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A programme design, theory and implementation evaluation of the Khanyisa Programme

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A dissertation submitted in partial fulfilment of the requirements for the award of the Degree of Master of Philosophy (Programme Evaluation).

COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, cited and referenced.

Signature: Signed by candidate Date:

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Abstract

This study is a formative evaluation of a youth development programme which places volunteers as 'reading buddies' in grade 2 classes in schools in the Western Cape. The study assesses the implementation of the school placement component of the programme – comparing the actual and intended implementation, as well as describing the volunteers' experience thereof. The evaluation uses a mixed methods approach, combining surveys with volunteers and teachers with an electronic volunteer diary and volunteer focus group. Additionally, the evaluation establishes a common understanding of the programme logic (through a comparison of four stakeholder perspectives) and assesses the plausibility of the programme achieving its intended impact considering the available literature. The study includes surveys programme volunteers (n = 23) and school teachers (n = 30), interviews with programme staff (n = 4) and focus groups with programme staff and volunteers (n = 16). Ethical clearance for the study was obtained through the University of Cape Town's Commerce Faculty Ethics in Research Committee. The evaluation findings indicate that the school component is being implemented as intended. However, volunteers raised concerns of unproductive time spent at schools, a perceived lack of respect from learners and tensions with school staff – especially after incidents where corporal punishment was reported. These findings suggest the need for an improved monitoring system to facilitate real-time responses to challenges experienced by the volunteers, as well as a form of mediation between volunteers and school staff when tensions occur. Regarding the plausibility of the programme logic, the evaluation finds a lack of evidence to suggest the programme's intended impact is likely to be achieved. As such, revisions to the programme design are suggested.

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Chapter 1: Introduction

Programme Description

Action Volunteers Africa (AVA) is a youth development non-government organisation (NGO) based in Cape Town which aims to address youth unemployment through volunteerism. The Khanyisa programme is one of AVA's programmes, which places youth who are not currently in employment, education or training (NEET) in volunteer teaching assistant positions in grade 2 classes at 11 primary schools in the Western Cape. At the schools, volunteers deliver a reading intervention. The Khanyusa programme therefore has primary beneficiaries (the volunteers) and secondary beneficiaries (the school learners). It is important to note that this evaluation focuses solely on the primary beneficiaries – the youth volunteers[1].

Khanyisa volunteers attend school placements from Monday to Thursday for the duration of the 10-month programme. Volunteers also attend self-development and reflection activities on Fridays. Both of these take place at AVA's head offices in Wynberg. Participants are provided with travel allowances of R90 per week. Self-development consists of a number of smaller modules which participants may choose from. The modules change from time to time, but include topics such as "Story-telling and Drumming", "Art and Identity", "English Intensive", "Breaking Beliefs", etc. The reflection activities change from time to time, but largely consist of group discussion about different challenges faced by the participants.

During the school vacations, the programme conducts various activities such as progression training (which focuses on assisting volunteers to access post-programme opportunities) as well as the mini-social innovation challenge – where volunteers team up and brainstorm practical solutions to local social problems. The mini-social innovation challenge for the previous year focused on developing initiatives to create a culture of reading within local communities. As part of the progression activities, AVA hosts and attends fairs from potential employers and educational institutions where the volunteers may apply. AVA also provides ad hoc support to participants including professional development planning, limited counselling and referral to counselling resources. At the end of the programme, AVA holds a graduation ceremony for the participants, where they are presented with certificates of completion.

[1] Please note that throughout the study, the term 'beneficiary' refers to the volunteer.

The programme is conducted in partnership with Shine Literacy, a local NGO, which aims to improve the literacy of South African school children through its involvement in various programmes – such as the reading intervention delivered by the Khanyisa volunteers.

Programme Theory

Although the Khanyisa programme has a documented programme theory, it is embedded within a combined theory of change for all AVA's projects (as the programmes share features and goals). Figure 1 depicts this programme theory as it was stated in AVA's 2017 Annual Report. This is a highly simplified model, including only the perceived need, activities and distal goal of the programme. A more detailed theory of change was also included in the same report (see Figure 2). One output of this evaluation was to develop a more expanded programme theory for the Khanyisa programme.

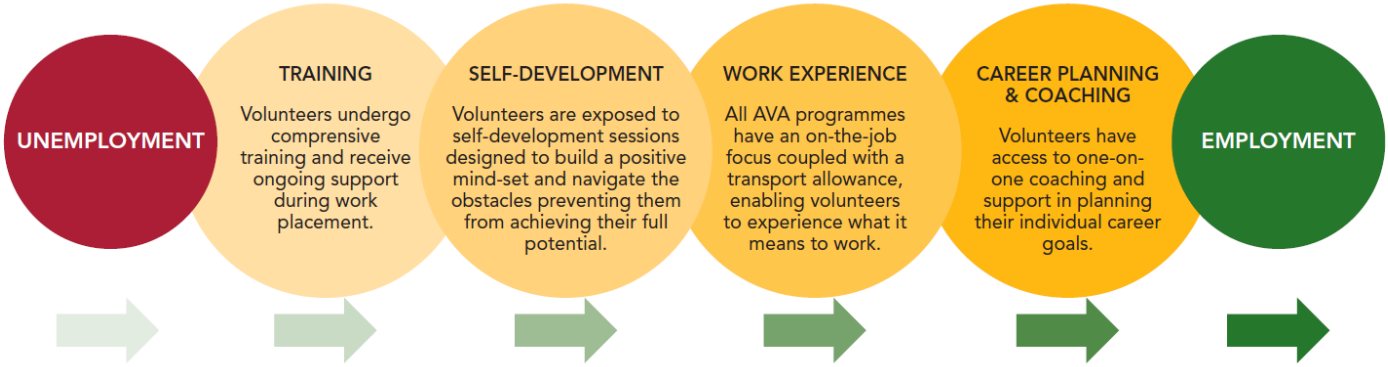

Figure 1. Simplified programme theory drawn from AVA's 2017 Annual Report.

Tailoring the Evaluation

Tailoring an evaluation is an important step to ensure evaluation are useful to the programme, according to Rossi, Lipsey and Freeman (2004). To this end, the evaluator conducted two meetings with the AVA programme manager overseeing the Khanyisa programme, attended part of the Khanyisa orientation as well as site visits to the AVA head office and two of the participating schools. At the initial meeting, the Khanyisa representatives suggested the evaluation focus on the programme's outcomes. However, the lack of a clearly defined programme theory and limited data on implementation indicators limited the possibility of such an evaluation (Rossi et al., 2004).

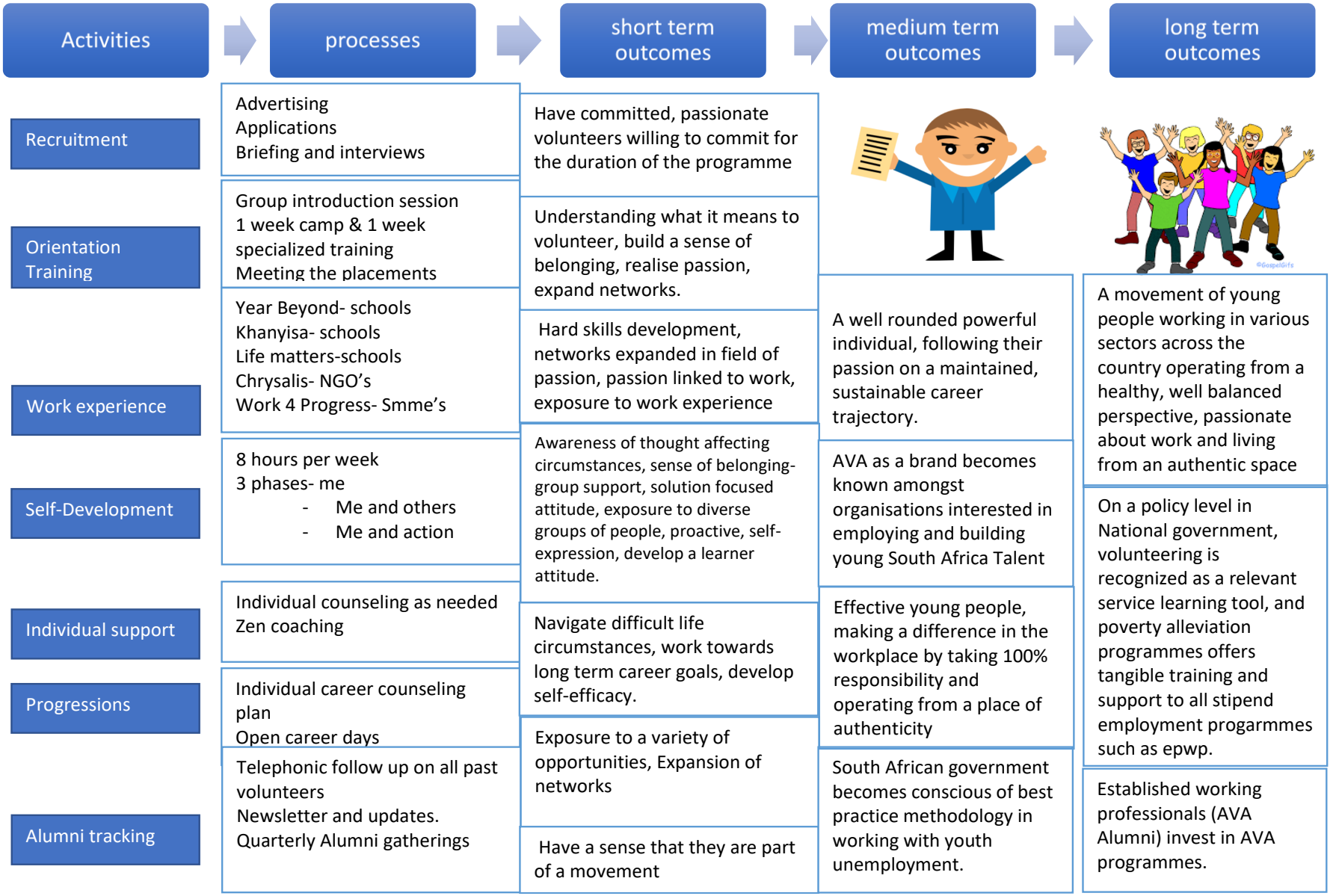

Figure 2. Detailed theory of change drawn from AVA's 2017 Annual Report.

During the tailoring process, the in-school component of the programme was highlighted since volunteers spend the majority of the programme at schools and Khanyisa staff have limited control over these sites. As such, the evaluator proposed a comparison of the intended versus actual implementation of the in-school component, and volunteers' experiences thereof. Additionally, AVA management staff requested a review of the programme's theory of change. Considering that the programme is a collaboration between two implementing agents with potentially competing interests, the evaluator proposed to investigate the differences in the stakeholders' understandings of how the programme works. In addition to drafting a theory of change, the study also assesses the plausibility thereof, based on the available literature as proposed by Donaldson (2007). These evaluation themes were discussed with Khanyisa staff and form the basis of the evaluation questions below.

Rationale for Evaluation Approach

Process and Implementation

Implementation research is being increasingly recognised as playing an important role in the study of evidence-based interventions (Meyers, Durlak & Wandersman, 2012). Forms of this research include process or implementation evaluation, which involves an assessment of how the programme has been implemented. Rossi et al. (2004) note that this may include questioning whether the programme functions are consistent with the programme design – such as in this evaluation.

Process evaluations are useful in two primary ways. Firstly, they can be used as part of a formative evaluation to assist in programme design and review, providing useful information on the programme's implementation (Rossi et al., 2004). Thus, programme staff can respond timeously when implementation differs from set standards. Corday and Pion (2006) note that even well-established programmes experience periods where services are incompletely delivered. At the time of the evaluation, the Khanyisa programme had not conducted an evaluation of the programme implementation. As such, this evaluation provides an opportunity for revision with the aim of programme improvement.

Secondly, implementation evaluations are useful as precursors for outcome evaluations. Evaluations that only assess outcomes (known as 'black box' evaluations) give no sense of how or why a programme succeeded or failed (Rogers, 2000). Thus, without indicators of programme implementation, the results of an outcomes evaluation would be difficult to interpret for the Khanyisa programme. For example, intended outcomes may be evidenced,

but they are unlikely to be attributable to the programme if implementation is poor. As such, the planned implementation evaluation may provide the bases for future outcome evaluations – as initially sought by the Khanyisa representatives. This is especially relevant for the Khanyisa programme as the work experience component takes place in schools with little oversight from programme staff (as discussed in Chapter 3).

Design and Theory

Programme theory is a detailed account of the programme in question. Rossi et al. (2004) describe it as explaining "why the program does what it does and the rationale for expecting that doing so will achieve the desired results" (p. 134). That is, the programme theory details what the programme does and how this is supposed to result in the attainment of the stated programme goals.

One form of programme theory evaluation described by Rogers, Petrosino, Huebner and Hacsi (2000) is concerned with eliciting the programme theory to improve programme planning and management. This is achieved in two ways. Firstly, theory evaluations can assist in the evaluation of the programme's activities and outcomes. Theory evaluations result in the documentation of a formal and agreed-on programme theory. This is an important step in the programme's evaluation as an ambiguously conceptualised programme is difficult to evaluate (Rossi et al., 2004). In other words, a well-documented programme theory can provide the benchmark against which to compare the programme performance.

Secondly, theory evaluations can help expose and correct faulty thinking about the programme's goals, design and plausibility. The process of eliciting the programme theory forces programme stakeholders to revisit the underlying assumptions of the programme. Often this can expose gaps in the programme design. Additionally, a theory evaluation can help develop a common understanding of how the programme ought to work (Rogers et al., 2000). This can be a rewarding experience and improve implementation as programme staff gain clarity on the programme's logic. Thus, the *process* of the theory evaluation can be as beneficial as the findings thereof.

For the Khanyisa programme, the planned theory evaluation would aim to serve three purposes. Firstly, it would establish a Khanyisa theory of change – distinct from the overall AVA theory of change – as requested by the AVA programme manager. Secondly, it would indicate the usefulness of conducting a future impact evaluation. Conducting impact evaluations can be costly exercises and should ideally be performed when there is good

reason to expect positive results – i.e. when there is a high degree of confidence in the fidelity of programme implementation and in the programme's underlying logic. The plausibility check conducted in this evaluation speaks to the latter. Lastly, it would recommend changes to the programme to improve the programme's performance and likeliness to achieve the intended impact.

Evaluation Questions

According to Rossi et al.'s (2004) "evaluation hierarchy", the evaluation questions for the present study are at the levels of programme design/theory and programme process/implementation. The evaluation questions (informed by the tailoring process and evaluation rationale) are presented in Table 1.

Table 1

Evaluation questions by level.

Evaluation Question	Sub-question	Level
1. How is the in-school work experience component being implemented?	1.1. What specific duties or activities should occur during the work experience component, according to the different stakeholder perspectives?	Process and implementation
	1.2. How do programme beneficiaries spend their time during the work experience component?	
	1.3. Are the programme beneficiaries satisfied with the work experience component?	
2. How do the various stakeholders understand the programme theory?		Design and theory
3. Is the programme theory plausible		Design and theory

according to the available literature?	

Chapter 2: Methods

This study uses a descriptive design to answer the above evaluation questions. Following from these evaluation questions, this study can be understood as two parallel evaluations: one assessment of process and implementation and one assessment of design and theory. This chapter is structured accordingly.

Method for Assessment of Implementation

There are no standard methods when conducting implementation evaluations. Different authors posit different frameworks (see Carrol et al., 2007; Markiewicz & Patrick, 2016; Rossi et al., 2004). One such framework, originally defined by Dane and Schneider (1998), proposes adherence as a measure of implementation (Mihalic, 2002). Adherence refers to the alignment between programme design and actual implementation. That is, if parts of a programme are not being delivered or significantly differ from the stated programme theory, it is unreasonable to expect that they will have the intended effect. For the Khanyisa programme, there is lack of clarity around how the in-school programme component is being implemented. As such, this evaluation seeks to establish a measure of programme adherence.

Other measures of implementation fidelity include exposure ("how much" of the programme the participants receive), quality of the programme (often measured through beneficiary satisfaction) and participant responsiveness (i.e. participants attitudes and behaviours) (Burghardt et al., 2001; Carrol et al., 2007; Evaluation Services, 2010; Mihalic, 2002). These dimensions are reflected in the current evaluation's assessment of the implementation of Khanyisa's in-school component.

The data for the assessment of implementation was collected using surveys and journals. Surveys are an established tool of data collection for evaluators and are recommended in the literature of volunteer programme evaluation (Cone, 1983; Rossi et al., 2004; Whitham, 1983). Journals are also recommended in this literature, especially for ongoing data collection (Cone, 1983). This is appropriate for the present study, as estimating time spent on different activities is best done soon after those activities occur. Insights from the volunteer focus group discussion were also used to allow for further unpacking of themes address in through the survey and journals – especially unpacking how volunteers attributed meaning to their experiences (both positive and negative). Hence, the evaluator adopted a mixed methods approach.

When evaluating youth service programmes, Permaul (1983) recommends the use of triangulation (collecting data from various sources for verification). Youth may underreport inactive time and generously scoring their own performance, and teachers may also misreport time spent inactive depending on how it reflects on them. This study thus used data collected from both groups of participants to reduce the chance of bias.

Procedure for Implementation Assessment

Surveys

The evaluator issued pen and paper surveys to both the youth volunteers and partner teachers. Partner teachers were approached through programme staff, informing them of the research. For the youth volunteers, surveys were completed by youths during the reflection period on a Friday afternoon at the AVA offices. This was to allow for ease of administration and to prevent teachers from influencing the responses. During the survey, AVA staff were instructed to leave the room, thus preventing their presence from affecting the responses. The evaluator was present and answered questions of clarity. Participants were clearly informed that the evaluator is not officially associated with the programme and that all responses are confidential and anonymous.

For the teachers, the surveys were completed during the school week at their respective schools. Surveys were distributed by Khanyisa programme staff with detailed written instructions and were returned in sealed envelopes (provided by the evaluator). The surveys were collected the following week after telephonic reminders. Again, the participants were informed that all responses are confidential and anonymous.

