

**A FORMATIVE EVALUATION OF A REFUGEE PROGRAMME:**

**ARESTA**

**TERI RICHTER**

**(RCHTER003)**

A dissertation submitted in partial fulfilment of the requirements for the award of the  
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University of Cape Town

2009

**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.

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Date: 09 APRIL 2010

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## EXECUTIVE SUMMARY

In recent years, South Africa has experienced an increase in the number of refugees and asylum seekers entering the country in the hope of finding a new beginning and safe haven. Incidences such as violent xenophobic attacks have forced refugees to rely on help from non-profit organisations such as Agency for Refugee Education, Skills Training and Advocacy (ARESTA).

The ARESTA programme aims to assist refugees to become self-reliant, enabling them to integrate into the community in South Africa, through education, skills training and advocacy. The current formative evaluation aims to assess ARESTA's programme theory and the monitoring processes of its implementation. The specific evaluation questions addressed are as follows:

- (i) Are the programme activities of the ARESTA refugee programme aligned with international refugee programme activities?
- (ii) Could the programme theory be strengthened by the addition of other programme activities?
- (iii) Does the programme have sufficient monitoring processes to track its implementation and outcomes?

These evaluation questions were addressed by reviewing international refugee programmes and their activities in order to assess the ARESTA programme theory, and through interviews with programme staff and analysis of programme records to assess the monitoring of the implementation and outcomes of the programme.

The findings of the formative evaluation highlighted that ARESTA's programme theory was aligned with that of international practices. However, the sheer number of activities (11) and financial burden of outsourcing became evident from staff interviews.

Additional findings showed that the monitoring procedures were weak and unsystematic. The main weaknesses in monitoring were the lack of regular administration of questionnaires or focus groups. Numerous monitoring activities as described in the ARESTA strategic plan were either missing or non-existent. The

lack of follow-up procedures with past participants made it impossible to comment on whether participants used their newly acquired skills.

The recommendations made by the formative evaluation include a review of the ARESTA programme theory. The programme theory was analysed through review of the social science literature. Suggestions arising from the new programme theory include condensing the number of activities offered by ARESTA to only three main activities, all facilitated in-house by the ARESTA staff. These activities include the English course, the Information Technology course and the Rights Awareness course. It is further suggested that the elements of refugee culture and community involvement are included in these activities. The concept of incorporating refugee culture into the activities fosters faster and lasting knowledge acquisition. Additionally, the involvement of the local community facilitates interaction between locals and refugees, creates awareness about refugees in the community and directly facilitates integration of refugees into the community. This revised programme theory is both plausible and well grounded in social science literature and the best practices of international refugee programmes. This revised programme theory would give the ARESTA staff a clear idea of what they need to do in order to achieve their ultimate goal.

The monitoring processes of the implementation and outcomes of the ARESTA programme are unsystematic and inconsistent. The lack of relevant data retrieved for the current evaluation supports this notion. It is important to systematically implement monitoring activities outlined in the strategic plan and keep track of these records.

Ultimately, it is important for the ARESTA staff to realise that the activities offered in-house are sufficient for creating integrated and self-reliant refugees. The recommended changes to programme theory and precise implementation of monitoring activities would improve ARESTA's chances of success.

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## CHAPTER ONE

South Africa has become an attractive destination for refugees and migrants since the abolition of the apartheid system (Crush, 2000; Crush & Williams, 2003; United Nations High Commissioner for Refugees or UNHCR, 2009). The democratisation of the country coupled with great economic development has given hope to such individuals of a new beginning in South Africa (UNCHR). Currently, it is estimated that South Africa hosts approximately 40 000 refugees and more than 100 000 asylum seekers who come from over 52 countries (UNHCR). However, such estimates tend to include mainly documented and legal refugees and asylum seekers; a more realistic number of foreign nationals within South African borders is difficult to ascertain, but is estimated to be much higher (Crush & Williams).

Clover (2002) describes refugees as all people who have been removed from or driven out of their country of origin. International law defines a refugee as a person who is removed from or outside of their country of origin, is faced with or fears facing persecution due to their religion or race, nationality or association with a social or political group and is unable to remove themselves from this affiliation. Additionally, refugees are seen as people who do not benefit from any form of protection from their own country or government (Chitereka, 2008). The UNHCR (2007) also uses this definition of refugees. As Chitereka mentions, recent events such as economic crises in countries like Zimbabwe have broadened the general definition of a refugee. Events such as war or civil conflict force people to flee their home country; these people are also classified as refugees. Additionally, Chitereka introduces the notion of “economic refugees” (p. 4), referring to those refugees who flee their country due to devastating conflict in search of more financially prosperous endeavours, as is currently the case in Zimbabwe (Dachs, 2009; Elford, 2008; UNHCR, 2009).

