



FULL EVALUATION REPORT

**FOR THE IMPACT EVALUATION OF THE
ENTREPRENEURSHIP DEVELOPMENT PROGRAMME**

SUBMITTED TO:

THE NATIONAL YOUTH DEVELOPMENT AGENCY (NYDA)

**SUBMITTED BY:
SIBANI CONSULTING cc**

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Acronyms and Abbreviations

Acronym	Full Name
CoEE	Centres of Excellence for Entrepreneurs
DTI	Department of Trade and Industries
EDC	Entrepreneurship Development Centre
EDP	Entrepreneurship Development Programme
GDP	Gross Domestic Product
GEM	Global Entrepreneurship Monitor
GYB	Generate your Business Idea
GTP	Growth and Transformation Plan
HO	Head Office
ILO	International Labour Organisation
IYB	Improve Your Business
KPIs	Key Performance Indicators
MSMEs	Micro Small and Medium-sized Enterprises
NYDA	National Youth Development Agency
SEDA	Small Enterprise Development Agency
SLA	Service Level Agreement
SMMEs	Small Micro and Medium Enterprises
SYB	Start Your Own Business
ToRs	Terms of Reference
TVET	Technical Vocational Educational Training
UN	United Nations
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Programme

Definitions

Term	Definition
Advanced Business or Enterprise	A well-established and operational business or enterprise that requires support to improve its operations or performance and to identify opportunities for investment to maximise profits.
Agreement	A negotiated and typically legally binding arrangement between parties as to a course of action. "Mutual understanding" (among persons).
Applicable Law	Any law, statute, ordinance, rule, regulation, order or determination of any Governmental Authority or any board of fire underwriters (or other body exercising similar functions), or any recorded restrictive covenant or deed restriction applicable to the Project.
Business day	Another term for a working day.
Cooperative	An entity established as per the Cooperative Act, applying for a grant from NYDA
Effectiveness	A measure of the extent to which a project attains its objectives at the goal or purpose level i.e. the extent to which a development intervention has attained, or is expected to attain, its relevant objectives efficiently and in a sustainable way.
Efficiency	A measure of how economically inputs (funds, expertise, time, etc) are converted into outputs.
Evaluation	A systematic (and as objective as possible) examination of a planned, ongoing or completed project. It aims to answer specific management questions and to judge the overall value of an endeavour and supply lessons learned to improve future actions, planning and decision-making. Evaluations commonly seek to determine the efficiency, effectiveness, impact, sustainability and the relevance of the project or organisation's objectives. An evaluation should provide information that is credible and useful, offering concrete lessons learned to help partners and funding agencies make decisions.
Goods	Items for sale, or possessions that can be moved
Governing Language	The set of structural rules governing the composition of clauses, phrases, and words in any given natural language.
Grant	Non-repayable funds. Money disbursed to young people between R1000.00 and R100 000.00 for the purpose of business start-up and business growth.
Growth stage business	A business that has just reached breakeven point and beginning to show signs of sustainability.
Impact	The changes in the lives of people, as perceived by them and their partners at the time of evaluation, plus sustainability-enhancing change in their environment to which the project has contributed. Changes can be positive or negative, intended or unintended. In the logframe terminology these 'perceived changes in the lives of the people' may correspond either to the purpose level or to the goal level of a project intervention.
NYDA Act	The National Youth Development Agency (NYDA) Act, Act no. 54 of 2008
Order	The arrangement or disposition of people or things in relation to each other according to a particular sequence, pattern, or method.
Pre-start up	Young people who may or may not have gone through a formal entrepreneurship awareness programme, but who have business ideas and require assistance and support to develop these ideas into a start-up business. This phase begins when the young person is exploring a business idea, until they are ready to start the business or resolve to other means of earning an income.
Relevance	The extent to which the objectives of a project are consistent with the target group's priorities and the recipient and donor policies.
Services	The action of helping or doing work for someone.
Service Delivery Framework	A service delivery framework (SDF) is a set of principles, standards, policies and constraints to be used to guide the designs, development, deployment, operation and retirement of services delivered by a service provider with a view to offering a consistent service experience to a specific user community in a

	specific ...
The Agency/NYDA	The National Youth Development Agency
The Service Provider	Organization, business or individual which offers service to others in exchange for payment.
Start-up Business	A registered business (Pty/cc/Cooperative). For the purposes of the NYDA, this is a business that has just started and has only been in operation for less than 12 months and has not reached breakeven point. This business requires support to grow.
Sustainability	The likelihood that the positive effects of a project (such as assets, skills, facilities or improved services) will persist for an extended period after the external assistance ends.

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1. Introduction

South Africa, like many developing countries has a large population of youth between the ages of 14 and 35. Those represent 42% of the total population. Given the youthful nature of the South African population, much of the socio-economic challenges faced by the nation, such as poverty, inequality and joblessness, poor health, etc., are borne by the youth.

Statistics indicate that 48% of the South African youth between the ages of 15 and 34 are currently unemployed. About a third of those, aged between 15 and 24, are not engaged in any form of employment, education nor training activities. In addressing these challenges faced by the youth, South Africa is prioritising youth entrepreneurship in its development agenda.

The Entrepreneurship Development Programme (EDP), which is the subject of this evaluation, was initiated by the National Youth Development Agency (NYDA), an agency of the South African government that was established through an Act of parliament. The programme aims to provide young entrepreneurs with skills and knowledge to start and grow their businesses thereby contributing to the South African economy.

1.1. Background and Context

The National Youth Development Agency (NYDA) runs the Entrepreneurship Development Programme (EDP) as part of its product offerings.

The EDP is intended to create awareness of entrepreneurship as a possible career path, and to introduce it as an option to be considered as a means of earning a living.

To contextualise and motivate the findings and conclusions of this report it is important to consider the role and purpose of the NYDA in context and to understand the EDP, which is the subject of this study.

1.1.1. The role of the NYDA

The NYDA was established through an Act of parliament, Act no. 54 of 2008. The country established the agency to show commitment in developing the nation's youth and to tackle the challenges that are faced by young people. The institution was established to be a single, unitary structure, established to address youth development issues at National,

Provincial and Local government level. The NYDA plays a lead role in ensuring that all major stakeholders: government, private sector and civil society prioritise youth development and contribute towards identifying and implementing lasting solutions which address youth development challenges. Furthermore, the NYDA designs and implements programmes aimed at improving lives and opportunities available to youth.

The main activities of the NYDA could be summarised as follows:

- a) Lobbying and advocating for integration and mainstreaming of youth development in all spheres of government, the private sector and civil society
- b) Initiating, implementing, facilitating and coordinating youth development programmes
- c) Monitoring and evaluating youth development interventions across the board and mobilising youth for active participation in civil society engagements.

1.1.2. The Entrepreneurship Development Programme

The EDP is a structured training programme whose objective is to create a conducive environment for young entrepreneurs to access relevant entrepreneurship skills, knowledge, values and attitudes for their business. The programme aims to provide young entrepreneurs with knowledge and skills to start and/or grow their businesses thereby contributing to our economy. It helps its targeted beneficiaries (young South Africans between the ages of 14 to 35 years who are in or out of school, as well as aspiring or existing young entrepreneurs in particular) to develop their entrepreneurial abilities. The programme focusses on the Pre-Start Up, the Start-Up and the Advanced Businesses or Enterprises. This EDP is a feeder programme for the Voucher and Grant Programmes respectively.

1.1.2.1. Objectives of the Entrepreneurship Development Programme

The objectives of the programme are to:

- Inculcate an entrepreneurial culture amongst South African youth through training,
- Provide entrepreneurship awareness to youth, with the aim of motivating them to choose entrepreneurship as an option to employment, and,
- Develop the necessary skills, knowledge and values of aspiring and existing entrepreneurs, through training, in support of them starting and sustaining their businesses.

1.1.2.2. Target market for the Entrepreneurship Development Programme

The programme supports:

- Young South Africans between the ages of 14-35 years,
- In and out of school youth, and,
- Aspiring or existing entrepreneurs.

2. The purpose and objective of the Evaluation

2.1. The Purpose

The overall purpose of this EDP impact evaluation, is to assess whether the EDP was able to achieve its objectives and to determine the impact of the programme on the lives of the young people who benefitted from the programme in the financial years 2014/15 and 2015/16.

The study also provides answers to various questions related to the policies, procedures and processes established for implementing the EDP; to determine if they are still applicable; to identify areas that need improvement and to recommend actions to be taken to address any gaps or constraints found.

2.2. The Objectives

The specific objectives of evaluating the NYDA Entrepreneurship Development Programme as outlined in the NYDA Terms of Reference (ToRs) and the NYDA Service Level Agreement (SLA) with Sibani Consulting are as follows;

- 2.2.1. To determine the relevance (in terms of the design and conceptualisation) of the Entrepreneurship Development Programme in achieving the objectives of the programme and indicate the necessary and required success factors.
- 2.2.2. To determine the effectiveness of the approach used at both branch and at Head Office level to deliver Entrepreneurship Development Programme to young people and to make informed decisions about its effectiveness and appropriateness.
- 2.2.3. To determine the relevance of the current respective product offerings of the programme: EDP Awareness and Business Management Training.
- 2.2.4. To establish if the staff at branch level have the same understanding of the programme and are delivering it as expected.

- 2.2.5. To establish the knowledge of the trainers' facilitation skills and understanding of the product content required to train young people.
- 2.2.6. To review the criteria and process used to select and assess young entrepreneurs to participate in the business management training courses.
- 2.2.7. To determine the appropriate role of the service co-ordinators and trainers responsible for implementing the EDP.
- 2.2.8. To determine the accessibility of the training venues.
- 2.2.9. To determine the accessibility of the training material.
- 2.2.10. To highlight successes and record them as benchmarks for other businesses that will be supported in the future.
- 2.2.11. To benchmark the EDP programme against other training institutions in the entrepreneurship training space. And,
- 2.2.12. To outline the possible solutions and recommendations for improving performance of the Entrepreneurship Development Programme.

3. Evaluation Methodology

3.1. Evaluation processes

Sibani Consulting employed various evaluation processes to obtain information to answer the evaluation questions and to outline the practical solutions and recommendations for improving the performance of the EDP.

- A desktop document review,
- Questionnaires to gather qualitative information from EDP Beneficiaries, EDP Trainers, EDP Co-ordinators, NYDA Branch Managers and NYDA National Office Staff charged with the implementation of the EDP.
- Focus group discussions were facilitated with the EDP Trainers and Service Co-ordinators to gather in-depth understanding of the EDP.
- Face-to-face interviews were conducted with the Head Office staff.
- A review of EDP processes, procedures and systems.

3.1.1. The desktop document and literature review

The methodology and approach followed a literature and document review that focussed its attention on the type and nature of documents utilised by the NYDA in the implementation of the EDP. The aim of the document review was to determine which approach is better suited to be used by the NYDA to achieve the objectives of the EDP and to present informed and factual recommendations of what needs to be done or what actions are to be taken where the discrepancies are identified according to the findings of the research process.

