



THE IMPACT ASSESSMENT OF THE EFFECTIVENESS OF THE VUK'UPHILE CONTRACTOR DEVELOPMENT PROGRAMME

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Purpose of the research project

- To determine the impact of the Vuk'uphile Learnership Programme as a whole on learner contractors and learner supervisors.

Evaluation scope and objectives

- The study was undertaken to specifically determine and assess the following:
 - Whether mentorship had positive impact on learner contractors and learner supervisors;
 - Whether learner contractors and learner supervisors obtained support and knowledge from the Programme that would enable them to compete on their exit the Programme
 - Whether training received succeeded in building capacity amongst emerging contractors to be able to tender and execute the increasing amount of labour intensive work under the auspices of the EPWP;

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- Whether the mentorship and training programme benefits outweigh costs of the Programme;
- Whether the current set up of role players is able to achieve expected positive impact.
- to benchmark against other models (namely Eskom and KZN Department of Roads and Transport) and recommend future improvements in Vukuphile Programme.

Evaluation approach and methodology

- Review of EPWP and Vuk'uphile Contractor Development documents:
 - identification of the relevant stakeholders
 - formulated as part of various sets of questionnaire
- Stratified sampling
- Sample size – 50%
- Achieved sample size – 26%

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Data collection challenges:

- Learners had long exited the Programme and most of the learners contracting companies are no longer operational.
- Cell phone numbers for learners were no longer on the cell phone provider network.
- Some learners would confirm their availability and cancel on the day of the interview.
 - Projects linked to the interviews.

Limitations of the study

- Self-selected respondents
- Contractors proportionally are over represented
- Stratifying by province and public body also fell away due to this self-selection process.

Data Analysis

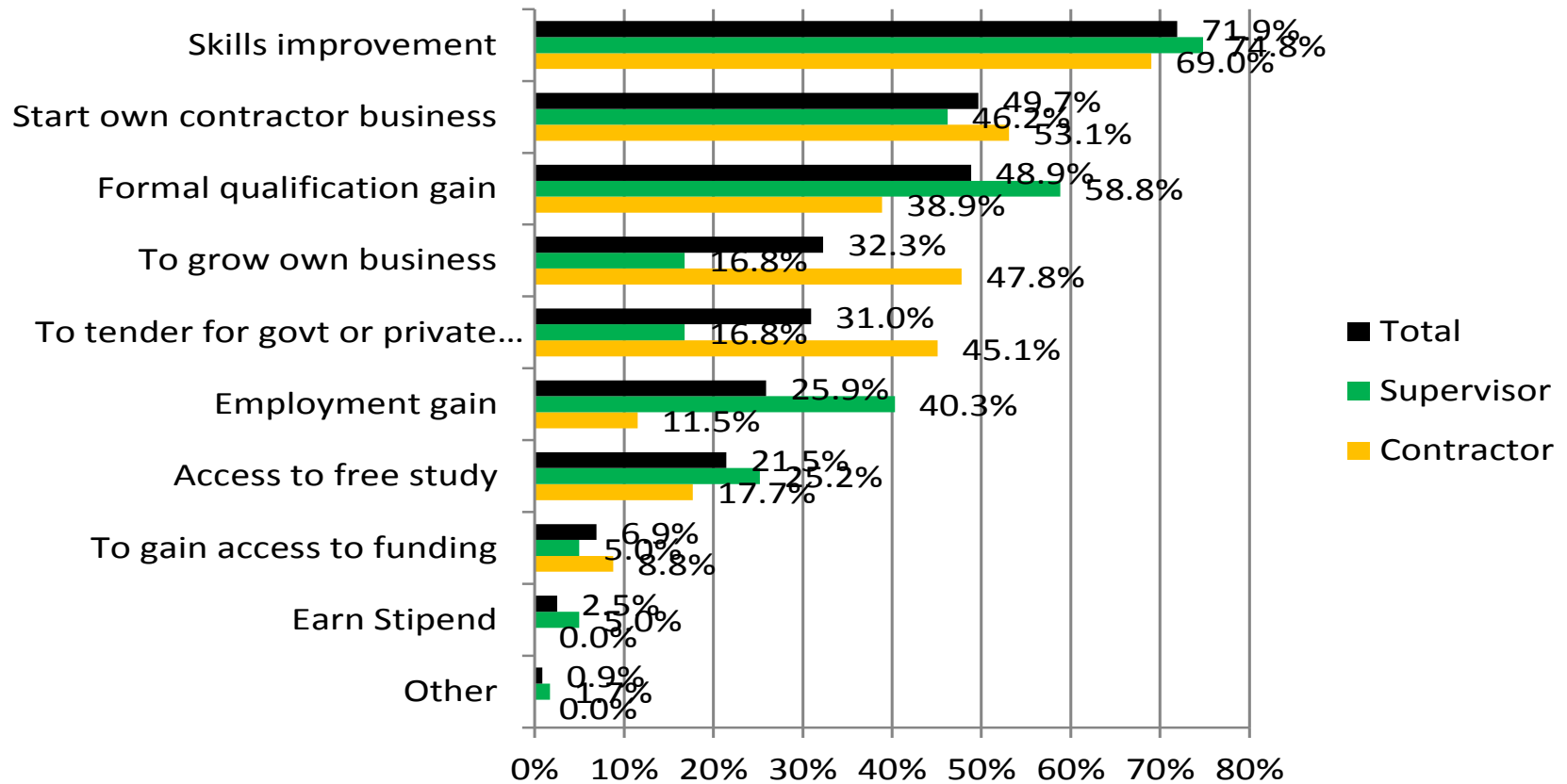
- Learners
 - Both Qualitative and Quantitative
 - Dataset was exported to PASW Statistics.
 - Data was analysed using descriptive statistics.
 - Thematic approach to analyse qualitative data
- Key stakeholders
 - Qualitative data
 - Thematic approach to analyse the data.

