



**Evaluation Report of Maluti FET Youth
Advisory Centre: Qwaqwa Maluti-A-Phofung,
Eastern Free State Province**



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Disclaimer

Views expressed by the evaluator are not necessary that of UYF and the findings and recommendations of the evaluation are with some certain limitations and they can not therefore be generalized to all UYF projects. The UYF is not liable for the any views expressed or misprint in the evaluation report.

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YAC Interviews:

Name	Organisation	Position
Ms M. Thupudi	UYF	Senior Manager
Ms E. Fourie	MFET	Campus Manager Manager
Mr P Matla	YAC	Former youth practitioner
Ms S. Twala	YAC	Former youth practitioner
Respondents	YAC	Clients

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ACRONYMS

Agri-SETA	Agriculture-Sector Education and Training Authority
DoE	Department of Education
FET	Further Education and Training
GGP	Gross Geographic Product
ISRDP	Integrated Sustainable Rural Development Programme
ISSET-SETA	Information Systems- Sector Education and Training Authority
LED	Local Economic Development
M&E	Monitoring and Evaluation
MFETC	Maluti FET College
MoU	Memorandum of Understanding
NQF	National Qualification Framework
PPPs	Public Private Partnerships
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SMMEs	Small and Medium Enterprises
TMD	Thabo Mofutsanyana District
ToR	Terms of Reference
UYF	Umsobomvu Youth Fund
YAC	Youth Advisory Centre

EXECUTIVE SUMMARY

Introduction

Umsobomvu Youth Fund (UYF) commissioned a final evaluation on support provided to the Maluti FET College (MFETC) in 2004/5 financial year that covered three areas of skills development including: the farm worker horticulture learnership, information technology learnership and a Youth Advisory Centre.

This evaluation report is focusing on the Youth Advisory Centre (YAC) operated by the MFETC. The main focus of this component was to increase accessibility to information and support for education, employment, personal and economic development of the community and the youth of Qwaqwa, the YAC point was located at Maluti FET College.

Scope of evaluation

The scope of this evaluation, as identified by UYF, focused on the operational structures and systems for programme implementation. The data source identified included both primary and secondary data from all stakeholders in line with the service level agreement (SLA). The aim of this evaluation was to assess the extent to which the programme met the broader objective of accessing sustainable livelihoods.

The data collection was conducted between October and November 2007. Quantitative data collection included programme document review, programme audit and individual interviews and focus group discussions with all stakeholders including the programme managers, campus managers, funders, learners, community youth and placement sites.

Lessons Learnt Management

- The MFETC must ensure that programme plans and activities are integrated with other MFETC's learnerships such that the management of these learnerships is part of the daily activities and key performance areas for a manager.
- There must be a dedicated person, funded, to coordinate programme activities across campuses. This person must be appointed and given all the necessary support and decision making powers over the programme, including making decisions on expenditure, revising overall plans and budget, championing integrated planning and setting up and monitoring indicators for programme activities across components or implementing campuses. This role must be endorsed and budgeted as part of SLA.

Strengthening Partnerships

- It is important that socio-economic analysis is conducted prior to funding. This approach will inform decision making towards the optimal mobilisation and application of scarce resources in addressing development needs. Through this process, the labour absorption capacity will be determined which serves to illustrate the growing

ability or inability of the economy to provide employment opportunities to its growing labour force.

- Partnerships must ensure legal commitment by all partners prior to programme commencement.
- Ensure endorsement and ownership through decisive consultations, broad consensus, and firm prioritised action on workplace training and employability strategies by all partners.
- Funders must ensure that funding on approved budget is disbursed and processes related to withholding of funds are justified.

Recommendations

- Decentralisation of YAC management to provincial or district level is essential for effective implementation and responsiveness. The system management approach can be used as a model—UYF head office at national level can focus on developing and monitoring policies and guidelines; the provincial UYF office can focus on developing provincial YAC service delivery plans based on these policies, the district YAC office can focus on service delivery and management of services by district teams who will supervise local service points that will in turn manage the mobile-points.
- Establish independent YAC points or attach these to existing local youth centres or youth community and educational organisations may be a better option instead of locating these points to public sector institution that are perceived to be politically biased.
- Develop a context or area- specific model based on the feasibility and socio-economic analysis studies.
- Develop client quality monitoring, tracking systems of both officer and client contact activities to monitor responsiveness and effectiveness of the service point.
- Ensure career path and capacity building initiatives for youth officers are developed within first month of employment and are monitored quarterly and linked to staff performance appraisals.
- Facilitate integration of services within YAC and other UYF services and conduct regular YAC service survey to monitor the quality of services.
- Promote provincial or district YAC point service linkages and exchanges as one of the approaches to capacity building initiatives.

PROJECTS BACKGROUND

In April 2005, through a service level agreement, UYF approved funding to support the Maluti FET College located in QwaQwa within the Thabo Mofuntsanyane District in the Eastern Free State province to establish and support a Youth Advisory Centre.

The main focus of the project was to increase accessibility to information and support for education, employment, personal and economic development of the community and the youth of Qwaqwa. The YAC point was administered and managed by Maluti FET College.

SCOPE OF THIS EVALUATION

The scope of this evaluation, as identified by UYF, focused on the operational structures and systems for programme implementation. The data source identified included both primary and secondary data from all stakeholders in line with the Service Level Agreement (SLA). The aim of this evaluation was to assess the extent to which the programme met the broader objective of accessing sustainable livelihoods.

Specific Objectives

This evaluation intended to:

- Assess the extent to which the programme has reached the set goals, objectives, outputs, and outcomes based on the Service Level Agreement (SLA).
- Assess the relevance, appropriateness, effectiveness, management and sustainability of the programme
- Determine whether exit opportunities for learners and beneficiaries were established
- Assess the perceived quality and value added or benefits of the programme by programme beneficiaries.
- Identify and document key lessons and challenges that need to be considered in future.
- Determine whether the finances were disbursed and managed based on the SLA.
- Provide recommendations on identification and accessing sustainable livelihoods.

Specific Questions

These included the following:

- Has the programme achieved what it was meant to achieve?
- How is the programme perceived by all stakeholders in terms of quality, relevance, effectiveness, and efficiency?
- What exit opportunities were established and how sustainable are these?
- What were the key challenges and lessons learnt?

Evaluation Approach

The data collection was conducted between October and November 2007. Quantitative data collection included document review of programme budgets and expenditure, programme activities, and programme outputs. Qualitative data was used to examine programme views from the perspective of beneficiaries and non-beneficiaries. The programme coordination, implementation and dynamics was assessed to determine perceived quality of the programme, the effectiveness of partnership and the degree of beneficiary participation in programme management. Qualitative data was collected through face-to-face and telephonic interviews with programme and financial managers, programme officers, placement sites, other stakeholders linked to the partnership. Focus group discussions were also conducted with both beneficiaries and non-beneficiaries.

Documents and client registers, quarterly reports including financial records, were reviewed to provide qualitative and quantitative information that would highlight utilisation pattern of resources since the start of this project.

Interviews and focus group discussions were conducted using semi-structured interview guides with senior managers of the programme, programme staff and service providers in all the components of the programme. Programme audit was conducted using the programme concept document, quarterly reports and SLA as a guide.

Therefore the approach to this evaluation focused on the following areas of programme support:

Overall programme management and strategic intentions. This area of reviewed programme plans, management processes, reporting guidelines, coordination mechanisms, monitoring and evaluation, exit opportunity as well as the sustainability plans for each component of the programme supported by UYF. The reviewers conducted in-depth interviews with UYF project managers and service providers to understand how the programme was planned, implemented and monitored over the period. Documents were also reviewed, including programme plans, internal and external reports, policy documents and strategic plans.