Journals

Journals were completed by youth volunteers electronically via mobile device, allowing for real-time data capture via the mobile phone application Open Data Kit© (ODK). The evaluator developed the journal interface using ODK software. During one of the Khanyisa reflection periods, the evaluator assisted volunteers in downloading and installing the application. AVA provided free wireless internet to the volunteers. Some volunteers did not participate for various reasons, such as not having a smartphone, not have sufficient memory on their phones to download that application and disinterest in the evaluation. For the following week, participants were reminded each afternoon (around 3pm) to complete their daily journal entry by Khanyisa programme staff. Participants were provided wireless internet at the end of the week to upload their responses, should they not have done so during the week. It was intended that once the data had been analysed, the results would be shared with the participants during a follow-up reflection activity. However, due to unforeseen

circumstances, the Khanyisa programme concluded earlier than initially planned – meaning this feedback was not possible.[2]

Measures

The survey used in this evaluation is adapted from a Student Feedback Survey originally developed by Knott (1983), which also sought to evaluate students' experience of a volunteerism programme (Knott, 1983). The item-to-total score correlation for the original survey was .59, which reflects fair internal consistency. Additionally, a section was added asking beneficiaries to categorise how they have spent their time at the placement schools over the past week and the entirety of the programme. The survey is shown in Appendix A.

Partnering school teachers were administered the same surveys, with minor amendments to make the youth volunteers the subject of the survey (i.e. instead of the survey asking, "How did you…?", it asked "How did the volunteer…?"). This survey is found in Appendix B.

The journals investigated the different activities done by volunteers at school as well as their subjective experiences thereof (see Appendix C). The journals were developed following the tailoring of the evaluation, including informal interviews with programme staff, volunteers and teachers.

Participants

Volunteers and their corresponding school teachers were surveyed. 30 out of a total of 39 teachers were surveyed (76.9%) and 23 out of a total of 43 volunteers were surveyed (53.5%). The response rate for volunteers reflects the low attendance rate for that week's reflection activities and may be a product of the evaluation taking place late in the programme cycle (i.e. in the last few weeks of the programme).

The same 23 volunteers were assisted to download the ODK application to conduct the journal entries. However, only 12 volunteers downloaded the application and submitted any entries. Those that downloaded the app, did not complete the journal entries diligently, resulting in a poor response rate (an average of 0.37 responses per volunteer per day). Unfortunately, the unexpected shortening of the Khanyisa programme roll-out meant that journals could not be extended further with this poor response rate remaining a limitation.

[2] Due to funding constraints, the annual programme was concluded approximately one and a half weeks earlier than expected.

Methods for Assessment of theory and design

Design

Although there is no consensus on how best to describe a programme theory, one common method is to describe the programme's inputs, activities, outputs and outcomes (McLaughlin & Jordan, 2004; Wholey, 2004). Programme theories may be explicitly expressed in programme documents. Rossi et al. (2004) note that this usually occurs when the programme design is based on social science research. However, many social intervention programmes, including Khanyisa, are not based on empirical literature but rather rely on a presumed logic. This is known as implicit programme theory or tacit theory (Rossi et al., 2004; Weiss, 1995). In these cases, the evaluator must elicit the programme theory from various sources such as programme documents, interviews with stakeholders and key informants, observations and review of relevant social science literature (Rossi et al., 2004).

Donaldson (2007) proposes a guide for theory evaluation including the following steps: (1) engaging stakeholders; (2) developing a first draft; (3) verifying the first draft with the stakeholders; (4) conducting the plausibility check; (5) developing the final draft and (6) consolidating the programme theory. The current evaluation largely follows this guide, except that each stakeholder group's perspective will be represented separately. That is, stages 1 and 2 will be completed for each stakeholder group's perspective, resulting in four draft programme theories.

Stages 1-2: Stakeholder engagement & developing a first draft

According to Rossi et al. (2004), it is to be expected that different stakeholders' perceptions of the programme's objectives and logic will vary. With the Khanyisa programme, AVA aims to benefit the participating youth volunteers, while Shine aims to improve the literacy of the school children beneficiaries of the programme. While these perspectives are not necessarily opposing, the difference in emphasis may have resulting in different understandings of what the programme ought to achieve and how.

In cases with competing perspectives, the evaluator can decide to work from one of the stakeholders' perspectives (usually the evaluator funder) or attempt to incorporate the conflicting perspectives into the design (Rossi et al., 2004). The current evaluation takes the latter approach, by identifying, comparing and then reconciling the stakeholders' differing understanding of the programme theory.

However, the programme partners are not the only relevant stakeholders. Evaluations often have multiple stakeholders – ranging from programme staff to the beneficiary communities (Preskill & Jones, 2009). Despite being recognised as evaluation stakeholders (see, for example, Preskill & Jones, 2009; Rossi et al, 2004), the perspectives of the programme beneficiaries are not frequently included in the planning of the programmes (Nichols, 2002). This may be due to the transient nature of beneficiaries. Evaluation guides often identify the key stakeholders as those who ultimately use the evaluation – i.e. the programme implementers or funders. Nonetheless, beneficiaries can shed new light on the challenges they experience, propose potential solutions not otherwise considered and are well-placed to assess the probable likeliness of programme success (Nichols, 2002). As such, the current evaluation includes programme beneficiaries alongside the programme implementers.

Stage 3-6: Verification, assessment of plausibility & consolidation

Included in a theory evaluation is a critical assessment of the programme theory's plausibility. This is an important step as it identified areas of concern and prompts programme revision or future research. Plausibility assessments take several forms, such as panel review, observations, key informant interviews and review of available literature (Rossi et al., 2004). The current evaluation uses an examination of existing social science literature to assess the programme's plausibility.

Donaldson (2007) proposes that programme theory be consolidated after the plausibility check. For practical reasons, the current evaluation began the process of consolidation before the plausibility check, as resources were not available to do both an initial and final plausibility check on the programme theory. The process of engaging with the stakeholder groups separately yielded four versions of the programme theory. Rather than assess the plausibility of each programme theory individually, a panel of stakeholder representatives worked together to create a combined document.

If stakeholder perspectives cannot be easily reconciled, Guba and Lincoln (1989) argue that the evaluator must encourage the dialogue between the stakeholders. To this end, a theory of change discussion was held with a multi-stakeholder group. This approach is consistent with the 'planning group' suggested by Nichols (2002: 4). From the consolidated theory of change, the evaluator isolated key causal assumptions and conducted a plausibility assessment through a review of relevant literature.

Procedures

Focus group discussion

Focus groups are useful for engaging with stakeholders in a structured way (Preskill & Jones, 2009). A focus group discussion was held with a sample of willing volunteers and had two purposes. Firstly, the discussions described the programme theory as understood by the volunteer group. Secondly, they discussed the implementation of the in-school programme component – as discussed above. To limit bias, the focus group took place in an off-site location where there was no risk of being overheard by members of other stakeholder groups. It was also made clear to the volunteers that the evaluator is not formally associated with the programme and that all responses are confidential and anonymised.

Participants were recruited in-person during a Friday session at the AVA offices. Participants did not receive monetary reward for participation, but were served refreshments. The focus group discussion was audio recorded after first gaining consent from the participants. The evaluator used a flipchart to assist in mapping the programme theory. The focus group lasted one hour and forty minutes and with a fifteen-minute break. The discussed theory of change was converted to flowchart using the LucidChart© online software. The audio recording was transcribed with the assistance of Dragon NaturallySpeaking© software.

Interviews

Semi-structured interviews were held with the AVA programme manager, Shine management representative and two Khanyisa site coordinators. The interviews also had two purposes – to establish the stakeholders' understandings of the programme theory and to identify the intended implementation of the in-school component of the programme. Interviews were audio recorded after first gaining consent from the participants. Interviews ranged between twenty-eight and forty-five minutes. The discussed theories of change were converted to flowchart using the LucidChart© online software. The audio recordings were transcribed with the assistance of Dragon NaturallySpeaking© software.

Theory of change discussion

A multi-stakeholder group, consisting of representatives from each stakeholder group (AVA management, Khanyisa programme staff, Shine management and programme beneficiaries) met to discuss the Khanyisa programme's theory of change. The evaluator facilitated this meeting, which was semi-structured. During the meeting, the evaluator presented activities

and outcomes proposed in each stakeholder's theory of change. These were then discussed, amended and ordered by group consensus. The outcomes of this meeting are discussed further in the Chapter 3.

Literature review

Following the consolidation of the programme theory, the evaluator conducted a plausibility test through a review of the available literature. The following electronic databases were searched: Academic Search Premier, Africa-Wide Information, ERIC, Humanities International Complete, MasterFILE Premier, SocINDEX with Full Text, Google Scholar, Wiley Online Library and SAGE Journals. Table 2 lists the search terms used.

Table 2

Search terms used in the literature review.

1. program* AND evaluation AND (employ* OR job) AND (outcomes OR benefits OR impact OR effect*)
2. program* AND evaluation AND NEET AND (outcomes OR benefits OR effect* OR impact)
3. program* AND evaluation AND (work experience OR volunt* OR self-develop* OR (personal growth) OR growth OR training OR service-learning OR (service learning)) AND (job OR (profession* skills) OR CV OR interview OR computer OR communication OR workplace OR (work place) OR problem-solving OR (problem solving) OR professionalism OR punctuality)

Results were filtered to only include peer-reviewed articles with full-text available. Additionally, the references of identified journals were browsed for relevant articles. There was no minimum standard on the rigour of the research design for literature included – as this is considered in the review. The literature is discussed and assessed to determine the plausibility of the programme theory below.

Measures

The interview and focus group guides were developed following the tailoring of the evaluation to answer the relevant evaluation questions (see Appendix B for the focus group schedule and Appendix C for the interview guide).

Participants

The study's participants include AVA management, Khanyisa programme staff, Shine management and youth volunteers. The number of participants varies by data collection

methods. For the interviews, the AVA programme manager, two Khanyisa site coordinators and a senior Shine management representative were included. The two site coordinators were interviewed together.

During a site visit, the evaluator invited interested volunteers to participate in the focus group. A total of twenty-seven volunteers from eight schools signed up. From this list, focus group participants were selected via stratified randomisation based on school placement. Consequently, the volunteer focus group consisted on nine volunteers from eight schools[3]. The volunteers were then asked to elect three representatives to sit on the multi-stakeholder focus group. According to the programme coordinator, most of the volunteers are first language isiXhosa speakers, but are proficient in English. All training sessions are conducted in English. Thus, all data collection was conducted in English.

The multi-stakeholder focus group consisted of seven participants – two volunteers, the two site coordinators, the AVA programme manager and director and a senior manager from Shine. Unfortunately, one volunteer and the senior manager from Shine that was interviewed could not attend. As such, a different Shine senior manager was present. Additionally, a youth development expert was invited but could not attend.

Ethics

The evaluation proposal and all materials were submitted to the University of Cape Town's Commerce Faculty Ethics in Research Committee for ethical approval, which was received before commencement of fieldwork. AVA gave permission for the Khanyisa volunteers to be access and written informed consent was obtained from all participants. All data was kept confidential and anonymised.

Data Analysis

Statistics were analysed descriptively. The primary quantitative data collected was manually inputted into an electronic database using IBM SPSS Statistics© software. The data was checked to avoid error during input. The transcripts from the focus group and interviews were analysed by conventional content analysis as described by Hsieh and Shannon (2005) and Kaid (1989). This involves coding the data according to categories and sub-categories which emerge from observing the data.

[3] There were supposed to be eight volunteers present – one representing each of the eight schools from which volunteers signed up. However, one volunteer who had not been present the previous week during sign ups arrived at the focus group venue unexpectedly. This was only detected during the signing of the attendance register and the volunteer was allowed to participate in the discussion.

Chapter 3: Results and Discussion

Evaluation Question 1: How is the in-school work experience component being implemented?

The school placement component of the Khanyisa programme occurs largely independent of the programme staff. That is, volunteers are assigned to partner teachers who act as mentors and supervisors. As such, there is a great deal of trust placed in the partnering schools, especially the partner teachers. In order to evaluate the implementation of this programme activity, it is first necessary to establish what ought to occur – according to the different stakeholders. Once complete, this evaluation focuses on how volunteers spend their time at the school placement, as well as their and their partnering teachers' perceptions thereof.

What specific duties or activities should occur during the work experience component, according to the different stakeholder perspectives?

Five themes emerged from the interviews and focus group: Only reading, Individual (Paired) Reading, Group (Shared) Reading, Reporting and Assisting the teacher (see Table 3). That is, the volunteers' intended duties during the school placement component consist mostly of reading activities – paired and shared reading. Additionally, they are expected to assist in reporting data on learners' reading behaviour through the use of a journal. This journal may also be used for personal reflection, although this is not the main intention. Volunteers should not assist the teachers with additional tasks, although this appeared to be accepted to some extent as long as it does not compromise the reading activities.

Considering the stakeholders' perspectives, there appears to be a fairly clear understanding what should occur during the school placement component of the Khanyisa programme. However, the descriptions provided by the stakeholders focus on delivering the reading intervention for learners. The following sections unpack the extent to which this has been implemented and volunteers' satisfaction with this programme component. Nonetheless, a significant gap remains on how this component contributes to the overall programme and the intended outcomes for volunteers – and whether consensus exists as to what these outcomes are. This theme is address in later sections.

Table 3

Work experience component intended implementation.

Theme	Source	Examples of quotes
Only reading	Volunteers	"I don't know about the other volunteers, according to them, we are supposed to read 24/7, every day." "It's clear there – you go there to help the children to read. That's it. No copying or printing stuff [or taking] children to the toilet… Your mandate is to help the children to read." "[W]ith the Khanyisa programme, you don't do photocopies for the teacher, like you're not a, what do you call it? Teacher assistant."
	Shine representative	"[Paired and shared reading], in a nutshell, is all they're supposed to do."
Individual (Paired) Reading	AVA management	"[T]hey have their own little reading corner with a box of books and a mat. They take learners out during the day for ten minutes at a time."
	Shine representative	"And, basically, the idea is that the moment the teacher has there is a gap… they immediately go into the reading corner and they call up the first child... They do paired reading, swap their books, and go back and the next one starts.
	Volunteers	"[W]e are supposed to read 24/7… like with each one of the children and when we are done with everybody, we read again with the same child…"
Group (Shared) Reading	AVA management	"[T]hey also read to the classroom the stories."
	Shine representative	"And then the idea is that they should start the morning and end the day just reading a story to the children."
Reporting	Shine representative	"[T]hrough a journaling… being able to start checking children and looking at the different behaviours that they think are signs that children are enjoying reading increasing motivation to reading." "[T]hey've got to keep track of the books, how many books each child's read."
Assisting the teacher	AVA management	"And, in between, they support the teacher where they can, but it's more towards reading and supporting the literacy within the classroom space."

How do programme beneficiaries spend their time during the work experience component?

Table 4 illustrates the results from the electronic diary. The response rate was poor (14%)[4]. Nonetheless, there are useful conclusions that can be drawn from the data. Additionally, Table 5 shows the results from the volunteer and teacher surveys. There were a number of encouraging findings which suggests that volunteers are conducting the work experience component as proposed.

Table 4

Frequency of responses for duration of at-school activities.

	None at all	Less than 10 mins	10 – 30 mins	30 mins to 1 hour	1 – 2 hours	More than 2 hours
Individual reading	-	8 (36 %)	10 (45%)	-	3 (14%)	1 (5%)
Group reading	1 (5%)	3 (14%)	7 (32%)	5 (23%)	5 (23%)	1 (5%)
Receiving feedback from teacher	2 (9%)	8 (36%)	7 (32%)	2 (9%)	3 (14%)	-
Observing teacher	-	3 (14%)	3 (14%)	8 (36 %)	5 (23%)	3 (14%)
Leading the class	2 (9%)	4 (18%)	7 (32%)	2 (9%)	7 (32%)	-
Non-reading teaching	-	2 (9%)	12 (55%)	7 (32%)	1 (5%)	-
Administrative work	4 (18%)	12 (55%)	3 (14%)	-	2 (9%)	1 (5%)
Networking peers	-	-	1 (5%)	4 (18%)	8 (36 %)	9 (41%)

Note: N = 22

Table 5

Descriptive statistics for volunteer and teacher responses on the school placement survey.

	Volunteer rating *M (SD)*	Teacher rating *M (SD)*
N	23	30
Average no. of hours interacting with students per day	5.82 (1.86)	7 (1.6)
Got to do instead of observing†	3.70 (1.18)	4.10 (.66)
Different kinds of jobs at the school†	3.13 (1.54)	3.37 (.81)
Discussed experiences with teacher†	4.13 (.87)	3.93 (.74)
Challenging tasks†	3.83 (1.07)	3.93 (.84)
Did interesting things†	4.43 (.59)	4.10 (.71)

Notes: † - items scored from 1 – 5.

[4] Calculated as number of responses received out of the number of possible responses.

Volunteers reported interacting with learners for an average of 5.82 hours per day (*SD* = 1.86). Teachers reported this interaction to occur for an average of 7 hours per day (*SD* = 1.60). It is unclear where the difference in estimates comes from, but it is possible that both are overestimates resulting from reporting bias.

However, it is also worthwhile to note the high degree of variability in answers, indicating that some volunteers interacted with students much more and much less than average. This variability is unaccounted for in the programme design. It may be worth investigating why some volunteers interact more with learners than others. This may be due to inconsistencies between implementation at different schools. The comparison of implementation between schools was not a focus of the present evaluation, but should be investigated further by the programme. This may be assisted by the use of a monitoring framework. Despite the variability, the hours reported seem in line with the programme intention. Other positive results include 91% of volunteer responses (n = 20) indicating that the volunteer had received feedback from their teachers during the period of study. This corresponds to high reports of volunteers sharing their experiences with the teacher ($M_{volunteers}$ = 4.13, $SD_{volunteers}$ = 0.87 and $M_{teachers}$ = 3.93, $SD_{teachers}$ = 0.74)[5].

All volunteer responses indicated the volunteer had conducted paired reading each day. However, 81% of responses (n = 18) indicated that shared reading occurred for less than 30 minutes per day. It is possible some volunteers may have misinterpreted the question and reported time spent per student. 96% of volunteer responses (n = 21) indicated that shared reading had been conducted each day. However, in some cases shared reading was used extensively - 50% (n = 11) indicating that shared reading had been conducted for more than 30 minutes and 27% (n = 6) indicating over an hour that day. Again, it may be that the programme is implemented inconsistently between schools. However, since volunteer outcomes are not necessarily tied to the roll out of the reading programme, these inconsistencies are more of a concern for student outcomes.

However, there are more relevant concerns for volunteer outcomes. Some volunteers indicated that they felt there was excessive unproductive time during the school day.

[5] On a scale from 1 to 5.

> "Sometimes we only start reading after the first break. So why do we have to sit there the whole day when we only read for 2 or 3 hours?"
>
> - Volunteer

36% of responses (n = 8) indicated that volunteers spent more than 1 hour observing the teacher that day. This corresponds with the relatively low volunteer score on the "Got to do instead of observing" survey item (M = 3.70, SD = 1.18)[6]. This is concerning as the programme theory relies on volunteers' involvement in work-like experiences, which appears limited. Of course, these periods of observation may also be interpreted positively with volunteers looking to work in education being able to observe the classroom environment.

Another concern was that teachers were using the volunteers inappropriately – as teaching assistants rather than Reading Buddies.