Research findings

- Motivation for Enrolling in Vuk'uphile Learnership Programme.
- Company Business Partners.
- Vuk'uphile Learnership Experience.
- Post Vuk'uphile Learnership Programme Experience (Outcome).
- Vuk'uphile Learnership Programme Impact on Exited Learners.

Motivation for Enrolling in Vuk'uphile Learnership Programme

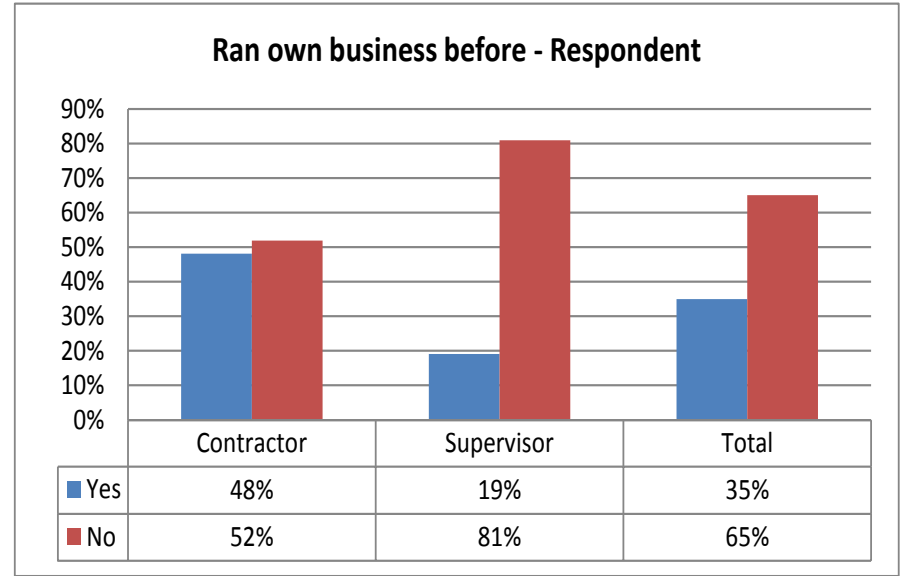
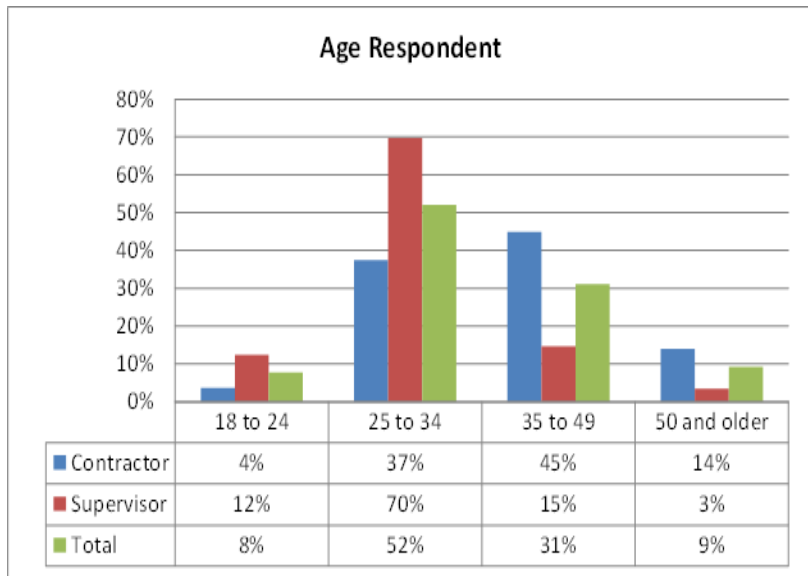
Main reasons for Enrolling in VLP