Human resource and organisational development. This area of support provided capacity development activities to both Maluti FET College YAC staff and programme managers. Capacity development initiatives reviewed include formal and informal training and workshops for all levels of staff (including managers, service delivery officers and support staff) linked to the YAC point. These initiatives included report writing, project management and quality monitoring. This evaluation collected and reviewed primary and secondary data from the quarterly reports, newsletter and annual reports. In addition, interviews were also conducted with programme component staff and the Qwaqwa youth who benefited under this programme.

YAC Point: The Maluti FET College was supported to establish this YAC point using the UYF YAC model that includes, recruitment of 2 officers (a career counsellor and an

outreach officer), internet access and information packs, capacity building workshop on life-skills and referral to other public and private service points. The review covered management systems and institutional arrangements, utilisation of services and impact of capacity development efforts on the community. Concept documents and quarterly reports from Maluti FET College were reviewed. Semi-structured interviews were conducted with project managers and officers, with community “beneficiaries” and former clients that had utilised the YAC point. In addition, focus group discussions were conducted with community youth groups.

ANALYSIS

Content analysis of documents and programme audit was conducted. The qualitative interviews conducted using focus group discussions were analysed and categorised into themes. The quotations are included to support the emerging themes that have been identified from the interviews. The following principles of programme development, implementation, and management are tabulated in Table 1 below and were used to guide this evaluation.

Table 1: Evaluation guidelines

Principles of programme evaluation	Explanation
Relevance	The degree to which needs and outcomes of the target population are met and facilitated by the programme objectives
Appropriateness	The degree to which programme resources match the intended goals and outcome of the programme
Effectiveness	the extent to which the programme has achieved its stated objectives and expected outcomes
Efficiency	Do benefits outweigh the costs? When comparing the funding level, human resources and equipment, time spent on the programme against the outputs and outcomes How economical are the inputs (funds, expertise, time etc) compared to outputs and outcomes.
Programme Management & dynamics	Quality of programme development framework, quality of trainer and facilitator recruitment and quality of teaching; Quality of supervision and support; Trainer and facilitator retention and turn-over; Diversity of programme activities and communication plan. Management in terms of programme performance, course coordination, and financial resources.
Cooperation, coordination & partnerships	The degree to which cooperation, collaboration and partnership functioned among stakeholders. This includes the level of involvement of students and business sector in various programme stages, the degree of coalition building, mobilisation, endorsement, and support.
Sustainability	The possibility and opportunity of the programme approach to be viewed as best practice be replicated and expanded in South Africa.

REPORT FRAMEWORK

The report will cover the components of the UYF projects implemented by the College separately. There are sections of the report that covers the review of the institution as a whole and overall programme strategy used by MFETC to implement the projects. Each section on the three projects is presented in following structure:

The strategic intent of the each programme area: programme strategic intent, policy guidelines and planning of project implementation and intended outcomes.

Programme implementation: focusing on human and other resources, process and systems for implementation and coordination, outcomes or achievements.

Programme outcomes: the conclusions and recommendations relating to overall programme performance, planning and policy shifts for better performance.

Within these broad components, cross-cutting themes to better understand programme operations will be discussed, based on the evaluation guide presented in Table 1 above, including:

- Organisational effectiveness: coordination, management and financial systems, impact of the YAC services.
- Strategies for enhancing partnerships, including communication, funding, reporting processes, and support
- Availability and utilisation of monitoring and evaluation systems to facilitate a culture of learning from programme implementation and improvement
- Lessons learned in relation to UYF funding and perspectives on sustainability of such initiatives.

The Maluti FET College: Overall Programme management and context

Maluti FET College (MFETC) was established when the six former colleges were merged into one college with 6 campuses. There were 3 Education and Training Colleges (E&TCs) and 3 Technical Colleges (TCs) integrated, namely: Bonamelo, Sefikeng and Lere La Tshepe and Bethlehem, Kwetlisong and Itemoheleng colleges. The vision for the Maluti FET College is to: “build the society that has the technological competencies to be both self-supportive and globally competitive”. The mission of the college is to:

- Secure for all learners access to relevant and responsive areas of learning and knowledge, skills, value and attitudes.
- Provide world-class programmes in partnership with institutions at home and abroad.
- Promote public understanding and build confidence in FET Colleges,
- Deliver service in an equitable, responsive (Batho Pele Principles) and transparent manner.
- Maintain a sound culture of teaching and learning and provides efficient and effective service to the community within enabling environment.

The college is located in QwaQwa, a presidential nodal area, identified for the Integrated Sustainable Rural Development Programme (ISRDP) initiatives. The area consists of Harrismith; Kestel; Phuthaditjhaba and Maluti A Phofung towns. The towns are managed by the Maluti A Phofung local municipality, which is one of the five municipalities within the Thabo Mofutsanyana District in the Eastern Free State.

The Thabo Mofutsanyana district covers the eastern part of the Free State and borders on the Northern Free State district and Mpumalanga province to the north, KwaZulu-Natal to the east, Lesotho to the south and Motheo and Lejweleputswa districts to the west. The district comprises five local Municipalities and measures in total 28 272 86 km², including the Maluti A-Phofung which has 1396 farms covering an area of 44 695 35 km².

It is estimated that in Thabo Mofutsanyana there are approximately 728,400 people, with 310 600 (43%) living in urban areas and 417 800 (57 %) living in rural areas. The Maluti A Phofung local municipality has a population of approximately 392 177 which constitute 54% of the total population in the district, with an urban population of 87,585 and rural population of 205,592. This area is regarded as the third most densely populated area in the Free State at 88 people per km².

Thabo Mofutsanyana District (TMD) is described as one of the most fertile regions in the Free State that has a high gross income per hectare and a production capacity exceeding the provincial average. The area of Maluti A Phofung Local Municipality makes the largest contribution R 1.2 million (37.70%) to the District Total Gross Geographic Product (GGP) of R 3.2 million. The top five most income generating products are government (R440, 502) manufacturing (R198, 653); agriculture (R178,240), finance (R126,091) and construction (R118,236) as published by the DBSA in 2001.

However, Maluti A Phofung (49.42% of 107,825 labour-force) has the highest unemployment rate in the province, with the rural areas of this municipality constituting the highest unemployment rate of 54.94%, in the district. Based on the 1996 census 71% of respondents indicated that they earn no income, 22% earned between R1 and R100 per month, 4.3% earned between R1 000 and R2 500 per month, while a mere 3% earned above R2 500 per month in the TMD as published by the DBSA in 2001.

Thabo Mofutsanyana Economic Development Strategy

In 2002, Thabo Mofutsanyana held a Local Economic Development (LED) Summit to identify strategies to: (1) Revive the local economy of the district; (2) Create opportunities for employment and job creation; (3) Improve and sustain living conditions of the community; and to (4) Create wealth through jobs creation, sustainable communication, infrastructure and human capital development to marginalised population including youth, woman and disabled people. National policy on provincial and local government development and the local economic development policy informed strategies:

The main strategies

- Economic empowerment and social empowerment of woman and the disable people;
- Development of the youth entrepreneurs and innovators;
- Infrastructure , individual and human capital development; and
- Supplier development of agricultural products, crafts and art work.

The focal economic sectors and geographical areas for promotion that were identified included tourism areas which are (eco-tourism) Clarens, Qwaqwa, Bethlehem, Ficksburg, Fouriesburg, Harrismith, Kestell, Reitz and Memel. The Agriculture sector, in particular, agricultural products and agri-businesses in the TMD with a focus on horticulture in Reitz and Bethlehem town and Fruit production in Ficksburg. To promote the economic development, the district committed itself to: use labour intensive techniques; and SMME's in projects; create district markets; promote involvement of women; develop good marketing strategies; improve knowledge and empowerment through training; strengthen and maintain the infrastructure (roads, water, sanitation) and to manage spread of HIV/AIDS (refer to www.doa.fs.gov.za/district profile).