The research team reviewed the quality of the documents in terms of their intended objectives and outcomes; their design, layout, format, content and the contextualisation of the content, to determine their relevance, efficiency and effectiveness. The training course materials, and assessment criteria and tools (including the nature and type of both formative and summative assessment activities) used for each EDP training programme were also reviewed for their appropriateness, relevance, currency, consistency, applicability and validity, to determine whether these meet the basic requirements of the facilitation and assessment principles and to determine whether these, support the EDP to achieve its objectives.

The EDP evaluation methodology and approach utilised was scrutinised to establish its appropriateness and impact. Other documents and forms used in the value chain of the EDP implementation including application, selection and evaluation forms were reviewed for their efficiency and effectiveness in supporting the EDP.

The study also reviewed the EDP policies, procedures and processes to assess whether they are still relevant and appropriate for the effective implementation of the programme, to be able to identify areas of improvement and to recommend what needs to be done or what actions are to be taken where the discrepancies are identified according to the findings of the research process.

This study benchmarked the NYDA EDP against other programmes provided by other institutions in the EDP space locally, nationally and globally to review the NYDA EDP structure and approach, the design and contextualisation of the materials; methodology and approach; and the support systems such as aftercare and mentorship provided to the beneficiaries, to add value to the core objectives and outcomes of the EDP. This was to establish whether the NYDA EDP is a globally competitive programme gauged against international standards.

3.1.1.1. The documents reviewed

The following documents and records relevant to the EDP were reviewed to ascertain their applicability and gaps:

- NYDA EDP Operational Manual
- NYDA EDP Policy Document
- NYDA EDP Branch Training Plans
- NYDA EDP Beneficiary EDP pre-training application, selection and placement documents
- NYDA EDP Beneficiary Training Registers
- NYDA EDP Training Manuals (Facilitator, Learner, Assessment and Mentorship guides)
- NYDA EDP Beneficiary Competency Assessment Forms
- NYDA EDP Beneficiary Post-Training Evaluation Forms
- NYDA EDP After-care and/or Monitoring Reports
- NYDA EDP Training Reports
- NYDA EDP Branch Personnel selection and recruitment documents
- NYDA Branch Personnel Job Descriptions
- NYDA EDP Trainers Development Plans and Reports
- The ILO EDP
- EDPs offered by other institutions
- Local and global studies conducted by other institutions

3.1.2. The Research Questionnaires

The EDP evaluation questionnaires were designed for use in three ways, viz. to conduct telephone interviews, to conduct face-to-face interviews and to facilitate focus group discussions.

The core questionnaire used in these situations dealt with:

- The needs of the NYDA EDP beneficiaries
- The NYDA services used by the NYDA EDP beneficiaries.
- The benefits of the EDP to individuals and their businesses.
- The aftercare and/or mentorship process.
- The impact of the EDP on their businesses.

- The beneficiaries' experiences regarding the EDP.
- The value added by the EDP.
- The operational state of the business before, during and after the beneficiary attended the programme

The questionnaires were administered through telephonic interviews with beneficiaries and branch managers, face to face in-depth interviews with head office staff and focus group discussions with Trainers and Service Co-ordinators.

Some of the key questions that were contained in the questionnaire addressed the following issues:

a) Beneficiaries

- The change that was realised in the businesses and lives of young people after attending the programme.
- The quality of training offered and that of Trainers across branches.
- The efficiency and effectiveness of training process before during and after training.
- The challenges and success stories of the programmes and the recommended way forward.

b) EDP Trainers and Service Co-ordinators

- The contribution of EDP to young people who have participated in the programme in relation to their businesses and personal attributes
- What have the EDP training changed
- The challenges and benefits of EDP from pre- to post training stages.

c) Branch Managers

- Understanding the roles and responsibilities of the Trainers and Service Co-ordinators, and the effect of national office on the EDP.
- The value of training as well as monitoring and evaluation of post training.
- The support and development measures that are in place for Trainers and Service Co-ordinators.

- d) **Head Office Staff charged with the implementation of the NYDA EDP**
 - Understanding the expectations of Head Office staff on Trainers, Service Co-ordinators and Branch Managers about the EDP.
 - The experiences encountered in the programme including issues of policy and operations procedures.

3.1.3. Focus group discussions

Focus group discussions were facilitated for EDP Trainers and Service Co-ordinators to gain in-depth understanding of the underlying issues while at the same time validating information gathered through questionnaires. The discussion schedule guide covered issues that relate to the following:

3.1.4. EDP processes, procedures and systems

The process, procedures and systems that are instituted in the implementation of the EDP were overviewed for comparative analysis with similar programmes.

3.2. Evaluation population

3.2.1. Description of Fieldwork Population and Sample

The literature and document review was supported by fieldwork assessment of the EDP implementation, and an assessment of the impact of the EDP training programme on the EDP beneficiaries and on their businesses.

Sibani Consulting evaluated whether the EDP training programmes were implemented in accordance to the stipulation of the EDP policies and procedures as outlined in the EDP policy and EDP operational manual.

The results of this evaluation give an overall assessment of the NYDA context, the South African and the global perspective on entrepreneurship development as a form of benchmarking and comparative study.

The evaluation population was based on the young people who received the EDP training in the financial years 2014/15 and 2015/16. In addition, the national office staff, branch managers, service co-ordinators and trainers were included in this population.

The EDP training programmes have been rolled out by all the fifteen (15) NYDA branches in the nine (9) South African provinces and therefore all the branches were included in this EDP impact evaluation study as shown in table 1 below.

Table 1: The 15 NYDA Branches included in the EDP impact evaluation

Province	Branch/es	Number of Branches
Gauteng	Soweto, Johannesburg, Tshwane	3
Mpumalanga	Emalahleni, Secunda, Mbombela	3
Eastern Cape	Port Elizabeth, East London	2
Free State	Bloemfontein	1
Western Cape	Cape Town	1
Northern Cape	Kimberly	1
North West	Rustenburg	1
Kwa-Zulu Natal	Durban	1
Limpopo	Thulamela, Polokwane	2
Total Number of Branches		15

The research population of this study included two hundred and eighteen (**218**) NYDA EDP beneficiaries who participated in the EDP during the period from 2015 to 2017 located within the fifteen (**15**) NYDA branches. The study population also included twenty-four(**24**) trainers, thirteen (**13**) service coordinators, four(**4**) branch managers and two (**2**) head office personnel who are part of the EDP programme. The two hundred and eighteen (**218**) young people surveyed in this study included one hundred and seven (**107**) employed and one hundred and eleven (**111**) unemployed young people. Ninety-three (**93**) were already in business and one hundred and twenty-five (**125**) were neither owning nor running any businesses.

Table 2 below shows the evaluation sample and data collection methods.

Table 2: Evaluation Sample and Data Collection Method

Category	Province	Data Collection Method			Total
		Telephonic Interviews	Face-to-face	Focus Group	
NYDA EDP Beneficiaries	Mpumalanga	24	0	0	218
	Gauteng	59	0	0	
	Northern Cape	10	0	0	
	North West	18	0	0	
	Limpopo	10	0	0	
	Eastern Cape	35	0	0	
	KwaZulu-Natal	20	0	0	
	Free State	22	0	0	
	Western Cape	20	0	0	
NYDA EDP Trainers	Mpumalanga	0	0	2 groups of 24	24
	Gauteng				
	Northern Cape				
	North West				
	Limpopo				
	Eastern Cape				
	KwaZulu-Natal				
	Free State				
	Western Cape				
NYDA EDP Service Coordinators	Mpumalanga	0	0	1 group of 13	13
	Gauteng				
	Northern Cape				
	North West				
	Limpopo				
	Eastern Cape				
	KwaZulu-Natal				
	Free State				
	Western Cape				
NYDA Branch Managers	Mpumalanga	2	0	0	2
	Gauteng				
	Northern Cape				
	North West				
	Limpopo				
	Eastern Cape				
	KwaZulu-Natal				
	Free State				
	Western Cape				
Head Office EDP Officials	Head Office	0	2	0	2

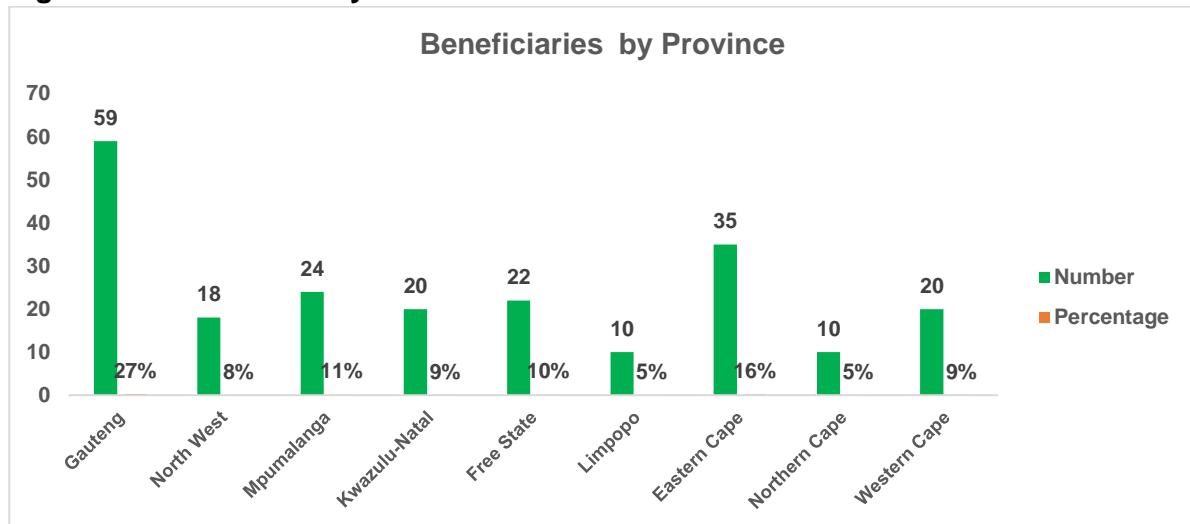
3.2.2. Description of beneficiaries

- 27% were from Gauteng, Eastern Cape 16%, Mpumalanga 11%, Free State 10%, Northern Cape 5% and Limpopo 5%.
- 53% of the businesses were in urban areas, 35% in rural areas and only 12% in peri-urban areas.
- The females 2% more than males.

