



GAUTENG PROVINCE

SOCIAL DEVELOPMENT
REPUBLIC OF SOUTH AFRICA

Welfare-to-Work Programme

A Conceptual Framework

TABLE OF CONTENTS

Glossary of abbreviations	2
Project summary	2
1 Introduction	3
2 Purpose of the document	3
3 Purpose of the project	4
4 Project scope	4
5 Project goals	5
6 Project aim	5
7 Project objectives	5
8 Project outcomes	5
9 Duration	6
10 Beneficiary selection and placement	6
11 Eligible	7
12 Performance	7
13 Strategies and guidelines that influence the delivery approach	8
14 Some challenges facing DSD sector strategies goals	10
15 Some steps to overcome above mentioned challenges	10
16 A 5 year project model	11
17 Adopted W2P conceptual pathway	13
18 Programme structure	14
19 Competency and expertise requirement	15
20 Delivery management	15
21 Project activities	19
22 Project implementation plan	20
23 Project governance and oversight	21
24 Project risks and constraints analysis	21
25 Expected impact on beneficiaries	23
26 Multiplier effect	24
27 Monitoring and evaluation	25
28 Financial management and budget	26
28 Sustainability	26
Appendix 1 Welfare to Work Action Plan	27
Appendix 2 Welfare to Work proposed Programme Schedule	28
Appendix 3 A 5 day workshop budget (phase I)	30
Appendix 4 Welfare to Work Training budget, November 2013-March 201431	
Appendix 5 Welfare to Work Training budget estimate, April 2014-March 201533	

GLOSSARY OF ABBREVIATIONS

DSD:	Department of Social Development
ETQA:	Education and Training Quality Assurance
GDSD:	Gauteng Department of Social Development
M&E	Monitoring and Evaluation
NGO:	Non-Governmental Organisation
NPO	Not for Profit Organisation
NQF:	National Qualification Framework
QMS	Quality Management Systems
RPL:	Recognition of Prior Learning
SAQA:	South African Qualification Framework
W2P:	Work to Welfare Programme
WBL	Work Based Learning

SECTION A: PROJECT SUMMARY

In South Africa latest statistics indicate that 70% of the unemployed are youth. Over the years government has initiated various policies and programmes to address the problem. The W2P programme aims to either transit youth who are on welfare into permanent lucrative employment or provide further education opportunities. The project involves taking welfare recipients to the work environment provided by host NGOs. This project includes the recruitment and selection, assessment, placement and on-job development, case management, training and developmental education, support services and job retention services. It will help participants to be ready for the world of work and provide them with work experience in order to help them to get and to keep a job. The project includes beneficiary transformation concern and it has explicit measurable impact. The project will span over 3 years. The project budget includes two critical phases, phases II and IV.

The project Phase II budget covers a cost estimate of R179 760. There will be a Boot-camp for 150 participants, which means that it will cost the sum of R239.68 /person/day excluding logistics. Thus the project starts with a boot-camp by the third week of October 2013. Phase IV starts during year 1 and continues during the 2nd and 3rd year of the project. During the first year of placement and training, it will cost the sum of R881.08/person/month for a period of 6 months. Thereafter it is reduced to R647.22 per person per month for the subsequent period of 12 months. Towards the end of the first full financial year, subsequent budgets will be submitted by February for approval.

SECTION B CONCEPTUAL FRAMEWORK

1. INTRODUCTION

After studying the various intervention applied elsewhere in the world, there is a need for a model that takes into account the heterogeneous characteristics of youth because of differences in their background, their socio-economic differences and variation in their level of education and natural abilities. For example, some youth have incomplete matric results while some of the youth with matric are unemployed or cannot access higher education opportunities. Another category of unemployed youth has dropped out from tertiary institutions because of their inability to cope with the demands of higher education. Some graduates are unemployed. These different categories suggest different needs, which require different interventions in order to address the problem of unemployment.

This project is based on the idea that accessing work opportunities is more than just having someone in a skilling programme. In other words there is a need to provide relevant innovative, tailor made training approaches that are needed to overcome youth unemployment. It is important that the person is channelled towards his/her career goals and given proper support to ensure employability and job retention.

2. PURPOSE OF THE DOCUMENT

The experience from the Development Centre Model of the Department of Social Development highlighted the importance of demonstrating that beneficiaries have a plan for their future in order to achieve their objectives. Evidence abound about the achievement of a better success rate where people are trained whilst on suitable jobs or are already in qualifying stages of their own. Welfare to Work programme (W2P) model with unspecific opportunities may result in people being trained and then left unemployed or earn less than a living wage. This document conceptualises a provision that will clearly demonstrate the ability to work in partnership with other stakeholders in ensuring that the target beneficiaries are assisted to exit the welfare system permanently. This means that at the end of the programme beneficiaries will exit welfare after the withdrawal of the material aid from the stakeholders.

3. PURPOSE OF THE PROJECT

W2P is the brain-child of the Gauteng Department of Social Development (GDSD). W2P seeks to reintegrate the welfare recipients into work opportunities for betterment rather than threatening them with consequences of failure. At a state institutional level, GDSD shall enter into an agreement with the managing NPO. GDSD will cover the programme cost, whilst the managing NPO will ensure that it recruits beneficiaries, identify training service providers for education and training finally link beneficiaries to economic opportunities. Thus the purpose of this project is to provide a structured and effective intervention through customised training and skills development support to beneficiaries placed in a work environment. The intervention will enhance employability of beneficiaries and reduce the level of dependency on welfare. It will add to the number of youth in employment.