THE YOUTH ADVISORY CENTRE (YAC) POINT

The Youth Advisory Centres (YACs) are walk-in resource information centres, targeted at meeting the information and support needs of young people to enable and facilitate proactive interaction with the South African economy. The YAC Point was proposed to be located within Maluti FET College (Qwaqwa campus) as part of the YAC integration strategy to provide the following services:

- Background information on UYF and its activities;
- Current and relevant information on education and training, economic opportunities and other youth-related issues, such as information on health issues;
- Face-to-face advice, counselling and referrals;
- Access to computer technology, including access to the internet;
- Resource centre with relevant publications;
- Creates access through the call centre;
- Provide content information packs and CDs of content offline;
- Assistance with job placements; and
- Outreach, call-centre and walk-in information and counselling services to ensure that services offered at MFETC reach out to college youth and the communities. In addition, this service was meant to build alliances with peer community and private organisations that offer similar or complementary services.

The counselling aims to assist the youth to:

- i. identify career choices in relation to the needs of the labour market and in relation to the aptitudes and preferences of the young person,
- ii. identify their skills needs in relation to these choices,
- iii. plan their development in relation to these skills needs
- iv. define exit opportunities and
- v. provide aftercare and mentorship support through, for example, workplacement.

The YAC point was intended to have two (2) trained youth practitioners (infomediaries) to manage the delivery of services and to conduct outreach activities. These practitioners were meant to oversee the daily operations and management of this YAC point. Training and capacity building activities were meant to have been integrated to enable these infomediaries to implement the YAC Model according to the UYF's policies and guidelines.

The intended output was to reach a total of four thousand (4,000) young people per annum (1,000 youth per quarter). In addition, this YAC point was meant to create exit opportunities to at least 11% of the total participants in the form of formal and informal employment opportunities. Besides these outputs, a number of outcomes were outlined, supported by One Hundred and Ninety Thousand Rand (R 190,000) and the programme outputs were:

Outputs

- Appoint X 2 project staff members to implement services
- Advocacy and lobbying
- Facilitate training and capacity building interventions
- Partnership identification
- Provide information, life skills, career guidance and counselling and outreach
- Develop a placement plan
- Develop a sustainability plan
- Provision of exit opportunities

EVALUATION FINDINGS

Programme Audit

The evaluation assessed the following programme items as tabulated in Table 2 below.

Table 2: Programme Content: operational and management systems

Items assessed	Achievement	Comments
Availability of programme logical framework	√	Had objectives, targets, cost included on the logic framework.
Availability of marketing, advocacy or lobbying plans	X	Branding and posters existed however the plans were not developed. Outreach activities were conducted.
Availability of staff recruitment plan, interviews orientation	√	Vacancies were advertised on the community newspaper, interviews were held and 2 officers were selected. Only one officer went for the YAC orientation arranged by UYF.
Developing local partnerships		No evidence from the reports and programme documents on types of partnerships established.
Service package –services available	√	Services were available, applicable and relevant to the needs of the youth
Availability of staff weekly, monthly and quarterly workplans	√	Weekly and monthly plans were developed. The plans were discussed with campus manager and quarterly plans were highlighted

		on the quarterly reports.
Availability of performance assessment and capacity building plan for staff	√	Weekly or monthly plans indirectly assessed staff activities and performance. Quarterly reports highlighted achievements. Capacity gaps for staff were highlighted on the quarterly reports based on UYF templates. Invitations to capacity building workshop on various topics were also sent to the college by UYF. Reports on the workshops attended by staff were written, shared with project staff and kept on record..
Availability of minutes from the steering committee meetings	√	Agenda for meetings were available but not all minutes were kept on record.
Availability of quarterly reports (programme and financial)	√	Progress quarterly reports with dates of submission to funders were available.
Availability of annual reports	X	Only quarterly reports were written.
Existence of M&E system	√ √	Client database was developed and kept in a paper-based format. Weekly and months workplans were developed.
Existence of youth feedback tools	X	No evidence that client feedback systems were developed.
Availability of sustainability, exit opportunities and placement plans	X	The plans were not developed. However, the achievements and efforts made towards securing exit opportunities and work placements were highlighted on the quarterly reports.

Note: Yes =√ and No = X

YAC Model Continuum

Based on the YAC Model Continuum, UYF role and service provider role in supporting YAC points are outlined. Hence, the audit, in addition, assessed whether the roles were performed according to the service level agreement between UYF and Maluti as tabulated in Tables 3 and 4 below.

The results are based on the document review, interviews held with a YAC manager, officers and a campus manager at MFETC as well as clients who accessed the YAC point.

Table 3: The performance of the UYF against stipulated responsibilities

UYF Role committed to provide:	Performance	Comments
The information content in the form of printed guides	√	The guides were provided but inadequate to match the demands in this area. There were delays on processing the orders.
Fact sheets and brochures (limited or condition point runs)	√	Same as above
The branded shelving, branded items for the space	X	UYF outsourced this activity to the service provider by allocating a budget to this activity.
Branded mobile kit	√	The kit was available and was used during

		outreach activities.
Training and support for the infomediary	√	An orientation into the YAC was provided to one of the officers. One officer also attended the youth development workshop.
Membership to the YAC Network and Internet Portal support services	X	Officers at YAC point had access to one computer. The other two computers were used by clients. Internet access was acquired in the 3 rd quarter and most times very limited. Communication from UYF to YAC officers was through the project and campus managers.

Note: Yes =√ and No = X

Table 4: The performance of MFETC against stipulated responsibilities

Service Provider Role committed to provide	Performance	Comments
Space	√	Central located and accessible to both students and community. Layout of the space was open-plan not allowing privacy for staff to work and safe-keep their documents.
Security	√	Provided and subject to the college safety and security procedures
Distribution	√	Materials were distributed, outreach activities were limited and dependent on the availability of a vehicle from the college.
Funding for additional prints	√	College resources covered some of the costs to ensure optimal function of the YAC point.
Own branding	√	Branding was done but the process was delayed to ensure that the specifications are aligned to the standard UYF guidelines.
An infomediary	√	UYF provided guidance on the type of youth officers to be recruited. Two positions were filled using the college human resource recruitment policy (job descriptions developed, advertisements, CV review and panel interviews). Contracts were drawn for one year, renewable subject to funding.

Note: Yes =√ and No = X

Service utilisation patterns

Besides the above mentioned commitments made, the service provider (Maluti FET College) had to provide YAC services to 1000 youth per quarter. To track if the target was met per quarter, the MFETC developed a register which captured the date of the visit, the name of the client, contact telephone number and the services accessed at the YAC point. This register was included with the quarterly reports submitted to UYF. Based on the attendance register, it is estimated that this target was exceeded by 248 clients. This number includes clients who utilised the services between May 2005 and April 2006, including special events conducted during the period and learners that accessed the YAC services by campus area. Unfortunately, the register only captured the gender information only in September and November of 2005 and in January and March of 2006. In the four months where the clients' gender was recorded, the gender split was 61% for males and

39% for females as tabulated below. A grand total of four thousand and two hundred and forty-eight (N= 4,248) clients were recorded to have utilised the YAC services in this period. In 2005, a total of 1,593 (37.5%) names were recorded on this register over six months and 741 (17.4%) names were recorded over four months in 2006 as tabulated in Table 5 below.