- 44% were in the 24 to 29 age category, followed by 30 to 35 and 18 to 23. Only 2% were above the age of 35.
- All EDP Beneficiaries were literate and have formal educational qualifications.
- 47% have Grade 12 and 28% Tertiary Qualifications. 25% with no Grade 12.
- 57% not employed during the EDP Training. 18% were students, 10% were employed in own informal businesses and 6% in own formal businesses.
- Unemployment decreased from 57% to 46% after EDP training.
- Employment in formal and informal businesses increased to 16% after the training compared to 10% in informal and 6% in formal businesses during EDP training.
- The number of those who were students decreased from 18% to 7% after training.
- Businesses started increased from 2% to 5% after the training.
- 15% of the 57% who were not in business, were in informal or unregistered businesses.
- 10% of businesses, were (Pty) Ltd, 8% Co-ops, 7% Sole Proprietors & 3% Partnerships.
- 13% were in the Services, 7% in Agriculture, 4% in Construction, 3% in Manufacturing, 3% Wholesale & Retail and 2% in ICT sectors.
- 34% were starting businesses, 10% were either growing or expanding their businesses and only 1% of the businesses were in the maturity stage of business growth.
- 36% of the EDP Beneficiaries get information about the NYDA EDP through word of mouth, 29% from Government Departments, 19% from NYDA Offices, 12% from the NYDA Website, and, 2% from Radio and Newspapers

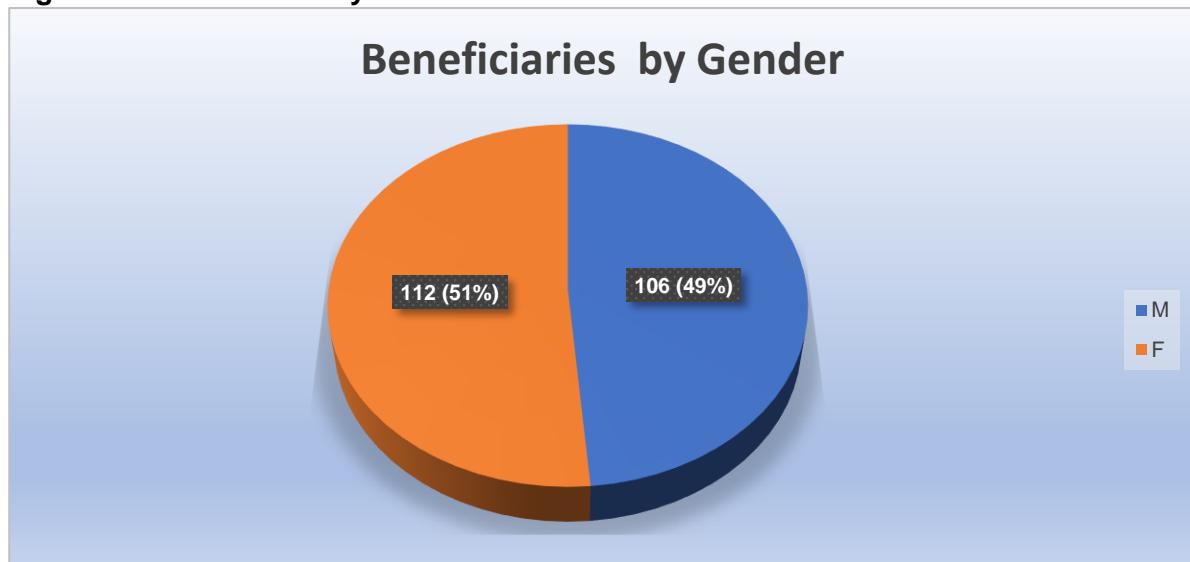
The figures below illustrate the categories of the EDP beneficiaries surveyed in the study.

Figure 1: Beneficiaries by Province



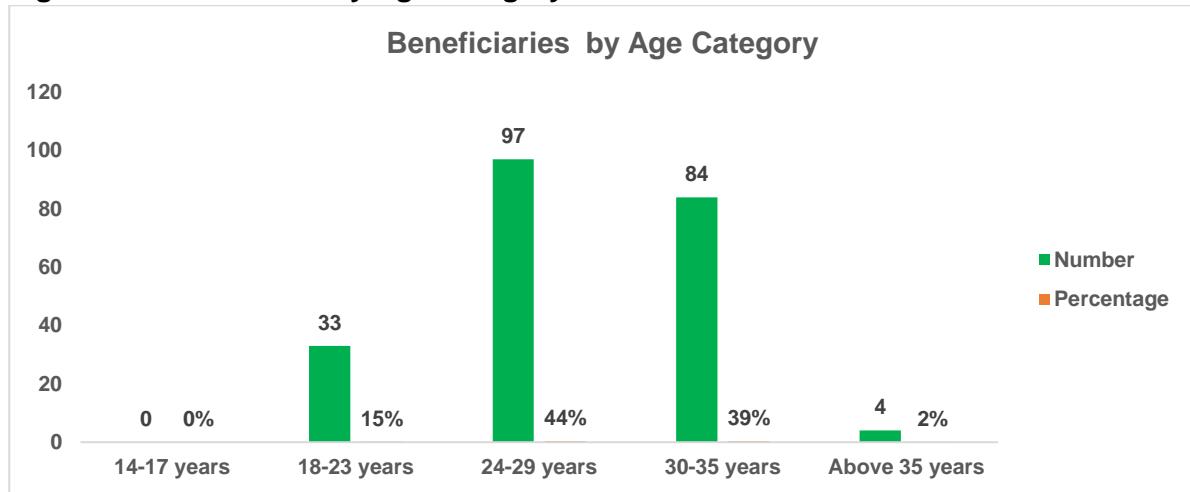
Most EDP Beneficiaries respondents (27 percent) were from Gauteng, followed by the Eastern Cape (16 percent), Mpumalanga (11 per cent) and Free State (10 percent), respectively. The least represented provinces were the Northern Cape and Limpopo with both 5 percent representation each.

Figure 2: Beneficiaries by Gender



There was no significant difference in the gender split of EDP Beneficiaries, with a mere 2 percent difference in favour of females.

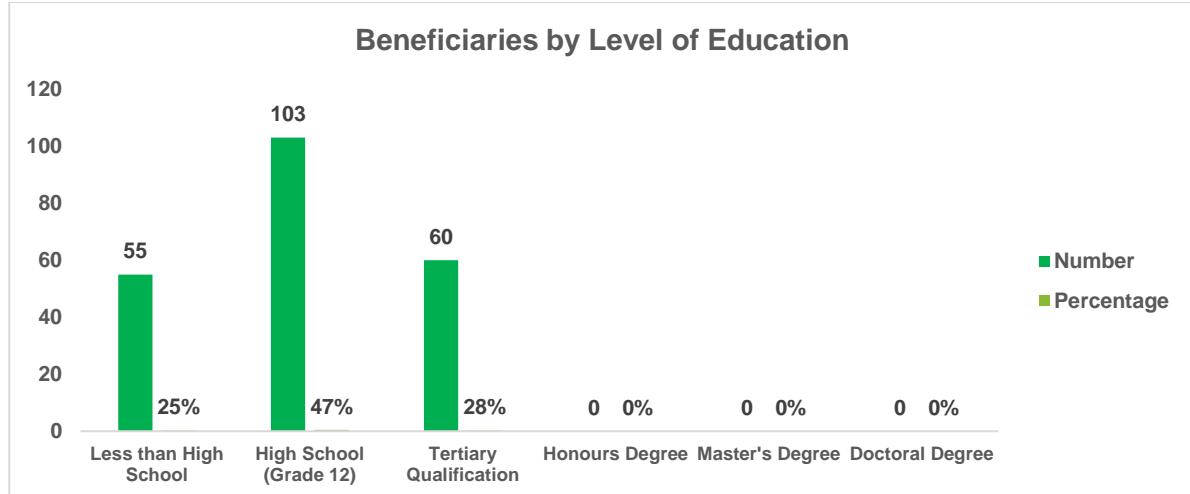
Figure 3: Beneficiaries by Age Category



Most EDP Beneficiaries (44 percent) fell in age category of 24 to 29 years, followed by 30 to 35 years and 18 to 23 years, respectively.

It is worth noting that, only 2 per cent of EDP Beneficiaries were above the age of 35 years.

Figure 4: Beneficiaries by Level of Education

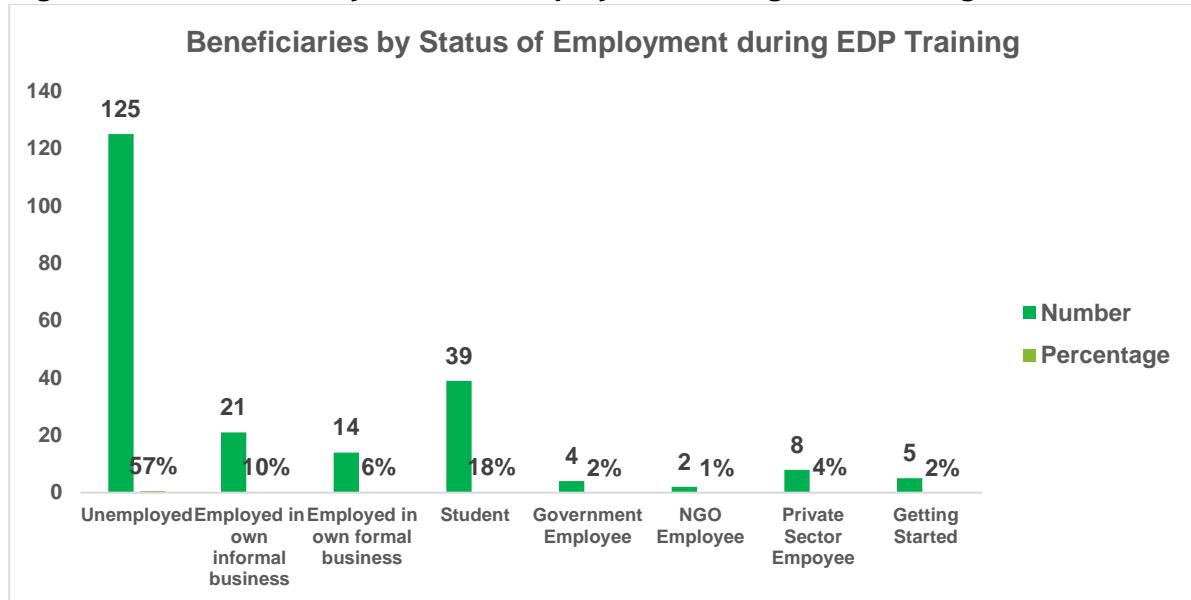


It is worth mentioning that all EDP Beneficiaries were literate and have formal educational qualifications.

Most EDP Beneficiaries (47 percent) have Grade 12, followed by those with Tertiary Qualifications (28 percent).