4. PROJECT SCOPE

The project scope includes developing and implementing W2P model through structured training using boosters and case management intervention. The target is within the borders of the Gauteng province and falls in the following categories:

- 4.1 People or groups already volunteering in NGO's located in Gauteng Province of South Africa
- 4.2 Welfare beneficiaries who are not working
- 4.3 The interventions include:
 - 4.3.1 An opening and closing diagnostic report for participants
 - 4.3.2 Provide relevant knowledge and skills for:
 - i. Enhanced employability
 - ii. Enhanced ability to access mainstream further education and training opportunities
 - iii. Inculcating the value of lifelong learning and informed career choice
 - iv. Some participants to pursue self-employment as cooperatives
- 4.4 Work closely with other stakeholders and partners to ensure programme effectiveness
- 4.5 Develop relevant and quality learning materials for the programme
- 4.6 Be responsible for the quality of training and development interventions
- 4.7 Continually monitor, evaluate and improve the training and development programme to meet the needs of the participants
- 4.8 Prepare and submit progress report regularly to GDSD
- 4.9 Job retention support and reporting on progress of participants

5. PROJECT GOAL

The goal is to achieve increased functional skills, mastery of workplace and development of competencies of the participants. Nevertheless some of the participants will be encouraged to start small businesses or cooperatives that lead them to earn a living wage and create employment for others.

6. PROJECT AIM

The project is aimed at meeting the department's W2P target. To achieve this aim, GDSD makes grants available to an NGO in line with the department's Sustainable Livelihoods and Youth Development Standards for Effective Practice. The managing NPO will appoint a preferred provider to provide the required expertise.

7. PROJECT OBJECTIVES

Following the above mentioned aim the objectives are follows

- 7.1 To improve participants employability
- 7.2 To develop service-leadership mind set amongst the participants ‘
- 7.3 To set participants into their career paths
- 7.4 To develop a self-help mind-set
- 7.5 To link some participants to self-employment opportunities

8. PROJECT OUTCOMES

From the programme some of the participants will be able to

- 8.1 Demonstrate a sense of work readiness towards securing permanent employment
- 8.2 Demonstrate a good work relationship with host NGO
- 8.3 Demonstrate the ability to produce acceptable quality of work
- 8.4 Develop self-initiative by starting own-business
- 8.5 Demonstrate new skills and attitude in order to access opportunities outside the work placement environment

9. DURATION

The project duration is 3 years. This implies that participants will exit into the main-stream economy before or by the 3rd year

10. BENEFICIARY SELECTION AND PLACEMENT

- 10.1 Selection of beneficiaries according to socio-economic factors: The beneficiaries of the project will be identified according to the minimum criteria for selection that follows:
- i. The age cohort is between 18 through 24 years
 - ii. Social status factor to be considered is the poorest of the poor based on household profiling from GDSD
 - iii. Passed matric
 - iv. Participants are willing to, are ready to look and take a job
 - v. Participants willing to, ready to look and take a post matric qualification/course
- All these criteria must be met for a participant's selection for the boot-camp and the programme.

Prior to placement, participants will attend a 5 day boot-camp before signing placement contracts. They must demonstrate commitment towards living welfare for work or further study opportunities.

- 10.2 Future employment is another criterion for the selection of beneficiaries as some formal employment and development opportunities will be open in
- i. Public sector
 - ii. Private sector
 - iii. Self-employment (enterprise, and artisan training)
 - iv. Career led study and further studies
- 10.3 Developmental NGO's are the primary host organisations for placement. NGOs selected must provide a good stable work environment. The placement will be restricted to the following NGO departments
- i. Finance
 - ii. Administration
 - iii. Core programmes/projects

11. ELIGIBLE

The provider's eligibility is adjudged using the Sustainable Livelihoods and Youth Development Standards for Effective Practices of GDSD that includes the:

- 11.1 Mission being consistent with the project objectives
- 11.2 Innovative approach that allows the project build on the experience of the project team
- 11.3 Ability to provide quantitative evidence of the investment outcomes
- 11.4 Ability to assure the maximization of the project impact
- 11.5 Ability to expose the beneficiaries to occupational choices based on activities that introduce them to different occupations
- 11.6 Appropriate implementation and training experience and capacity
- 11.7 Appropriate and relevant quality management system
- 11.8 Strong board and staff leadership
- 11.9 Flexibility in partnering with other organisations to meet the project goals at reasonable cost
- 11.10 Project finance management expertise

12. PERFORMANCE

In addition to the performance indicators, the other things to consider include:

- 12.1 Establishing the Indicators for impact evaluation
- 12.2 Ensuring effective monitoring and evaluation
- 12.3 Following a standard reporting template agreed upon by the stakeholders
- 12.4 The use a monitoring template for support visits to the host NGOs.