Table 5: YAC utilisation pattern between May 2005 and April 2006

FY	YAC Utilisation per month	Total number of Clients	Number of Males	Number of Females
2005/06	May- 05	Data missing		
	Jun-05	70	Data missing	Data missing
	Jul-05	344	Data missing	Data missing
	Aug-05	410	Data missing	Data missing
	Sep-05	284	173	111
	October-05	Data missing		
	Nov-05	270	165	105
	Dec-05	215	Data missing	Data missing
	Sub-Total-2005	1,593		
	Jan-06	214	139	75
	Feb-06	166	Data missing	Data missing
	Mar-06	233	137	96
	Apr-06	128	Data missing	Data missing
	Sub-Total-2006	741		
	Sub-Total Campuses	1,143	Data missing	Data missing
	Sub-Total Outreach/Special Events	771	Data missing	Data missing
	Grand Total (1 year)	4,248		

Of the grand total, 771 (18%) clients were captured on record for outreach activities that were conducted across the district during this period as tabulated in Table 6 below.

Table 6: Special Events-YAC Outreach Activities

Areas reached	Number of Clients
Thabara-Tsoara	96
Masikeng	39
Thaba Bosoa	116
Bluegum Bosch	51
Kestell	269
TOTAL	771 (18%)

Based on this database, a total of one thousand and one hundred and forty three (N= 1,143; 27%) names of learners from various campuses were recorded on the register in 2005 as tabulated in Table 7 below. It is unclear from the records if the names recorded on the register per month exclude the names of learners reached in various campuses. In addition, it is also important to mention that some clients visited the services more than once in a month.

Table 7: YAC utilisation in 2005 per campus at MFETC

Campus area	Number of Clients
Maluti Main	167
Tseki	194
Bethlehem	36
Bonamelo	380
Unlisted campus	366
TOTAL	1,143 (27%)

What services were reported to be utilised by youth? Below is the Table 8 that shows the types of services used per head-count per month stipulated. Some clients used more than one service during their visit, for example, in November 2005.

Table 8: The types of services used per head-count per month

Type of services	Sep-05	Nov-05	Jan-06	Mar-06
Basic computer skills	54	88	48	46
Skills building & further education	54	37	32	28
Curriculum development & update	39	51	46	37
Business counselling and development	46	34	41	39
Workplace access and practice	24	29	15	19
Information about YAC	25	6	7	17
Other services internet access, newspapers	42	27	25	47
TOTAL	284	272	214	233

Are there young people who obtained workplace training experience through YAC? From the register, eighteen names of youth were recorded on the register. However, the dates of registration were not documented. There were eleven (N=11) males and seven (N=7) females with undergraduate and national diplomas. Of this number, eleven (N=11) applications were processed and the outcome of the applications was not recorded. Of the seven youth who were placed, four were males and three were females. Two youth were placed at Bojanala District as tour guides interns and one was placed as a temporary educator. Jet Store, Score Supermarket, MFETC and Vodacom were recorded to have hired one youth per store as temporary workers. The duration of placement was not documented.

Implications

The YAC concept and programme was new to MFETC. Guidance from UYF was needed and was given in terms type of staff to recruit, orientation of an officer to YAC, YAC manual and material supply for distribution to the youth and a monitoring visit was conducted by staff from UYF.

Despite limited experience on YAC management and limitation to accessing transport the outreach services to cover four local municipalities, the college was able to implement this model and reported to have exceeded their targets, in terms of the number of youth reached within the time funding period. However, due to lack of electronic database, it is difficult to review the database and confirm the numbers reported. This limitation created inequity in access of services. In addition, appropriate materials and documents related to YAC services were not always printed on time hence the YAC point was under-resourced.

Appointments of the two YAC officers ensured that most activities were implemented based on the proposed plan. However, these officers were not familiar with the YAC model and YAC is not the core business of the college. Therefore, this programme required that programme staff directly and indirectly involved with YAC implementation be orientated and mentored to internalise this model. It also needed an operational plan that considers the dynamics of FET colleges and variation that exists across campuses.

Considering the types of services utilised, it can be deduced that this YAC point needed more computers, materials, and shorter turn-around times for applications with regard to voucher application, business planning review and funding application. Based on the reports submitted, the majority of youth received services they had requested and some obtained information on learnership and workplace training opportunities, business vouchers and UYF youth cards. However, it was not possible to confirm the actual numbers of those who submitted application for various services and were successful as the service point did not document follow-up outcomes on their monthly registers. The paper-based register mainly captured the date of the visit, the name of a client and their reasons for visiting the YAC point. The register served to provide UYF an MFETC with utilisation information to track if the targets are reached per quarter instead of being used for planning, management, tracking of application and follow-up on the outcomes.

Human Resources

Two youth officers (practitioners) were recruited and hired by the Maluti FET College for the position of YAC career counsellor and outreach officers. Besides these two officers, college staff including a project manager, administrator and finance officer and a campus manager were also part of this service point. The two youth officers had one year working contract of Seventy Five Thousand Rand (R75,000) each per annum. Both officers were from the area and had undergraduate degrees in psychology and has postgraduate diploma in education. The YAC point was located at the Maluti FET College

main campus in Qwaqwa. The officers were reporting, based on the weekly or monthly plans, to the project manager and the campus managers.

Perceptions of YAC Manager and Youth Officers

This aspect of the study aimed at collecting and analysing data from the interviews conducted with the YAC manager from UYF, Maluti-FET College main campus manager and former youth officers. During data collection, reviewers were informed that the YAC point was managed centrally at the main campus hence the focus was on these four key informants.

YAC administration and management

Views on senior management support

Because the YAC point was established with the aim to provide information, life skills, career guidance and counselling to the youth, there was management buy-in and support from senior management of the college. This support was evident through ensuring that the roles stipulated on the model continuum were fulfilled. In addition, college resources, such as human resources, telephonic lines, fax machines, and other support staff were made available to support this YAC service. The space was also chosen such that it is accessible with ease to the community within the Maluti FET College main campus catchment area. However, all key informants mentioned that the planning and implementation process required better management and forecasting of time and resources needed.

Views on programme management

At the college: the steering committee provided direction and guidance to the YAC team and this committee consisted of college senior administrators, educators and UYF project manager. The YAC youth officers staff submitted weekly meetings with their immediate supervisor-campus managers, wrote the draft quarterly reports which were submitted to campus managers for review and proof-reading. They also report to hold meetings prior to submission of quarterly reports. The YAC point was operational from May 2005 until end of May 2006, supported by UYF funding of One Hundred and Ninety Thousand Rand (R190,000), as tabulated in Table 9 below.

Table 9: Specific Budget approved for the proposed YAC Point

Annual Budget Categories	Total
1. Training and Capacity Building	
Understanding of the YAC Model – travel & accommodation	R19,800.00
2. Salaries:	
Life Skills/Career Guidance & Counselling Officer	R75,000.00
Outreach Officer	R75,000.00
3. Resource Material	R200.00
4. Content Information Packs (Printed Version)	R5,000.00
Branding	R15,000.00
TOTAL	R190,000.00

With regard to finances, the funds were combined with the agriculture learnership funding but had separate line items. The youth officers' salaries, capacity development activities and procurement of resources were claimed against this account. Three computers were also bought (R18, 573) to support the YAC service from the money allocated for the agriculture learnership. The MFETC, retrospectively, was advised to submit a budget re-allocation request for approval by UYF. An asset register for the computers, furniture and a printer was kept, however, it remains unclear from the records if this register was updated regularly.

Consultations with various stakeholders including personnel from other campuses and local government departments, NGOs and private sector were conducted as part of case management.

The officers cited that the support from the college was adequate to provide services, however, YAC point was not fully integrated to the college offerings, hence, viewed as a separate project that is managed by UYF staff. Hence, they cited that access to some of the resources (e.g. vehicles) was limited.

