supplements this with possible strategies to adopt.

4.7.1 Demand Side Barriers

From the demand side i.e., promoting disability inclusion within the private and public sector (OECD, 2018)⁷:

Education for PWD remains a major obstacle. Often times, across the world, PWD are not adequately accounted for and supported within educational institutions. Access to mainstream primary, secondary and tertiary education appears to be especially difficult for people with severe disabilities. As a result, PWD often find themselves at a disadvantage from an education perspective.

A major barrier in many regions, and particularly in South Africa, relates to the limited options for disability accessible public transport for commuting between home and work. These problems are more significant for those who live in remote and rural areas.

There are also barriers stemming from stigmatisation of PWD by some in the private sector, which reflect a wider societal attitude. Notwithstanding the evidence on the benefits of employing persons with disabilities as part of a diverse workforce, many employers still perceive persons with disabilities as less productive than persons without disabilities and are not aware that the costs for workplace adaptations are oftentimes minimal.

A potential mechanism to increase demand for PWD in the workforce is from a policy perspective. Incentivising the employment of PWD, at a policy level can do this, commonly used strategies include tax incentives, subsidies, and employment quotas.

Supported employment is a practice that is particularly effective for persons with intellectual disabilities and is done through on-the-job-training in which the person with a disability is supported by a job coach in their initial period of work, support which will then gradually diminish. The idea of a providing support to PWD through a job coach is seen as a best practice with regard to increasing PWD's access to the labour market.

4.7.2 Supply Side Barriers

From the supply side i.e., ensuring that PWD's have adequate skills that align to market demands (OECD, 2018):

Whilst it may feel intuitive that specialised approaches for skills development PWD would be more effective, evidence suggests that an Inclusive skills development approach may contribute more to ensuring that persons with disabilities, have the same access to the labour market and would be more cost-effective and successful in terms of results than specialized approaches. There are an increasing number of examples of mainstream vocational training services, including apprenticeship schemes that include persons with disabilities:

⁷ Comprehensive report entitled "Labour market inclusion of people with disabilities" presented at the G20 Employment Working Group, 2018.

- In Brazil, the National Service for Industrial Training (SENAI) leads the Programme for Inclusive Action that facilitates access for people with disabilities to SENAI courses. It provides reference materials on inclusive professional education, dictionaries of Brazilian sign language with specific terms in Electronics and other industrial areas as well as E-learning courses about inclusion for teachers.
- In India, the Skills Council for Persons with Disability (SCPwD) carries out accreditation of training centres throughout the country, including those run by non-governmental organizations and organizes training for trainers. The SCPwD has prepared a manual for trainers on the training needs of persons with different disabilities, which is aligned with the UK standards.
- In Australia, a range of assistance is available to support Australian Apprentices with disability, including the Disabled Australian Apprentice Wage Support (DAAWS), which is paid to employers, and assistance for tutorial, interpreter, and mentor services for apprentices. The DAAWS is an Australian Government incentive payable to an employer who employs an Australian Apprentice who satisfies the disability eligibility criteria in an Australian Apprenticeship.
- In the United Kingdom, there is a special toolkit designed for employers that want to develop a more inclusive and accessible apprenticeship offer. It provides practical information, sources of support and inspirational case studies of employers who have benefitted from hiring and supporting apprentices from a diverse background, including persons with a disability.

In addition to existing PWD learning programmes, the W&RSETA should look to developing inclusive programmes. While specialized learning programmes are beneficial for providing PWD learners with the skills that they require, inclusive programmes will allow PWD learners the opportunity to display their capabilities and to make them feel a part of the organization that they work for.

4.7.3 Potential Strategies to increase the mainstreaming of PWD in the workforce

Flexibility in working conditions and hours can assist in supporting persons with disabilities. Reduced hours may support an individual who may not have the endurance to work full hours. Working non-standard hours may help persons with disabilities resolve transportation barriers or attend necessary medical appointments. The onset of COVID-19 related lockdowns has accelerated flexible work from home arrangements which may alleviate the challenge of navigating inaccessible physical spaces.