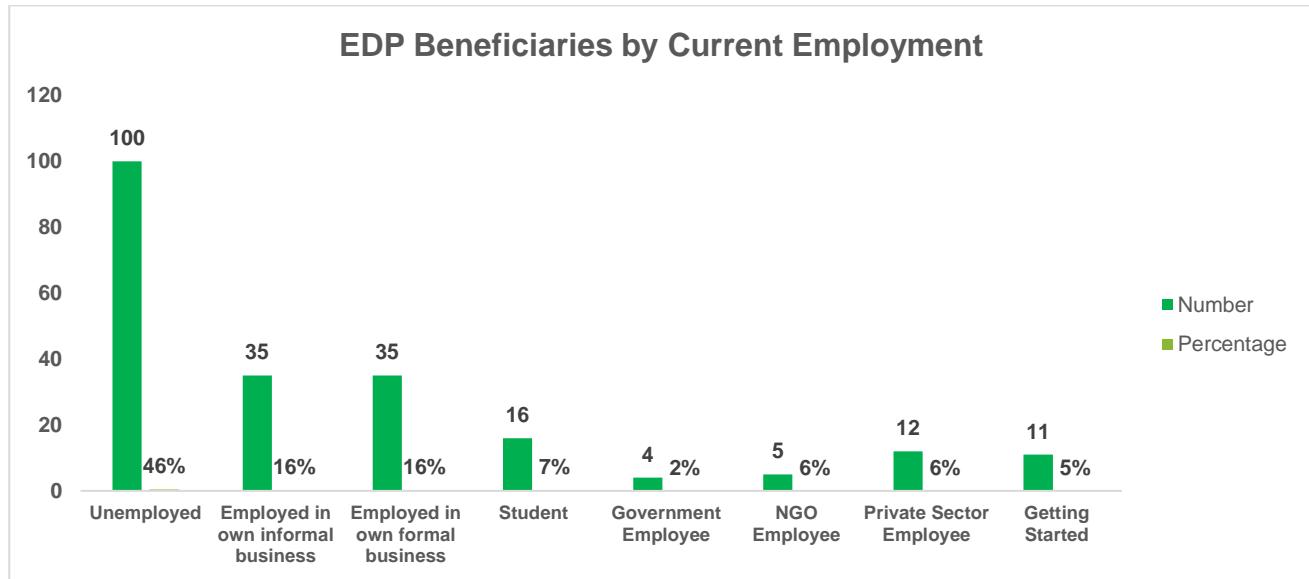
EDP Beneficiaries with no Grade 12 (25 percent), constitute only.

Figure 5: Beneficiaries by Status of Employment during EDP Training



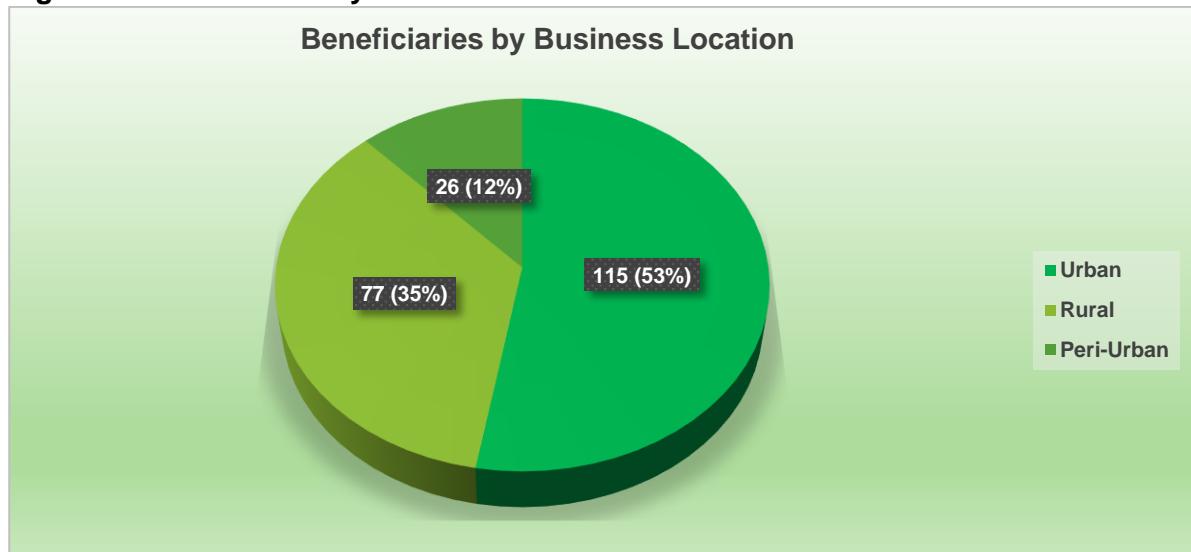
During the EDP Training, most respondents (57 percent) were not employed. Some were student (18 percent), while others were either employed in own informal businesses (10 percent) or in own formal businesses (6 percent).

Figure 6: EDP Beneficiaries by Current Employment



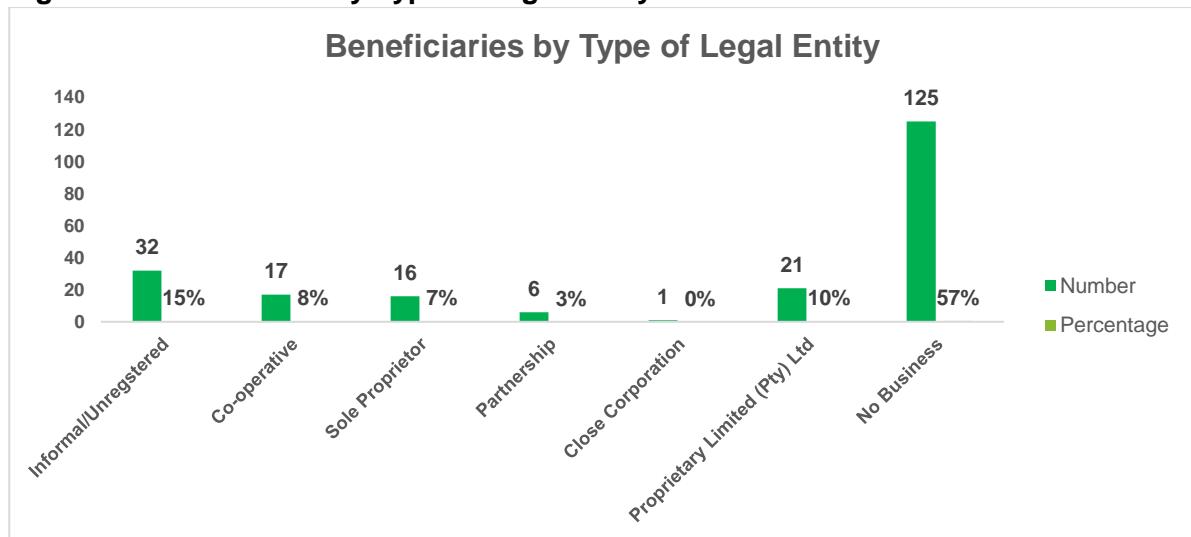
There was a slight improvement in the employment status of EDP Beneficiaries after the EDP Training. Unemployment decreased from 57 percent during EDP Training to 46 percent after EDP Training. Employment in both own informal business and own formal business increased to 16 percent after EDP Training compared to 10 percent in own informal business and 6 percent in own formal business during EDP training. The percentage of respondents who were students during the EDP training decreased from 18 percent to 7 percent after the EDP Training. EDP Beneficiaries who were getting started during EDP Training increased from 2 percent to 5 percent after the EDP Training.

Figure 7: Beneficiaries by Business Location



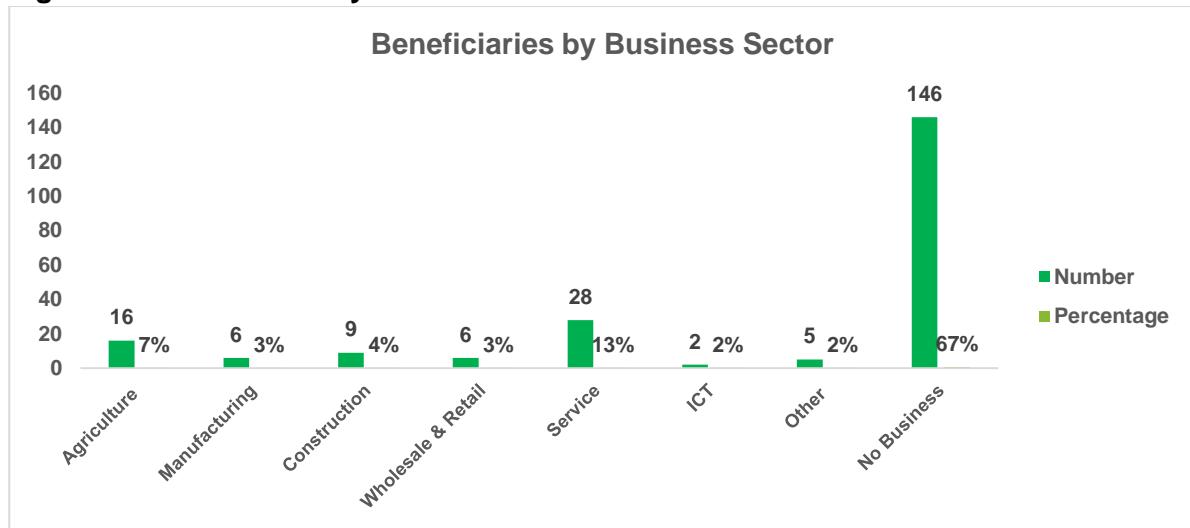
The majority of EDP Beneficiaries' businesses (53 percent) were located in urban areas, followed by rural areas (35 percent) and peri-urban areas (12 percent), respectively.

Figure 8: Beneficiaries by Type of Legal Entity



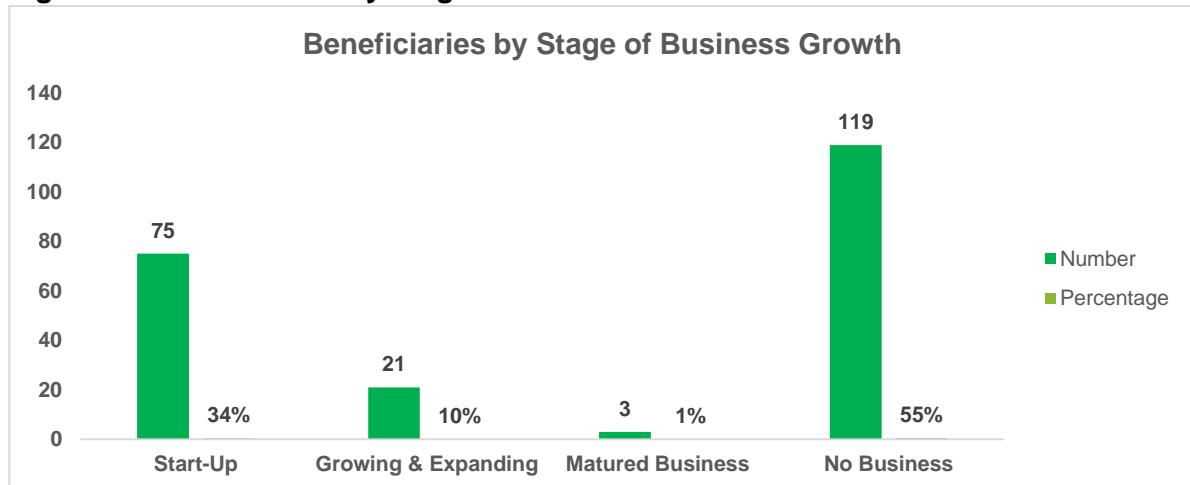
Although most EDP Beneficiaries (57 percent) were not in business and some (15 percent) were in informal or unregistered businesses, it is worth noting that there were those who were in formal businesses; namely, Proprietary Limited (10 percent), Co-operative (8 percent), Sole Proprietor (7 percent), and Partnership (3 percent).