Another challenge was that the officers felt inexperienced to manage YAC and found that UYF staff was inaccessible by telephone and e-mail to respond promptly to their enquiries made to enhance service provision and improve management. The college staff stated that the capacity building workshops offered by UYF could have been useful to officers as well as college managers, but, limitation on the budget prevented their attending to these workshops. When asked about their opinion on the targets, the college staff and officers reported that the targets were reasonable and achievable, subject to availability of adequate funding.

The UYF has the YAC division that oversees management of YAC nationwide. Currently, there are 124 YAC points and there are four technical officers and a senior manager providing technical assistance to the YAC services. To assist the management, the UYF provide the YAC manual, an orientation workshop to all new youth officers, YAC materials and resources as well as capacity building for staff. The UYF staff was also reported to have conducted regular monitoring visits to the sites following the submission of quarterly reports. The staff also held divisional meetings where they discuss achievements and

challenges based on the reports received from the service provider. However, it was cited that the YAC is a vertical service and is not integrated with other programmes managed by other divisions within UYF.

Because of the workload and the funding restrictions associated with the implementation of the YAC point, a decision to close was agreed upon by both partners. Hence, the youth officers' contracts were not renewed and the new YAC point was established and located within the Thabo-Mofuntsanyane Municipal offices.

Views on client management

With regard to managing clients, the officers had sole responsibility to ensure that the services or information requested is provided. They kept a daily register where client basic information and type of services requested were documented. Clients had access to two computers that lacked internet access during the first quarter of the model implementation. This meant that clients were unable to access internet based services. In addition, individual counselling sessions were conducted without privacy as the office had an open-plan layout. Because of large numbers of youth accessing the YAC, the officers cited that, limited resources, made it impossible to make follow-up. However, few cases were cited where officers were able to assist by facilitating successful linkages and had achieved their objectives.

Some of the services were off-site, hence, the officers could not provide comprehensive services and the turn-around time for responses from provincial and national UYF office was long and many clients were discouraged and did not follow through with their requests. Despite these challenges, the college mentioned that the services provided was oh high quality, one officer stated: *"Even today, youth are calling me asking where YAC point is now or wanting me to help them with some information"*. Another officer stated: *"This services reached out to the youth of Qwaqwa and provided them with information very useful which opened their eyes to opportunities available for them."*

Views on partnerships

With regard to interaction with UYF, the programme manager reported that the quarterly reports were not submitted on dates stipulated on the funding agreement. There was also a concern of budget reallocation without consultation with UYF. The college staff reported that they submitted quarterly reports, after they have been reviewed by the college senior management. They mentioned lack of feedback on all the reports submitted by UYF.

Interaction with the private sector was reported to be limited to the existing college strategic partners. These consultations created opportunities for some youth to be enrolled in various learnership programmes, to volunteer or obtain part-time or full-time jobs.

Impact of YAC

The YAC point was reported to have contributed to Qwaqwa youth self-development by empowering them with information of the services available for them, life-skills in particular, communication, interview preparedness, basic computer skills, curriculum vitae development and business development skills. The general community and local youth were reported to have learnt more about Maluti FET College educational offerings through their interaction with the YAC point.

Relevance to South Africa

The key informants perceived the services as relevant and appropriate to meet the South African youth needs. They cited that there is a need for exposure to information on opportunities available for youth to develop and advance their careers as well as to start their own businesses to support the economy of this country. When asked what could have been done different, the key informants gave the following lessons, as tabulated in Table 10 below.

Table 10: Lessons Learnt

Themes	Lessons
YAC point management	<ul style="list-style-type: none">• Funding must be adequate to support the point with resources and ensure that targets are met.• There must be functional systems prior to the launch of the point.• Human resources induction and mentorship.• The YAC model and service package must consider the province, locality, location context and dynamics.• Increase service points to increase access to quality services and reduce staff workload.• Decentralise management to provinces.
Partnership Management	<ul style="list-style-type: none">• Conduct feasibility assessment prior to agreement.• Induction and continuous support to new partners to ensure that the partnership agreement and reporting requirements.• Discuss challenges of partnership with senior management.• Regular site monitoring visits and supportive partnership to strengthen services.• Prompt responsiveness in addressing queries between partners.
Client Management	<ul style="list-style-type: none">• Update clients with changes e.g. closure of YAC point from the college.• Ensure adequate resources for clients—materials and computers.• Reduce funding requirements and ensure that small grants are available to youth.

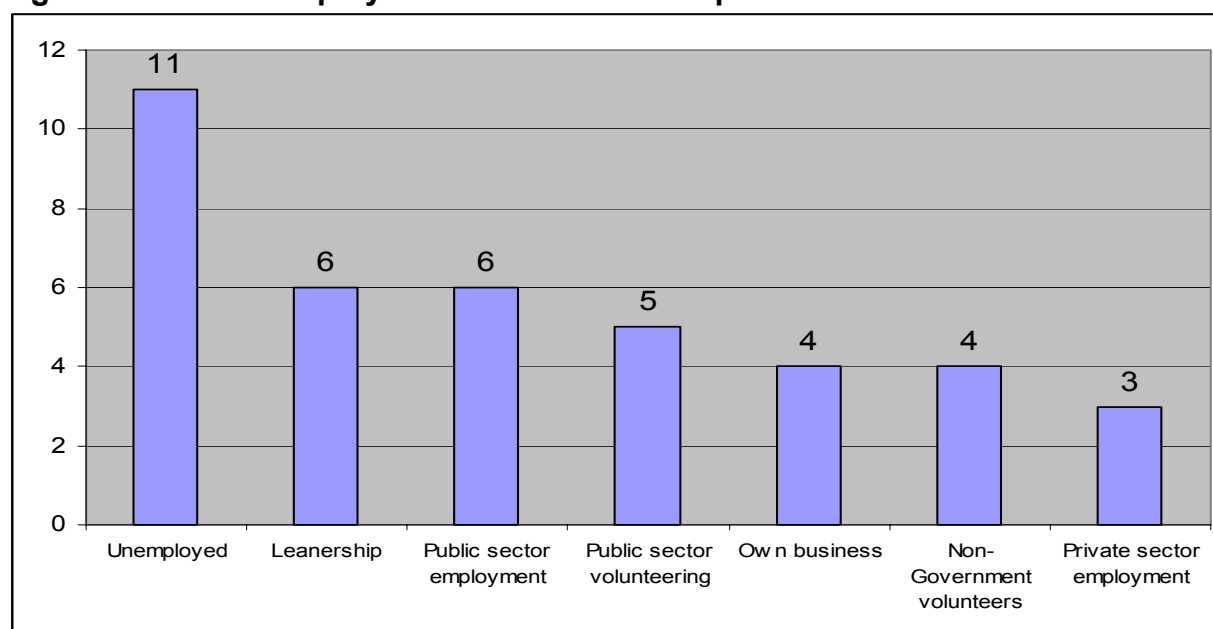
Perceptions of Service Users: “YOUTH”

Demographic Information

The data presented in this section of the report is based on the 39 youth who had once utilised the YAC point and who gave consent to be interviewed telephonically. Of the 39

reached, twenty-one were male (53.8%) and eighteen were females (46.2%). Five respondents reported to be less than 25 years; nine were in the 25-30 year age range and four were above 30 years. The majority of the respondents (N= 11, 28%) reported to be unemployed. Of those who were working, eleven respondents were working either for the public sector and another eleven for private sector as full-time workers or volunteers, while six respondents reported to be currently enrolled in various learnerships. Detailed current employment status of the respondents is displayed in the Figure 1 below.