Effective and purposeful planning for recruitment that purposefully target persons with disabilities should be encouraged (perhaps through a policy driven approach). To advance inclusive hiring practices there is a need for greater coherence between the organizational commitment to diversity and inclusion and the recruitment strategies used by employers that are accessible and made known to persons with disabilities.

The Government of Western Australia Disabilities Services Commission has developed a checklist for inclusive recruitment processes that includes inclusive recruitment and selection practices such as: ensuring job descriptions and applications are available in alternate formats; reviewing postings for language that could be seen as discriminatory or excluding people with disability; incorporating a diversity statement in job descriptions and advertisements touting a commitment to equal employment opportunity; advertising in a variety of places and reaching out to community organizations; being proactive about asking shortlisted applicants if they require adaptations; preparing workplace adaptations for any special needs and assessing applicants on merit as well as

other suggestions for inclusive recruitment and selection. Many recommended practices are small changes that could increase access and opportunity for individuals with disabilities.

5 Findings and Recommendations

Delivery of Programmes appears to have been mostly successful as the programmes increased opportunities for learners and increased the number of PWD permanently employed within the organisations in which they were placed.

The following table details practices that have been working well and should continue in future, as well as areas for improvement. Implementing the recommendations below is expected to embed positive practices, and address lessons learnt; thus, assisting in raising the bar on the W&RSETA Programmes for PWD going forward.

The lessons learnt for the Programme relate to the importance of strengthening and extending positive practices, as well as addressing opportunities for improvement relating to destigmatising PWD, communication, programme administration, financial support and post-programme support.

Table 11: Key Lessons Learned and Recommendations

Research Question	Focus Area	Key Lesson Learned	Recommendation	
1	Relevance of the Programme	Recruitment of learners	<ul style="list-style-type: none"> The process of recruiting PWDs for learning programmes appears to be undertaken independently by employers with minimal input from the SETA. 	<ul style="list-style-type: none"> It is advised that the SETA take a more active role in ensuring the recruitment of suitable learners. One such way could be by providing employers with a database, or access to learners with disabilities, thus limiting the strain on employers to find suitable PWD for the respective W&RSETA programmes. The SETA should bolster partnerships with employers, training providers and other stakeholders to increase their capacity to train and absorb learners. These interventions should assist with increasing the absorption of graduates into the workforce.
2		Structure of courses	<ul style="list-style-type: none"> Ensure, as far as is practical, that industry experts and leaders assist with the design and implementation of Programmes for PWDs. 	<ul style="list-style-type: none"> it is advised that the W&RSETA invest in programmes that involve industry experts directly imparting their expertise and knowledge to learners as guest lecturers in addition to learners receiving exposure via the lecturers who are capacitated by industry experts.
3		Financial Support to PWD	<ul style="list-style-type: none"> Stipend amounts are often relatively low, and learners have difficulty getting by with what they deem to be the bare minimum. While most stipends are paid on time, some are not, and this has a major impact on learners. 	<ul style="list-style-type: none"> Consider enrolling fewer learners at better pay in order to maximise tight budgets. This may assist in creating a more quality, impactful experience that can repay itself in employment and entrepreneurship gains. Expedite payments by streamlining processes. The SETA should embark on a Business Process Analysis exercise to see where efficiencies and effectiveness can be gained.

Research Question	Focus Area	Key Lesson Learned	Recommendation
4	Consistency in funding PWD Programmes	<ul style="list-style-type: none"> Employers are of the view that disability-specific funding is not made as consistently available as funding for other programmes, despite the SETA having disability funding policies in place. 	<ul style="list-style-type: none"> This may be a matter of advertising this funding more widely.
5	Destigmatising PWD	<ul style="list-style-type: none"> Some employers think that PWD are not as capable of climbing the ranks in the W&R Sector. 	<ul style="list-style-type: none"> Experience in other countries shows the importance of engaging the private sector and building the confidence of companies to hire and retain workers with disabilities. Employing persons with disabilities has been shown to be a part of wider workforce diversity which has concrete economic benefits for private companies, including more effective problem solving, increased innovation, staff commitment and a more positive reputation among clients, business partners and society at large. In addition to the work with individual companies, engagement of employers' associations, including those that represent small and medium-sized enterprises, as well as with trade unions has shown to have great potential to promote the employment of persons with disabilities. Trade unions can contribute to the employment of persons with disabilities by negotiating provisions in collective bargaining agreements that facilitate their employment and retention and by promoting an inclusive workplace environment.