Figure 9: Beneficiaries by Business Sector



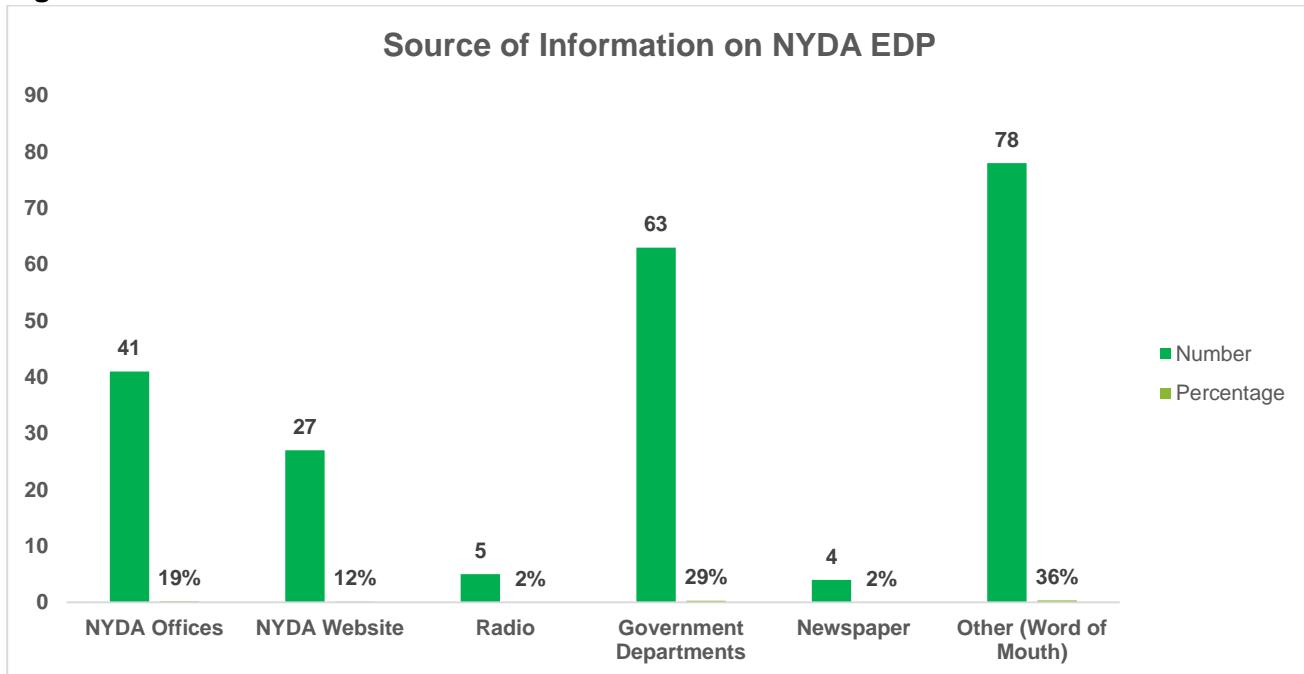
Again, although most EDP Beneficiaries respondents (67 percent) were not in business those who were in business were in various sectors such as Service (13 percent), Agriculture (7 percent), Construction (4 percent), Manufacturing and Wholesale & Retail both (3 percent) and ICT (2 percent).

Figure 10: Beneficiaries by Stage of Business Growth



Most respondents (55 percent) were not in business, as alluded to in figures 7 and 8 above; however, it was encouraging to note that 34 percent were starting businesses, 10 percent were either growing or expanding their businesses and 1 percent of the businesses were in a maturity stage of business growth.

Figure 11: Source of Information on NYDA EDP



It was interesting to note that, most EDP Beneficiaries (36 percent) get information about the NYDA EDP through word of mouth, followed by 29 percent from Government Departments, NYDA Offices (19 percent), NYDA Website (12 percent), and, Radio and Newspapers both (2 percent).

3.3. Data collection and storage

NYDA Head Office provided Sibani Consulting with information pertaining to respondents, including training attendance registers and telephone list of NYDA branches.

Telephone interviews were conducted with Beneficiaries and Branch Managers. Focus group discussions were facilitated for Trainers and Service Co-ordinators whose permission to record was obtained prior to the commencement of the process. Face-to-face interviews with National Office staff charged with the implementation of the EDP were also conducted.

To ensure that data collected during the interviews and focus groups was safely stored and secured, Sibani Consulting developed an auditing approach. All the completed records are kept safe and can be easily accessible only through Sibani Consulting when needed.

3.4. Data processing and analysis

After data was collected through focus group discussion, telephonic interviews and face-to-face interviews, from the NYDA respondents, it was processed and analysed.

First, data was transcribed to eliminate mistakes that might have affected the meaning of respondents' replies from the interviews. During the transcription of data, Sibani Consulting personnel had to read hand written focus groups responses repeatedly and listen to audio recording to recollect and understand responses. Second, data was arranged according to standard evaluation components such as: relevance, effectiveness, efficiency, impact and sustainability. And, lastly, data was analysed through summative content analysis.

To ensure confidentiality, the names of the respondents on the questionnaires were not recorded and neither were the respondents required to identify themselves during the focus group discussions. To avoid bias and memory flaws, full transcripts of the interview process had to be developed. Our verbatim transcriptions included the descriptions of necessary non-verbal behaviour to enable us to recall how exactly participants responded to questions.

Sibani Consulting used thematic analysis as the second qualitative data process to reduce data into meaningful groupings that are easier to manage. The process also assisted the team to further understand salient features. In developing the instrument, Sibani Consulting engaged on many themes in relation to standard evaluation components and the given objectives of the NYDA evaluation. Evaluation questions, theoretical frameworks, methodology, past and current studies were reviewed to decide on the most appropriate way to pursue when segmenting data into theoretical themes. The team developed five themes and to create these themes various categories were collapsed under one main theme.

The five themes selected for data analysis and processing are:

- Relevance** (describes how well the EDP addresses real problems of the beneficiaries and how well it matches the development policies and strategic objectives)
- Effectiveness** (measures the degree to which the project's outputs have provided benefits and contributed to the project purpose)
- Efficiency** (stands for how well the EDP inputs are transformed into output and outcomes)
- Impact** (describes how and to which degree the EDP has contributed to the solution of the problem and to the achievement of the overall objective. Ordinarily, actual impact can only be measured ex-post. What this evaluation does for this on-going

project is an attempt to scrutinize the impact prospects, on the basis of available evidence)

- **Sustainability** (the likelihood that the positive effects of a project (such as assets, skills, facilities or improved services) will persist for an extended period after the external assistance ends)

3.5. Evaluation reliability and validity measures

Respondents' validation was applied to ensure credibility of qualitative research findings. This entails submitting sample findings to respondents for confirmation that the investigation is the true reflection of what transpired. In ensuring the external validity of the qualitative data, the evaluation relied on an in-depth description of respondents' encounter with the NYDA EDP to ensure reliability. Evaluators developed and adopted an auditing approach, which means that completed records of all phases of the research process are kept safe.

In ensuring the validity of quantitative data, evaluators looked at content validity, that is, our evaluation instrument accurately measures all aspects of what we are assessing in order to ensure the effectiveness, efficiency, relevance, impact and sustainability of the EDP.

Sibani Consulting recognises that complete objectivity is sometimes difficult to attain. The evaluators did not explicitly allow personal values or theoretical inclinations to influence the conduct of the evaluation and the findings. The evaluation also embraced fairness and represented different viewpoints as well as ontological authenticity which helped all members to understand their social milieu better. This approach also assisted all members to better understand the perspective of other settings and acted as a motivation to members to engage in action that will change their own circumstances. Finally, the evaluation is also tactically authentic in that it seeks to empower members to take steps that are necessary to act.

4. Limitations

The following evaluation limitations were encountered:

- The unavailability of EDP beneficiaries due to changes in telephone numbers since the last time they attended any of the EDP training sessions and seeing that many did not have any contractual obligation anymore with the branch to inform them of

changed contact details and as such the branches did not have their new contact details.

- Difficulties in locating targeted respondents who participated in the EDP for in-depth face to face interviews.
- Unwillingness of targeted respondents to participate in the evaluation process.
- Limited time frames of some of the beneficiaries and trainers during focus groups discussions.
- It can be assumed that some of the beneficiaries relocated since the last time they attended any of the EDP training programmes
- Some respondents were no longer interested in business for several reasons including full time employment.

Sibani Consulting consulted the beneficiaries that were available to source additional numbers of their colleagues and/or any other beneficiaries that they were able to provide contact details of.

Having considered the above-mentioned limitations, Sibani Consulting is of the opinion that these did not threaten the validity and credibility of the conclusions and recommendations presented herein. The sample surveyed is sufficient to provide a conclusive and factual report of the impact evaluation.

5. Ethical Considerations

Ethics is a critical issue of consideration at every step of an evaluation process to avoid disregarding the participants' physical and/or emotional needs. Evaluators engaged with the NYDA (head office and branch level officials) and all key stakeholders (young entrepreneurs, trainers and services co-ordinator).

The following ethical issues were considered in this evaluation:

- Informed consent** – All participants have voluntarily participated in this evaluation without feeling coerced. Participants were informed about the purpose, duration, methods, and the potential use of the evaluation
- Privacy and confidentiality** – All participants' identities, locations, and any confidential information that may harm or embarrass participants will not be disclosed

- Data reporting** – Evaluators reported data factually to avoid fraudulent materials, omissions and contrivances
- Anonymity** – The people who read the evaluation report will not identify a response with a given respondent
- Recording of participants** – Evaluators have sought permission from participants to record interviews where applicable.

6. Literature or document review

Most countries, developed and developing, are regarding entrepreneurs as important in achieving economic growth; thereby reducing unemployment, poverty and inequality. However, in South Africa, there continues to be an environment that does not nurture and develop early stage entrepreneurs in numbers to form a critical mass of emerging commercial entities, able to compete on the local and global stage. There are instances where those who go into business do not see it as fulfilling a gap in the market, but rather as a necessity due to limited job opportunities.