> "[We] don't start reading immediately with them, so we first see that their almost done with their work and then we start reading."
>
> - Volunteer

> "[S]ometimes during the day you don't even get chance to meet with the kids cause like you'll be running around helping the teacher teach around the class and the children are busy doing their homework…"
>
> - Volunteer

Although there seems to be evidence for this concern, the issue does not seem wide-spread based on the quantitative data. Volunteers and teachers reported relatively low levels of doing a variety of jobs ($M_{volunteers}$ = 3.13, $SD_{volunteers}$ = 1.54 and $M_{teachers}$ = 3.37, $SD_{teachers}$ = 0.81)[7]. The most frequently reported inappropriate use of volunteers was to lead the classroom. 41% of volunteer responses (n = 10) indicated that they had led the class for over 30 minutes that day. 14% of responses (n = 13) indicated that they did admin work (printing, copying, taking register, etc.) for more than one hour that day. However, the majority (73%) indicated that they had done less than 10 minutes of admin work. All responses indicated the volunteer had assisted with non-reading teaching, but 64% of responses (n = 14) indicated that this was for less than 30 minutes that day. Although it may be counter to the intended duties, these tasks

[6] On a scale of 1 to 5.
[7] Ibid.

may be beneficial for volunteers as they represent real-world responsibilities. Further, at the currently reported level, it seems that these tasks are not detracting from the delivery of the reading intervention.

The greatest concerns for the implementation of the school component appear to be volunteers spending unproductive periods during the school day as well as potentially inconsistent implementation across schools – in terms of time spent at school and activities done by the volunteer. The Khanyisa site coordinators may be a useful resource for monitoring volunteers' regular activities and identifying specific instances where implementation is inadequate.

Are the programme beneficiaries satisfied with the work experience component?

Volunteers reported both positive and negative experiences of the school placement component. These experiences centred around four emergent themes: experiences with students, language mismatches, negative experiences with school staff and corporal punishment.

a. Experiences with students

The positive experiences discussed by volunteers focused on their interactions with the students.

> "I find what I do a privilege, kind of."
>
> - Volunteer

> "[I]t builds the bond between you and the child so that he or she can trust you with anything. So, it's a good thing."
>
> - Volunteer

These positive experiences are substantiated by respondents indicating that they felt happiness and/or motivation during the school placement component (see Table 6). High levels of happiness and/or motivation were reported for activities related to teaching. This may be because many volunteers aim to pursue careers in education.

Table 6 *Volunteers' emotion responses to activities done at school*.	
Activity	Happy and/or Motivated
Individual reading	91% (*n* = 20)
Group reading	64% (*n* = 14)
Receiving feedback from teacher	86% (*n* = 18)
Observing teacher	77% (*n* = 17)
Non-reading teaching	77% (*n* = 17)

However, in some cases, there was a perceived lack of respect by the students.

> "[T]hose boys they don't see [the volunteers] as teachers, they see them as girlfriends or someone at their age… I couldn't even stand in the class; I was standing outside because like they were giving me funny reactions... And they don't see us as people they can respect."
>
> - Volunteer

This lack of respect is concerning as it may undermine the self-development aspect of the programme. That is, an important intended outcome for volunteers is an increase in self-esteem. However, negative experiences, such as the one described, may limit gains in this regard. Of course, it is impossible to prevent all unintended negative effects. As such, the programme could focus on identifying and addressing these as far and quickly as possible.

b. Language mismatches

Two volunteers experienced situations where they were placed in a school where students largely spoke a language which they were not able to communicate in.

> "Some of us as the volunteers were placed a Xhosa-speaking school and then we never did Xhosa at school so it's quite embarrassing when the child asks you all the Xhosa words and you don't know them."
>
> - Volunteer
>
> "I was placed in an Afrikaans class, so the kids come to me like speaking Afrikaans. I'm like, 'I don't know, sorry.'"
>
> - Volunteer

Again, these negative experiences are concerning as they may undermine self-development outcomes. Additionally, a language barrier would stop volunteers from interacting with students meaningfully, which is necessary to develop the job specific skills (e.g. skill of teaching reading, experience working with children, etc.). Again, the solution seems to be early detection of issues and appropriate adjustment – which did not occur for these volunteers.

c. Negative experiences with school staff

Volunteers described largely negative experiences with their co-teachers and other school staff. These include staff members gossiping and complaining about the volunteers with other staff.

> "She just says 'no, I'm fine, you don't have to do anything.' But she always talks about me and says "Ooh, this girl. Last year the other volunteer did this, now this one is doing this is."
>
> - Volunteer

> "You come to [the grade 2 HOD's] class, she smiles at you, she asks you nice stuff. When you out, you [hear] bad things about you that she said…"
>
> - Volunteer

> "And then like when [the teachers] talk, they're saying like we're useless…"
>
> - Volunteer

Volunteers felt possible reasons for this tension were their status as 'only' volunteers and a lack of understanding of the Khanyisa programme (see Table 7). On the one hand, experiences of difficult work relations may be beneficial for volunteers as they learn to negotiate the workplace. However, the programme should be cautious as unresolved tensions may negatively affect the volunteers and undermine the intended self-development outcomes. It may be beneficial to consider the criteria and threshold between healthy and unhealthy workplace conflict. One such criterion may be the duration of conflict. It is clear that negative relations with the school staff deteriorated as tensions festered after specific incidences – such as reports of corporal punishment (discussed below). To avoid this, the Khanyisa programme could implement a form of mediated discussion between school staff and volunteers in affected schools.

Table 7 *Suggested causes for tensions between volunteers and school staff.*	
Possible Cause	Quote
Status as 'only' volunteers	"[T]hey consider us as just volunteers like where they can put the blame on us, they can use they can take advantage of us."
Staff's lack of understanding of Khanyisa programme	"[M]y teacher… always said she doesn't know what this programme is about and she's just crazy man. She was uninformed."
	"[I]n grade 3 they have teacher assistants, so they are there to make copies and to assist the other classes. They asked us and we refused - then it's a problem."

d. Corporal punishment

A common factor that strained the relationship between volunteers and school staff at multiple schools was witnessing corporal punishment and the how subsequent reports were handled by the Khanyisa programme. Schools were informed that complaints of corporal punishment had been reported by volunteers – thereby alienating the volunteers from other school staff. Even volunteers who had not reported corporal punishment were blamed for the email received.

> "[W]e reported [the corporal punishment] and then there was a hot email that arrived at school. And then we were held accountable by the teachers because like they said, 'We received this from our volunteers,' and then that's like straight up that that's us."
>
> - Volunteer

> "Our school also received the same email and we were also blamed that it… I still believe they still think it's us that said those things about them."
>
> - Volunteer

This created severely strained relationships between volunteers and school staff, including the co-teachers.

> "And then it was about 2 weeks [where] we couldn't see eye to eye with the teachers in the same class."
>
> - Volunteer

Witnessing corporal punishment may be counterproductive to the programme's outcomes. That is, some volunteers may turn away from a career in teaching not because they realised a

lack of interest but simply became disillusioned after this experience. This point was noted by the Shine representative:

> "What is that what is that doing for somebody who is having to get up every day and sit in the classroom and probably see the same three children being bullied or abused?"
>
> - Shine management

As such, it seems appropriate that the Khanyisa programme created an avenue for volunteers to report instances of corporal punishment. However, the earlier point of the harmfulness of tensions between volunteers and school staff remains relevant in how the programme deals with these reports. As acknowledged by the Shine representative, corporal punishment remains prevalent in South African schools including those within the Khanyisa programme. As such, it is an issue which will likely reoccur. Therefore, it would be beneficial for the programme to develop procedures which limit the resulting tension. Anonymisation of the volunteer reporting the corporal punishment is not a viable solution as the school staff may simply generalise their animosity to all the volunteers or the Khanyisa programme as a whole. An alternative solution may be to forward reports of corporal punishment to the relevant authorities – such as the provincial Department of Education – without directly addressing the schools. In this case, there should be an agreement with the Department of Education that all reports are to be handled anonymously – without mention of the Khanyisa programme or volunteers.

Conclusions and recommendations

Although volunteers expressed positive emotions relating to their school component experiences, especially when interacting with the learners, there were also negative and potentially detrimental experiences raised. The development of a monitoring framework may be beneficial in identifying issues in real time to facilitate appropriate interventions. The site coordinators may be useful resources in gathering monitoring data and in mediating conflicts. Furthermore, there is a vacancy for the head of the Khanyisa programme[8]. In filling this position, consideration should be given to experience in mediation as an advantageous employment criterion.

[8] At the time of writing.

The issue of corporal punishment also touches on an important theme of this evaluation – the risks and costs of participating in the programme. That is, witnessing corporal punishment may have an unintended negative impact on the volunteers. Similarly, tensions between the volunteers and school staff and frustrations with the programme's administration could negatively affect volunteers.

Thus far, this evaluation has focused on the school placement component of the Khanyisa programme – the design and implementation thereof. The focus of this evaluation now shifts to the other programme components, with an emphasis on the different stakeholders' perspective of how the programme works and an assessment of the programme's plausibility.

Evaluation Question 2: How do the various stakeholders understand the programme theory?

Before developing a common programme theory, it is useful to compare each of the stakeholders' understandings of how the Khanyisa programme works as contradictions between stakeholders' perspectives may undercover areas for programme revision. The individual theories of change from the different perspectives are presented in Appendix F. To aid concise reading, the activities and outcomes of these are summarised in Tables 8 and 11 (on pages 32 and 38, respectively). This evaluation focuses on the programme logic – how the programme aims to achieve its intended impact. As such, the evaluation centres on clarifying the programme activities and outcomes (short-term, medium-term and long-term).

Activities

Overall, there is a high degree of similarity between the activities of different stakeholders' understanding of the programme activities. There was consensus especially with regards to the main components of the programme: Recruitment, Orientation Camp, Shine Training, Refresher Training, School Placement, Self-development Courses, Reflection Activities and Co-ordinator Visits. However, there are areas of difference that merit discussion, especially the omission of certain activities by some stakeholder groups. Table 8 compares and contrasts the activities included in the different theories of change.

The main differences between the activities in theories of change lie in the support offered to volunteers and how volunteers are facilitated to access their next opportunity (through progression training and/or access to ad-hoc opportunities). The AVA management, programme staff and Shine representatives tended to emphasise the activities they were directly involved in, whereas the volunteers emphasised activities that left impressions (positive or negative) with them personally.

Table 8

Different stakeholders' perspectives of the activities.

AVA management	Programme staff	Shine management	Volunteers
Recruitment	Recruitment	Recruitment	-
Orientation Camp	Orientation Camp	Orientation Camp	Orientation Camp
Shine Training	Shine Training	Shine Training	Shine Training
-	Refresher Training	Refresher Training	Refresher Training
School Placement	School Placement	School Placement	School Placement
Self-development Courses	Self-development Courses	[AVA Friday Sessions]	Self-development Courses
Reflection Activities	Reflection Activities	[AVA Friday Sessions]	Reflection Activities
-	-	Journaling	-
Mini-innovation Challenge	Mini-innovation Challenge	-	-
Progression Training	Progression Training	-	[Open Days/ Presentations]
Co-ordinator Visits	Co-ordinator Visits	Co-ordinator Visits	Co-ordinator Visits
Counselling	-	-	Counselling
-	-	Shine Feedback	Shine Feedback
Alumni Support	-	-	-
-	-	Informal Support	-
-	-	Ad-hoc Opportunities	[Bursaries]

Volunteer Support

Stakeholders mentioned five forms of support offered to volunteers: site visits, social worker counselling, informal support, structured Shine feedback sessions and reflection activities (see Table 9). All stakeholder groups mentioned support co-ordinator site visits as part of the support services offered to the volunteers. The AVA management representative and volunteers also included social worker counselling as a key component of the support. Social workers were not mentioned by the Shine representative or programme staff. However, the Shine representative did mention an open-door policy with support offered directly by Shine staff. There were also structured feedback sessions mentioned by the Shine representative and volunteers. The AVA management and programme staff did not mention these feedback sessions, but highlighted the role of the reflection activities as mechanisms for gaining volunteer feedback on issues where support is needed.

Table 9

Description of support services.

Component	Source	Examples of quotes
Site visits	AVA management	"The [site] coordinators support the volunteers through the process… they would touch base with them regularly and make sure that they attend and that they step up."
	Shine management	"There's facilitators that meet up with the schools – site visits – who support [the volunteers]."
Social worker counselling	AVA management	"We also have social work students who are available… for the volunteers to access."
	Volunteer	"A few weeks ago, there were social workers at the office as well."
Informal support	Shine management	"I know [Shine staff member] has always said to the youth, "I'm here, I'm here if you need me", so we have had on a few occasions some who've popped over."
Structured Shine feedback	Shine management	"I think a monthly feedback session from Shine, where there is an opportunity to come and just discuss how things are going, what they're struggling with, what they need help with…"
	Volunteer	"We had an open day almost like a day a refresher training day with [Shine]. And then they said we must like tell problems and whatever challenges we're facing at school…"
Reflection activities	AVA management	"If you had to speak to my team, they would say the point of the reflections is to find out what is going wrong, so they can fix it."
	Khanyisa staff	"[During the reflection activities, we] make sure that… we pinpoint everything right there before it affects… the programme."
	Volunteer	"We are not forced, but we are encouraged to do the reflection – like we just say how we feel and how was your day and stuff."

This approach to volunteer support may be beneficial as it allows volunteers to access support in the platform they feel most comfortable with. For example, if a volunteer feels uncomfortable speaking up during the group reflection activities (which was a common experience mentioned in the volunteer focus group), they have the avenue of seeking one-on-one support. However, the risk with this approach is a lack of coordination between programme partners. It is unclear what formal or informal processes exist to facilitate this communication and follow-up on concerns raised. Although this was not a focus of the evaluation, it appears that the monitoring and communication of concerns raised is an area where the programme could improve – highlighted by the experiences of some volunteers who felt that their concerns were not sufficiently addressed:

> "Shine doesn't listen to us… [W]e had an open day almost like… a refresher training day with them. And then they said we must tell [them our] problems and whatever challenges we're facing at school, but they never listened to us."
>
> - Volunteer

> "[W]hen [the site coordinators] come to the school they talk about other things – they don't talk about the main cause, the root cause of my [problem]."
>
> - Volunteer

There should be continuity between concerns raised by volunteers and discussions held between site coordinators and school staff. The tracking of concerns raised may assist in ensuring these concerns are addressed and therefore improve volunteers' experience of the programme.

Progression Training

Progression training was raised by three stakeholder groups, although there appears to be different emphasises (see Table 10). The AVA management representative focused on preparing the volunteers to move on the next opportunity through activities such as training in CV writing. The Khanyisa programme staff's notion of progression training was more broadly defined to include CV-writing and job-interview training, as well as presentations from external organisations which may provide opportunities to the volunteers. Similarly, the

Table 10 *Components of progression training activities.*		
Component	Source	Examples of quotes
CV writing	AVA management	"[W]hen we do the progressions stuff, we also work with them with CVs, *et cetera*."
	Khanyisa staff	"[T]hose little things that we do for them, they are the ones that actually boost their confidence – so make them write their CVs, draft their CVs…"
Interview skills	Khanyisa staff	"We invite externals to just to… teach them interview skills, practice interview skills and then we also have trial runs."
Presentation of opportunities	Khanyisa staff	"We invite places that hire, and then we also invite universities because there's people who really want to go study next year."
	Volunteers	"[T]he team were taken to False Bay College to apply there - not to apply, actually, but to see maybe what we can be interested in."

volunteers highlighted the open days and presentations by external organisations as a key part of their theory of change.

It is interesting to note that the volunteers did not mention CV writing and interview skills. It is plausible that this omission is due to the passing of time (a few months) between the relevant activities and this evaluation. This seems unlikely, however, considering the volunteers discussed the programme orientation, initial training and Shine top-up training at length. Rather, it may be that the volunteers did not view these as important or memorable programme components, which is incongruent with the perceived importance placed on this training by the programme staff:

> "[W]e showed them videos on how to do an interview, like a proper interview, not just an interview - an interview that would make them employable."
>
> - Khanyisa programme staff

It may be beneficial for the Khanyisa programme to further investigate this programme component with a focus on the volunteers needs and perceived benefit. Such an investigation would be useful in guiding adjustments to the programme design.

Mini-Innovation Challenge

The Mini-Innovation Challenge was raised by the AVA management representative and the Khanyisa programme staff, but not by the Shine representative or the volunteer group. Again,

questions of why the volunteers did not mention this activity are pertinent. It is possible that it is seen as a less important or less memorable component of the programme. Similar to the CV-writing and interview component of the progression training, the need and perceived benefit of this programme component is worth further investigation with consideration to possible amendments to the programme design.

Ad-hoc Opportunities

The Shine representative highlighted the importance of ad-hoc opportunities for volunteers to access post-programme employment, education or training. Bursaries and accredited trainings in a wide range of fields (including permaculture and chef courses) were mentioned. The other stakeholders did not mention these activities as an important part of the programme, although one volunteer did mention bursary applications available in the AVA office.

This point ties into the theme of considering the risks and costs for the volunteers in programme participation. That is, the Khanyisa programme is deliberate in when and how volunteers are introduced to post-programme opportunities. Participants accessing opportunities early in the programme would lead to dropout. Although this could be perceived as programme success – the volunteer accessed a post-programme opportunity – it would undermine the intended programme effect in terms of personal development. Additionally, drop-outs threaten the in-school reading programme, which the volunteers conduct. Currently, the Shine representative is forwarding these ad-hoc opportunities through AVA, which are shared with the volunteers in a structured manner. Consequently, it is plausible that volunteers miss out on opportunities which expire during programme enrolment. In this case, there are no simple solutions. A more flexible intake and graduation process would allow volunteers to better take advantage of these opportunities, but would likely be detrimental to the reading programme. Nonetheless, it is worth investigating the extent of this cost in any future impact studies so as to accurately reflect the programme's impact.

Journaling

The Shine representative indicated that journaling should be used to track perceived changes in the students (i.e. the perceived impact of the learning programme) as well as for volunteers' self-reflection. This was not mentioned by any other stakeholder group. There is an opportunity to streamline and enhance the programme design. The reflection activities

provide volunteers an opportunity to discuss the challenges they face at school – for Khanyisa staff to note and volunteers to learn from each other. However, reflection may be an important component of self-development and building self-efficacy (Deane, Harré, Moore, & Courtney; 2017). Further, journals are an acknowledged method for self-reflection with the aim of personal and professional growth (Bain, Mills, Ballantyne, & Packer, 2010). Therefore, the programme should consider using journals to aid the reflection activities. One way to achieve this would be to set weekly topics for volunteers to write about.