13. STRATEGIES AND GUIDELINES THAT INFLUENCE THE CONCEPTUAL FRAMEWORK AND DELIVERY APPROACH

- 13.1 Implementation of the project is viable taking into account the recommendations of the Development Centre Operational Manual from the Department of Social Development (DSD). The Sustainable Livelihoods Service Standards for Effective Practices consultations and recommendations from GDSD provided the required information for the strategic positioning of the project.
- 13.2 The National Education and Training guidelines will inform the intervention framework amongst other documented research study consulted during the project concept development. The structure of the curriculum, the training intervention and assessment strategy were developed according to South African Qualification Authority National Qualification Framework. A brief summary of DSD sector strategic goals influence on the approach to W2P approach is explained below:

Sector Strategic Goals			
Strategic Goals	Goal Statement	Justification	Our approach
Tackling poverty	To improve income, asset and capabilities of poor families and communities	To eradicate poverty by creating economic opportunities for the most vulnerable and socially excluded sectors of our society in the Province	<ul style="list-style-type: none"> i. Boot camp to kick start the readiness and willingness to take up employment ii. Career development and management iii. Curriculum targets self-employment and further study iv. Development of the right attitude for job retention v. GDHSD special need support to at risk participants
	To reduce income poverty amongst poor and vulnerable South Africans	To eradicate poverty by creating economic opportunities for the most vulnerable and socially excluded sectors of our society in the Province	<ul style="list-style-type: none"> i. Beneficiaries are young people ii. After this intervention participants will have gainful employment
Youth development	To implement youth programmes that assist youth to access decent work and participate in the mainstream economy	Considering the youth population and levels of unemployment in SA, the development of youth skills becomes vital in building a sustainable growth and development path	<ul style="list-style-type: none"> i. Use of experts in youth training and development ii. Based on demand and customised training and targeted intervention in relation to funds availability iii. The GDHSD facilitates placement with partner NGOs iv. Improving access to quality formal education
Social cohesion and protection	To support and strengthen family and community interventions that foster social cohesion	To mitigate the high growth rate of families at risk, strengthen communities and foster social relations	<ul style="list-style-type: none"> i. Beneficiaries involved in community outreach activities ii. The spirit of Ubuntu aligned with practical experience in the field iii. Community outreach included in the curriculum
	To significantly reduce social crime	To mitigate against the high growth rate of youth in conflict with the law	<p>The potential skills activated through</p> <ul style="list-style-type: none"> i. A good and stable working environment provision. ii. Volunteerism iii. Job retention iv. Introduce participant to other sources of support after they completed their training and their submission of Portfolio of Evidence(POE)s v. ensure job retention and formal closure

14. SOME CHALLENGES FACING DSD SECTOR STRATEGIC GOALS

The challenges include:

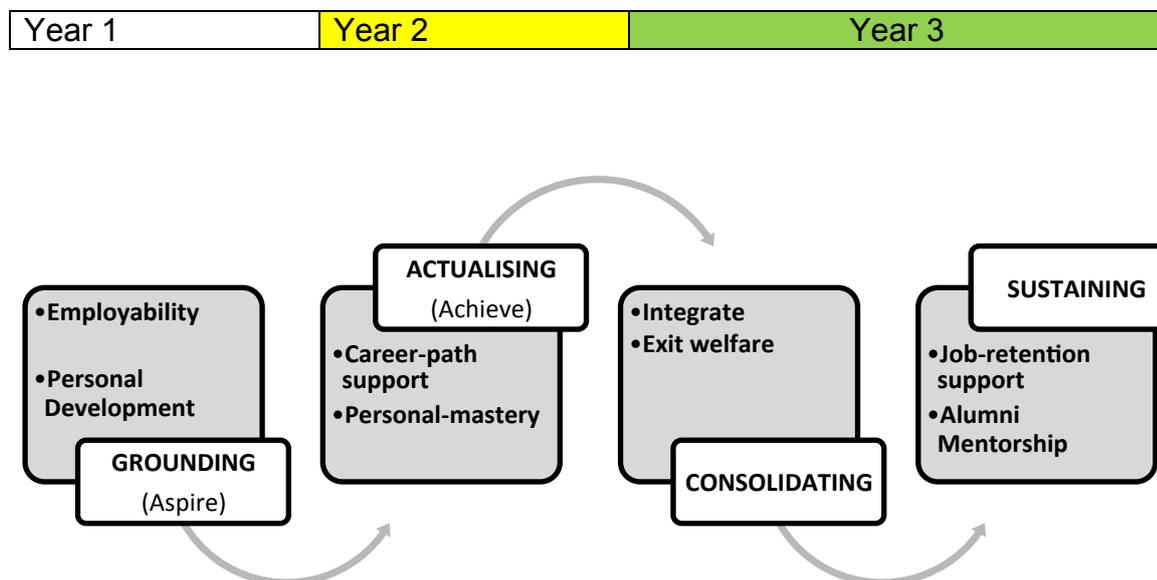
- 14.1 Skills shortage and unemployment amongst youth
- 14.2 Lack of workplace experience, right attitude and case management
- 14.3 Wide gap between soft skills and hard skills
- 14.4 The SETA Learnership model is insufficient for job retention
- 14.5 Budgetary constraints

15. SOME STEPS TO OVERCOME ABOVE MENTIONED CHALLENGES

- 15.1 Provide participants with critical and scarce skills for self-employment and attachment to lucrative employment if resourced accordingly
- 15.2 Assist participants with additional training towards following a career path whilst using their current knowledge in a workplace
- 15.3 Fill the gap between soft skills and hard skills
- 15.4 Provision of community outreach opportunity to enable participant develop leadership through service
- 15.5 To provide succession plan that translates the training programme into employment retention
- 15.6 Access to bursary driven accredited programmes, formal qualifications and self-employment boosters. Some of the bursary sources include Social Work Bursary, National Skills Fund; other funding sources such as the Rural Education Access Programme are invaluable.