Cho & Honorati (2013), further state that evidence on the effectiveness of entrepreneurship promotion is still scarce, and findings from existing impact evaluations are widely heterogeneous. For example, early evaluations from Latin America's Jovenes programmes targeted to vulnerable youth, though not conventional entrepreneurship programmes, suggested that vocational and life skills training combined with an internship in private firms could be potentially useful for self-employment promotion as well (Attanasio et al., 2011; Card et al., 2011).

Other studies (Cho et al. 2012; Blattman et al, 2012; Casey et al., 2011, respectively) found that more recent impact evaluations of skills training for self-employment and business development targeted at vulnerable individuals in Malawi, Sierra Leone, and Uganda, found generally positive effects on psycho-social well-being but mixed results in labour market outcomes. Other evaluations on the effects of expanding access to credit (Attanasio et al., 2012; Augsburg et al., 2012; Banerjee et al., 2009; Karlan and Zinman, 2010; Crepon et al., 2011; Karlan and Zinman, 2011, respectively) in Mongolia, Bosnia, India, South Africa, Morocco, and Philippines suggest that access to credit did not automatically improve entrepreneurial activities.

Agupusi (2007) found that the lack of a clear and homogeneous definition of small business can affect research findings and the understanding of its contribution to socio-economic development. In South Africa, for example there are various characteristics of small business such as entrepreneurship, ownership and management, labour status, formal and informal economy and size of the entity (Annual Review of Small Business in South Africa, 2004).

In studying the entrepreneurship and evaluating the impact of entrepreneurial orientation training on SMMEs in the South African context through a longitudinal approach (Solomon, 2004) found that the implementation of the training dimensions, planning, innovation, creativity, personal initiative and time management have degenerated over time in short training programmes of three days duration.

Youth entrepreneurship has become a priority for developmental agenda of many countries that are faced with challenges of a youth bulge and unemployment (UNCTAD, 2015). The Global Entrepreneurship Monitor (GEM) 2017 reported that young people are more likely to have fresh ideas and to be “born digital”; in some societies they have received more education than their parents. In addition, they are also likely to have responsibilities such as mortgages and families, factors that generally make individuals risk averse. In realising this situation, several countries (including countries in Africa) have spearheaded the introduction of entrepreneurship curricula in the secondary school systems, for example, in Angola, 139 teachers have been trained and certified to teach entrepreneurship, resulting in 9, 800 learners that have taken entrepreneurship as a career path. In Europe, the Entrepreneurship 2020 Action Plan has identified entrepreneurship as one of the eight key competencies that every young person should have.

In evaluating the Entrepreneurial Development Programme of the United Nations Development Programme and the Ministry of Urban Development and Housing: the Federal Urban Job Creation and Food Security Agency of Ethiopia in 2016, Chipika found the following:

1) Relevance

The programme is anchored and aligned to the Growth and Transformation Plan, the Micro and Small Enterprise Policy, the National Employment Policy, the Industrialisation Policy, and the Strategy and Agricultural-led Industrialisation and prioritised interventions.

Therefore, the EDP was found to be highly relevant to the country's needs and priorities and one of the key instruments, amongst other measures that have been identified to implement Ethiopia's Growth and Transformation Plan, focusing on accelerating inclusive growth through Micro and Small Enterprises.

2) Efficiency

Based on assessment on cost of delivery of services, timeliness of delivery, comparative analysis with other countries, competitiveness in delivery of services, the implementation of EDP was found to be efficient. The cost per trainee also declined because of the use of local resource expertise, which has been built for local trainers and Business Development Services Advisors. The establishment of partnerships with stakeholders to build synergies and complement activities to maximise programme outcomes and development goals was also positive for efficiency. The EDP assisted in terms job creation, enhancement of business growth and expansion, business formalisation, consolidation of business start-ups and businesses diversification.

3) Effectiveness

During the implementation of the EDP, **several events and strategic partnership meetings, awareness creation and policy dialogues** were conducted. The programme **hosted the Global Entrepreneurship Week** events and activities for the past 3 years with an average of 8 events per year. **Large numbers of beneficiaries accessed entrepreneurship training, the number of new businesses grew and the existing ones were strengthened.**

4) Sustainability

The sustainability of the EDP was ensured through government ownership and support of it. There was substantial policy level support of the programme through donor contributions. In addition, partnering with the Government, Universities and Technical, Vocational and Educational Training (TVET) colleges to provide training of their personnel ensured the long-term sustainability of the EDP.

5) Impact/Contribution to the Achievement of Outcomes

The study does not specify the desired change in beneficiaries' lives because of the EDP; however, changes in the mindsets and attitudes of beneficiaries, the jobs created, the

businesses established and expanded due to the Entrepreneurship Trainings and Business Development Services provided are also outcomes that were expected to contribute positive impact on beneficiaries. Additionally, a multiplier effect was also expected from entrepreneurs trained by TVETs and Universities who were trained by the programme.

6) Best Practices and Lessons Learned

- a) There is a need for an Entrepreneurship Development policy and other relevant sectoral strategies.
- b) Opportunities for Medium and Small Enterprise development through inclusive growth involving women, youth and rural entrepreneurs by customising Entrepreneurship Training Workshops and the value addition of Business Development Services provision should be scaled up.
- c) The key to success is a reality grounded target setting, corresponding to the available financial and human resources envelope, a better strategic guidance, institutional co-ordination and better management of programme personnel.

7. Interview Feedback

This section presents the consolidated feedback from the surveyed respondents in relation to the objectives set out in section 2.2. above.

The table 3 below depicts the feedback from respondents based on each objective is outlined as follows;

Table 3: Respondents feedback

Objective	Response
7.1. To determine the relevance (in terms of the design and conceptualisation) of the Entrepreneurship Development Programme in achieving the objectives of the programme and indicate the necessary and required success factors.	The respondents are all positive that the NYDA EDP is relevant in terms of its design and contextualisation based on its ability to help the targeted beneficiaries to meet their goals and transform their lives and start and/or improve their enterprises.
7.2. To determine the effectiveness of the approach used at both branch and at Head Office level to deliver Entrepreneurship Development Programme to young people and to make informed decisions about its effectiveness and appropriateness.	The lessons learnt from the EDP demonstrate successes, challenges and opportunities in the EDP that need to be fully taken advantage of. The limited statistics due to lack of structured monitoring and aftercare services could not necessarily demonstrate the impact of the programme through the creation of substantial opportunities for business growth and development. However, the EDP managed to lay an important building block. The trainers and co-ordinators

	involved in the EDP require capacity building where this is feasible since they are not specialists in all the areas of beneficiaries' needs.
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Objective	Response
7.3. To determine the relevance of the current respective product offerings of the programme: EDP Awareness and Business Management Training.	The SEDA programmes (both the EDP Awareness and Business Management Training) are found to be relevant by the respondents especially on how they are pitched and the ease of understanding of the content, however, the study found the programme to have a shortfall on areas such as currency, validity, authenticity and applicability.
7.4. To establish if the staff at branch level have the same understanding of the programme and are delivering it as expected.	The respondents generally feel that the selection and placement criteria used to appoint trainers, and the restructuring process have had a negative impact on the effectiveness of the EDP. This coupled with the trainers and service co-ordinators job descriptions and their background which also influences their efficiencies in the implementation of the EDP. The effect of the outdated policies and procedures cannot be overlooked in this regard.
7.5. To establish the knowledge of the trainers' facilitation skills and understanding of the product content required to train young people.	The beneficiaries have provided positive feedback on the efficiency of trainers, although there are some reservations on other trainers from the co-ordinators and other NYDA personnel. The recent ILO assessment results also confirm some shortfalls on the side of the trainers' competencies and skills.
7.6. To review the criteria and process used to select and assess young entrepreneurs to participate in the business management training courses.	The majority of the respondents are of the view that the application process can be administered electronically. Certain flaws have been identified in the application and selection process including the fact that the process does not necessarily talk to the South African context, in particular the interpretation of what literacy and numeracy levels refer to, taking into account the effects of the previous disadvantages of the past in this country.
7.7. To determine the appropriate role of the service co-ordinators and trainers responsible for implementing the Entrepreneurship Development Programme.	The job descriptions and specifications of the trainers and co-ordinators need to be streamlined to ensure an integrative, co-ordinated and collaborative approach in the implementation of the EDP.
7.8. To determine the accessibility of the training venues.	The situation in this regard differs from one province to the other. The beneficiaries in the most affluent provinces and urban areas in general are less affected by logistical and infrastructural issues such as venues and transport to venues. The major challenge is in the provinces and branches that have to service the rural areas in large numbers. The fact that no provision is made to cater for transport fare has also surfaced a lot in the responses.
7.9. To determine the accessibility of the training material.	The respondents have alluded to the fact that there is a lack of or shortage of training materials in more than half the instances when training is conducted. The study revealed

	that this may be as a result of various factors ranging from lack of planning, the trainer's low confidence (limited knowledge and skills), the red tape on sourcing or procuring funds for the training, etc
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Objective	Response
7.10. To highlight successes and record them as benchmarks for other businesses that will be supported in the future.	The changes in the mindsets and attitudes of EDP beneficiaries, the number of jobs created, the number of businesses established and/or expanded, and other non-financial benefits resulting from participation in the EDP indicate its successes. This is reflected in the success stories reports that are provided by the branches on a monthly basis. Please note that there are inconsistencies in how often these reports are compiled.
7.11. To benchmark the EDP programme against other training institutions in the entrepreneurship training space.	The EDP management must strengthen collaboration with the various chambers of commerce and sectoral associations, other strategically identified stakeholders, with specific thematic focus, prioritising the development of the youth entrepreneurship policy and strategic framework for the country, apart from seeking to influence other SMME promotion policies, and the establishment of a more conducive business environment for inclusive business development.
7.12. To outline the possible solutions and recommendations for improving performance of the Entrepreneurship Development Programme.	The results of this evaluation give an overall assessment of the NYDA EDP in the context of the South African and the global perspective on entrepreneurship development as a form of benchmarking and comparative study. The summary of recommendations is contained in section 10 of this evaluation report.

8. Findings

The main findings of the evaluation are presented in this section. These findings are based on information generated from the EDP beneficiaries, the EDP trainers and service co-ordinators, branch managers and the head office personnel charged with the implementation of the EDP. The assessment by evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability is preceded by the overall finding.

The findings are presented in relation to the objectives set out in section 2.2. and the themes outlined in section 3.4. above.

Tables 4.1 to 4.9 refer to the research findings and have to be read in line with the objectives as set out and numbered in section 2.2. and section 7 above respectively.