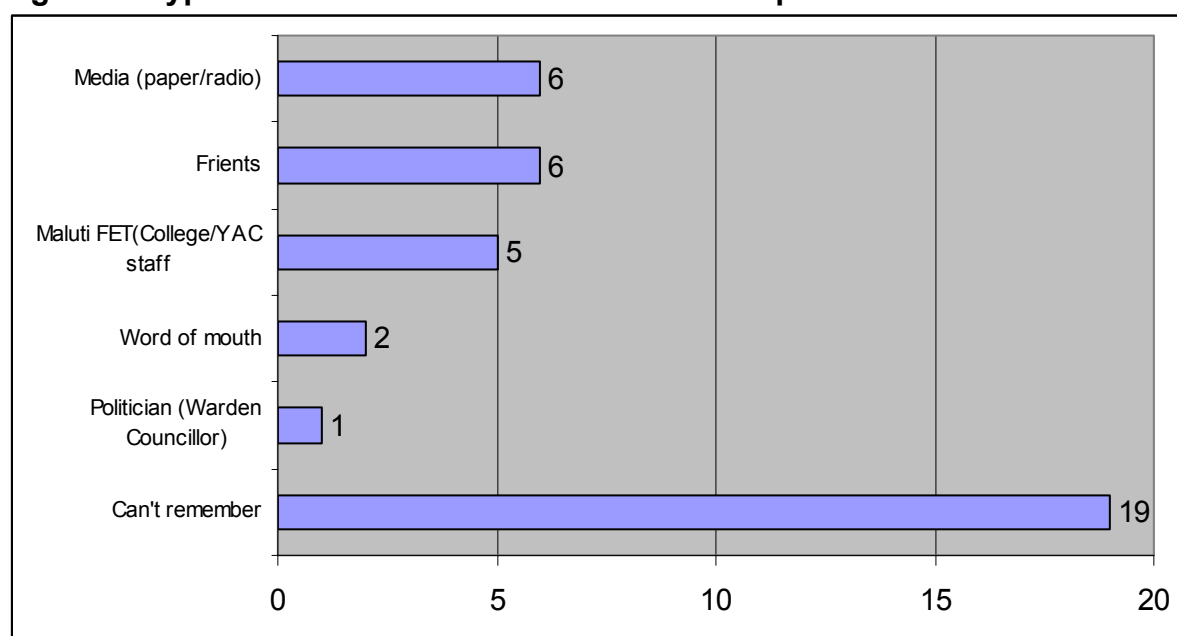
Figure 1: Current employment status of the respondents



YAC service utilisation

Twenty seven (69%) of the respondents and twelve respondents (31%) reported visiting this YAC point in 2006 and 2005 respectively. The majority claimed to have visited the YAC point in March 2006 and December 2005. When asked how the respondents got to know about YAC services, their responses are displayed in the Figure 2 below.

Figure 2: Types of information sources about YAC point



The majority of male respondents reported to have heard about this service from media while female respondents heard from interaction with friends, college staff or word of mouth.

Reasons given for visiting the YAC point

Fifteen respondents (38.5%) had visited YAC only once, seven (17.9%) visited thrice; six visited twice (15.4%) and four visited five times (10.3%). Six respondents claimed to have visited more than seven times. The reasons for visiting are tabulated in Table 11 below.

Table 11: Reasons for visiting the YAC point

Reasons given for visiting YAC	Number (%)
Learn more about business start-up	18 (46%)
Career guidance	10 (26%)
Basic computer skills	4 (10.3%)
Information about YAC services	4 (10.3%)
Other-life-skills, newspapers	3 (7.7%)
TOTAL	39 (100%)

Views on satisfaction with services

The vast majority of respondents (N=37; 94.9%) were very satisfied with the services they had received. The respondents cited staff attitude (kindness, dedication and support); access to various information and materials to support their views. However, three respondents recommended that staff should improve on customer care and ensure that they access funding for their business ideas. Overall, the perceived strengths of YAC

point were: (1) exposure to general information about the centre and its services; (2) the customer care and motivation from staff, access to computer and computer and CV development training; (3) career guidance and (4) business development guidance.

Just over two thirds of respondents (N=26; 66.7%) stated that their needs were not met by the YAC service. Of these twelve (46%) were female respondents and 15 were in the age 25-30 year category. When asked about weaknesses, ten respondents (26%) stated that none existed. The twenty-nine respondents stated that the officers lacked experience and knowledge of UYF services; the turn-around time for feedback on the funding application was long; the voucher system lacked transparency; there were few computers and these lacked internet access; and that lack of outreach services.

Views on referring others to YAC point

Two-thirds (N=26; 66.7%) of respondents stated that they had referred a friend, colleagues or family members to the YAC point, despite reporting unmet needs (N=19). Thirteen of these respondents also reported that the referrals obtained help they needed. Of those that referred other youth to the services, twenty-one (54%) respondents stated that their contact with YAC point had made an impact on their lives. Of these, thirteen (61.9%) were male respondents.

Perceived impact of YAC services on youth lives

More than half (N=21; 54%) of the respondents stated that their contact with YAC point had made an impact on their lives. When asked what changed, table 12 below tabulated the changes cited by the respondents.

Table 12: The perceived impact of YAC services on their lives

What changed?	Number of respondents
Exposure to information and options	8
Job search resulted in employment	5
Career guidance-results in building skills	4
Improvement in business-marketing, proposal writing	4
Access to the youth card and volunteering services	2
Other-communication, networking skills	2

Relevance and Sustainability

All respondents perceived the programme goals as relevant and appropriate to meet the South African needs. Some of the respondents stated that because the YAC point contributed to their self-development and gaining new skills in particular, communication, computer and business development skills, it has a potential to be beneficial to other

youth with similar needs in South Africa. One respondent stated: *“Some youth cannot progress beyond Grade 12 if they don’t get exposed to different options”*.

Ninety percent (N=35) of respondents felt that the YAC was responsive to youth needs in Qwaqwa. When asked if there are skills developed through their contact with YAC that they are still using, 27 respondents cited computer, CV updating, communication, job search and career planning skills as well as skills to improve their small businesses for example, cash flow management, marketing and customer care. Of the 12 respondents that stated that they were using none of the skills imparted through their contact with YAC service, 58% (N=7) were female respondents.

Overall, exposure to YAC point helped some of the respondents to achieve some of their goals, that is, employment, enrolled in learnerships in their field of interest and improved their small businesses. One of the respondents is now a career counsellor at YAC point located in Maluti A-Phofung Municipality offices through the referral made by officers at the YAC point. She stated: *“I would not have known about this job, if I did not go to the YAC point at Maluti FET College. I was referred to the municipality to get more information on learnership, but ended-up seeing an advert for YAC point officers, I applied and the rest is history. I am now able to use the same approach used by officers at Maluti in dealing with youth.”*

One of the respondents whose goals were not achieved stated: *“Even though I did not get funding or feedback on my application for voucher, I will not give up trying. The officer really motivated me to try everything all the time.”*

However, the respondents recommended that the youth officers should improve the management of the voucher system and business plan writing by consultants. Many felt that their ideas were *“stolen”* in the process and the vouchers *“were given to other youth who were friends with officers”*. In addition, some respondents recommended that the youth officers must refrain from giving *“empty-promises about funding their project”* as the decision is beyond their scope of practice. Some of the respondents reported to have waited to receive feedback on the funding applications submitted more than 18 months ago.

Additional recommendations given by respondents are grouped into themes and given as bulleted quotations in Table 13 below.