The challenge in this approach is to ensure that volunteers use their journals – something that "hasn't been done well this year", according to the Shine management representative. Again, the solution may be in streamlining efforts. Shine has limited access to the volunteers, making it difficult to follow-up on volunteers' journal-writing. However, the volunteers attend the reflection activities each week. Therefore, including the journals in the reflection activities would also provide an opportunity to monitor their use for both reflection and student-tracking purposes.

Outcomes

The short-, medium- and long-term intended outcomes for each theory of change are compared in Table 11. Points of agreement are shown on the same row. In some cases, the outcomes do not directly correspond, but there is some overlap. These are shown in square brackets.

Long-term outcomes:

There was a lack of consensus regarding the long-term goals of the project. The Shine representative did not offer an impact-level outcome, rather highlighting accessing the next opportunity as the overall goal of programme. The volunteers proposed self-growth, appropriate workplace conduct and sense of direction as the long-term goals of the programme. These are short-term outcomes as they represent immediate changes that the programme aims to enact in the participants (Patton, 20008). The volunteers also mentioned accessing subsequent opportunities following the programme.

Table 11

Different stakeholders' perspectives of the intended outcomes.

	AVA management	Programme staff	Shine management	Volunteers
Long-term	Sustainable career trajectory	-	-	-
	-	Become an 'employable' adult	-	-
Medium-term	Access next opportunity	Access next opportunity	Access next opportunity	Access next opportunity
	Sense of direction	-	Sense of direction	Sense of direction
Short-term	Improved communication	Improved communication	Improved communication	Improved communication
	Increased confidence	Increased confidence	Increased confidence	[Increased confidence speaking English]
	Find passion	-	Find passion	Find passion
	Deliver reading programme effectively	-	Deliver reading programme effectively	Deliver reading programme effectively
	Skill working with children	-	Skill working with children	Skill working with children
	Work ethic	Work ethic	[Engagement with outside world]	Work ethic
	Knowledge of opportunities (expanded network)	Knowledge of opportunities	Knowledge of opportunities (expanded network)	Knowledge of opportunities
	Motivation	Motivation	Motivation	Motivation
	Sense of belonging	Sense of belonging	-	Sense of belonging
	-	Improved computer skills	-	Improved computer skills
	-	CV writing skills	-	-
	-	Job interviewing skills	-	-
	Increased programme engagement	-	-	-

The AVA management representative indicated that the long-term goal of the programme is for the volunteers to develop a positive, sustainable career trajectory. This refers to the beginning of the volunteer's career or an opportunity which eventually leads to a career, such as further studies, a learnership or entrepreneurism. The focus here is on the gradual and incremental progress towards a career. Conversely, the programme staff indicated that the goal of the programme is to develop the volunteers into 'employable adults', which was defined as being able to secure and adequately perform in jobs directly after programme completion:

> "[As an employable adult], I can even leave here and now and go to anywhere and look for a job and be… at least shortlisted if not taken… I can work anywhere, that's what I mean."
>
> - Khanyisa programme staff

The AVA management representative's understanding of the programme's intended impact seems aligned to the documented programme goals (see Figure 3). This perspective understands programme completion as the starting point which may eventually lead to the volunteer's career. In contrast, the Khanyisa programme staff's understanding is that programme participation is sufficient to secure the volunteers' employment. This is an unrealistic expectation of the programme considering the programme does not secure jobs for participants and is not an accredited training course.

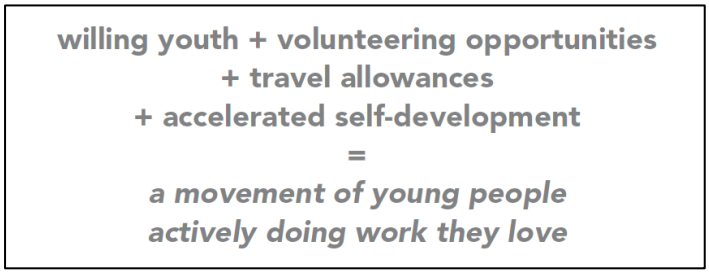

Figure 3. Stated programme logic from the AVA Annual Report 2017.

It is noteworthy that the volunteer group did not have a clear understanding of the programmes' goal – despite being in the final weeks of the programme. Social programme beneficiaries are crucial stakeholders with the potential to determine the programme's success (Finsterbusch & Van Wicklin, 1987). That is, beneficiaries' cooperation is important to achieve the desired social impact. As such, it is important to ensure that the beneficiaries

have a good understanding of the programme's intended impact. With regards to the Khanyisa programme, it seems that this understanding of the long-term impact is lacking – which could impede the programme's effectiveness.

It would beneficial for the Khanyisa programme stakeholders to discuss and agree on the intended impact of the programme on volunteers. This was achieved at the theory of change workshop and is discussed later in this study. Additionally, the intended impact should be explicitly stated to the volunteers and reinforced throughout the programme. It does not seem that this is currently being done. For example, the volunteer orientation guide stops short of discussing the intended impact, with a focus on the short- and medium-term outcomes:

> "At the same time AVA will be supporting you to develop the skills and experience you need to navigate the world of work and find out more about yourself and where you want to go next."

The risk with explicitly stating the intended impact of the study is that it could create unrealistic expectations by the volunteers. Using the example of the AVA management representative's understanding of the intended impact, volunteers may expect to find a direct path to a career after completing the programme and be disappointed if this does not materialise. However, if the programme sets plausible goals, volunteers' expectations should be realistic. This point is returned to in the assessment of programme plausibility below.

Medium-term outcomes:

There was a high degree of consensus between stakeholder groups on the programme's medium-term outcomes. All stakeholder groups agreed that it is important for volunteers to access an opportunity following the programme and for volunteers to gain a sense of direction for their careers. The only point of contention was that some volunteers proposed that the programme should include guaranteed job placements following successful completion. However, this would undermine the logic of the programme with regards to empowering volunteers to access opportunities. As such, the programme staff should be aware that some volunteers may have these expectations and address them directly during the orientation phase or exclude these volunteers during recruitment.

Short-term outcomes:

The stakeholders presented a total of thirteen short-term intended outcomes. There were several outcomes with no contention – such as volunteers gaining increased confidence, increased skill working with children, an increased sense of belonging and being able to effectively deliver the reading programme. These outcomes are not discussed further. However, there were also areas of partial agreement or competing understandings that are relevant to this formative evaluation:

Improved communication

All stakeholders agreed that improved communication was a key intended outcome. Increased communication was understood by different stakeholders as a combination of: improved self-expression, improved public speaking, more non-violent communication and increased confidence speaking English.

It was generally agreed that the programme aims to improve volunteers' ability to express themselves. This seems to be an important intended outcome as it addresses a perceived need in the volunteers – which was acknowledged by the volunteers themselves. As explained by the Khanyisa programme staff, increased self-expression links to the intended medium-term outcome of securing a post-programme opportunity as there is an assumption that individuals who are more self-expressive have more favourable outcomes in interview situations.

The AVA management and Khanyisa programme staff representatives also agreed that improved public speaking was an important outcome of the programme. This outcome is important for individuals who are seeking careers where public speaking is required – such as teaching. However, it also seems to be used as a measure of the volunteers' self-confidence by programme staff:

> "[Speaking of her experience as a volunteer] I knew that I wanted to be able to speak in public because I would be very shy."
>
> - Khanyisa programme staff

Table 12

Dimensions of improved communication.

Component	Source	Examples of quotes
Improved self-expression	AVA management	"[A] lot of young people when they come to us, they can't even articulate their own thoughts. They can't even articulate who they are."
	Volunteers	"It helped me a lot because most of the time I don't know how to express myself… I don't like to talk – I'm not a talkative person."
	Khanyisa staff	"[W]hen you can express yourself fully, I think that's when you pass… the interview because you are able to answer the questions."
Improved public speaking	Khanyisa staff	"[W]e had people that… were not even able to stand up and talk in front of others, but after the programme, they were able to stand up and speak."
	AVA management	"There's some stuff on communication, around, um, public speaking, speaking up…"
Non-violent communication	Volunteers	"Camp and Fridays helped… in terms of self-growth and development because we were taught about NVC, which is Non-Violent Communication."
Confidence in English	Volunteers	"[W]e were not comfortable speaking English, like me, I'm not. I don't like English. But when I'm around here, now, I can speak English all the time."
	Khanyisa staff	"[W]e encourage them to speak English more so that they can be able to express themselves like during interviews and stuff."

Non-violent communication was mentioned only by the volunteer group. This may be because one of the self-development modules focuses on non-violent communication. While communication seems to be a key intended outcome, it is unclear as to the relevance of non-violent communication. That is, violence was not an identified problem which the programme aims to address. It may be that this course is tangential to the programme goals, which may be served by a more relevant module. For example, more time could be spent on the computer course, which volunteers described as very beneficial but is currently only offered as an optional course.

Interestingly, only the volunteers and Khanyisa programme staff (who were past-volunteers) mentioned an increased confidence speaking English as a programme outcome. The participants that raised this outcome both admitted to struggling with confidence in speaking English when they joined the programme. However, through the various public speaking and sharing exercises – conducted in English – this confidence was reported to have developed. It seems that increased confidence speaking English is an unintended outcome, which the

programme may decide to actively promote going forward – especially considering the importance placed on this outcome for success in interview situations:

> "[W]e encourage them to speak English more so that they can be able to express themselves like during interviews [*et cetera*]."
>
> - Khanyisa programme staff

Find passion

AVA management, Shine and volunteer representatives agreed that a key outcome was volunteers finding their passion or interests. This may occur through their experience teaching or their exposure to other opportunities. Many volunteers join the programme with the intention of going on to a career in education or early childhood development (ECD) – a criterion of programme recruitment. The programme gives them the opportunity to get first-hand experience of teaching in a real-world context before committing to that career option:

> "I suppose a little bit of what I don't want to do. So, what don't I want to do? I don't want to be here, I don't want to be doing this."
>
> - Shine management

For those volunteers who do not pursue a career in education or ECD, the benefit of realising that their interests lie elsewhere seems disproportional to the cost of programme participation – working 5 days a week for 10 months. The programme attempt to cater for these volunteers by exposing them to a wide range of career options, such as programming, entrepreneurism and engineering:

> "There was a time when the team were taken to False Bay College to apply there – not to apply, actually, but to see, maybe, what we can be interested in."
>
> - Volunteer

However, this is limited to the progression activities, which constitute less than 2 weeks throughout the programme. It may be useful for the programme to investigate the demand for more exposure to career paths other than education and ECD – and to adjust the programme accordingly.

Work ethic

All stakeholders agreed that it is important for volunteers to develop a work ethic, which is the knowledge and practice of appropriate workplace conduct (see Table 13). The Khanyisa programme staff, Shine and AVA management representatives all highlighted the important role played by the school teachers in this regard. Teachers are intended to act as role-models for the volunteers to learn appropriate conduct at school, and the workplace more generally.

The Shine management and Khanyisa programme staff representatives' perspective expanded this role to include AVA, Shine and Khanyisa staff. That is, through exposure to working professionals and the expectations of the workplace, it is intended that volunteers will adapt their behaviour accordingly. This includes basic daily preparations, such as the routine of going to work, dressing appropriately and being punctual, as well as dealing with challenging situations and workplace conflicts, such as communicating with workplace superiors.

Table 13

Quotes for work ethic.

Source	Examples of quotes
Khanyisa staff	"I think seeing the teachers coming in every day, how they do their work, how they conduct themselves in the classroom, or just in the workplace…" "[B]ut since you are their mentor… you also [need to be] a professional."
AVA management	"[W]e want them to learn what it's like to wake up early and go to school, to have someone as a supervisor that you report to, to be in a work environment where certain conflicts and situations will arise that you may not have been exposed to before and learn to deal with that and unpack it… [S]o a big outcome is around that practical experience of being in a work environment."
Volunteers	"I think what I mean by working experience is that we just came out of school with that school mind and then now we're going to the working field… [T]he Khanyisa programme is teaching us on how to prepare yourself as a person."
Shine representative	"So, for me, the number one thing is engaging with life outside where people are working. So, they see AVA, they see Shine, they see the teachers, and everybody else bustling around."

Importantly, the volunteers did not mention the teachers or programme staff as role-models or mentors. Rather, they highlighted the negative qualities of the teachers and school staff:

> "They are acting unprofessional… It's childish actually, they are being childish."
>
> "[A]t our school, I think last month – a few months back – we kind of had a feud with [the teachers]."
>
> "[The HOD] is a hypocrite. You come to her class, she smiles at you, she asks you nice stuff. When you out, you heard bad things about you that she said… I don't understand what is her problem. She's got personal problems. I think so. She must keep home stuff… at home."
>
> - Volunteers

These negative perceptions may be related to the tensions between volunteers and school staff – as highlighted earlier. The improvement of volunteers' work ethic may be dependent on the resolution of these tensions. Hence, the recommendation of mediation between volunteers and school staff should be emphasised. It may also be beneficial to ensure that both volunteers and teachers are aware of the expected role-modelling aspect of their relationships.

Knowledge of opportunities

All stakeholders agreed that the programme must increase volunteers' knowledge of available opportunities (see Table 14). The AVA and Shine management representatives explained that volunteers expanding their networks was key for accessing future opportunities. In contrast, the programme staff and volunteers indicated that opportunities should be sourced directly from the programme and did not mention expanded networks as a way of amplifying access to opportunities. As such, it is unclear if volunteers value the professional network that they are exposed to through the programme as a source for opportunities. Additionally, volunteers expressed an expectation that the programme source opportunities on their behalf. As such, there seems to be disagreement over how post-programme opportunities should be secured.

It is, therefore, worth clarifying the limited role of the programme in securing future opportunity expectations for volunteers to ensure that there are no unrealistic expectations. Similarly, it may also worth the programme explicitly stating the importance of volunteers utilising the professional networks they are exposed to throughout the programme to access post-programme opportunities.

Table 14 *Quotes for knowledge of opportunities.*		
Focus	Source	Examples of quotes
Expanded network	Shine representative	"So, I suppose it's just being tapped into a network that is bigger than they are."
	AVA management	"We're sort of hoping through the alumni network… that the alumni themselves become a network for each other."
Direct exposure	Volunteers	"I don't want to go to school, I still want to… make money for my kid, you see. [S]o they (the Khanyisa programme) must look for vacancies for us, so we can apply."
	Khanyisa staff	"[W]hen we have our progressions, [the volunteers] get to apply. They don't just come and talk… They actually get to apply at that point."

Motivation

All representatives mentioned increased motivation as an intended outcome of the programme. Further, AVA management and programme staff discussed volunteers using this to overcome social and personal circumstances to pursue their careers:

> '"It doesn't matter if my mom was not a teacher or if my father never went to university, but if I want to, I can go, despite the challenges.'"
>
> - Khanyisa programme staff

Considering the socio-economic causes of unemployment, which the programme cannot address, it may be important that the programme assists volunteers in overcoming their contexts as a precursor to changing them through sustained employment. However, some volunteers described feeling unmotivated due to the challenges faced at their schools and in the programme. That is, frustrations around tensions with school staff and unresolved concerns which were brought to the attention of the programme may hinder volunteers' motivation to pursue a career in education, ECD or related field. This point reemphasises the importance of monitoring and tracking the resolution of concerns that volunteers raise and resolving tensions between volunteers and school staff where they occur – through, for example, mediated discussion.

Computer skills

The volunteers and programme staff indicated that improved basic computer skills (e.g. typing emails, printing, etc.) were expected outcomes of the training. These were not mentioned by the AVA and Shine management representatives. Considering that these skills are required or desired skills for jobs in multiple fields, ensuring volunteers are equipped with basic computer skills may be vital for programme success. Further, the volunteers raised improved computer skills as an area where they had benefitted:

> "I didn't know even how to even log into… [But now,] I know how to log in; I know how to write a letter; I know how to do an email; I know how to do all those things."
>
> - Volunteer

Currently, the programme only offers the computer course on an opt-in basis, meaning that some volunteers who would benefit do not participate. Following the theory of change workshop which formed part of this evaluation, programme staff decided to make this course compulsory for all volunteers. A further positive step could be the use of a basic assessment at the beginning of the course to assist in directing the content of course – focusing on the volunteers' needs.

Other job-hunting skills

The programme staff were the only stakeholders to mention skills in CV writing and interviewing as key expected outcomes. This is consistent with the programme activities – as they were the only stakeholder to mention the corresponding training. Again, it is unclear how highly the volunteers value these skills and the need thereof. Once this is assessed, the programme's design may be appropriately adjusted.

Conclusions and recommendations

The comparison of programme stakeholders' perspectives of how the programme works reveals important gaps in understanding and areas for improvement. From the above discussion, it appears that there are five programme components that could be revisited for careful consideration:

- the development of CV-writing and interview skills,
- the development of computer skills,
- exposure to multiple career paths,

- the non-violent communication course and,
- the mini-innovation challenge.

In all cases, the need and perceived benefit of these components should be assessed to determine if they should be expanded or removed from the programme. Such assessment may take the form of a simple survey following the implementation of each component in the next volunteer cohort. During the evaluation, the programme decided to revise the computer course, making it compulsory. An assessment of need and perceived benefit may still be useful in guiding the content of the course.

This evaluation also highlights the importance of considering the risks and costs of programme participation for the volunteers. Negative experiences, such as strained relationships with school staff, may detract from the attainment volunteers' development of motivation, work ethic and passion for their careers. As such, the recommendation for monitoring and tracking concerns raised by volunteers is reemphasised.

It also appears that the programme has not adequately considered opportunity costs to the volunteers. That is, the programme staff seemed to assume that the alternative to programme participation was that the youth would be 'sitting at home', doing nothing. Although this may be true for individual cases[9], there will be youth that miss out on opportunities which expire during their enrolment in the Khanyisa programme. Although a more flexible enrolment strategy may alleviate these costs, it is not possible without jeopardising the implementation of the reading programme. In order to ensure the benefits of programme participation outweigh the potential costs, the programme should aim to maximise its progression activities component. The aforementioned assessment of need and perceived benefits may be useful in this regard.

Finally, the programme may benefit from explicitly stating the intended impact – and how it aims to achieve these – in programme documents and during the orientation phase. Specifically, programme staff should clarify their expectations of volunteers in terms of accessing post-programme opportunities through leveraging the networks gained during the programme. This may lead to volunteers viewing these networks as important outcomes of the programme and, therefore, more actively engaging with them. Programme staff should also ensure both volunteers and school staff are aware of the intended role-model purpose of

[9] One programme staff – a former volunteer – described this to be her experience.

their relationships. It is unclear how teachers view volunteers, but volunteer perceptions indicate that volunteer-teacher relationships are not behaving as intended. Providing clarity on expectations may be the first step to achieving the intended outcomes.