From the literature reviewed, it is possible to determine that the term “refugee” is used almost synonymously with the term “migrant”. However, it is debatable if this should be the case; not all migrants are refugees, as some choose to leave their home country willingly. “Asylum seekers” is a further term used in conjunction with refugees; however, this describes people already in the process of obtaining legal documentation. Essentially, the definition of a refugee clearly demonstrates that these people are not leaving their country by choice, instead they are forced to do so unless they are willing to compromise an integral component of their moral standing in society. Literature does show that many refugees do wish to return to their countries of origin and need somewhere to reside and make a living in the meantime (Dachs, 2009; Elford, 2008). Furthermore, with the current dire economic and political state of affairs in Zimbabwe, a greater proportion of refugees and migrants of Zimbabwean nationality are settling in South Africa (UNHCR, 2009). Additionally, researchers agree that the main reason for many refugees (in particular Zimbabwean nationals) to come to South Africa is to be able to make money and send it home to their dependants (Dachs; Elford). These factors make the refugee situation a highly relevant issue in South Africa. For the purpose of this evaluation, the term refugee will be used throughout to refer to both refugees and asylum seekers.

### **Agency for Refugee Education, Skills Training and Advocacy (ARESTA)**

The Agency for Refugee Education, Skills Training and Advocacy (ARESTA) is a social organisation consisting of a staff of six full time members and two interns who work together to improve the quality of life of refugees and asylum seekers. The ARESTA programme contains a variety of activities and workshops, the aims of which include making refugees and asylum seekers more employable and educating them about their rights. This increase in

knowledge, particularly about their rights, ensures that exploitation is minimised and that their chances of getting a job are increased (Elford, 2008; Goodkind, 2005).

The ultimate goal of ARESTA is to help refugees and asylum seekers *integrate* into the community and become *self-reliant* individuals who contribute to society. As the goal indicates, the target population for the ARESTA programme consists of migrants, i.e. all refugees and asylum seekers who are "living in the urban and surrounding areas of Cape Town who seek help to integrate better into the South African community" (ARESTA, 2009, about ARESTA, Project Beneficiaries section, paragraph 1).

As mentioned above, South Africa has experienced a recent influx of refugees and asylum seekers from other African countries (UNHCR, 2009). This influx has specifically led to growing friction between native South Africans and refugees, which culminated in the recent spate of xenophobic attacks (Crush, 2000; Pont, 2006; UNICEF, 2008). This friction is caused by the presence of refugees placing additional strain on South Africa's already limited resources and infrastructure.

On their journey to South Africa, in the hope of finding employment and a safe haven, refugees encounter numerous traumatic events (Elford, 2008; Pont, 2006). However, upon arrival they are often taken advantage of because of their lack of knowledge of their rights and very frequently they also do not find employment. The ARESTA programme aims to combat the dependence of refugees on the South African government and increase their self-reliance, thereby helping refugees become financially and socially independent and able to contribute positively to the South African community and economy. ARESTA aims to address the dire situation in which so many refugees and

asylum seekers find themselves in South Africa. Refugees in South African primarily suffer from a lack of employment, which causes them to be dependent on the government and non-profit organisations such as ARESTA. Moreover, many refugees lack adequate knowledge of their rights in South Africa, which makes them more vulnerable to exploitation. The influx of refugees causes inevitable tensions between locals and migrants. Refugees arrive distraught, destitute, and traumatised and lack of support from the government means they need help from other sources. The language barrier that refugees face in South Africa places additional stress on their transition. ARESTA seeks to help by combating the refugees' dependence on the South African government and by increasing their self-reliance. Their ultimate aim is to transform these refugees into valued citizens who contribute to both the South African economy and community.

The ARESTA programme has been sponsored and financially supported by various groups such as: The French Catholic Committee against Hunger and for Development (CCFD), The Standard Bank of South Africa Limited; The Amalgamated Banks of South Africa (ABSA) Foundation; The Multi-Agency Grants Initiatives (MAGI); the United Nations High Commissioner for Refugees (UNHCR); Uthando South Africa; The Department of Education; and the Department of Social Development. The programme also networks with many other partner organisations, which share a similar goal. The programme is situated in Athlone and was founded in 1996 by Father Michael Lapsley to help refugees and asylum seekers integrate into the South African society.