8.1. Finding 1

Table 4.1.: Research Finding 1

Theme	Objective(s)	Findings
Relevance	Objectives: 1, 3, 6, 11 & 12	Finding 1 – The EDP is rated highly relevant in its design, conceptualisation and approach by the majority of respondent in all categories.
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ 94% of respondents had positive views on the trainer's facilitation skills. ✓ Create an awareness for young people giving them knowledge and skills to implement EDP in their business. ✓ The life skills programme was introduced to be conducted before the EDP. It's a programme of the NYDA. This programme helps them to be able to draw up a personal development plan. This also provides a sense of readiness to engage in the programme. The sales pitch is a 5 -10 minutes for the participants' readiness practice. Both these programmes have not been built in as a prerequisite or mandatory programme to the process, although they support the participants. ✓ The ILO material assists with networking skills is user friendly and provides supports in the form of tools and training. Simple language. Uses cartoons and graphics, Participants are able to produce documents like Business Plan, assists idea generation and encourages participation ✓ The time allocated for the training is not sufficient ✓ There is no sufficient evidence to prove that they are funded because of attending EDP. ✓ Lack of resources and red tape on procurement of resources creates additional problems on the implementation of the EDP. (This coupled with the budget not matching targets set and misallocation of resources based on branch needs) ✓ Evaluation has to be programme-based as opposed to trainer-based. ✓ It is well suited as a feeder programme for the voucher and grant programmes ✓ The selection of modules for specific groups is inconsistent ✓ Align training with Unit Standards so that we don't issue worthless papers 		

8.2. Finding 2

Table 4.2.: Research Finding 2

Theme	Objective(s)	Findings
Efficiency	Objective: 4, 5, 6, 7, 8, 9, 11 & 12	Finding 2 – Despite ambitiously high target being set for the EDP, the overall objectives are still being met; however, some respondents feel that the quality of the EDP is sometimes compromised for purposes of achieving those targets.
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ We don't have a standard. Even when facilitators are hired we don't have universal or standard job specifications that are applicable across the branches. ✓ Branches and HR decided on the job specifications to use in the job adverts and they are not always the same. ✓ Recommendation is that a recruited facilitator must be accredited and have knowledge and experience in business. ✓ It is difficult to establish if the improvements on the learners is as a result of the EDP because most of the learners attend different programmes offered by the NYDA. ✓ Trainers don't have a prescribed formal process to assess performance. ✓ The coordinator is unable to intervene properly because they did not go through the process themselves and are generally not empowered to understand what they need to measure what they follow up against. ✓ The training reports are not streamlined and therefore cause confusion. ✓ Trainers have too much on their plates (The EDP process is too cumbersome) ✓ Learning materials are not always pitched suitably all the time depending on the facilitator ✓ The pre-training assessment on the SEDA training was conducted differently across branches. ✓ Trainers have not facilitated the programme the same way throughout branches. ✓ Major challenges on numeracy ✓ The ILO course is very generic and lacks the South African context. It is tricky and few trainers are able to impart knowledge on this subject with ease. ✓ Understanding of content by trainers is generally poor. 		

8.3. Finding 3

Table 4.3.: Research Finding 3

Theme	Objective(s)	Findings
Efficiency	Objective: 4, 5, 6, 7, 8, 9, 11 & 12	Finding 3 – The EDP resources were not utilised efficiently to achieve the project objectives. There are concerns from the respondents regarding allocation of resources and some respondents alluded to situations where some individuals had to spend their personal finances to fund activities related to the implementation of the NYDA EDP, for example, purchasing of training resources like flipcharts, markers, laptops, etc.
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ 93% agreed that the objectives of the training programme/s were clearly explained before the training commenced. ✓ Only 22% could not remember and mainly because the study was conducted long after they had attended. ✓ 82% found decision-making easy after attending the EDP training citing the following; ✓ 15% stated that there were no changes in their decision-making. ✓ The Personal Development Plans exist but are not utilized for purposes of developing trainers. ✓ Pre-training communication handled by trainers. ✓ The roles and functions of the coordinators and trainers are not clearly defined. ✓ HO gives branches general feedback resulting from the verification process, which normally has a lot of non-compliance issues due to lack of attention to detail and/or incorrect information. ✓ IGR and PD are responsible for capacity building. There are no clearly defined roles and job descriptions for trainers and coordinators. ✓ On paper there's provision made for verification in the form of onsite visits, however in practice the capacity does not allow for that to happen. Activity scheduling stipulates when the visits should happen although this is not followed to the latter. The last week of every month is reserved for reporting purposes. ✓ The selection or qualification criteria for attendance of the EDP does not seem universally understood by all stakeholders ✓ Some trainers have not yet been declared competent; H/O needs to sort this one out 		

8.4. Finding4

Table 4.4.: Research Finding 4

Theme	Objective(s)	Findings
Effectiveness	Objectives: 2, 4, 5, 6, 7, 8, 9, 10, 11 & 12	Finding 4 – Despite the EDP being highly rated as relevant, and being of good quality and life changing, some beneficiaries noted that a number of issues need to be addressed in the future, to enhance its effectiveness. Some suggestions include, but are not limited to, electronic application process, appropriate venues, provision of learner materials, appropriate aftercare and mentorship services, celebration of successes, etc
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ Pre-assessment tool that helps with the selection programmes ✓ Basic requirement, ages 15-35 ✓ Participants that want to start a business ✓ The trainers conduct the assessments. ✓ Resource gaps – Trainers abuse the system to achieve targets ✓ Criteria not followed to the latter. ✓ ILO Material makes provision for aftercare after six months (unfortunately the targets set do not allow for that to happen) ✓ I have to say that we have focused primarily on the numbers and did not measure the impact. Even though we have guidelines for trainers regarding the appropriate number of people in a class, the trainers to do not like that. They want to have 60 people in a class. 		

8.5. Finding 5

Table 4.5.: Research Finding 5

Theme	Objective(s)	Findings
Effectiveness	Objectives: 2, 4, 5, 6, 7, 8, 9, 10, 11 & 12	Finding 5 – The capacity to implement EDP training is not fully enhanced at branch and provincial level. There is a gap that exists between the Performance Management, Personal Development Plans and the job requirements of the EDP personnel. The respondents, especially, the NYDA personnel, were all negative on the issue of training and development programmes provided to the EDP personnel.
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ Apportion budgets for provinces in line with the size and needs of the province or branch ✓ Create more branches to spread delivery capacity ✓ There are inconsistencies in personnel recruitment process ✓ Provide branches with the necessary funding for resources ✓ Branch managers are expected to do impromptu visit to the training venues ✓ Facilitators/trainers spend their own money to buy stationery; they have to buy their own markers, flip charts etc. Resources need to be allocated to the branches as some do not have laptops and they also don't have projectors. Some branches do not have sufficient catering budgets or there is too much red tape on the utilisation thereof. ✓ We also need money for capacity building. We need to create spaces for peer to peer learning, best practice forums so we learn from each. ✓ Procurement and access to venues are a challenge (the distance from venue) ✓ The recent restructuring had a negative impact on the selection and placement of trainers. ✓ Language proficiency ✓ Provide sufficient resources for the branches. ✓ Standardise reporting. ✓ Take away job preparedness from trainers to job officers. ✓ Provide learners with stationery ✓ Provide sufficient travel allowance in line with targets set 		

8.6. Finding6

Table 4.6.: Research Finding 6

Theme	Objective(s)	Findings
Impact	Objective 7, 8, 9, 10, 11 & 12	Finding 6 – The Seda material used in the EDP is not internationally competitive, based on a comparative analysis of various impact indicators in relation to entrepreneurship development programmes in locally and globally.
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ We did not conduct any verification, follow ups or any monitoring and evaluation. We did not equip trainers and we focused more on their presentations than what is stated above. Organisational again we focused on meeting targets so the numbers of beneficiaries were more important. So, quantities and not quality. ✓ The facilitators do not use the information provided by ILO on cloud to better their knowledge and service to clients e.g. lesson plans, motivational videos etc. ✓ The follow-ups are not carried out and there is no formal assessment done to quantify impact ✓ No provision is made for peer review. ✓ Only few trainees return for a pitching session. Very few of those are able to do a good quality presentation. ✓ The quality of the training is affected by the quality of trainers that deliver the training (they are not suitable for the training). This challenge was created by the merger of the EDP and skills divisions in the NYDA which resulted in infusing experienced trainers with less versatile trainers from the EDP division especially on financial intricacies. 		

8.7. Finding 7

Table 4.7.: Research Finding 7

Theme	Objective(s)	Findings
Impact	Objective 7, 8, 9, 10, 11 & 12	Finding 7 – Lack of integration and enhancement of government and institutional capacity to deliver comprehensive youth entrepreneurship development support was not fully accomplished. There are no clear indications of existing formal collaborative relations with partners in the implementation of the EDP.
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ Success stories or impact of the programme will be in a report which sits with the coordinator. Head office conduct the verification. No system where we can load reports, that in itself also creates a mess because it means everything is paper based. There are compliance issues in the branches. ✓ 82% found decision-making easy after attending the EDP training citing the following; ✓ 15% stated that there were no changes in their decision-making. ✓ Impacts can also be established through the presentation (sales pitch) of the business plan. ✓ There is no provision made to evaluate that impact ✓ No statistics available on jobs created or own business started post training ✓ The evaluation process is flawed 		

8.8. Finding8

Table 4.8.: Research Finding 8

Theme	Objective(s)	Findings
Sustainability	Objective 7, 10, 11 & 12	Finding 8 – The business environment for entrepreneurship development for young entrepreneurs was enhanced, however, there remain a substantial gap that need to be filled for sustainable establishment of a truly conducive youth entrepreneurship development environment.
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ Major gaps exist between the HR and PPD which disrupts the staff's personal development, shared learned and allocation of budget. ✓ Feedback is given at presentation during the Top 50 Meetings. No managers support in terms of negotiating training venues. Coordinators are supposed to be providing feedback to head office. ✓ Between 70 and 100 percent reported improvement in the ten personal entrepreneurial competencies. There were consistently high scores for all the ten personal entrepreneurship competencies, with business planning and seeking opportunities and initiatives taking the lead. The qualitative data generated shows that the training was an excellent source of inspiration to become innovative, demand for efficiency and quality, which were positive to business development and the building of enterprise competitiveness. This indicates a positive trend on effectiveness of the entrepreneurship training programme. 		

8.9. Finding 9

Table 4.9.: Research Finding 9

Theme	Objective(s)	Findings
Sustainability	Objective 7, 10, 11 & 12	Finding 9 – The EDP has high prospects of being sustainable, being a government initiative and programme and hosted by the government.
Supporting Data from respondents		
<ul style="list-style-type: none"> ✓ The trainers don't have an assessment and management tool to measure the financial management of the SME's. ✓ NYDA stipulates that follow ups should be conducted by the service coordinators. ✓ The assessment tools we are using, they are too generic and not specific to the needs of the beneficiaries, this was identified as the numbers drop during the modules. Another factor that hinders outlining a clear impact on the side of personnel is that we don't work together as a team and even the coordinators, branch managers, trainers and head office to define a clear intended impact. 		