Table 13: Recommendations

Themes	Recommendations Given
Service organisation, delivery and management	<ul style="list-style-type: none"> • <i>“Give community an update, for example, if you intend to close the service point”.</i> • <i>“Provide information to the community”.</i> • <i>“Bring another youth that has been helped by YAC from to motivate the local youth—like a testimonial”.</i>
Review funding policy	<ul style="list-style-type: none"> • <i>“YAC is not for black youth. It is difficult to pay R 2,000 as surety, it s too expensive”.</i> • <i>“The youth have plenty of plans and ideas but no funding”.</i>
Improve access to	<ul style="list-style-type: none"> • <i>“Focus on rural youth everv thing is too far from us, it takes too long. I</i>

services	<p><i>despair because I'm now 36 years and there is no access in Harrismith".</i></p> <ul style="list-style-type: none"> • <i>"Ensure that the YAC has a phone and internet".</i> • <i>"YAC should be located in a central point, the micro-finance services must be within at least 100 km catchment area".</i> • <i>"YAC point should help everybody not only youth that are well-educated".</i> • <i>"Use Africa languages on the materials and give case studies of those that succeeded".</i>
Review and improve quality of services	<ul style="list-style-type: none"> • <i>"Increase the knowledge of officers".</i> • <i>"A consultant that helps with business plan must be housed within the service point".</i> • <i>"The YAC point must have its own place, own staff and increase resources like computers. Access from the library or internet cafe is very expensive".</i> • <i>"Follow through ad support those that have started their businesses to avoid them falling through the cracks".</i> • <i>"The SAY card is not very useful here in Qwaqwa".</i> • <i>"Increase community campaigns for youth and these must be based on various themes".</i>

DISCUSSION AND CONCLUSIONS

The discussion and conclusion is based on the overall programme performance against the programme objectives and the training outputs.

Management

The planning, implementing and management of the programme was based on a sound strategic intention by UYF and MFETC to develop and support the YAC point within the college environment which was accessible for both learners and the community. Choosing this location required that UYF conducts an assessment of the capacity gaps. In addition, since this service is complimentary to the core business of the college, it was necessary that UYF and MFETC identify entry points for integration of this service to library, resource centre and learner support services already operational at the college. This approach would have facilitated ownership of this service by MFETC and better infrastructure.

Whilst there was high level of commitment by partners in ensuring that this service functions optimally, however, the model was fairly new to MFETC staff and officers who were subsequently hired to implement it. This required that UYF monitors the implementation closely, offering hands-on support and mentoring and a well planned capacity development programme targeted at the college as new hosts and youth officers as new service providers.

Successful implementation also requires that roles and responsibilities are clearly defined, clarified over time and resources and support are made available to ensure that these are executed in a timely manner and effectively.

Although there was a separate budget for this YAC service, however, it did not accommodate for cost associated with adjusting the infrastructure to support the services. For example, a budget should have been allocated for remodelling of the space and IT networking identified by MFETC for YAC service to ensure that all activities can be implemented optimally. In addition, a mobile van to conduct outreach programmes should have been budgeted from this allocation.

This new services would have benefited from the support of exchanges between officers at MFETC and other neighbouring YAC points that have been operational for more than a year. This would have facilitated cross-learning and appropriate mentoring informed by the context and local dynamics.

This YAC point was able to provide information about UYF services available for the youth, life skills, career guidance and counselling services as well as general information of different service such as bursary applications. It was also able to conduct, although with numerous limitations one of which is lack of transportation, outreach services. This point also provided the youth with opportunities to develop and update their curriculum vitae and search for study and employment opportunities. Conversely, this service point failed to establish meaningful partnerships that resulted in the creation of placement exit opportunities and sustainability plans. This is because the YAC point was managed by inexperienced staff that were not very familiar with the model who received inadequate support and guidance; most of the services were not available within its location e.g. micro-finance; and that this continues to be a vertical services not fully integrated into other UYF services. Furthermore, lack of follow-up on clients' applications, quality of information given, conditions associated with certain services; delays in responses to applications submitted were also barriers.

Based on the evaluation findings, this service managed to provide general information that was tried and tested without much success in terms of positive outcomes. While a few cases were successfully managed, when comparing to the targets set per quarter, this is a mere fraction of success.

Despite of these challenges, many clients felt empowered to be exposed to information they did not know. Ensuring that the information gained, skills applied lead to tangible results is the main challenge for both the service providers and clients. Hence, feedback to applications submitted and sustained capacity building initiatives is a critical measure of effectiveness of this service point.

Functional and adequate equipment that meet the client demands and material that is also written in local languages is vitally important for this service point. Systems to monitor clients' views of the service and to monitor the services utilised and track client service processes are also important to ensure that services continue to respond to their needs. The YAC model should also consider area context and must be responsive to this context instead of implementing "*one size fit all*" model and expect the same targets and outcomes in both urban and rural areas. Therefore, it may be important to consider a

one-stop service for the rural YAC point to avoid delays and ensure shorter turn-around times for application or enquiries submitted through the service point.

Perceptions of Community Youth

Introduction and Demographic Information

The data presented in this section of the report is based on the focus group discussions held with community youth who consented to participate. The youth were selected from the Qwaqwa community areas and were not beneficiaries of any of the programme discussed in this report. There were 25 youth that participated in the discussions. Of the 25 youth, just over a third (N=8; 32%) were female respondents. However, only 17 consented to document of their personal details (age, employment status). The majority of youth in all groups were unemployed. The majority had obtained Grade 12.

The respondents' ages varied with the ages ranged between 12 and 29 years old. The respondents lived in different townships in Qwaqwa. The discussions points focused on the:

- Relevance of the two learnerships focus areas funded by UYF;
- Current unmet needs that require support;
- Utilisation and performance of YAC services at Maluti A-Phofung Municipality; and
- Sustainability and recommendations for UYF.

Results of Focus Group Discussion (FDGs)

Relevance of the two learnership focus areas funded by UYF

All group participants supported the funding of the Horticultural learnership by UYF. They expressed that this is an important area in their community and is relevant not only training for commercial purposes but also for self-development and contribution to a family food garden or farm. Some stated: *"Youth can sell their own vegetables and manage a chicken run"*.

However, for the IT learnership, the youth groups had opposing opinions. Some expressed concerns about developing IT skills to increase employability and economy of Qwaqwa by developing youth IT technician businesses. They justified their reasoning by stating that the market is very limited to absorb the youth trained as IT technicians. One stated: *"UYF is training for brain drain of Qwaqwa-there is no way that, IT technicians will stay in this area. Even those that get a job, salaries are very low, they will eventually move to Bloemfontein or Joburg- all these big cities with demand for this skill"*. Many were concerned about appropriate use of limited resources, stating: *"It's really a waist of resources –that can be diverted to something else, but UYF will report on the numbers of youth trained in this area even though there is no benefit of their investment in this area"*.

Besides the limited employment opportunities, some groups highlighted a limit in developing IT-related business when the market is small, they stated: *“Let’s not kid ourselves, how many families in this area that have computers—that will need to be fixed”?*

Of those that were supporting the IT learnership supported a long-term view that Qwaqwa is still a developing rural town, with a great potential to expand in many sectors including construction and tourism and hospitality sectors. These sectors would likely absorb youth trained in this area. Other groups perceived the current public sector as the main potential cash cow for small IT businesses. Some youth stated that *“Many government officials are computer illiterate to set-up, type and solve minor PC troubleshooting. They can become our clients”*. Of this group, some youth recommended that the focus to be building basic computer skills for youth to type, access internet and install software instead of hard-core IT skills.

They recommended that other appropriate IT learnerships, focusing on these areas, should be supported by UYF. One stated: *“We live in a rural area. They must first assess potential IT needs for rural areas and develop learnership responsive to the rural setting. Many people have cell-phones here, may be cell-phone repairs—that could be part of information technology. They must think outside the box for rural areas, it’s not like Joburg here”*.