The theory of change workshop – discussed in the following section – is one step towards explicit communication of the programme theory, as it clarifies a common understanding. Additionally, it is important to assess the plausibility of the achieving intended impact to ensure stakeholders have realistic expectations of the programme's effectiveness. The plausibility of the programme theory is the focus of the remainder of this evaluation.

Evaluation Question 3: Is the programme theory plausible according to the available literature?

According to Donaldson (2007), a plausibility check should only be conducted once the first draft of the programme theory has been verified with stakeholders. In the case of this evaluation, it was important to first integrate the different perspectives into a consolidated theory of change. That is, although it is useful to compare the different stakeholders' perspective on how the programme works, it is not beneficial to assess the plausibility of these independently. Rather, this evaluation draws on the four perspectives gathered, as well as the available programme documents, to draft an agreed theory of change which is assessed for plausibility. This was achieved through a stakeholder workshop, which represents the third phase of iteration of the programme theory (see Figure 4).

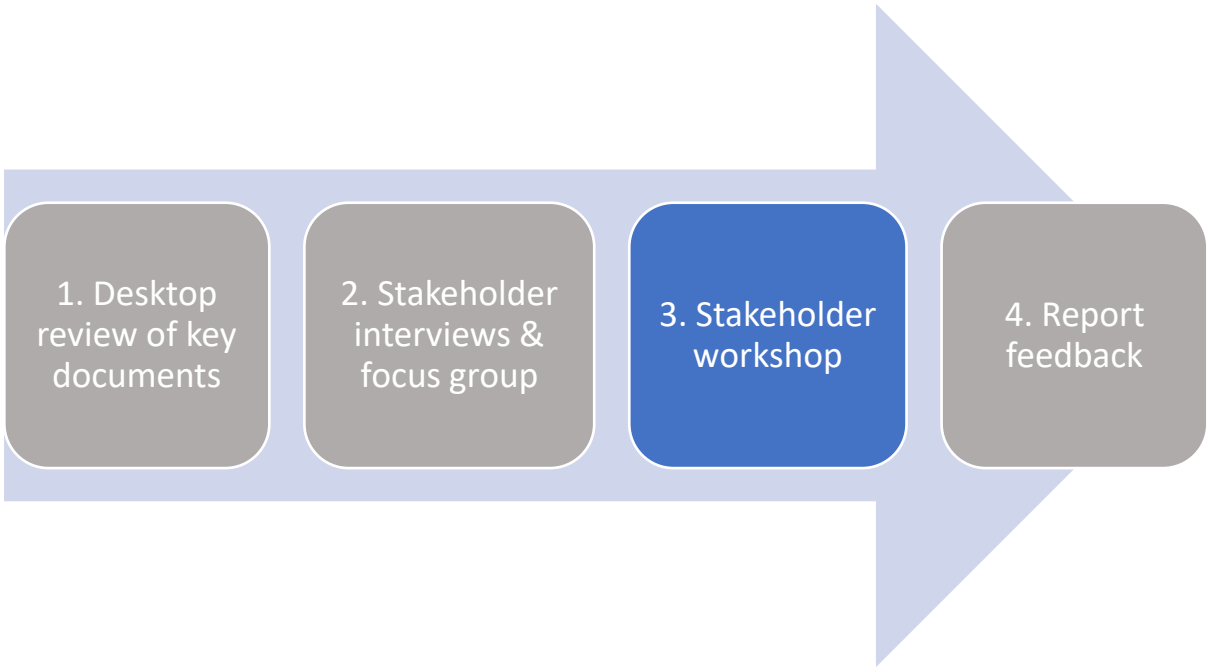

Figure 4. Iterative process of developing the Theory of Change for the Khanyisa programme.

Combined Theory of Change

Figure 5 shows the basic components of the theory of change as developed during the workshop with all stakeholders. The evaluator presented activities and outcomes from each of the stakeholders' perspectives. These were revised by the workshop participants. Amendments (such as changes to the wording of items) and additional inclusions are shown in italics. Items with yellow backgrounds indicate recommendations that stakeholders proposed to the programme.

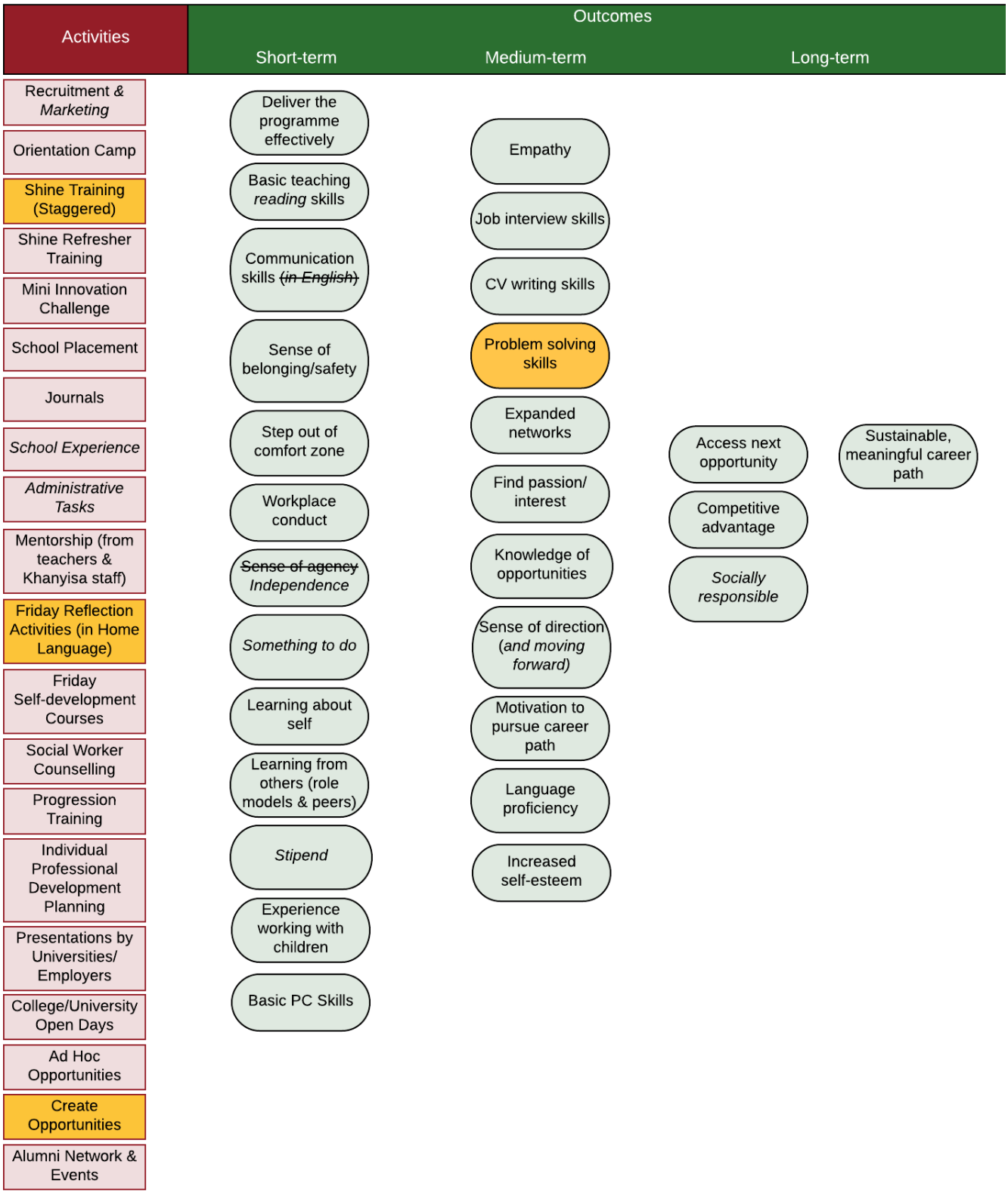

Figure 5. Theory of change developed during stakeholder workshop. Amendments are shown in italics. Recommendations are shown in yellow.

Revised Combined Theory of Change

This raw theory of change contains a number of problematic features, such as short-term outcomes listed as medium-term outcomes and inputs listed as outcomes. The revised theory of change, as proposed by the evaluator, synthesises the product of the stakeholder workshop and addressed these concerns (see Figure 6).

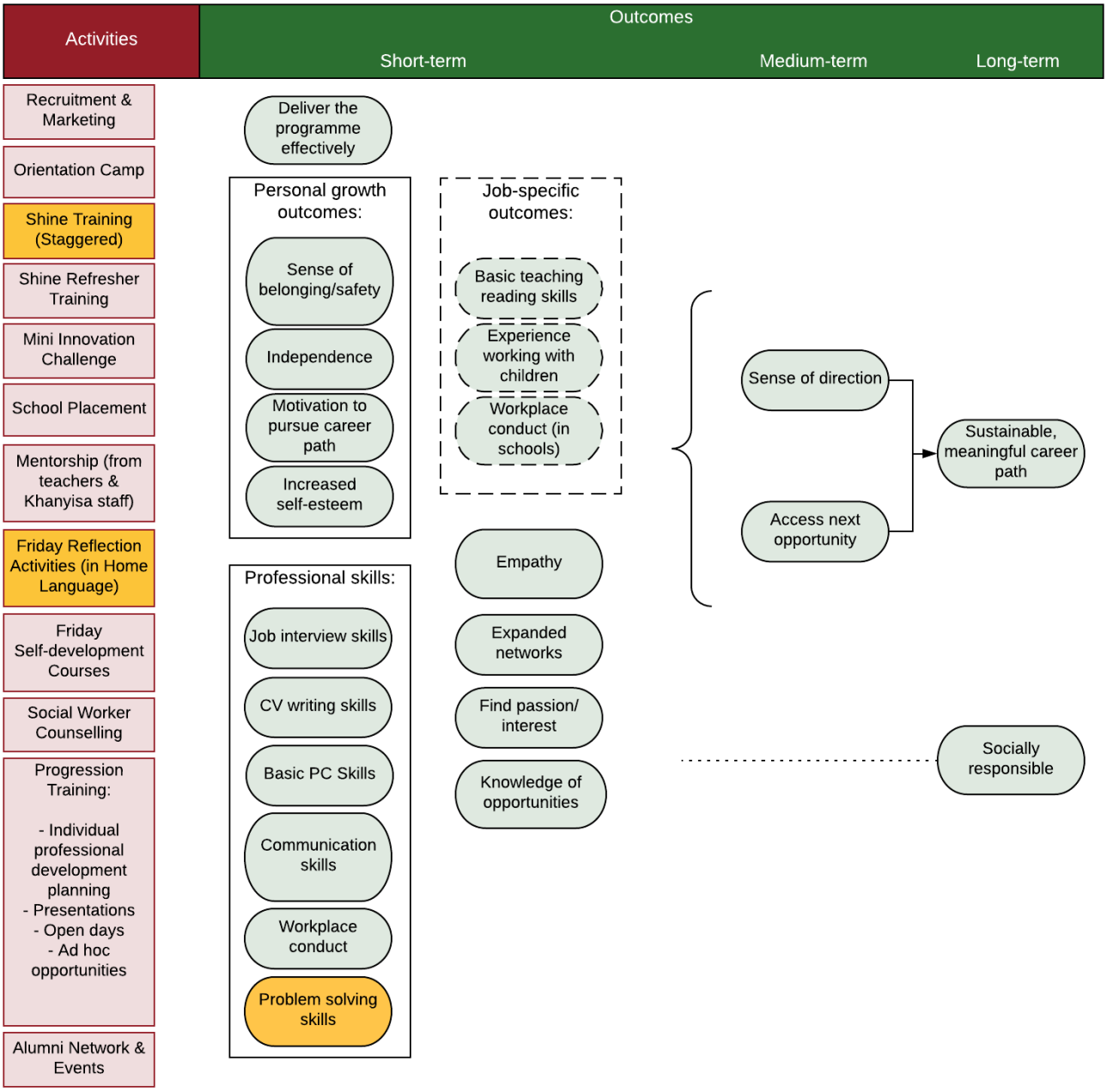

Figure 6. Revised theory of change as proposed by the evaluator.

In order to synthesise and revise the theory of change, the following process was followed: Firstly, sub-components of activities and outcomes were condensed into the appropriate main component for diagrammatic conciseness. This includes sub-components that are dispersed throughout multiple activities. A summary of the affected items is presented in Table 15.

Table 15

Condensation of sub-components into main activity and outcomes in the theory of change diagram.

Sub-component	Main component	Type
Journals	School Placement	Activity
School experience		
Keeping stats		
Individual professional development planning	Progression Training	Activity
Presentations by universities/employers		
College/university open days		
Ad hoc opportunities		
Stepping out of comfort zone	Throughout the programme	Activity
Having something to do	Throughout the programme	Activity
Learning about self	Throughout the programme	Activity
Learning from others	Throughout the programme	Activity
Language proficiency	Communication skills	Outcome
Competitive advantage	Access next opportunity	Outcome

Secondly, items were re-categorised according to the definition of inputs, activities, outputs and outcomes as per Rossi et al. (2004). Importantly, this study uses the definition of a short-term outcome as the immediate changes that the programme aims to bring about in the targeted group. Medium-term outcomes are the causal consequence of short-term outcomes and represent an intermediate step between these and the programme's intended impact.[10] A summary of the revised items is presented in Table 16.

[10] Rossi et al. (2004) use the terms proximal and distal effects.

Table 16

Re-categorisation of items in the theory of change.

Item	Previous category	Revised category
Create opportunities	Activity	Input
Stipend	Short-term outcome	Input
Empathy	Medium-term outcome	Short-term outcome
Job interview skills	Medium-term outcome	Short-term outcome
CV writing skills	Medium-term outcome	Short-term outcome
Problem solving skills	Medium-term outcome	Short-term outcome
Expanded networks	Medium-term outcome	Short-term outcome
Find passion/interest	Medium-term outcome	Short-term outcome
Knowledge of opportunities	Medium-term outcome	Short-term outcome
Motivation to pursue career path	Medium-term outcome	Short-term outcome
Language proficiency	Medium-term outcome	Short-term outcome
Increase self-esteem	Medium-term outcome	Short-term outcome
Access next opportunity	Long-term outcome	Medium-term outcome

Lastly, the short-term outcomes were categorised into job-specific outcomes, personal growth outcomes and general professional skills. As noted by the AVA Director of Programmes, some, but not all, volunteers aim to progress into a career working with children. For these volunteers, the Khanyisa programme offers experience related to their career of choice. Accordingly, the outcomes of basic teaching reading skills, experience working with children and displaying appropriate conduct with children are grouped under job-specific outcomes. Sense of belonging/safety, independence, motivation to pursue career path and increased self-esteem are grouped under the category of personal growth outcomes. Communication skills, appropriate workplace conduct, basic computer skills, job interview skills, CV writing skills are included under the category of general professional skills. Problem solving skills, which was proposed as a future intended outcome, would also be included here.

During the theory of change workshop, the participants suggested and accepted the inclusion of social responsibility as a long-term outcome for volunteers. While this is certainly not contrary to the ethos of the programme, it should be carefully considered before inclusion into the theory of change as it may represent an expansion of the programme's scope. Social responsibility was not a focus of any stakeholder theories of change nor does it appear

explicitly in the programme documents. Ultimately, the programme should be assessed on whether it has achieved the outcomes listed in the theory of change. As such, the inclusion of social responsibility may unfairly impose a standard which the programme has not been actively aiming to achieve thus far. Nonetheless, this intended impact is retained in the plausibility assessment that follows.

Causal assumptions

All programme theories contain innate causal assumptions. These are the presumed cause-and-effect linkages between what the programme does and the anticipated effects thereof (Rossi et al., 2004). With complex programmes, such as the Khanyisa programme, this involves a complex series of causal chains leading to the intended social impact. These causal chains can be visually represented as impact pathways (sometimes referred to as impact theories) (Rossi et al., 2004).

This evaluation focuses on three identified impact pathways, each of which entail a number of causal assumptions:

- The first pathway addresses the causal assumptions around the links between programme participation, accessing the next opportunity and securing a sustainable, meaningful career path.
- The second pathway addresses the causal assumption around how programme activities lead to an increased sense of direction and therefore a sustainable, meaningful career path.
- The final pathway addresses the causal assumptions that explicate the links between programme participation and the development of social responsibility in volunteers.

The sections that follow assesses the plausibility of these impact pathways – and constituting causal assumptions – through a review of the available literature.

Impact pathway A: Accessing next opportunity

Impact pathway A (Figure 7) illustrates how volunteers are assumed to achieve a sustainable through increasing professional skills (both general and job-specific), expanding professional networks, increasing knowledge of opportunities and facilitating personal growth, the

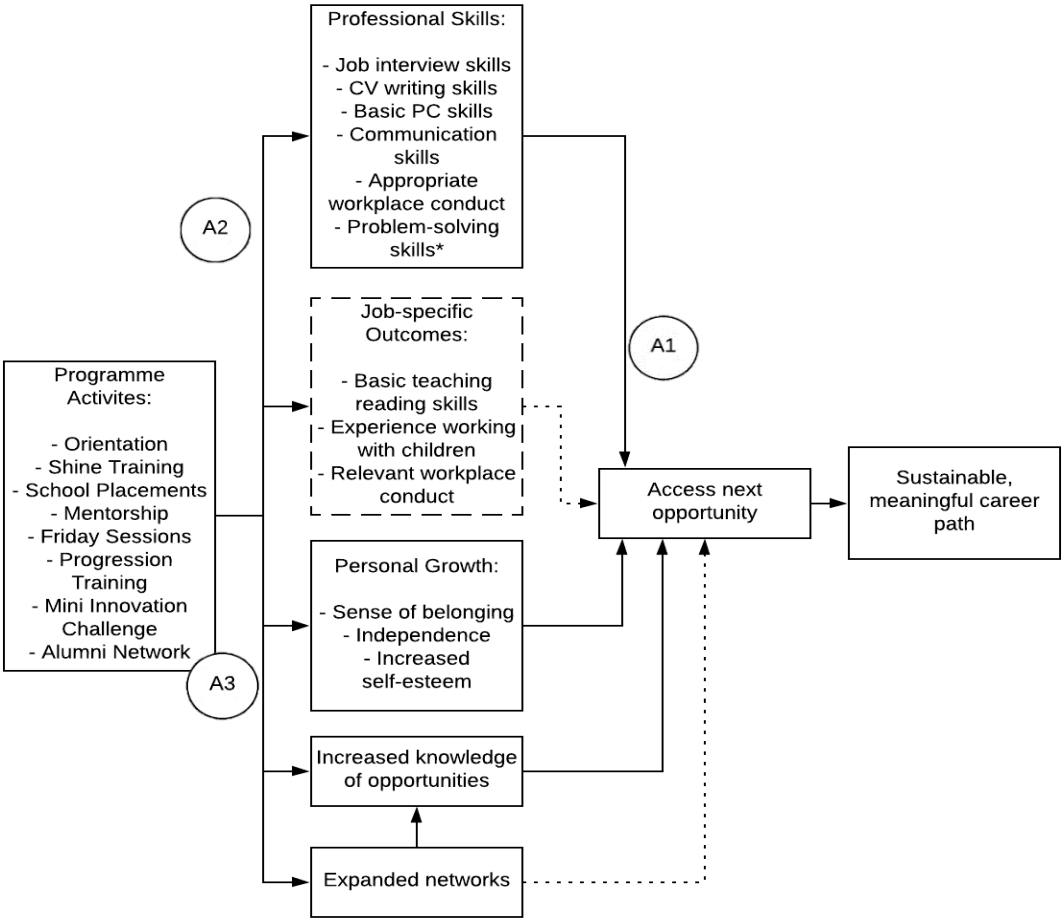

Figure 7. Impact Pathway A: Accessing next opportunity.