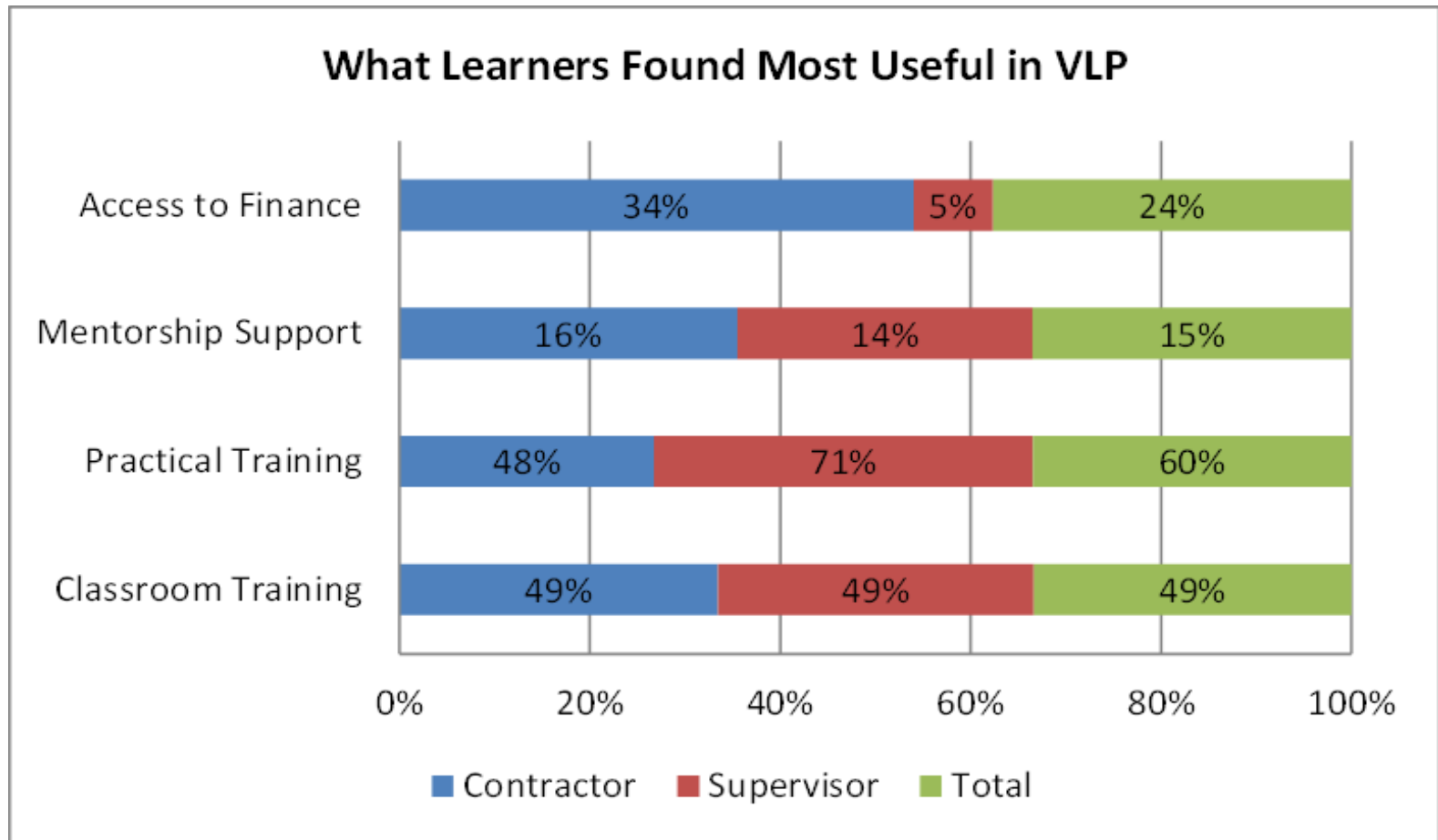
Company Business Partners

Gender	Contractor	Supervisor	Total
Male	73%	69%	71%
Female	27%	31%	29%
Total	100%	100%	100%

Population Group	Contractor	Supervisor	Total
African	93%	92%	92%
Coloured	7%	7%	7%
Indian	1%	1%	1%
Total	100%	100%	100%