16. A 3 YEAR PROJECT MODEL

The three year project model is depicted below.



The model includes capacity building through education and training to enhance employability rather than a simple Work Readiness Programme to encourage direct employment

The project consists of five phases. These phases are as follows:

- i. Phase I: Conceptual framework and planning
- ii. Phase II: The Boot-camp
- iii. Phase III: Placement
- iv. Phase IV: Skills training, development, networking and exit welfare
- v. Phase V Closure

The detail of the above phases follows:

16.1 Phase I:

The Conceptual Framework aims to update and refine the existing concepts to reflect the changes in assumptions, changing training requirements and the changes in economic environment that have occurred after the project charter was first developed. The overall objective of this phase is to create a sound foundation for future implementation of the W2P based on locally consistent and international experience.

16.2 Phase II

The boot camp is a five day intensive workshop, which introduces the participants and prepares them for the world of work. The objectives include:

- i. To enable the participants to appreciate that they can succeed in life on their own.
- ii. To enable the participants to understand themselves
- iii. To let them understand the world of work

The main outcomes are that they will be able to:

- i. Demonstrate the knowledge of the workplace
- ii. Explain their placement contractual responsibilities and obligation

16.3 Phases III:

Placement of the participants will be undertaken after their completion of the boot-camp.

The participant will be placed in NGOs for a period of three years. A placement allowance will be paid to the participant monthly in arrears as long as they are in the programme. Some of the objectives include:

- i. Participants will work closely with someone in the workplace
- ii. Identification of participants 'interests, strengths and areas of work life for development
- iii. Participants will experience and have knowledge of the workplace
- iv. Participants will be given productive task to do in the workplace
- v. Participants will understand the sector, industry, line or field they aim to work in.

The main outcome is that participants will demonstrate sensitivity to the culture and way of doing things in the workplace where they find themselves

16.4 Phase IV

While placed in a work environment, skills training and development and career support will be provided to the participants. Exposure in the workplace will contribute to networking of the participants; it will help participants to take up better employment opportunities during and after the project life cycle.

The objectives of phase IV include:

- i. To provide participants with appropriate skills level
- ii. The development of the right attitude needed in the workplace
- iii. To enable participants narrow their career choice down
- iv. To enable participants develop self-efficacy and positive attitude towards work

Amongst other outcomes the participants will be able to demonstrate their ability to access information about the kind of work available in different economic sectors of South Africa.

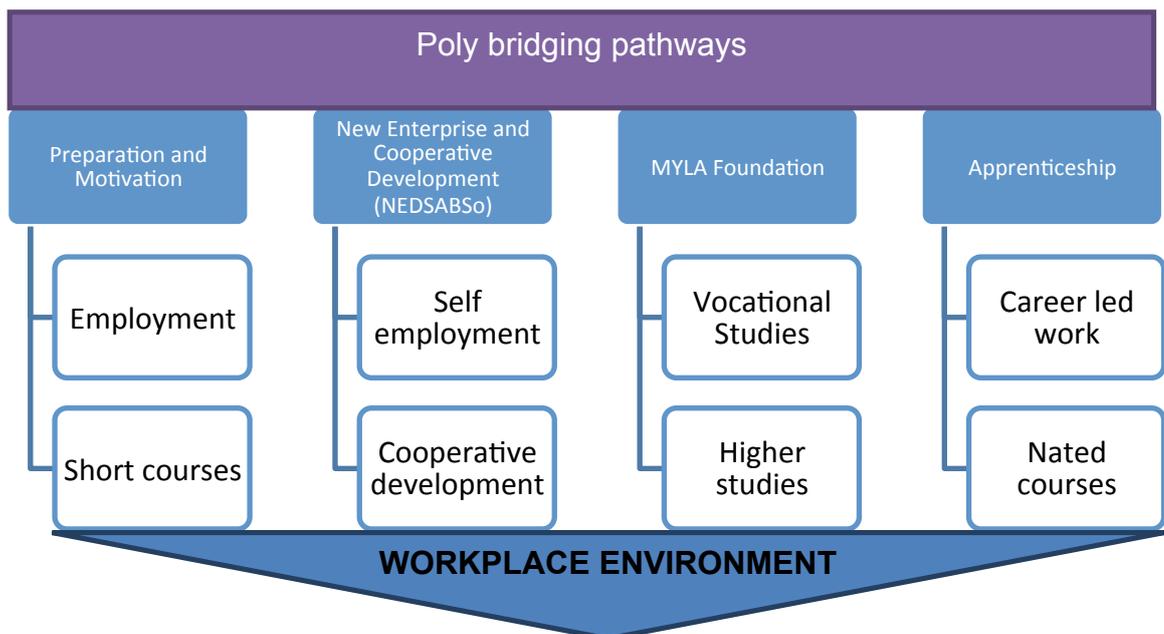
16.5 Phase V

The Closure phase includes the administrative closure and development of project post Implementation evaluation report and lessons learned. The objectives include:

- i. To finalise any financial issues like labour settlement, contract review setc
- ii. To collect and complete relevant records
- iii. To archive relevant records
- iv. To document the challenges and their resolution
- v. To enhance the productivity improvement of the team and identification of the dos and don'ts of the project.