Khanyisa programme aims to improves volunteers' ability to access their next opportunity and subsequent career path. The first causal assumption (A1) tested is the overall plausibility that participation in the programme can lead to the intended impact of sustainable and meaningful employment.

The second causal assumption (A2) assessed is the plausibility of the programme improving volunteers' professional skills (both general and job-specific). That is, the programme activities are intended to increase volunteers' professional skills, such as job interview skills and displaying appropriate workplace conduct (e.g. punctuality, professionalism, etc.). Volunteers then use these skills to access their next opportunity – for example, volunteers should perform better in interview situations. Additionally, volunteers' applications (e.g. for jobs, scholarships, etc.) should be strengthened due to their improved ability in using a computer. Volunteers pursuing an opportunity in a related field, such as teaching, should be further aided as they have job-specific experience and skills which they can leverage in

interviews and applications.

The third causal assumption (A3) is the development of personal growth outcomes. That is, through programme participation, volunteers are intended undergo personal growth in the form of increased self-esteem, independence and a sense of belonging or safety. This assists volunteers in overcoming obstacles which may prevent them from accessing the next opportunity. These obstacles may be material (e.g. a lack of transport) or psychological (demotivation). Therefore, volunteers are more likely to achieve the desired impact.

As such, this evaluation concentrates on the following key causal assumptions.

- Causal assumption A1: Volunteers experience an increase in employment due to participation in the programme.
- Causal assumption A2: Volunteers' professional skills are enhanced due to programme participation.
- Causal assumption A3: The programme leads to self-growth for participants, specifically in self-esteem, independence and sense of belonging.

Causal assumption A1: Volunteers experience an increase in employment due to participation in the programme.

Several methodologically rigorous studies showed positive outcomes for volunteers in terms of employment rate and quality of employment (especially earnings and job stability). However, it is important to note that the size of these effects was small in every case, Further, the three longitudinal evaluations found no differences between participants and non-participants in the long-term (at most, 5 years after programme completion).

Evidence of positive outcomes come from various studies of high methodological rigorousness (see Table 17). Jochen et al. (2016) conducted a systematic review of youth employment programmes and reported that around one-third of interventions showed statistically significant positive effects in terms of both employment and earnings. Specifically, 32% and 37% of studies showed positive and statistically significant results for earning outcomes and employment outcomes, respectively. Perry and Maloney (2007) conducted an evaluation of labour market (subsidy, work-experience and training)

programmes in New Zealand which was also methodologically rigorous. The study found statistically significant reductions in the proportion of the year spent unemployed. Time spent unemployed in the year following participation reduced by an average of 66.56 days for the work experience programme participants ($p < .01$) and 22.35 days for the training programme participants ($p < .01$). These results were across all subsidy, work-experience and training programmes. As Khanyisa provides both work-experience and training, these results seem

Table 17

Impact studies on similar programmes' employment outcomes.

Evidence base	Intervention description	Methods used	Rigour	Outcome area	Change
Jochen et al. (2016)	A range of youth employment programmes including: training and skills development, entrepreneurship promotion, employment services and subsidised employment.	Systematic Review	Strong	Employment outcomes Earning outcomes	Positive Positive
Corporation for National and Community Service (2008)	A full-time community service programme focusing on areas such as education, the environment, public safety and disaster relief.	Pre-, post-test, with propensity-matched comparison group and longitudinal design	Strong	Educational progression	Neutral
Vuori, Silvonen, Vinokur and Price (2002)	Week-long job search training programme.	Randomised control	Strong	Job stability Job satisfaction Wages Rate of reemployment	Positive Neutral Neutral Neutral
Blundell, Costa Dias, Meghir and Ven Reenen (2004)	A compulsory government-initiated programme including unsubsidised jobs, subsidised jobs, volunteering and education and training.	Propensity score matching	Strong	Probability of finding post-programme employment	Positive
Schochet, Burghardt and McConnel (2008)	A residential education and training programme for disadvantaged youth.	Randomised control design, longitudinal study	Strong	GED (Grade 12 equivalent) certificate Vocational certificates Tertiary education Employment	Positive Positive Neutral Positive (short-term)

				Earnings	Positive (short-term)
Corseuil, Foguel, Gozaga and Ribeiro (2012)	Subsidised employment apprenticeship programme with required formal training.	Matched comparison group, longitudinal study	Strong	Employment probability	Positive
				Non-temporary job probability	Positive
				Wages	Positive
				Work experience	Negative
Leahey (2001)	A welfare-sponsored, government funded job training programme for women.	Matched comparison group, longitudinal study	Strong	Probability of subsequent employment	Neutral
Perry and Maloney (2007)	A range of government active labour market programmes, including subsidised jobs, work experience and job training programmes.	Propensity score matching, longitudinal study	Strong	Proportion of year spent unemployed	Positive (short-term)

positive.

Blundell, Costa Dias, Meghir and Ven Reenen (2004) evaluated the New Deal programme – a U.K. job search programme which includes basic skills courses (including soft skills) and mentoring for unemployed youth (18-24 years old). The results align with the systematic review in that the programme statistically significantly increased participants' probability of finding a job within 4 months of completing the programme by 5%. Similar positive employment outcomes were found by Schochet, Burghardt and McConnel (2008), who conducted an impact evaluation of the US federally funded JobsCorp programme. This programme targets 16-24 year old disadvantaged youth. The findings showed that JobsCorp participants' employment rate was between 1,3% and 2,4% statistically significantly higher after 4 years (depending on measure used). Programme participants also earnt an average of 218 dollars more per annum 4 years after completing the programme – accounting for inflation. Additionally, participants attained GED (grade 12 equivalent) certificates 21% more than the comparison group and vocational certificates 31% more than the comparison group. However, there was no effect on tertiary education attendance or completion.

Corseuil, Foguel, Gozaga and Ribeiro (2012) conducted an impact evaluation of a Brazilian youth employment programme, which aimed to help youth transition from low-paying, informal jobs to formalised employment. The evaluation used a matched comparison group (using temporary workers as the control group). The results indicate participants had a 5% greater chance of being employed as well as a 5% greater chance of having a non-temporary job in years 2 and 3 of the study, compared to the comparison group. The study also showed that participants had an average increase in wages of 1.5% and 1.8% in years 2 and 3, respectively. On the other hand, participants accumulated 2.5 months less work experience on average than the control group at the end of the third year. All results were statistically significant. Anderson, Laguarda and Williams (2007) also found positive outcomes as programme alumni reporting that the programme helped them explore career options (86%), helped prepare them for their current job (85%) and influenced their career path (79%). However, programme alumni were no more likely to report job satisfaction than the comparison group. More mixed results come from a study conducted by Vuori, Silvonen, Vinokur and Price (2002) on the Työhön Job Search Programme – a Finnish programme which aims to support recently unemployed individuals to become active job-seekers, as well as provide support for set-backs faced which searching for a job. Using a randomised control

design, the study found increases in job stability after reemployment, but not rate of reemployment, wage rate or job satisfaction.

Leahey (2001) conducted an impact evaluation of job training on the employment status of disadvantaged women. The study found that training did not significantly affect the probability of subsequent employment (Leahey, 2001). However, since the research was conducted post-implementation and included a range of government funded programmes throughout the country, the fidelity of these programmes' implementation is unknown and was unreported. This may account for the nonsignificant results as the treatment effect may have been dramatically diluted due to inadequate implementation or poor compliance (Meyers et al., 2012; Gertler, Martinez, Rawlings, Premand, & Vermeersch, 2016). Since it is impossible to judge the fidelity of these programmes' implementation, it may still be plausible to assert that job training programmes may work if they are correctly implemented.

Considering the cost of social programmes, it is insufficient to assess the presence or absence of positive outcomes without considering the magnitude and longevity of the effect. In all cases where positive employment outcomes were reported, the effect was small. Increases in employment rates were between 1.3% (Schochet et al., 2008) and 5% (Corseuil et al., 2012). Average increases in wages were 218 dollars per annum four years after the programme – approximately $18 per month (Schochet et al., 2008). Jochen et al. (2016) also reported small effect sizes, with Hedge's $g = 0.04$. Furthermore, all three longitudinal studies failed to find sustained employment outcomes for participants. Perry and Maloney (2007) found that three years after programme completion, the differences between participants and controls in terms of time spent unemployed was nonsignificant, meaning that the outcomes were not sustained. Similarly, the earning differences between participants and the comparison group that Schochet et al. (2008) found, were not sustained after the fourth year following programme completion. This means that even if the Khanyisa programme can replicate these studies, the short-term benefits may not outweigh the costs of the programme.

It is also necessary to compare the Khanyisa programme to those above in order to assess how likely these outcomes may be replicated. Firstly, the Khanyisa programme has a unique design – merging volunteerism and job training. No programme found in the literature has the same design, although there are shared features. Although Jochen et al's (2016) systematic review covers a range of interventions, included are training and skills development,

employment service programmes (which seek to improve job-seeking skills) and subsidised employment – which are have similarities to the Khanyisa programme's design. 65% of interventions included in the systematic review were of skills and development programmes, which focus on technical (e.g. business skills, literacy, numeracy, etc.) and non-technical skills (i.e. behavioural or soft skills). The authors also found that programmes that integrated multiple interventions – as the Khanyisa programme does – had better outcomes (Jochen et al; 2016). This may be due to youth have diverse needs which are better attended through a complex approach.

Secondly, it is important to compare the contexts of the programmes. Most studies included in this review were conducted with populations in developed countries (Jochen et al., 2016; Anderson et al., 2007; Perry & Maloney, 2007; Costa Dias et al., 2004; Schochet et al., 2008; Vuori et al., 2002; Leahey, 2001). Intuitively, it may be expected that youth in developed countries respond better to these programmes as they have additional resources at their disposal. However, Jochen at al. (2016) found that programmes from developing nations reported positive outcomes more regularly than those from developed nations. As such, we may expect the Khanyisa programme to perform equal or better than the programmes described.

Conclusion: *Strong support for small, short-term effect in studies.*

Causal assumption A2: Volunteers' professional skills are enhanced due to programme participation.

Although many programmes evaluated aim to increase participants' professional skills, these proximal outcomes were not the subject of evaluation. With the exception of an increased ability to work with children, no study provided evidence in support of this assumption. This is confirmed by Lerman's (2013) narrative review of the literature, which notes: "evaluators have rarely examined gains in productive personality traits, other non-academic skills, and *occupational skills* [emphasis added]." That is not to say that these outcomes are implausible, only lack an evidence base.

The only studies which mentions professional skills is Hamilton and Fenzel's (1988) impact evaluation of 12 youth volunteer programmes on the volunteers. The programmes were either

community improvement or childcare projects. Interviews with participants and programme staff yielded support that volunteers in the childcare programme learnt how to work with children. However, the participants of this programme were significantly younger than Khanyisa participants (M = 14.11 years old). As such, the findings may not be generalisable to the Khanyisa programme. However, it is important to note that the youth volunteer programmes studies did not include professional development components – as the Khanyisa programme does with the progression training. As such, it is not possible to assess if any professional skills are likely to be developed from programme participation based on the current literature.

Conclusion: *No support in studies.*

Causal assumption A3: The programme leads to self-growth for participants, specifically in self-esteem, independence and sense of belonging.

The current review of the literature does not include an assessment of Positive Youth Development (PYD) programmes. It may be argued that Khanyisa's Friday sessions function as a PYD programme and, therefore, may achieve similar outcomes to similar programmes. Curran (2016) provides a systematic review of the outcomes of PYD programmes, concluding that they result in improved subjective well-being and social confidence. Rather than revisit this literature, the present review focuses on the plausible outcomes for the other components of the Khanyisa programme.

There were several studies of job training or service programmes which reported increases in personal development outcomes for the participants, especially self-confidence and self-efficacy. Unfortunately, these did not include any methodologically rigorous studies. The current literature review uncovered only one methodologically rigorous evaluation which measured indicators of personal growth as an outcome.

The Corporation for National and Community Service (2008) conducted a study on the long-term outcomes of the AmeriCorps programme – a nation-wide youth development programme whereby youth (older than 17) participate in a variety of educational, environmental, public safety and disaster relief programmes, amongst others. The study was an 8-year longitudinal design, with a propensity score matched comparison group. After 5

years, participants reported their volunteer activities within the previous year to have impacted their personal growth (including exposure to new ideas, changing their beliefs and learning about the real world) more so than the comparison group (ES = 0.24, $p < 0.05$). However, these outcomes were not sustained at the 8-year mark, with no statistical difference between groups. Similarly, the study found no statistically significant difference in educational progress for participants and non-participants after 5 and 8 years. Despite the lack of rigorous evidence to support this assumption, there is some evidence for these outcomes from non-rigorous studies (see Table 18).

Evaluating a U.K.-based employment enhancement programme for NEET youth aged 16-24, Seddon, Hazenburg and Denny (2013) found statistically significant increases in general self-efficacy (GSE) of 4.06%. This represents an effect size of 0.46. The measure of GSE was based on a simple pre-, post-test using self-reported data. In addition, the study used participant interviews to understand additional impacts, finding self-reported increases in participant self-confidence and self-belief.

Donohue and Patton (1998) conducted an evaluation of career guidance in conjunction with job training programmes in Queensland, Australia. The ages of these participants are more varied than those in the Khanyisa programme ($M = 29.7$, $SD = 11.92$). The participants' previous employment history was not reported, but considering the wide age group, it is plausible that many had previous experience. Using a pre-, post-test design without comparison group, the study found self-reported increases in knowledge of self, direction in career goals, confidence and self-efficacy. 83% of respondents also reported that they believed the programme had expanded their work options.

Davies (1996) evaluated a Canadian programme designed to assist displaced workers – people who have lost their jobs – though a support group. The participant group was different to Khanyisa in that these participants were older (ranging from mid-20s to early 50s), had prior work experience (ranging from 5 to 27 years' experience) and more diverse educational qualifications (50% had some form of tertiary education; 30% had not finished high school). Using self-reported data with a non-equivalent control group, post-test only design, the study found greater levels of self-efficacy and self-confidence amongst participants, although the magnitude of the effect was not reported.

Table 18

Impact studies on similar programmes' personal and professional outcomes.

Evidence base	Intervention description	Methods used	Rigour	Outcome area	Change
Corporation for National and Community Service (2008)	A full-time community service programme focusing on areas such as education, the environment, public safety and disaster relief.	Pre-, post-test, with propensity-matched comparison group and longitudinal design	Strong	Personal growth	Positive (short-term)
Seddon, Hazenburg and Denny (2013)	Employment enhancement programmes – not otherwise described.	Pre-, post-test	Weak	General self-efficacy Self-confidence Self-belief	Positive Positive Positive
Davies (1996)	Facilitated peer support groups with unemployed individuals.	Post-test only, with unmatched comparison group	Weak	Self-efficacy Self-confidence	Positive Positive
Donohue and Patton (1998)	One career guidance session as an added component of differing job training programmes.	Pre, post-test	Weak	Knowledge of self Confidence Self-efficacy	Positive Positive Positive
Hamilton and Fenzel (1988)	Volunteer projects in community improvement (e.g. building maintenance, animal care, etc.) and child care (e.g. summer camp and after-school assistants).	Pre-, post-test	Weak	Social responsibility Knowledge of self Knowledge of others Decision-making Ability to work with children	Positive Positive Positive Positive Positive
Anderson, Laguarda and Williams (2007)	A 10-month, full-time community service, leadership development and civic engagement programme.	Pre-, post-test, with unmatched comparison group	Weak	Helped prepare for current job	Positive

Hamilton and Fenzel (1988) evaluated the impact of 12 youth volunteer programmes on the volunteers. The programmes were either community improvement or childcare projects. The participants were significantly younger than Khanyisa participants (M = 14.11 years old). Using a pre- and post-test design with no comparison group, the evaluation found increases in self-reported social responsibility, with an effect size of 0.24. Interviews with participants and programme staff also yielded support for increased knowledge about self and others, increased decision-making and learning how to work with children (for those in the childcare programme).

Anderson et al. (2007) conducted a longitudinal study on the effects of City Year – a nationwide youth development programme in U.S.A. which includes community services, leadership development activities and civic engagement. The programme targets 17 to 24 year olds. The study used a comparison group of successful programme applicants who, for some reason, did not join the programme. The appropriateness of the comparison group was not examined statistically. The study found programme alumni reported increased post-programme community involvement, which they attributed to the programme helping them realise the importance of community service. Similarly, 4 years after participation, 70% of programme alumni reported volunteering in the last 12 months – 13% more than the comparison group (although the statistical significance of this difference was not reported).

While these studies may support the causal assumption, their lack of methodological rigour means they cannot be used as reliable sources of evidence. Evaluations with weak designs may overestimate the effect of job training programmes for a number of reasons, including maturation, response bias and experimenter effects. Hence, there is a strong need for a valid counterfactual. Most methodologically rigorous evaluations identified in this literature review measure only distal outcomes of youth employment training programmes. This represents a significant gap in the literature.

Conclusion: *Strong support for the effectiveness of the Fridays sessions, but weak support for the other programme components.*

Impact Pathway B: Sense of direction

Impact pathway B (Figure 8) asserts that volunteers gain a sense of direction for their careers through finding (or confirming) their passion and increasing their knowledge of related opportunities. This sense of direction guides them in pursuing a career that is meaningful to them.