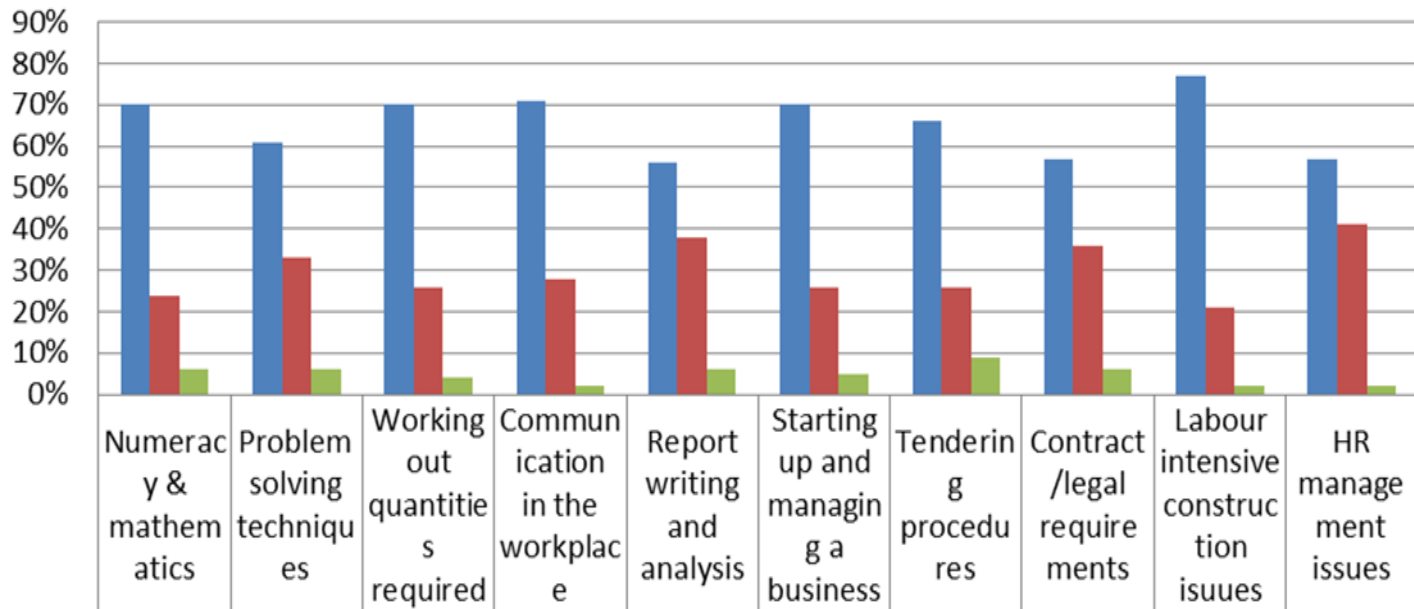


Vuk'uphile Learnership Experience



Usefulness of Training

Contractors: Usefulness of Training

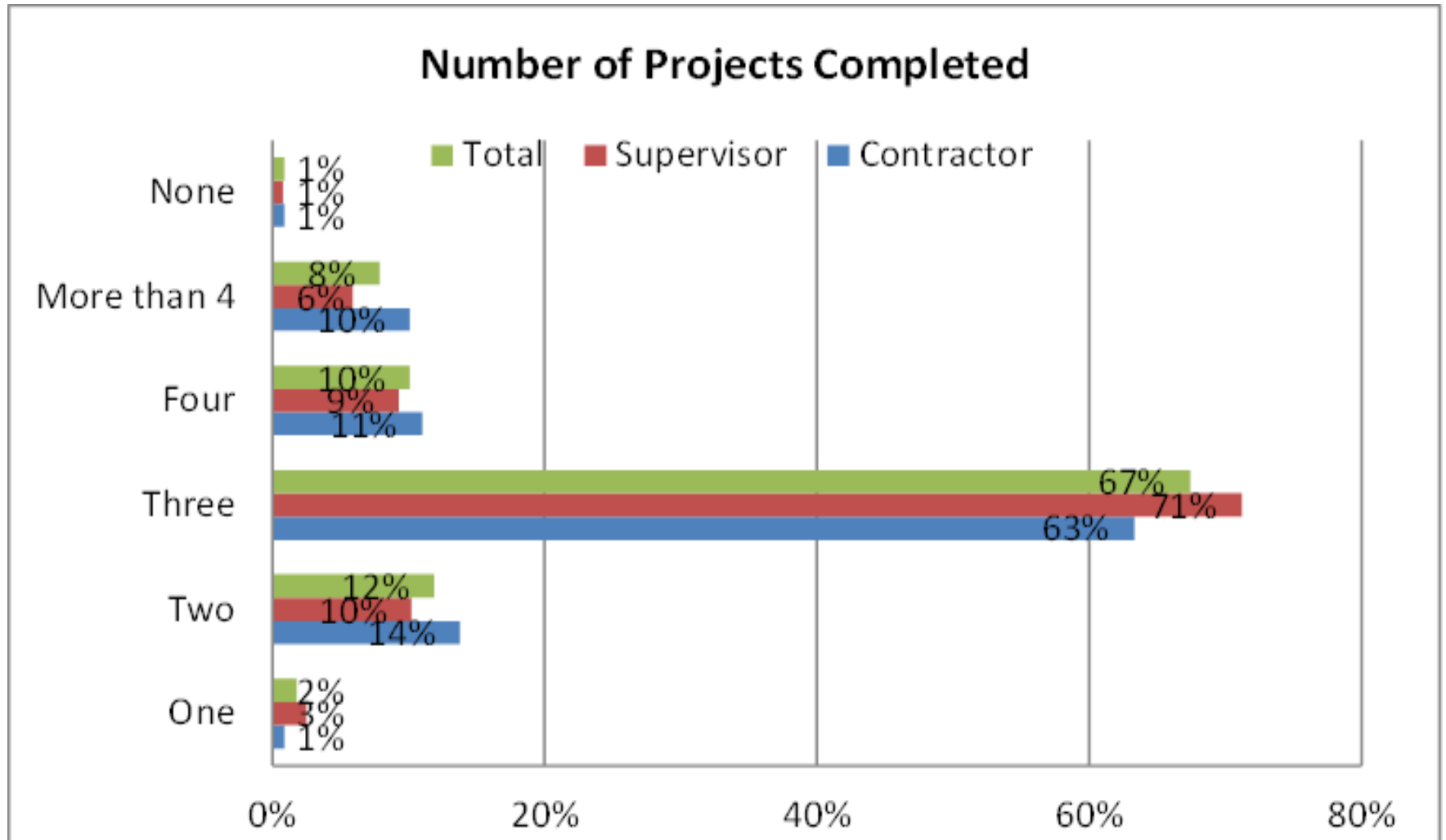


■ very useful	70%	61%	70%	71%	56%	70%	66%	57%	77%	57%
■ quite useful	24%	33%	26%	28%	38%	26%	26%	36%	21%	41%
■ not useful	6%	6%	4%	2%	6%	5%	9%	6%	2%	2%

Challenges raised pertaining to training

- Training was far and there was no stipend offered (7.1%)
- Absenteeism of facilitators (3%)
- Many modules with limited time for exercises (3.1%)
- Training conducted for the entire year without practicals (1.8%)
- Interpretation of drawings and cash flow /working out rates (2%)
- Language of teaching was a problem as well as trainer's attitude (2.4%)
- Not enough equipment for facilitators and did not access computers (6.3%)
- Changed facilitators during training and no related training (5.5%)