The outcome is to demonstrate the level of success of the project implementation and what could be done to improve the project in future.

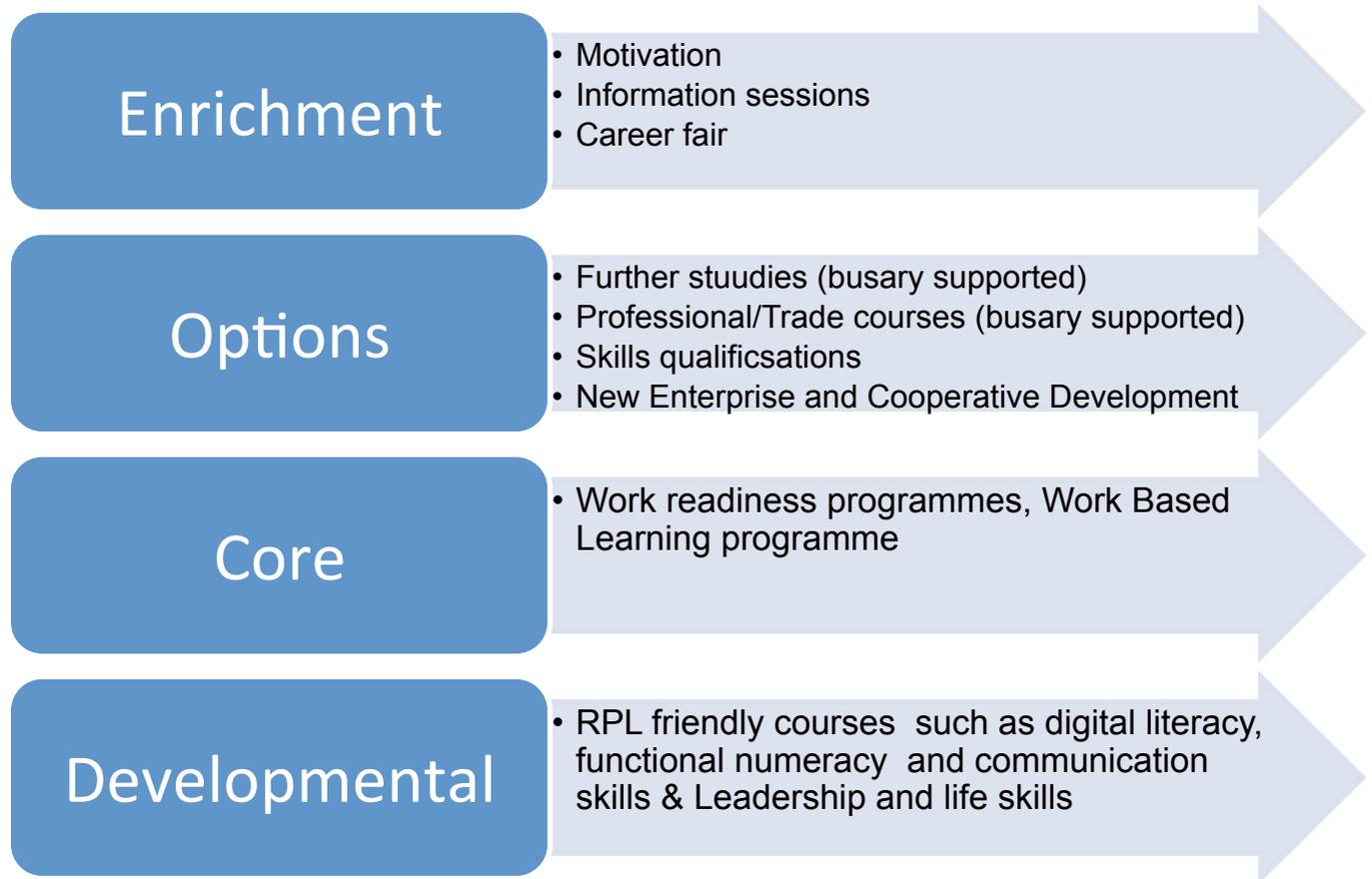
17 ADOPTED W2P CONCEPTUAL PATHWAY



Apart from career led work and employment; the other pathways that require formal qualifications (12-24 months) are dependent on availability and approval of bursary. Offer short developmental programmes that are Recognition of Prior Learning (RPL) friendly to assist participants to obtain formal qualifications.