Research Question	Focus Area	Key Lesson Learned	Recommendation
6	Programme Advocacy and Awareness	<ul style="list-style-type: none"> Organisations are not always aware of the full scope of support as well as skills development interventions offered by the W&RSETA, particularly regarding interventions offered for PWD. 	<ul style="list-style-type: none"> The existing marketing channels should be continuously reviewed through a Stakeholder/ Customer Satisfaction Survey (CSS). Amongst other aspects, the CSS should enquire with beneficiaries/ applicants about how they heard about the learning programmes. This will allow the W&RSETA to have insight into those marketing channels and advocacy programmes which are most effective, and those which are not.
7	The role of 4IR towards access to the labour market.	<ul style="list-style-type: none"> Each type of disability has its own limitations and opportunities, as such, a one size fits all approach should be avoided. 	<ul style="list-style-type: none"> A purposive approach to harness the opportunities from 4IR should be developed.
8		<ul style="list-style-type: none"> 4IR brings about new developments in assistive technologies which can level the playing field and create more equal employment opportunities. 	<ul style="list-style-type: none"> For PWD to adapt, focus should be placed on ensuring accessibility for people with disabilities, promoting digital skills amongst people with disabilities, and lastly, promoting the digital employment of people with disabilities.
9	Demand Side Barriers	<ul style="list-style-type: none"> PWDs often find themselves at a disadvantage from an education perspective. 	<ul style="list-style-type: none"> Remote learning can be leveraged to deal with the limitation that PWD learners face in their studies.
10		<ul style="list-style-type: none"> Limited options for disability accessible public transport for commuting between home and work. 	<ul style="list-style-type: none"> The issue of mobility is a major challenge for the physically and visually impaired, a work-from home lifestyle might reduce many of the issues associated with mobility.
11		<ul style="list-style-type: none"> Many employers still perceive persons with disabilities as less productive than persons without disabilities . 	<ul style="list-style-type: none"> In addition to sensitising employers about PWD and engaging them about the economic benefits that could come from employing PWD, employers should be told about the costs of workplace adaption which are often not as high as expected.
12		<ul style="list-style-type: none"> Recruitment of PWD needs to follow a more purposeful approach 	<ul style="list-style-type: none"> Ensuring job descriptions and applications are available in alternate formats. Reviewing postings for language that could be seen as discriminatory or excluding people with disability.

Research Question	Focus Area	Key Lesson Learned	Recommendation
			<ul style="list-style-type: none"> • Incorporating a diversity statement in job descriptions and advertisements touting a commitment to equal employment opportunity. • Advertising in a variety of places and reaching out to community organizations. • Being proactive about asking shortlisted applicants if they require workplace accommodations. • Preparing workplace adaptations for any special needs. • Assessing applicants on merit as well as other suggestions for inclusive recruitment and selection.
13	Supply Side Barriers	<ul style="list-style-type: none"> • While the needs of PWD need to be considered to ensure that PWDs have adequate skills that align to market demands, evidence suggests that an Inclusive skills development approach-as opposed to a specialised approach - may contribute more to ensuring that persons with disabilities, have the same access to the labour market. 	<ul style="list-style-type: none"> • An inclusive skills development approach may contribute more to ensuring that persons with disabilities have the same access to the labour market and would be more cost-effective and successful in terms of results than specialised approaches.
14	Career Pathing	<ul style="list-style-type: none"> • Learners may not be aware of the opportunities for PWDs in the sector • Regarding PWDs, not all opportunities may be suitable for all disabilities, but this should not deter PWDs from pursuing those opportunities that may be more suitable 	<ul style="list-style-type: none"> • A comprehensive career pathing document or career guide may assist in guiding learners to appropriate careers • In line with the previous recommendation surrounding an inclusive skills development approach, this should be done together with the broader career guide. Many learners, whether they are PWDs or not, are not aware of opportunities with the W&R sector • Integrating career path guidance for PWDs, with different types of disabilities, into the broader career guide, may encourage more PWDs to enter the sector