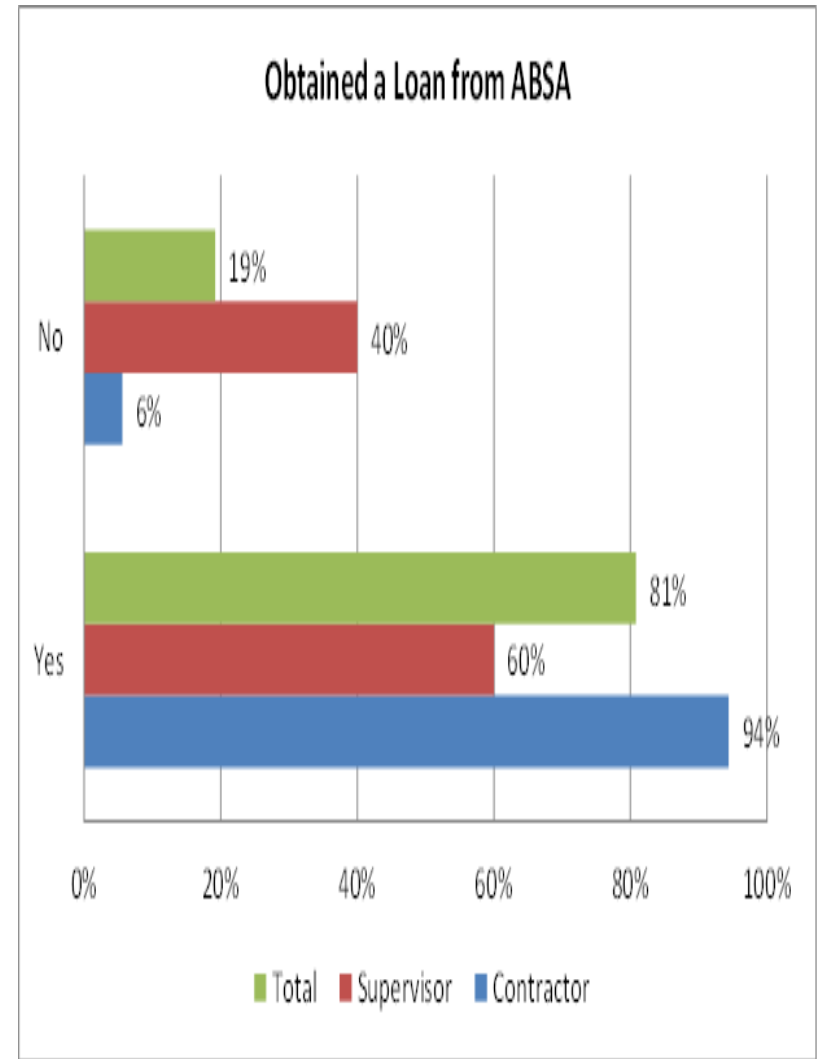
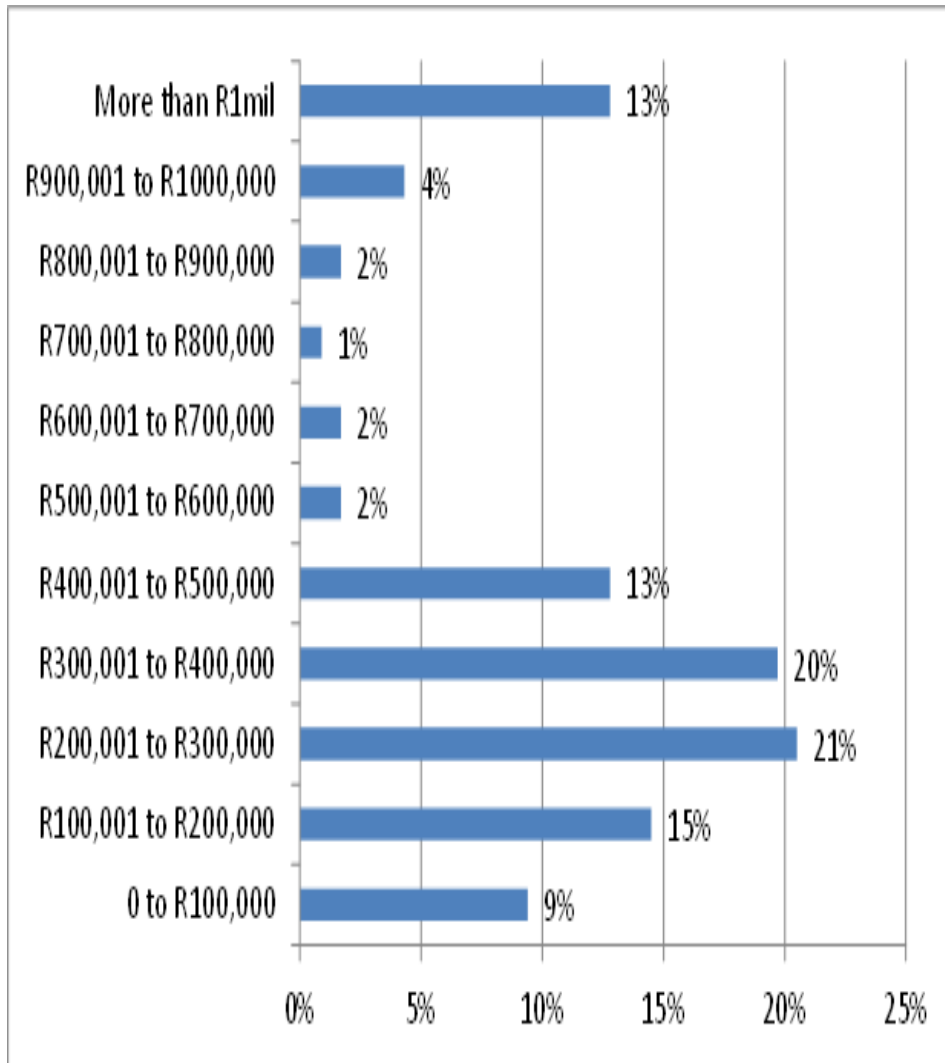
No. of Projects completed