18 The programme levels and structure

Each year programme is composed of the structure that follows



19 COMPETENCY AND EXPERTISE REQUIREMENTS

This includes:

- a. Experience in taking out-of-school youth into mainstream education opportunities and enhancement of their employability
- b. A previous record to overcome progression barriers amongst youth
- c. An understanding of the continuing education and training sector
- d. Competence and ability to implement activities envisioned for the training
- e. Having strategies for quality management in order to meet the requirements of GDSD and stakeholders
- f. The ability to provide accredited or programme approved by relevant SETA/professional body

20 DELIVERY MANAGEMENT

20.1 Decentralisation of training

- i. The workshop venue should be able to host all the 150 participants at a go
- ii. The venue for the phase IV activities must be decentralised
- iii. The other six workshops in the year of two days duration happening on Thursday and Friday will be held in two or three venues depending on participants location and cost factors

To fast track learning of the participants, five community centres equipped with computer resources will be identified for participants after their first year in the programme.

20.2 The curriculum

The curriculum has been developed taking into account various factors that include accommodating the different needs of various participants. Learner support will be provided throughout the training period. The pathways have been structured to include the following curriculum detail shown in the table that follows:

Type	Subfield	Component description	Year/Level
Enhanced employability	Developmental programme	Leadership and life skills programme, Use of maths to investigate and monitor the financial aspects of personal, business, national and international issues, Language and communication in occupational learning programme, Career management, Time management, stress management, interpersonal skills and Emotional intelligence, Apply the principles of ethics, Present data to stakeholders and professionalism to a business environment and Create and maintain positive workplace relationship,	1
Career path options	I. Academic route II. Skills qualifications III. New Enterprise and cooperative Development IV. Professional courses and other	I. Mathematics, English for academic purposes plus one core subject depending on study pathway. II. See year 3 III. See year 3 IV. See year 3	2
Consolidation and Attachment to decent jobs	Work readiness programme	Resume writing, interviews etc	3
	Options II continued	Community development (NQF 5) Auxiliary Social Work (NQF 4) FET Business Administration (NQF 4)	
	Option III Continued	Source information about self-employment, prepare, implement, manage and control budgets, Networking, and Entrepreneurial skills development (NEDSABso)	3
	Option IV continued	Accounting and finance based programmes , ICT based programmes, Management based programmes	3
After care support	Job retention	Advisory	3months

Each option chosen from 2nd and 3rd year is subject to bursary approval and support for the participant's choice to develop in that pathway.

20.3 Assessment and Moderation approach

20.3.1 Assessment approach

Assessment methodologies will include observation during practical simulations as well as in the workplace. Oral assessment will be done in the form of presentations, structured interviews and group discussions providing immediate peer and assessor feedback. Written assessments will be in the form of written knowledge tests, assignments and project work.

The assessment criteria will clearly be determined by the outcomes of each unit standard as well as the project sponsor requirements for deliverables and implementation.

Workplace assessment will be done by appointed job coaches and where practicable and by registered assessors.

Integrated assessment

By integrating assessment we provide an opportunity for candidates to prove that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification. Assessment tools are developed to encourage participants to give an account of the thinking and decision-making that underpins their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification, which in this case will be more practically orientated. A broad range of task-orientated and theoretical assessment tools will be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

Competence Assessments:

Participants will be assessed in various employment centers and community based projects. This will facilitate collection of evidence for incorporation into their portfolios. Work place experience reports will be written as evidence and formal presentations delivered during summative assessment period.

All participants will keep a daily diary (log book) of work completed and this will be signed as authentic by the mentors.

Formative and Summative Assessment: Evidence documents collected during results will be kept in portfolio files and these will be moderated half-way through the practical simulations.

20.3.2 The moderation approach

Moderate a minimum of 10% of the total number of participants, to ensure quality and compliance to the course requirements

From the beginning of the project we have planned the moderation as follows:

Pre-training:

- i. An internal moderation has been conducted to ensure that the content, facilitation and assessment tools are in line with the course requirements and that participants rights are protected.
- ii. The moderator will do an on-site visit to ensure that firstly job coaches have been trained or inducted into their roles and responsibilities
- iii. Secondly that the workplaces are conducive to learning and
- iv. Once satisfied the moderator will then sign off the approval report for award of competence certificate.

During training

A minimum of two quality check visits per site will be scheduled and a quality site visit form will be completed during these visits. Participants are interviewed to evaluate their satisfaction levels and should there be any issues raised, these are resolved with the parties concerned. One of the visits is done once participants have completed 50% of their curriculum and a moderation report will be completed and placed on the Programme Moderation File and copies of these are kept on candidates files.

Post training

On completion of this training, the external moderator will randomly select a 10% sample of participants to conduct desk top moderation on the portfolios of evidence submitted and assessed.

20.4 Quality management

A customer oriented approach and continuous improvement principles will be adopted during the implementation phase (Phases II–V). Provision of developmental and accredited courses will be guided by the Education and Training Quality Assurance (ETQA) and meeting the Recognition of Prior Learning (RPL) requirements. Monthly evaluation of training and learning quality and evaluation of learner's progress in the workplace will be undertaken. Nevertheless there will be a monthly reviews based on monitoring and evaluation.

20.5 Training logistics

Venues and all training equipment will be provided which may include:

- i. Workbooks
- ii. log books
- iii. White boards
- iv. Flip charts and stands, Marker pens
- v. Overhead projectors
- vi. Stationery
- vii. POEs
- viii. Prestic, bostiketc.