## ARESTA Programme Theory

Rossi, Lipsey and Friedman (2004) describe programme theory as an expression of the logical flow and connection between programme activities and their intended outcomes. Rossi et al (2004) emphasise the importance of establishing an explicit programme theory, as this theory explains and depicts the underlying rationale on which the programme is based. A programme theory should be based in grounded social-science literature, as this provides examples of success cases, and delineates the activities and materials that are required to produce the programmes desired outcomes (Rossi et al., 2004)

The ARESTA programme itself has no pre-existing or established programme theory. The programme documentation describing the details of how the programme is supposed to work is limited. Overall, the theory for ARESTA is not well defined, however, a research project (De Luzan, 2007) indicates how the programme intends to improve the quality of life of refugees. This programme theory is presented in Figure 1.

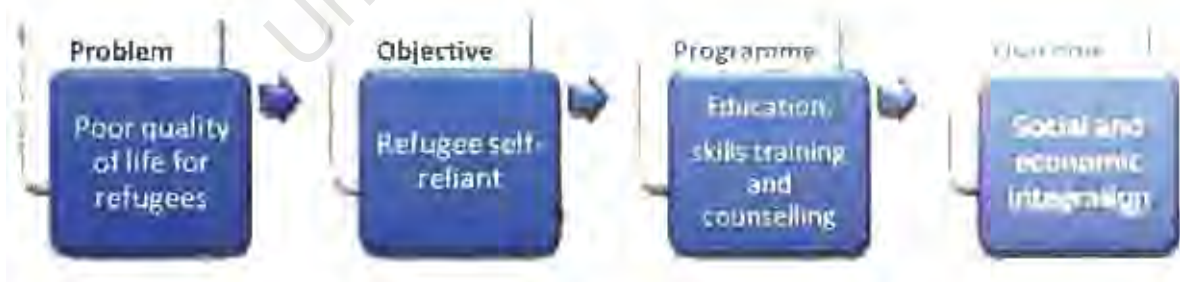


Figure 1 ARESTA programme theory

As the ARESTA programme theory is rather modest, it was decided that the programme activities should be further explored in order to formulate a more plausible programme theory. Table 1 shows the 11 activities that the ARESTA programme offered to participants in 2008.

Table 1

*ARESTA Programme Activities Plan with their Related Outcomes for 2008*

Activities	Outcomes
<b>Communication</b>	
1. English Course	Refugees can communicate
<b>Employability</b>	
2. Vocational and income generation training	Refugees are more employable
3. Income generation activities	Refugees have activities that earn income
4. Business training	Refugees are able to become self-employed
5. Careers and educational counselling	Refugees are prepared to make career choices and pursue their careers
6. Employment opportunity and job creation facilitation	Refugees are prepared to conduct successful job hunting
<b>Trauma counselling</b>	
7. Creative expression	Refugees are able to deal with their trauma whilst honing a marketable skill and practicing English
<b>Awareness of rights and responsibilities in South Africa</b>	
8. Refugee rights awareness and education	Refugees' rights are known and respected
9. HIV/AIDS, life skills training and gender awareness workshops	Refugees learn how to deal with HIV/AIDS and gender violence
10. Combating human trafficking awareness programme	Refugees' awareness of human trafficking is increased thereby decreasing the likelihood thereof
<b>AERSTA Research</b>	
11. Skills training for refugees wanting or preparing to repatriate	Refugees are assisted in voluntary repatriation

Table 1 depicts the short or medium term outcomes of the activities. In turn these outcomes will lead to the outcomes of integration and self-reliance, which can be categorised as long term outcomes. In Table 1, the 11 programme activities are listed under five sub-categories. These types of attributes can be classified as programme components, i.e. activities that can be grouped together (Chen, 2004). Ultimately, ARESTA's implicit programme theory proposes that the components of communication, employability, trauma counselling, awareness of rights and responsibilities in South Africa and ARESTA research are vital to lead to integration and self-reliance of refugees.

### **ARESTA Programme Activities**

The 11 activities described in Table 1 are a mixture of in-house activities and outsourced activities.

#### ***Communication***

English courses are offered at three different levels: beginner, intermediate and advanced. The classes consist of two three-hour sessions a week and run over four and a half months. The English course is offered at no cost to all refugees and is facilitated by in-house ARESTA staff.

#### ***Employability***

Various activities offered by ARESTA are outsourced. The Vocational and Income Generation Training activity is outsourced to CLOTEX – a clothing and textile service company offering sewing training, Jobstart – a company that offers hospitality training and cleaning courses and HPR – a company

offering hospitality training and placement. This training activity gives refugees the opportunity to learn new skills and become more employable.

The Income Generation Activities refer to the help ARESTA gives to refugees who have completed the skills training courses and need assistance in setting up their own business. This activity is in-house; however, it is not well defined.