Challenges

- Some learners voluntarily left the programme due to very long delays between the allocations of projects.
- Negative impact on the learners financially.
- Allocation of projects in the same sector.

Financial Support – Loan from ABSA



Challenges

- Main reason for unsuccessful loan application:
 - No appointment letter from the public body.
- The interest rates were unfavourable.
- The loan was practically in a form of a once off overdraft .
- There was a long period between the application and the granting of the loan

Mentorship Service

- Positive Ratings for mentors:
 - Mentors always were accessible
 - Mentors taught them importance of effective project planning
 - Mentors it is possible to achieve profit is project is costed properly and planned
 - Mentors introduced the company to bookkeeping and assisted in tendering

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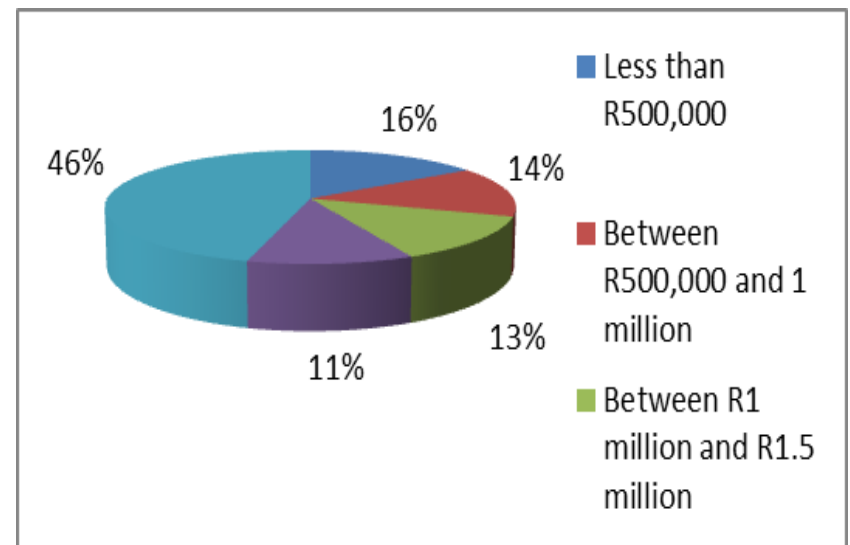
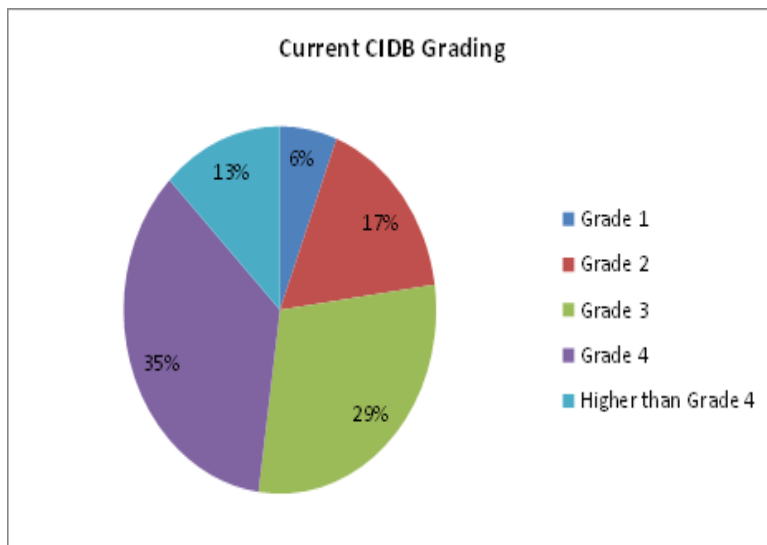
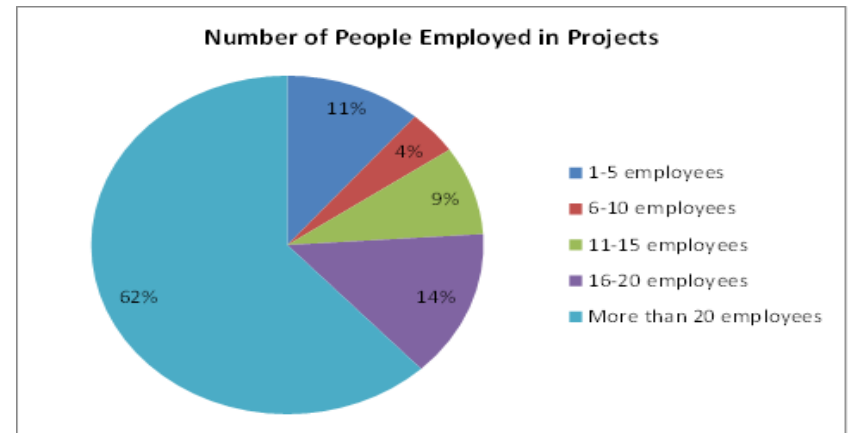
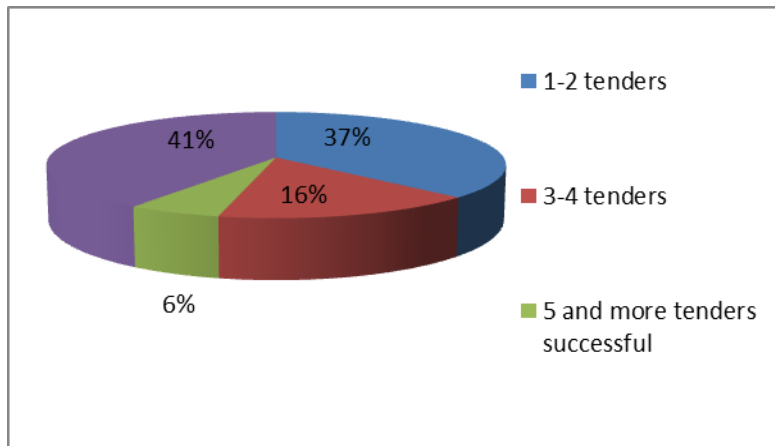
- Negative rating for mentors:
 - Supervisors did not receive mentoring on financial management.
 - Mentors hardly came to the site and made us sign that they attended while they didn't.
 - Mentors did not show them how to fill in tender documents.
 - Mentors made finance decisions done on their behalf and they were made to sign blank cheques.