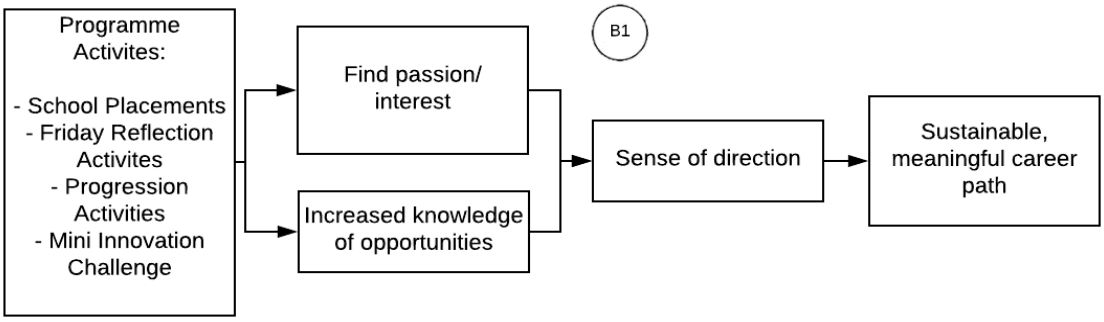

Figure 8. Impact Pathway B: Sense of direction.

Although many volunteers sign up for the programme with the intention of pursuing a career in teaching or ECD, some intend to follow careers in unrelated fields, while others lack a vision for their careers. Programme participation exposes volunteers to careers in teaching and working with children through the school placements. Additionally, volunteers are exposed to alternative career options through the progression activities (i.e. university open days and presentations by relevant organisations). Through this exposure and reflection, it is intended that volunteers gain a clearer idea of their passion. For some, the programme may confirm their passion for working with children. Others may realise that their passion lies elsewhere after exposure to the realities of this career option.

Through the programme (especially during the progression activities), volunteers become aware of opportunities within the field of their passion. Additionally, the volunteers have a plan of how they aim to actualise their desired career through the individual professional development plans. Thus, at the end of the programme, volunteers have a clearer sense of direction for their careers (i.e. they know what field they want to work in and have a plan of how to pursue said career). By following that plan, volunteers embark on careers that they deem meaningful.

Thus, the evaluation focuses on one causal assumption within this impact pathway:

- Causal assumption B1: Through participation in the programme, volunteers have a clearer idea of their passions and interests, which they pursue as their career.

Causal assumption B1: Through participation in the programme, volunteers have a clearer idea of their passions and interests, which they pursue as their career.

The current literature review uncovered only two studies which discussed sense of direction – both previously discussed. Neither of these studies were rigorous evaluations, providing weak evidence that participants may have a better idea of their passions and interests following programme participation. Donohue and Patton's (1998) evaluation of an Australian career guidance programme for long-term unemployed individuals included post-programme interviewed where 32% and 22% of respondents said the most valuable aspects of the programme was greater self-knowledge and improved direction in career goals, respectively. Khanyisa participants vary significantly from those in this study – most have no work experience and come from challenging social contexts. Alumni of the City Year programme also reported that programme helped them explore career options (86%) and influenced their career path (79%) (Anderson et al., 2007). These participants were similar to the Khanyisa volunteers in terms of age (17 to 24 years old), there are significant demographic differences – City Year participants were majority white (56%) and a large proportion had a college degree (41%). Considering the differences between the populations in these studies and Khanyisa volunteers, it is unclear if the positive outcomes shown can be replicated by Khanyisa.

Conclusion: *Little/weak support in studies*

Impact Pathway C: Social responsibility

Figure 10 depicts the final impact pathway. Through working at schools, the self-development courses and reflection, it is intended that the volunteers will develop empathy in addition to the personal growth outcomes previously discussed. It is assumed that these outcomes lead to the volunteer being more socially responsible in the long-term, although the causal link to achieving that is unclear.

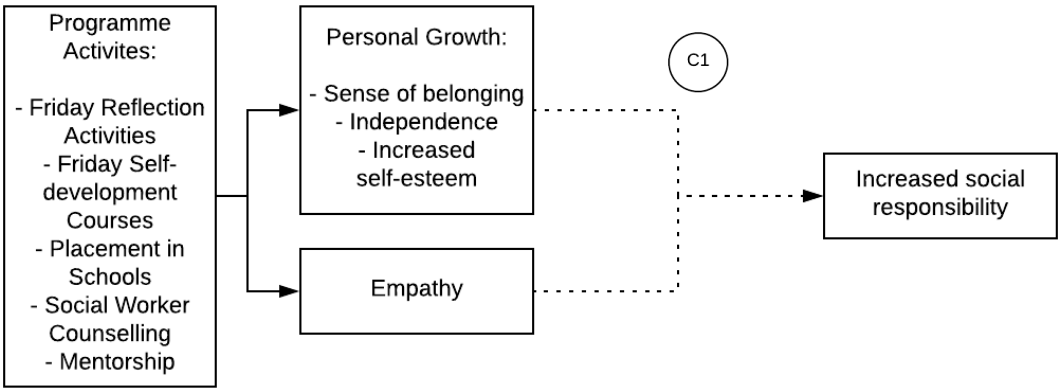

Figure 10. Impact pathway C: Social responsibility.

This evaluation addresses the central causal assumption of this impact pathway:

- Causal assumption C1: Through participation in the programme, volunteers gain empathy in addition to personal growth, which leads to an increased sense of social responsibility.

Causal assumption C1: Through participation in the programme, volunteers gain empathy and personal growth outcomes, which leads to an increased sense of social responsibility.

Although no studies consulted measured empathy or social responsibility per se, two were relevant to this causal assumption. In the previously mentioned study by the Corporation for National and Community Service (2008) on the long-term outcomes of the AmeriCorps programme, participants were found to report a stronger connection to their community than non-participants after 8 years (ES = 0.24, $p < 0.05$). However, participants did not report increased post-programme volunteering behaviour compared to the comparison group. In contrast, 70% of alumni of the City Year programme reported to have volunteered in the last 12 months (4 years after programme completion) (Anderson et al., 2007). This was 13%

more often than non-participants – although the statistical significance of this difference was not reported. Anderson et al. (2007) also found that programme alumni reported increased post-programme community involvement, which they attributed to the programme helping them realise the importance of community service. Thus, there appears to be mixed results regarding post-programme volunteering. The more methodologically study suggests that programme participation does not necessarily lead to future volunteerism. However, volunteerism is not equivalent to social responsibility. That is, participants may experience an increase in social responsibility that is expressed in other ways. As such, this assumption is not definitively ruled out.

Conclusion: *Limited support in studies*

Conclusions and recommendations

Overall, there is limited support for the Khanyisa programme achieving its intended impact from the available literature. Nonetheless, there is evidence that similar programmes yield small positive (albeit short-term) outcomes. It is likely that a rigorous impact evaluation conducted on the Khanyisa programme – with an appropriate counterfactual – would find similar results. Therefore, it is suggested that the programme focus on achieving realistic outcomes (i.e. short-term outcomes and small effects).

Importantly, there are important gaps in the literature, with a lack of rigorous studies investigating the development of professional skills outcomes, a sense of direction and social responsibility. Considering the lack of evidence bases to underpin these intended outcomes, it should not be assumed that the programme will have the intended effect. One solution is for the programme to generate data to explicitly monitor and test these assumptions. One source of such information may be through regular monitoring of the programmes' outcomes and regular evaluations of programme impacts. However, considering the complex nature of the programme and variety of intended outcomes, these monitoring and evaluation exercises may be costly – especially with the programme's limited staff. As such, it is recommended that the programme narrow the scope of its intended impact and implement a monitoring system to ensure that these outcomes are achieved – rather than assumed be achieved.

Chapter 4: Conclusions and Recommendations

Being formative in nature, this evaluation has included conclusions and recommendations throughout the discussion of findings. Nonetheless, these are summarised in this section for concise reading. This evaluation has resulted into two direct benefits to the Khanyisa programme. Firstly, it has produced an explicit theory of change[11], which is specific to the Khanyisa programme, rather than generic to all of AVA's programmes and has been developed with input from various stakeholders. This theory of change constitutes a roadmap for the programme and may be used for programme revision as well as future evaluations.

Secondly, during and as a consequence of this evaluation, the Khanyisa staff decided to revise the computer skills course within the self-development programme component. By making this a compulsory course, the programme is more likely to achieve the intended outcomes of increased computer skills and CV-writing skills. Volunteers who participated in this course noted that they had perceived an impact on these outcomes. Nonetheless, it may still be beneficial for the Khanyisa programme to conduct a preliminary assessment of volunteers to tailor the content of this course to their specific needs.

This evaluation also proposes several recommendations for the Khanyisa programme, at both implementation and design levels.

With regards to implementation:

- there appears to be a substantial need to monitor and track the handling of issues raised by volunteers;
- there also appears to be a need to investigate the differences in volunteer experiences between schools[12];
- the Khanyisa site coordinators could be used for collecting monitoring data, as they conduct regular visits to the schools and have rapport with both volunteers and school staff;

[11] Or rather, made the implicit theory of change explicit.

[12] The high variability in outcomes measured – especially time volunteers reported spending at school – suggests inconsistent implementation may be occurring. Although this evaluation did not compare sites through inferential statistics, it might be useful for a future evaluation to do so. It is also possible to investigate these differences through the routine collection of monitoring data.

- the site coordinators could also be useful in conducting mediation between volunteers and school staff when issues arise[13]. Importantly, the programme should ensure these staff are adequately equipped to do so.

In terms of design, the evaluation raises fundamental questions for the Khanyisa programme. With a lack of empirical evidence base to support the programme theory, it may be necessary for the programme to revisit its intended impact. That is, the programme has ambitious aims of assisting volunteers along their career paths. From the available literature, there is no evidence to suggest that the programme is likely to vastly improve volunteers' employment outcomes. If there is any impact, it is likely to be small and only in the short-term. The programme should assess whether these likely benefits are sufficient to retain the current intended impact, especially considering the cost of the programme to sponsors and the volunteers themselves.

While the programme considers these fundamental questions, there are also more practical revisions that could be implemented. There are four programme components that appear to be candidates for revision:

(1) the development of CV-writing and interview skills
(2) exposure to multiple career paths
(3) the non-violent communication course
(4) the mini-innovation challenge

Volunteers did not mention the mini-innovation challenge or CV-writing and interview skills; key activities or outcomes in the programme theory. The programme should engage with volunteers to assess the need for these components, consider how they contribute to the intended outcomes of the programme and adjust accordingly. Although communication is a key outcome of the programme, violence was not discussed as a problem which the programme attempts to address. Therefore, this course may not suit the intended outcomes and could be replaced with a more relevant course – such as an expanded computer course. Volunteers also highlighted the exposure to different careers as a positive experience they

[13] Sometimes these tensions are within the scope of the programme as they pose a challenge for volunteers to address using the skills enhanced by the programme (e.g. communication, professionalism, etc.). However, it is also possible that these tensions negatively affect the volunteers if they remain unresolved. In these cases, a conflict resolution strategy would be beneficial, such as using the site coordinators and/or the Khanyisa coordinator to conduct mediated discussions with the affected parties.

had during the programme. Considering this only occurs during the progression days, it may be worth investigating the demand from volunteers for more exposure to these opportunities.

Finally, there appears to be an opportunity to streamline the programme by incorporating journaling in the reflection activities. This would aid in self-reflection, but also allow for better monitoring of volunteers' tracking of the perceived impact of the programme for their students (the current intended use of the journals).

Limitations and further research

Despite the strengths of this evaluation, it is worth noting the limitations. The first limitation regards timing. The evaluation was conducted towards the end of the programme cycle, which may have affected volunteer attendance. (The two Friday sessions attended by the evaluator was low.) This resulted in a 53.5% response rate for the volunteer survey and electronic journal. Further time constraints were experienced as the programme unexpectedly ended more than a week early. Thus, time for data collection was limited meaning that response rates could not be improved.

Ideally, an evaluation such as this could be structured so that the evaluation of implementation follows the evaluation of design – allowing for investigation of emerging questions. However, the aforementioned time constraints meant that both design and implementation were investigated concurrently rather than sequentially. Thus, the emerging questions will have to be addressed in future research.

Additionally, the study utilised self-report data which introduces the possibility of biased data. This was partially controlled for through triangulation with data gathered from teachers. However, it is possible that in some cases data from both sets of respondents could be similarly biased to make themselves appear more desirable.

The most beneficial follow-up to this evaluation would be the development of a monitoring framework, benchmarked to the theory of change developed in this evaluation. In addition, the monitoring framework could also take consideration of the concerns raised by volunteers. Other useful items to include in this framework could be time volunteers spend at schools and conducting various activities. The programme could also look to monitor initial outcomes, such as volunteers' self-esteem. Outcome monitoring data will be useful for future outcome evaluations.

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Appendix A – Volunteer Survey

Theory and implementation evaluation of the Khanyisa programme

Participant survey

Aim: The purpose of this study is to evaluate the Khanyisa programme. This survey is to investigate the quality of some of the programme components.

Please note:

- This research has been approved by the Commerce Faculty Ethics in Research Committee.
- Your participation in this research is voluntary. You can choose to withdraw from the research at any time.
- The survey should take less than 10 minutes to complete.
- You will not be requested to supply any identifiable information, ensuring anonymity of your responses.
- Should you have any questions regarding the research please feel free to contact the researcher (Thomas Guattari-Stafford – gtttho001@myuct.ac.za).

Date:

Signature:

Khanyisa Programme – Participant Survey

This survey is interested in your experience volunteering at your school during the Khanyisa programme. Please answer the questions as accurately and truthfully as possible; if you are unsure of the answer, please make the best estimate you can. All answers are anonymous.

1. On average, how many days did you spend at your school each week?

_____ days per week.

2. On average, how many hours a day did you spend at your school?

_____ hours per day.

3. On average, how many hours a day did you spend inside the classroom?

_____ hours per day.

4. On average, how many hours a day did you spend interacting with students?

_____ hours per day.

Please rate the extent you agree or disagree with the following statements about your time volunteering at the school:

5. I had responsibilities.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

6. I had challenging tasks.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

7. I made important decisions.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

8. I discussed my experiences with the teacher.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

9. My ideas were ignored.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

10. I did interesting things.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

11. I got to do things instead of observing.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

12. I was given enough training to do my tasks.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

13. I was given clear direction.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

14. I had freedom to develop and use my own ideas.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

15. I discussed my experiences with friends and family.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

16. I was able to do things which interested me.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

17. I had different kinds of jobs at the school.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

18. I never got help when I needed it.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

19. I was appreciated when I did a good job.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

20. People criticised me or my work.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

21. I felt I made a contribution.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

Thank you for your time in completing this survey.

Appendix B – Teacher Survey

Theory and implementation evaluation of the Khanyisa programme

Teacher survey

Aim: The purpose of this study is to evaluate the Khanyisa programme. This survey is to investigate the quality of some of the programme components.

Please note:

- This research has been approved by the Commerce Faculty Ethics in Research Committee.
- Your participation in this research is voluntary. You can choose to withdraw from the research at any time.
- The survey should take less than 10 minutes to complete.
- You will not be requested to supply any identifiable information, ensuring anonymity of your responses.
- Should you have any questions regarding the research please feel free to contact the researcher (Thomas Guattari-Stafford – gtttho001@myuct.ac.za).

Date:

Signature:

Khanyisa Programme – Teacher Survey

This survey is interested in your interaction with Khanyisa programme Reading Partners (i.e. the youth volunteers who have assisted you in class) over the course of the programme. Please answer the questions as accurately and truthfully as possible; if you are unsure of the answer, please make the best estimate you can. All answers are anonymous.

1. On average, how many days did the Reading Partner spend at your school each week?

_____ days per week.

2. On average, how many hours a day did the Reading Partner spend at your school?

_____ hours per day.

3. On average, how many hours a day did the Reading Partner spend inside the classroom?

_____ hours per day.

4. On average, how many hours a day did the Reading Partner spend interacting with students?

_____ hours per day.

Please rate the extent you agree or disagree with the following statements:

5. The Reading Partner had responsibilities.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

6. The Reading Partner had challenging tasks.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

7. The Reading Partner made important decisions.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

8. The Reading Partner discussed their experiences with me.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

9. The Reading Partner's ideas were ignored.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

10. The Reading Partner did interesting things.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

11. The Reading Partner got to do things instead of observing.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

12. The Reading Partner was given enough training to do their tasks.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

13. The Reading Partner was given clear direction.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

14. The Reading Partner had freedom to develop and use their own ideas.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

15. The Reading Partner had different kinds of jobs at the school.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

16. The Reading Partner never got help when they needed it.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

17. The Reading Partner was appreciated when they did a good job.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

18. People criticised the Reading Partner or their work.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

19. I felt that the Reading Partner made a contribution.

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

Thank you for your time in completing this survey. Please place the completed survey in the provided envelop and seal it. This envelop with be collected shortly.

Appendix C – Mobile Application Journal

Theory and implementation evaluation of the Khanyisa programme

Participant journals

Aim: The purpose of this study is to evaluate the Khanyisa programme. This journal is to describe parts of the programme activities.

Please note:

- This research has been approved by the Commerce Faculty Ethics in Research Committee.
- Your participation in this research is voluntary. You can choose to withdraw from the research at any time.
- The journal should take less than 10 minutes to complete daily for a total of four days.
- You will not be requested to supply any identifiable information, ensuring anonymity of your responses.
- Should you have any questions regarding the research please feel free to contact the researcher (Thomas Guattari-Stafford – gtttho001@myuct.ac.za).

Date:

Signature:

Date:

School:

1. How much time did you spend on these activities at school today
    - Reading (group)
    - Reading (one-on-one)
    - Assisting with non-reading teaching
    - Administrative tasks (e.g. printing, photocopying, taking register, etc.)
    - Professional emails
    - Receiving training or feedback from teachers
    - Observing the class teacher teaching
    - Leading the class
    - Networking with school staff
    - Networking with other Khanyisa volunteers
    - Disciplining students
    - Having lunch
    - Relaxing
    - Other

2. Please indicate how the following activities made you feel today. (Only for activities done; more than one answer is allowed)
    - One-on-one reading
    - Group reading (small groups or whole class)
    - Assisted with non-reading teaching
    - Administrative tasks (e.g. printing, photocopying, taking register, etc.)
    - Receiving training or feedback from teachers
    - Observing the class teacher teaching
    - Networking
    - Lunch
    - Relaxing

Five response options were presented in question 2: Motivated, bored, frustrated, happy, nervous

Appendix D – Focus Group Protocol

Theory and implementation evaluation of the Khanyisa programme

Focus group discussion

Aim: The purpose of this study is to evaluate the Khanyisa programme. This focus group is to discuss the aims and goals of the programme and its structure.

Please note:

- This research has been approved by the Commerce Faculty Ethics in Research Committee.
- Your participation in this research is voluntary. You can choose to withdraw from the research at any time.
- The focus group will take approximately 2 hours.
- You will not be requested to supply any identifiable information, ensuring anonymity of your responses.
- Should you have any questions regarding the research please feel free to contact the researcher (Thomas Guattari-Stafford – gtttho001@myuct.ac.za).