21 PROJECT ACTIVITIES

A detailed programme and the project plan are attached in appendix 1 respectively. The activities are summarised as follows:

- 21.1 Meet with training provider and project owner and GDSD (workshop)
- 21.2 Contracting of the service provider
- 21.3 Project team to develop and agree on the project plan, M&E and reporting template
- 21.4 Finalise the conceptual framework and boot-camp arrangement
- 21.5 Finalise, agree on and approve the training budget, logistics budget and logistics plan
- 21.6 Get household profiling from GDSD, provide data for selection and screening of participants
- 21.7 Development of training materials
- 21.8 Conduct project team meetings
- 21.9 Commence placement and training of beneficiaries
- 21.10 Agree on NGO driven outreach programme
- 21.11 Ensure that training and workplace contracts are signed by participants
- 21.12 Submit financial reports (monthly)
- 21.13 Submit training reports (monthly)
- 21.14 Submit learning programme report (quarterly)
- 21.15 Submit project report quarterly and annually
- 21.16 Participants to submit training POEs and outreach POEs

22 PROJECT IMPLEMENTATION PLAN

22.1 The provider will engage qualified facilitators of high integrity and commitment to deliver quality work. Thus a number of experienced experts will be recruited to ensure accountability and effectiveness of delivery. This includes partnering with independent individuals and reputable training entities. Professional industrial psychologist and management skills education providers will be used to equip unemployed beneficiaries with the requisite level of knowledge and skills. All level of the delivery will be quality assured and quality managed. The condition for effective delivery includes provision of training venues, logistics and availability of a good stable workplace environment. The programme implementation schedule is attached as appendix 2.

22.2 Project management

22.2.1 The human resource management, communication, risk management and financial management will be subject to provider's policies. Compliance to legal and legislative framework guiding ethical business practices will be followed consistently. The roles and responsibilities of stakeholders follows:

22.2.2 Participants:

- i. Prove commitment towards work placement and learning through experiential and structured training interventions.
- ii. Compile, update and submit POEs for assessment
- iii. Submit assignment on time to provider for evaluation
- iv. Be present at all times to work closely with the job coaches

22.2.3 Managing NPO

- i. Initial screening and selection of participants
- ii. Ensure that participants complete their tasks in the workplace and training
- iii. Manage participants conduct and disciplinary issues during the W2P duration
- iv. Arrange with NGO's to provide community outreach opportunities for participants and assist beneficiaries build a service leadership POE
- v. Tracking of learner performance and progress
- vi. Arrange stakeholders meetings when needed.
- vii. Plan and organise Certification Ceremony in conjunction with GDSD.

22.2.4 Training provider:

- viii. Design and develop the curriculum and training program
- ix. Complete work placement
- x. The development of the training schedule – in agreement with other stakeholders
- xi. The development of customized training material
- xii. Facilitation of training
- xiii. Conduct assessments
- xiv. Moderate and quality check delivery
- xv. Quality checks of work placement performance
- xvi. Quality check portfolio of evidence of learners
- xvii. Keep and maintain proper training records
- xviii. Train Job Coaches and Facilitators to ensure standard delivery.

23 PROJECT RISKS AND CONSTRAINTS ANALYSIS

Project risks and constraints were analysed and summarised in the following matrix. How to mitigate the risks and contingency plans have been developed (See columns six and seven below)

Potential risk	Probability H=High (7-10) M=Medium (4-6) L=Low (1-3)	Probability of event (%)	Effectiveness (L1-5)	Likely impact	Mitigation of risk	Contingency plan
Availability of training venue and facility	H	70%		A group of 50 have to be taken per contact session	The training providers have access to venue and training facility/resources A venue will be resourced such as community centres within reasonable distance to the location of participants If needed more facilitators will be used. This will increase the cost of delivery	GSDS will consider having regional centres and participant's selection may be influenced by such decision. Approach Department of Education /SGBs as a strategic partner for training venue availability
Safety and security (crime)	M	50%		Emphasis on venue safety Participants could be injured on site	Participants to sign an agreement with GSDS Induction before training the participants	Most venue has safety plan on site
Substance abuse (drugs and additions)	L	10%		Substance abuse and alcohol abuse is a reality and need to be stressed during the participants contact session	Participants to sign an agreement Induction training for participants	The GSDS can terminate participants contracts and recover lost investment after the necessary procedures have been followed
Attendance and punctuality	H	60%		Without consistent participation the project will not be successful	Compliance with timely workplace attendance and punctuality during training sessions	Proper screening from the GSDS Household profile and prior placement Assessment by provider Ground rules and sanctions to be communicated and enforced effectively
Political interference	H	70%		With political interference the identification of participants could pose a problem and	The GSDS to make a long term commitment throughout the project life cycle.	Strict selection based on set criteria. in the identification process of participants

				political principals' decisions to suspend the project		
Sustainability	M	50%		Limited gainful employment attachment opportunities Training not recognised	Involvement of private sector employers and finding other funding sources	Work with placement agencies and seek Apprenticeship opportunities Provider to seek deep linkages with other higher education providers Provision of accredited training
HIV/AIDS	H	70%		Health of participants could jeopardize their participation	HIV/AIDS counselling as part of the training programme	Formal contact session on HIV/AIDS Education and participants could continuously access information
Literacy levels	M	50%		Low levels of literacy and numerous exist amongst Grade 12's Remediation might be needed	Clear entry levels identified for all learning programmes and levels	Ensuring that participants are appropriately allocated to a learning programme
Job attachment for participants during training	M		50%	If participants are attached to work environment they may have maximum learning exposure	Assist participants on Job attachment (permanent employment opportunities)	Approach both private and public sectors and institutions of higher learning