Recommendations

- Increase access for exposure to opportunities by using national media: *“Advertisement must not only be printed on local papers and radio stations. Use national media, although we live in a rural area, however, we read national newspapers (like the Sowetan) and listen to national radios stations like YFM”*.
- Increase access to learnership by reviewing the enrollment criteria to reduce inequities of exposure to opportunities: *“The youth that get into the learnership have a good educational background, so, they get enrolled and have better opportunities. How about those that are struggling at school”?*
- Ensure access to land for agriculture learnerships: *“There is a lot of vacant land that can be used by youth. UYF need to negotiate with the municipality to ensure that this land is accessible to youth to plant their crops or farm”*.

Current youth and community needs that need to be supported

- Focus on tourism and hospitality sector-in particular, eco-tourism. One stated: *“We have beautiful mountain here in Qwaqwa, but all tourism interests end at the Chain-ladder or the Golden gates. We can do township tourism, rock-paintings and other things for this area”*.
- Broaden the scope of agriculture to include farming and crop production. *“Youth can handle chicken farming, only if they can get chicks for free to start-up, or seeds. We cannot be expected to have money to start-up.”*

- Focus on construction (brick-making, electricity, road-works, plumbing) The groups stated: *"We have dirt roads, have no running water in our houses, no electricity and flushed toilets. So, basic things like this, we can surely do"*.
- UYF and Youth Commission to lobby government departments to make tenders accessible and applicable to business managed by youth and revise requirements: They stated: *"UYF can negotiate with public works and other governmental department that they also develop tenders specifically for youth services"*.
- Direct consultation with community youth: *"We know what we need. They must come to your communities and discuss our needs before funding projects, without any clue, if these will be beneficial to us"*.
- Broaden the basic generic skill-based to ensure that youth is employable in any field. Develop life-skills (basic computer literacy, CV development, information search, communication). To support this recommendation, one youth stated: *"With generic skills that are applicable to any field which makes the youth become less dependant on others"*. Others stated: *"Youth with computer kills are hired quickly than those without"*. Many stated: *"UYF should rather invest in getting us computers and internet. In Qwaqwa it costs R 12 to access internet for 30 minutes. Who has that kind of money"*?
- Establish formal youth centres in the community: They stated: *"Youth must have place to go to where they can do everything and access information they need"*.

Utilisation and performance of YAC services at Maluti A Phofung Municipality

All groups focused their discussion on three areas of YAC. These are YAC location, the voucher systems, and YAC service delivery. All participants reported that they have heard about YAC points established by UYF. However, of the 25 participants, only seven had visited the YAC point in Qwaqwa. The majority stated that they did not know where it was located. Of those that knew that it was located at the municipal building, they stated: *"We go there to access youth services. We get searched by the security guard at the door like thieves or terrorists. Who would like to go there again"*? One stated: *"its really not youth-friendly-it is a government building—we can't even make noise and be ourselves-without disturbing a politician in his office"*.

Of the seven participants who visited the point, they expressed their concerns about limited space, stating: *"There is one mall room there, everything is so jam-packed"*.

The majority of youth (20 participants) mentioned that the YAC point should ensure that it is not linked with any political party in particular. They stated: *"it was better located at Maluti FET College—at least it is a college. Now, it's linked to politics. Participants stated that some officers only display their political linkages by wearing caps or T-shirts that promote a particular political party. The groups stated: "Youth officers should appear*

politically neutral. They must not discuss any political issues while servicing the youth, so that we can all feel welcome to go there".

On the voucher system, the youth groups stated that the application process should be transparent and funders and consultants that develop business plan should respect intellectual property, as one youth stated: *"Our business ideas get stolen by officers and are shared with their friends"*. Another stated: *"Does funding the project or helping someone to develop a business plan give you a right to own that idea"?*

The youth groups also expressed that the security deposit or surety needed by UYF for loan (R2, 000) is an unreasonable requirement.

Some of the youth who had applied for the vouchers expressed concerns about the corruption linked to the issuance of vouchers. One stated: *"I had applied for a voucher, when I went back to check, I was told my voucher was already issued and given to me. I know very well, I never collected it, but someone had signed next to my name and given my ID number, so, how do I prove that it was not me?"*

On the service delivery, the youth groups mentioned that the quality of service provision must be improved and youth products offered must be appropriate. They suggested that: (1) youth officers must improve on customer care skills; (2) help all the youth not only those that they knew; (3) increase the number of youth officers so that some can conduct outreach programmes; and (4) review the SAY card based on different communities.

Eight youth participants reported that they had applied for and had obtained the SAY card. However, when asked if they are using the cards, many claimed that the cards are *"a decoration on my wallet"*. One participant stated: *"The card have discount for InterCape bus—now, where am I going to go without any money to even buy the ticket to travel"?*

None of the eight participants with these cards received it directly from the Qwaqwa YAC point. All stated that they got to know about the card from the LoveLife ground-breaker newspaper, which had an application form attached, which they had completed.

All participants mentioned that the Youth Call Centre number should permit free of charge calls. They stated: *"We get charged for making a call to this 08600 number. They must change it to make it a free-call number"*. In addition, participants also recommended that the opening and closing times for YAC should be suitable to youth, one stated: *"Increase access by extending the time. It must not be in line with the municipality just because it's located there."*

Sustainability and Recommendations for UYF

To ensure sustainability of youth development participants gave the following recommendations were given as outlined in table 14 below.

Table 14: Recommendations

Themes	Quotations supporting themes
Increase awareness and access	<i>"YAC must be available in all areas"</i> <i>"Do a road show and advertise your services"</i> <i>"Stock more brochures"</i> <i>"Integrate your service points with-libraries, colleges youth-based NGOs"</i>
Review your funding policy to ensure access to funding	<i>"Remove or reduce the 10% surety or security requirement for those needing funding"</i>
Expand your funding focus	<i>"Fund local NGOs that build various skills to youth"</i> <i>"Fund project or sectors that will increase the economy and development in Qwaqwa to make the areas viable for job opportunities and small businesses".</i>
Ensure non-partisan of the YAC point	<i>"Move YAC point away from politicians"</i> <i>"Train your officers not to be political"</i>
Receive and act on the feedback given by youth	<i>"Is UYF going to act upon our recommendations?"</i>
Improve YAC infrastructure, location and systems	<i>"Make sure that there are copy and fax –machine".</i> <i>"Make sure that the equipment works and is updated"</i> <i>"YAC point to be located centrally "</i>

OVERALL PROGRAMME RECOMMENDATIONS

- Decentralisation of YAC management to provincial or district level is essential for effective implementation and responsiveness. The system management approach can be used as a model—UYF head office at national level can focus on developing and monitoring policies and guidelines; the provincial UYF office can focus on developing provincial YAC service delivery plans based on these policies, the district YAC office can focus on service delivery and management of services by district teams who will supervise local service points that will in turn manage the mobile-points.
- Establish independent YAC points or attach these to existing local youth centres or youth community and educational organisations may be a better option instead of locating these points to public sector institution that are perceived to be politically biased.
- Develop a context or area- specific model based on the feasibility and socio-economic analysis studies.
- Develop client quality of service monitoring, tracking systems of both officer and client contact activities to monitor responsiveness and effectiveness of the service point.
- Ensure career path and capacity building initiatives for youth officers are developed within first month of employment and are monitored quarterly and linked to staff performance appraisals.
- Facilitate integration of services within YAC and other UYF services and conduct regular YAC service survey to monitor the quality of services.
- Promote provincial or district YAC point service linkages and exchanges as one of the approaches to capacity building initiatives.