Date:

Signature:

Focus groups' protocol	
Agenda	Guiding Questions
1. Introduction and ice-breaker (10 mins)	
2. Introduction into programme theory (10 mins)	What is programme theory? Why is it useful?
3. The current programme:	
a. Programme goals (5 mins)	What do you think the goals of Khanyisa are?
b. Programme activities (5 mins)	What does the programme consist of? How would a participant experience the programme?
c. Initial outcomes (10 mins)	What are results of each activity?
d. Casual pathways (20 mins)	How do the stated outcomes lead to the overall goal?
Break (10 mins)	
4. The ideal programme:	
a. Review of goals (5 mins)	Are the stated goals appropriate? Are there any other goals that should be targeted?
b. Review of causal pathways (20 mins)	How can these goals be achieved? What is in the influence of the programme?
c. Review of initial outcomes (15 mins)	What initial outcomes are needed considering the causal pathways?
d. Review of activities (15 mins)	What activities may lead to these outcomes?
5. Closing remarks and thanks (5 mins)	Election of representatives for multi-stakeholder panel
Total time: 2 hours	

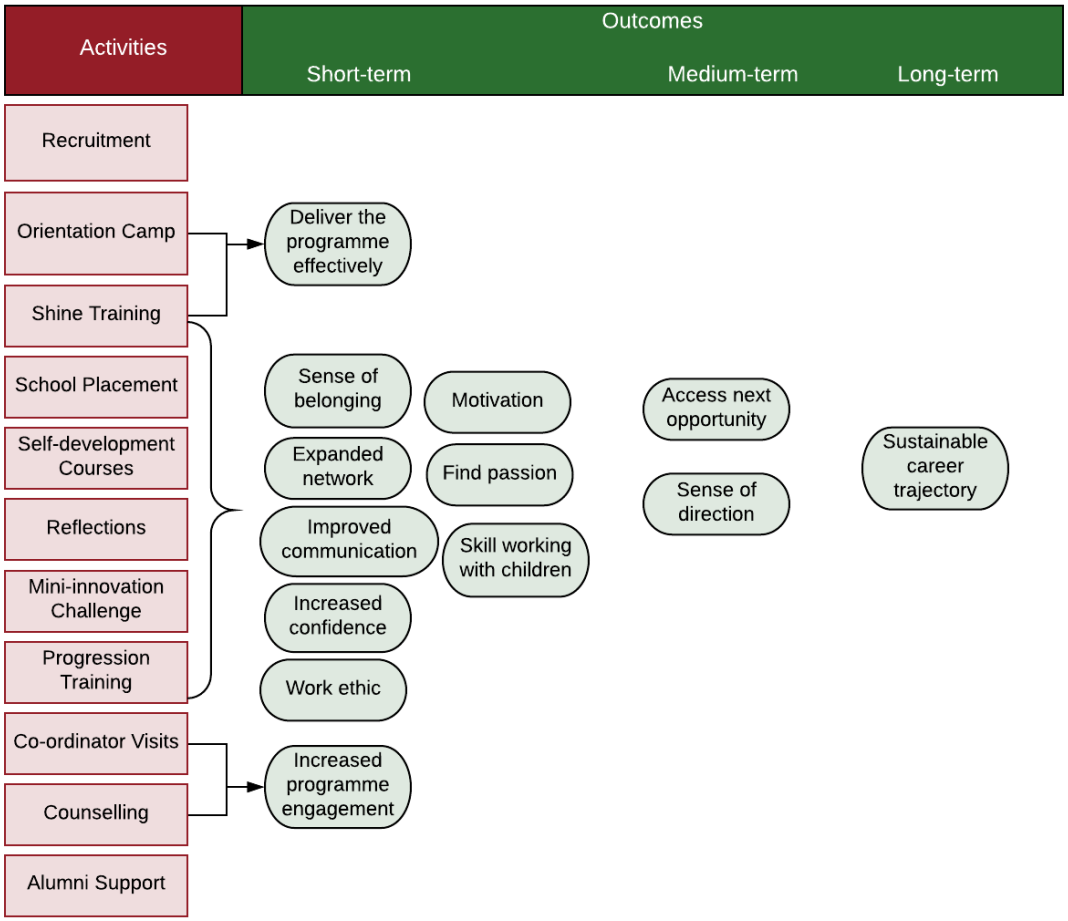
Appendix E – Semi-structured Interview Guide

1) What do you think the goals of Khanyisa are?
2) What does the programme consist of?
3) How would a participant experience the programme?
4) What are results of each activity?
5) How do the stated outcomes lead to the overall goal?

(Estimated time 30-45 mins)

Appendix F – Individual Theories of Change

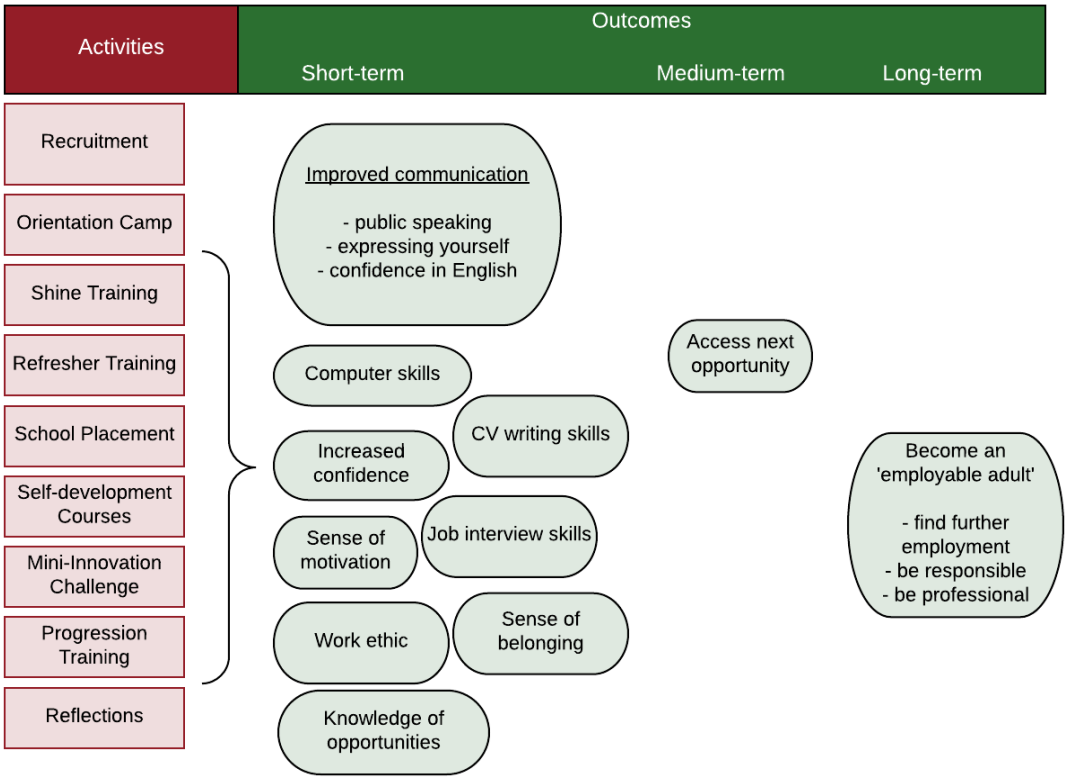
(5) AVA management:



The AVA management representative identified 11 key activities and 10 short-term outcomes. The Orientation Camp and Shine Training lead to participants effectively delivering the reading programme in schools. The In-programme Support (consisting of social worker counselling and site co-ordinator visits) leads to increased engagement with the programme from participants. The other outcomes emerge from a combination of the activities. For example, an Expanded Network is developed from the volunteers (i.e. the volunteers form a network for each other), the programme staff and staff of associated organisations, as well as the schools where the volunteers are placed. Similarly, the other short-term outcomes were not described to be linearly related to individual activities, but rather develop throughout the course of the programme. From these short-term outcomes, volunteers should (1) know what they want to do in their careers and (2) access their next opportunity – which may be in the form of a job, scholarship, further training, etc. The long-

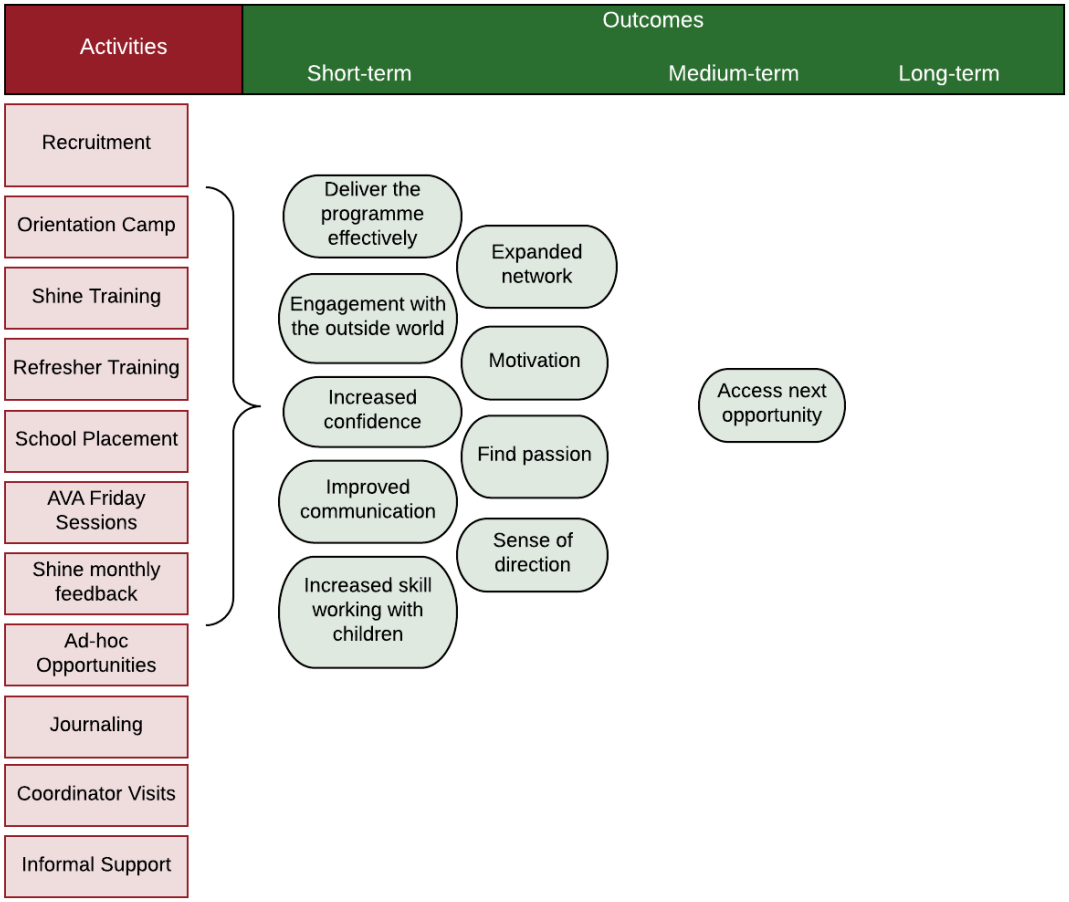
term goal is that the volunteers progress along a ‘positive career trajectory’, which means that they access opportunities which are positive for the development of their careers in their chosen field.

2. Khanyisa programme staff:



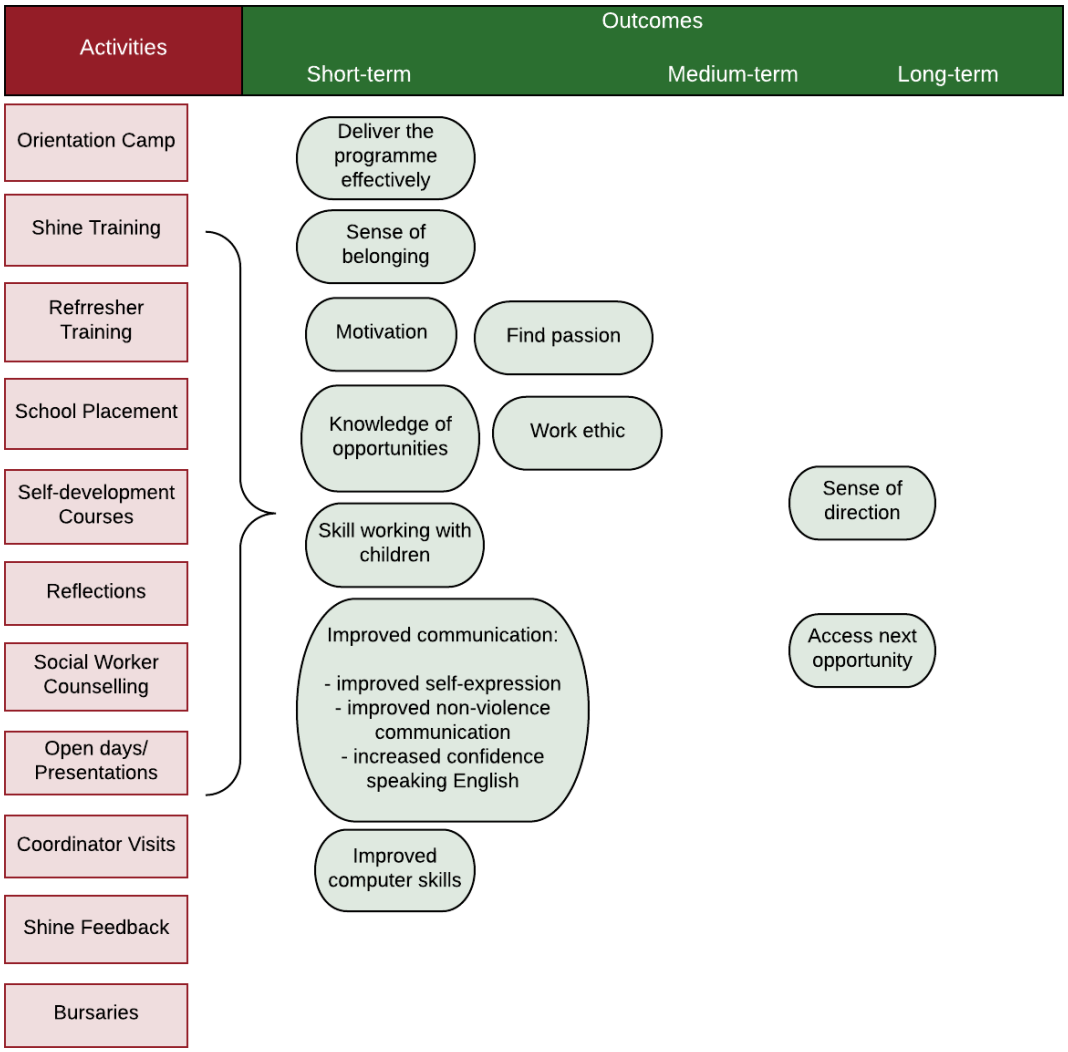
The programme theory described by Khanyisa programme staff has 9 activities which lead to 9 short-term outcomes. The Progression Training leads to improved CV writing and job interview skills. One intended outcome of the Self-development Courses is improved computer skills. Improved communication skills, a sense of community, increased confidence, motivation and determination and practising appropriate workplace conduct all result from a combination of programme activities. For example, increased confidence is expected to result from the Self-development courses as well as Progression Training. From these short-term outcomes, volunteers should be able to access their next opportunity and become ‘employable adults’ - which was defined as both the ability to secure future employment and displaying commitment to that job.

3. Shine management:



The Shine management representative identified 11 activities, leading to 9 short-term outcomes. The overall goal of the programme for the volunteers is to "kickstart" another opportunity, such as studying further or interview for a job. There is no subsequent or long-term goal mentioned. Accessing the next opportunity is dependent on volunteers expanding their networks through accessing the ad hoc opportunities and engaging with the programme itself (programme graduates are occasionally hired by Shine and AVA).

4. Khanyisa Participants



There were 11 activities identified by volunteers, which leads 9 short-term outcomes and two medium-long term outcomes. In some cases, the relationship between the activities and outcomes were linear. For instance, the orientation camp and Shine trainings result in the volunteer being able to effectively deliver the programme. The Shine trainings also increase the volunteer's skill in working with children. Improved computer skills are directly linked to the self-development courses. On the other hand, many outcomes are produced by a combination of activities. For example, volunteers discover their interests through the open days/presentations by outside organisations, but also through the school placement and reflection activities as they think about whether teaching is right for them.

Appendix G – Letter of Permission

UNIVERSITY OF CAPE TOWN
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Rondebosch 7701

Telephone +27 21 650-5218

Sarah.Chapman@uct.ac.za

TO WHOM IT MAY CONCERN

Thank you very much for your willingness to enable one of our students to work on the evaluation of a programme from your organisation as part of their 50% Master of Philosophy specializing in Programme Evaluation dissertation. We appreciate your contribution to the education of our students. At the end of the dissertation examination process, you will receive a copy of the dissertation in the form of a useful evaluation report which will enable you to make informed decisions about your programme. We also undertake to assure you that the student will display professional behaviour at all times while working in your organisation or on your programme.

The student will need programme information from you and we request that you or a designated person meet with the regularity to provide access to this information. Your cooperation in this regard will ensure that the student provides you with a high quality evaluation, and will help to ensure the student meets deadlines. In order for us to keep track of the quality of the student's work we request that you copy the student's supervisor(s) in all correspondence, and that you reach out to the student's supervisor(s) directly should you have any concerns regarding the student's work.

Please note that our students are required to work within the ethical framework of the Faculty of Commerce when collecting information from programme documents, programme stakeholders and programme beneficiaries. This framework deals with the anonymity of data sources, sensitivity when requesting information from people and responsibilities when reporting results. Please also be aware that the student's work will fall within the intellectual property specifications of the University of Cape Town. You can familiarize yourself with the terms of UCT's IP Policy here (https://www.uct.ac.za/downloads/uct.ac.za/about/policies/intellect_property.pdf. This policy explains that copyright to any publications stemming directly from the students research dissertation is automatically assigned by UCT to the author (in this case, the student). A student also owns the copyright in their thesis or dissertation.

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In order to comply with the rules of the Faculty of Commerce, we request you sign below to indicate that you are aware of the research / evaluation been undertaken by one of our students in your organisation, and that you will support the student to access programme data, records and recipients if applicable.

Yours sincerely,

Associate Professor Sarah Chapman

COURSE CONVENOR: MPhil Programme Evaluation and PhD in Programme Evaluation

AGREEMENT FOR STUDENT TO UNDERTAKE RESEARCH AND/OR AN EVALUATION IN YOUR ORGANISATION:

signature removed to avoid exposure online

Signature of Authorised Person	Organisation	Date
[redacted]	Action Volunteers Africa	4 June 2019

.....

Name of the programme student will evaluate (if applicable)