9. Conclusions

9.1. Conclusion 1

The Seda training programme managed to lay an important building block for future successful and impactful EDP. It has to be noted that the available statistics are limited at this point in time due to the lack of consistent and structured monitoring and aftercare services for the period under review. The available statistics could therefore not necessarily demonstrate the impact of the Seda programme in creating substantial opportunities for business growth and development.

9.2. Conclusion 2

The greatest resource that the EDP has had during the period of the project under review has been the wealth of trainers and co-ordinators. These resources are of high value, and indications are that their full potential is yet to be realised. Lessons learnt show that more credible capacity can be built going forward to yield better results. The trainers and co-ordinators involved in the EDP require capacity building to capacitate them in the areas of beneficiaries' needs and to enhance their technical knowledge and skills in the business and commercial fields.

9.3. Conclusion 3

The grant and voucher programmes provide an important distinction to the EDP service provision. These programmes offer immense transformational possibilities for the young entrepreneurs. Investing in those programmes has offered new opportunities to the beneficiaries to put the EDP training received to use, with more opportunities to address areas which otherwise the young people would not have been able to address on their own even after undergoing the EDP training.

9.4. Conclusion 4

The provision of business development services like grant funding is a component that can be sustained through cost sharing with the other constituents of the NYDA and other youth entrepreneurship development structures, taking into account the information that the overwhelming number of the beneficiaries are exposed to. The NYDA must streamline and integrate the Life Skills programme and the Sales Pitch components to the EDP to ensure maximum achievement of the EDP objectives.

9.5. Conclusion 5

The training materials used in the EDP has been assessed as highly relevant and of good quality, although it did not meet the important criteria of currency, appropriateness and validity. However, indications are that the quality of delivery remains of critical importance to the sustainability of the EDP in the long term.

9.6. Conclusion 6

The EDP has been sensitive and pro-active in diversifying entrepreneurship training and customising the training to cover different categories of beneficiaries, by developing training packages targeted at specific groupings. The major problem in this regard has been the inconsistency and lack of defined process on the customisation of the programme. Trainers have had too much leeway to play around with the content without any version control.

9.7. Conclusion 7

The absence of an entrepreneurship training diary with more forward looking projections on the timing of the training, the venues and the resource persons involved, gives personnel little time for planning. This creates dissonance amongst the personnel and can lead to unnecessary conflict over time, especially at times when personnel are inconveniently engaged at short notice. EDP planning is a critical aspect to any project and has to be enforced throughout the organisation.

9.8. Conclusion 8

Although the EDP partnership and networking strategy is on a whole sound and progressive, with a number of potentially value-adding linkages established, from the information gathered, there is still a missing link. The management of funding and/or donor relations need to be strengthened. Better management of relations with development and entrepreneurship funding partners, to share and exchange information on a continuous basis in a transparent manner can build more sustainable relations and linkages.

9.9. Conclusion 9

The NYDA EDP collaboration with the university based centres of excellence for entrepreneurship, the Technical Vocational Education and Training (TVET) colleges and other public and private institutions is an area that is currently downplayed by the NYDA. This area has to be beefed up to ensure that the NYDA plays a pivotal role either as a sponsor of funding partner or otherwise.

10. Recommendations

Based on the findings of the impact evaluation and the conclusions drawn by the Sibani Consulting researchers, the recommendations are presented in table 5 below. The Sibani Consulting team recommends that the following be considered:

Table 5: Recommendations

Objective	Theme(s)	Recommendations
10.1. Objective One To determine the relevance (in terms of the design and conceptualisation) of the Entrepreneurship Development Programme in achieving the objectives of the programme and indicate the necessary and required success factors.	Relevance	Recommendation One The ILO Programme is a better programme to propel the NYDA to achieve its EDP objectives and to help the targeted beneficiaries to meet their goals and transform their lives and start and/or improve their enterprises. The Seda training programmes materials do not meet the basic principles of validity, appropriateness and currency as it is not up-to-date. Incorporate the ten personal entrepreneurship competencies into the EDP, viz; 1. Opportunity seeking and initiative 2. Taking calculated risks 3. Demand for efficiency and quality 4. Persistence 5. Fulfilling commitment 6. Information seeking 7. Goal setting 8. Systematic planning 9. Persuasion and networking 10. Independence and self-confidence
10.2. Objective Two To determine the effectiveness of the approach used at both branch and at Head Office level to deliver Entrepreneurship Development Programme to young people and to make informed decisions about its effectiveness and appropriateness.	Effectiveness	Recommendation Two The EDP Operational Manual has to be updated, work-shopped and clearly communicated to all the branch personnel. Incorporate the sales pitch as a formal component of the EDP. Run the life skills programme prior to or at beginning of the EDP to distinguish those who need to be plugged into learnerships or jobs from those who are business-minded. Ensure that there is a structured monitoring and aftercare service and that it is religiously implemented. Implement continuous evaluation processes to measure the performance of the EDP personnel.

Objective	Theme(s)	Recommendations
10.3. Objective Three To determine the relevance of the current respective product offerings of the programme: EDP Awareness and Business Management Training.	Relevance	Recommendation Three The EDP management must identify gaps in existing institutional capacities established, ensuring that there are functional committees to spearhead EDP implementation. Ensure more support in developing implementation systems in a cost effective and efficient manner. Support the implementation of a fully functional M&E system with a focus on tracking impact indicators through pre- and post-training evaluations. The SEDA programmes (both the EDP Awareness and Business Management Training) have a shortfall and do not meet the basic principles of appropriateness, currency, validity, authenticity and applicability as these materials are not up-to-date. Consider utilising the ILO programmes and extending the programme duration to meet the needs of specific groupings of youth, bearing in mind that the three days programmes are not necessarily as impactful as may be envisaged. Take cognisance of learners with special needs and make provision to cater for them.
10.4. Objective Four To establish if the staff at branch level have the same understanding of the programme and are delivering it as expected.	Efficiency Effectiveness	Recommendation Four Capacitate the trainers and coordinators on the EDP technical skills and ensure that they undergo or are competent on the facilitation and assessment of outcomes-based training. Update the policies and procedures regularly and ensure that these are presented in a user-friendly manner and that they are work-shopped and communicated to all stakeholders including trainers and co-ordinators.
10.5. Objective Five To establish the knowledge of the trainers' facilitation skills and understanding of the product content required to train young people.	Efficiency Effectiveness	Recommendation Five Introduce a capacity building programme for the trainers and co-ordinators involved in the EDP where this is feasible since they are not specialists in all the areas of beneficiaries' needs. Branch managers and HR department must work together in the performance appraisals and performance management of the branch personnel and ensure that PDPs are developed and implemented.
10.6. Objective Six To review the criteria and process used to select and assess young entrepreneurs to participate in the business management training courses.	Relevance Efficiency Effectiveness	Recommendation Six The EDP beneficiaries' application and selection criteria must be reviewed and updated. Consider an online application process. Non-compliance must be penalised. Beneficiaries to be selected in a transparent and consistent process. Group them based on similar needs, backgrounds and experiences.

Objective	Theme(s)	Recommendations
10.7. Objective Seven To determine the appropriate role of the service co-ordinators and trainers responsible for implementing the Entrepreneurship Development Programme.	Efficiency Effectiveness Impact Sustainability	Recommendation Seven The selection and placement criteria used to appoint trainers and co-ordinators must be revised to be in line with the objectives and expected outcomes of the training component and the NYDA overall strategic intent. The trainers and service co-ordinators job descriptions have to be revised to meet the international standards and the South African standards classification of occupations.
10.8. Objective Eight To determine the accessibility of the training venues.	Efficiency Effectiveness Impact	Recommendation Eight Annual, quarterly and monthly EDP training plans that take into account the training targets, the expected participants, the training venues and the implementation personnel, must be drawn up and submitted to appropriate managers to verify and approve. These plans must be continuously monitored and evaluated by those managers to ensure that they are implemented as expected. Corrective action has to be implemented where there are deviations and punitive measures applied when there are negligent acts identified.
10.9. Objective Nine To determine the accessibility of the training material.	Efficiency Effectiveness Impact	Recommendation Nine The training plans referred to in recommendation 8 above must include the budget and resources allocation including all the material resources such as training manuals to avoid situations where participants attend a training session and are not issued learner guides to refer to.
10.10. Objective Ten To highlight successes and record them as benchmarks for other businesses that will be supported in the future.	Effectiveness Impact Sustainability	Recommendation Ten Records of all the training conducted, the assessments, evaluations, aftercare, referrals and any new developments resulting from the EDP must be kept by designated personnel. Evidence in this regard must be compulsory. Successes have to be celebrated and corrective action instituted where necessary by management responsible for monitoring and evaluations in conjunction with the branch manager.

Objective	Theme(s)	Recommendations
<p>10.11. Objective Eleven To benchmark the EDP programme against other training institutions in the entrepreneurship training space.</p>	Relevance Efficiency Effectiveness Impact Sustainability	<p>Recommendation Eleven</p> <ul style="list-style-type: none"> The EDP must focus on innovative capacity enhancement of partnerships in the entrepreneurship development for value added support to beneficiaries. Explore opportunities for more strategic partnerships to influence specific entrepreneurship development policy issues, through entrepreneurship development advocacy. <p>Recommendation Twelve</p> <ul style="list-style-type: none"> Integrate the EDP with the other government programmes to create an entrepreneurship eco system to strengthen the socio-economic fabric. Work with the National Development Plan structures, the Department of Trade and Industry and the Department of Education programmes. <p>Recommendation Thirteen</p> <ul style="list-style-type: none"> The EDP management must strengthen its collaboration with the various chambers of commerce and sectoral associations, other strategically identified stakeholders, with specific thematic focus, prioritising the development of the youth entrepreneurship policy and strategic framework for the country, apart from seeking to influence other entrepreneurship promotion policies, and the establishment of more conducive business environment for inclusive entrepreneurship development. <p>Recommendation Fourteen</p> <ul style="list-style-type: none"> Establish strategic partnerships, with TVET colleges and the centres for entrepreneurship in tertiary institutes, which are funded by organisations such as Seda. This will further strengthen the eco system to meet the NYDA broader objectives. The NYDA should partner with universities and fund selected entrepreneur development programmes and/or endorse those programmes to cater for the young unemployed graduates. <p>Recommendation Eleven</p> <ul style="list-style-type: none"> The NYDA must strengthen its institutional and governance structures.
<p>10.12. Objective Twelve To outline the possible solutions and recommendations for improving the performance of the Entrepreneurship Development Programme.</p>	Relevance Efficiency Effectiveness Impact Sustainability	This part of the recommendations table refers to recommendations made against all the objectives listed above.

11. References

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12. Apendices