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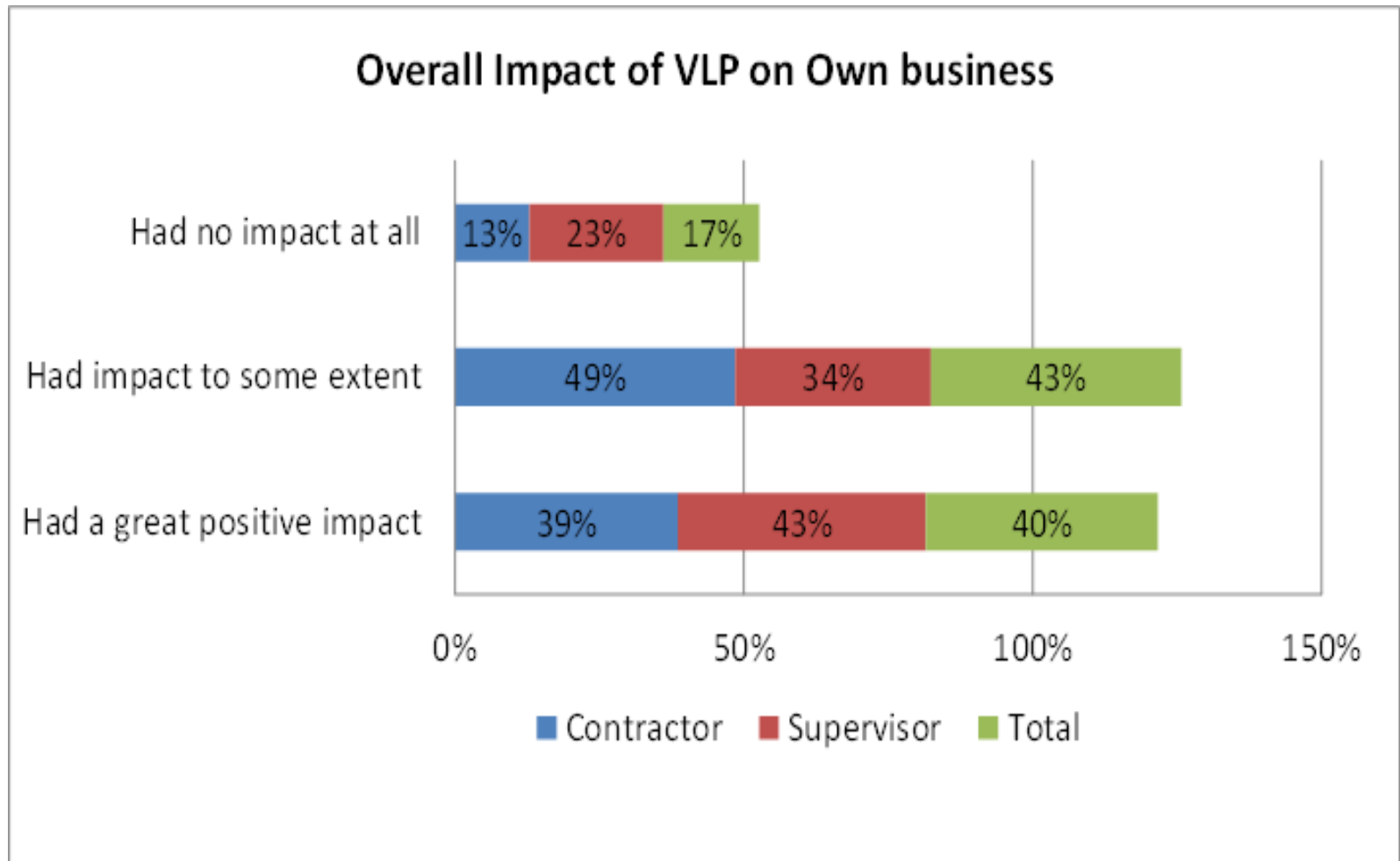
- Meetings with mentors