24 EXPECTED IMPACT ON BENEFICIARIES

The expected impact includes:

24.1 Beneficiaries

- i. A minimum of 150 unemployed participants will receive a high impact training in work readiness, functional skills and service-leadership
- ii. At least 70% will find job or started their own business while 20% will opt for further study
- iii. A minimum of 150 participants will be placed in work learning opportunities in order for them to cross learn from know what to know how
- iv. A minimum of 150 participants will be helped towards personal development

24.2 Youth sector

- i. Reduce the number of unemployed youth and reduce strain on the welfare system
- ii. Critical and scarce skills shortage amongst the youth will be addressed

24.3 Other related opportunities in the economy

- i. Self-employment opportunities created in the economic system
- ii. Cadre of new service-leaders
- iii. Breaking intergenerational poverty

Need and Constraints include attainment of certification that leads to progression in workplace and employability as the case may be.

25 MULTIPLIER EFFECT

The multiplier matrix is indicated below showing the indirect spin-offs and benefits derived from the project

Area of consideration	Trade-offs	Risks	Spin-off
Economic growth	<u>Between sectors</u> Economic sector and Social development /labour development <u>Enablers</u> Enterprise development and human resource development	<ol style="list-style-type: none"> i. Weak cross sectorial cooperation ii. Inadequate funding (micro loans) for new small businesses 	Increase in critical and scarce skills development
Socio-cultural development	<u>Between sectors</u> Active citizenship through community involvement and environmental agencies <u>Enablers</u> Values and practice of Ubuntu	<ol style="list-style-type: none"> i. Changing socio-technological and cultural interconnectedness ii. Lack of adaptability and responsiveness 	Continued life-long learning and social cohesion and dream in a different way
Poverty reduction	<u>Enablers</u> Emphasis on self-help mind set, self-employment and willingness to, ready to look and take up employment	<ol style="list-style-type: none"> i. Low level of skills ii. Long stay in welfare system iii. Safety net for participants seeking to take up further study 	Positive attitude change and increase in confidence level to undertake self-initiatives

Other benefits include strengthening participants' sense of belonging and hope. Furthermore the programme will restore of participants' self-respect and dignity amongst other GDSD developmental and transformational target.

26 MONITORING AND EVALUATION

- i. Intended measures for activities monitoring and evaluation include amongst others
- ii. The Project Manager will develop detailed schedules to ensure timely implementation and inform all partners
- iii. Workshops with strategic partners will be scheduled to communicate strategic information according to the contract
- iv. A mailing list with details of all role players will be utilized to inform and correspond with all
- v. Record of all actions, meetings, attendance registers in relation to the programme implementation and activities.
- vi. All role players will have to submit monthly reports in the format requested by the Project Manager
- vii. Regular on-site visits will be undertaken in all training venues to determine progress, facilitators approach and challenges
- viii. Provider will use training Quality Management System (QMS) according to SAQA requirements and standards
- ix. Quarterly reports will be submitted to GDSD regarding financial progress, schedule and other related matters, including: variances on the project and remedial action, etc
- x. Formats, layouts, procedures and processes of M&E will be established with and between all partners
- xi. QMS includes health safety and security to be imposed on all participants of the project
- xii. Impact assessment will include lessons learnt and recommendations
A detailed systematic monitoring approach will meet delivery and progress achievement

28 FINANCIAL MANAGEMENT AND BUDGET

28.1 Once the provider's contract is signed, the implementation will start under three year stages. In each stage more than 60% of the budget will be used to fund phases II and IV. Each year (stage) will be completed before the final 40% payment is released. Changes in the delivery specification can only be made after

consultations with the project principal and approved by GDSD. Such changes will be covered by a written agreement between the principal and agent before adjusted payment schedule is established. Provider's finance department will ensure that spending is done as per agreement with principal. An external auditor appointed by the provider will audit both the accounts and management of the project. The audit report will be sent to GDSD.

28.2 The cost estimate for consultancy, boot camp and training delivery is based on standard rates. Discounts have been factored into the estimates to cut down the amount given the available budget. For example there is no charge for conceptual document development. The idea is to make the delivery cost effective. This is evident in opting for hourly wages rather than the flat rate charged for some services such as job coaching, which goes for a flat rate of R12 500 per person per year. Cost savings will be achieved by reducing the number of independent contractors' engaged in the project. Thus flexibility is another guiding principle in the budget estimation. For details of the budget estimates, see attached appendices 3 and 4, which are budget estimates for the boot camp and first 6 months and subsequent financial year of the project respectively.

29 SUSTAINABILITY

The result and impact on beneficiaries will be sustained through the provision of job retention support for 3 months when the material aid has been withdrawn. GDSD will provide special needs support during the programme. The managing NPO will work out other ways of accessing funding for the programme outside government grant in order to diversify the sources and achieve long term results.