Meetings	Contractor	Supervisor	Total
Had enough	47%	37%	42%
Too few	49%	59%	54%
Too many	5%	4%	4%

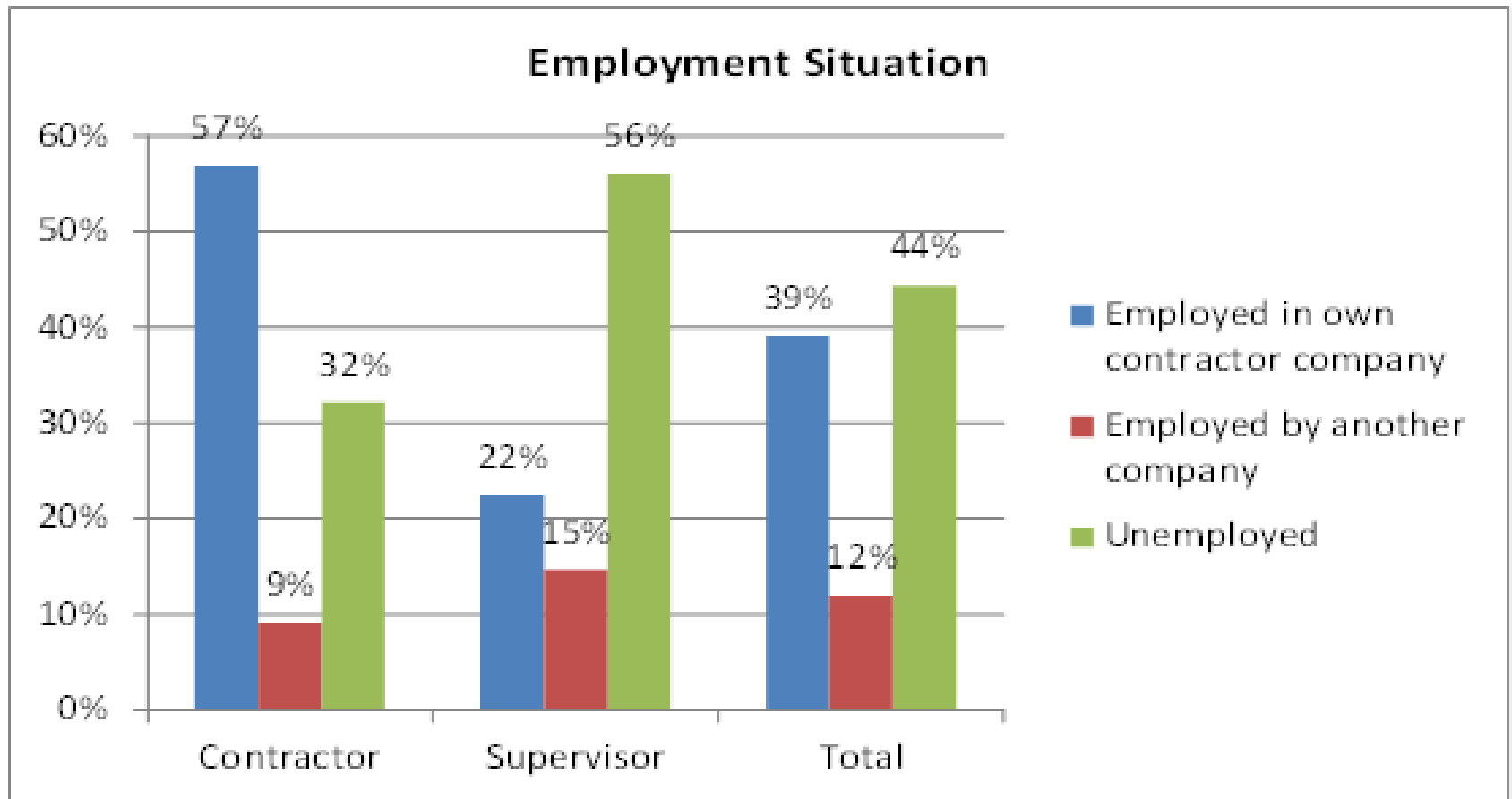
Post Learnership (Outcome)



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Mentorship Service

Challenges experienced by Mentors:

- Some learners absconding.
- Some learners lacking commitment, aptitude and integrity and thus some state that this makes selection process questionable.
- Some contractors abusing financial resources and thus incurring losses.
- Being refused to be part of classroom where training was conducted.
- Having to deal with tensions between contractors and supervisors.
- Some younger learners were not willing to listen and ended up borrowing too much money to implement the projects.
- In some instances mentoring sessions were spent listening to contractors complaining about poor treatment by public bodies and their engineers.
- EPWP not well communicated to public bodies. E.g. performance guarantees by client, when it is not a requirement for VLP

Work in Progress

- Cost Benefit Analysis
- Bench-marking.

Questions