The Business Training is outsourced to CLOTEX and ensures refugees learn the skills needed to set up their own successful businesses.

The Careers and Educational Counselling is offered to refugees on arrival at the ARESTA organisation. This activity is in-house and aims to guide refugees in making career decisions.

The Employment Opportunity and Job Creating Facilitation is comprised of a workshop that helps refugees with writing CVs, preparing or practising job interviews, reading and interpreting job advertisements. This activity is also an in-house activity.

### ***Trauma counselling***

The Creative Expression course consisted of workshops that facilitated emotional expression through painting. This activity was facilitated by the art student employed by ARESTA.

### ***Awareness of rights and responsibilities in South Africa***

The refugee Rights Awareness activity is facilitated by two peer educators who are employed by ARESTA. The activity includes the peer educators going to the Department of Home Affairs and speaking to a group of refugees or asylum seekers present. In addition, they hand out information on refugees' rights and responsibilities. At present, the Rights Awareness Campaign is limited to the refugee population, but it is ARESTA's goal to reach the South African community at large and inform them of refugees and their rights in the hope that incidents such as xenophobic attacks may be avoided.

### ***Awareness of HIV/AIDS, life skills and gender***

The HIV/AIDS, Life Skills and Gender Awareness workshops are facilitated by SONKE, an outsourced organisation and usually comprise a one session workshop. Participants are targeted mainly through the English classes, and workshops are hosted twice a year. A further way in which these workshops are advertised is through posters for these events which are displayed at the ARESTA premises. The Combating Human Trafficking Awareness activity is facilitated by ARESTA in association with the IOM Southern African Counter-Trafficking Assistance Programme. The workshop is usually held in conjunction with the HIV/AIDS, Life Skills and Gender Awareness workshop.

### ***ARESTA research***

ARESTA conducts research on security and development activities in various African countries, specifically major home countries of refugees. ARESTA promotes voluntary repatriation to refugees and offers counselling and the training to refugees that will be most useful in their home countries. ARESTA encourages and facilitates opportunities for interns and volunteers to learn

about refugees and conduct research into their plight. This activity is usually conducted in-house by ARESTA staff or interns.

## **Evaluation Questions**

The current evaluation is formative in nature. The aim of this type of evaluation is to provide insights directed to improving the design, implementation, impact or efficiency of the programme (Rossi et al., 2004). Specifically, the formative evaluation aims to assess ARESTA's programme theory and monitoring processes of its implementation. The specific evaluation questions addressed are as follows:

- (iv) Are the programme activities of the ARESTA refugee programme aligned with international refugee programme activities?
- (v) Could the programme theory be strengthened by the addition of other programme activities?
- (vi) Does the programme have sufficient monitoring processes to track its implementation and outcomes?

## CHAPTER TWO

### METHOD

#### Data Sources

To address the evaluation questions the following data sources were used:

1. Social-science literature on national and international refugee programmes
2. Programme records and documentation
3. Interviews with programme staff

These data sources will be elaborated on where applicable in the next sections.

**Evaluation Question 1: Are the programme activities of the ARESTA refugee programme aligned with international refugee programme activities?**

The main data source for evaluation question one included the review of social science literature consisting of research conducted on other national and international refugee programmes. These data were collected to compare the ARESTA programme theory with that of other international practices.

**Evaluation Question 2: Could the programme theory be strengthened by the addition of other programme activities?**

From the reviewed international practices for refugee programmes, the main additional data about programme activities were sourced from the ARESTA website ([www.aresta.org.za](http://www.aresta.org.za)) and interviews with programme staff members, specifically the Programme Director and the Self Reliance Programme Officer. These data were used to compare specific activities between ARESTA and international practices.

**Evaluation Question 3: Does the programme have sufficient monitoring processes to track its implementation and outcomes?**

Data sources utilised to address this question consisted of the review and analysis of programme records and interviews with programme staff.

The ARESTA staff members interviewed were as follows:

1. The Programme Director
2. The Self Reliance Programme Officer
3. The IT Teacher
4. The English Teachers (two in total).

These staff members were selected to provide information because the teachers had the most insight into the daily running of the main in-house activities facilitated by ARESTA. Additionally, the Programme Director was interviewed to discuss issues that were less known to the rest of the staff. Lastly, the Self Reliance Programme Officer was appointed the main contact person and provided the majority of details concerning activities and programme records.

## **Materials and Procedure**

Interviews were held at the ARESTA premises in Athlone at times which suited the individual staff members and lasted between 30 to 50 minutes. All interviews were recorded and transcribed. These transcriptions were analysed to extract the most important information pertaining to the implementation of the programme. Interview schedules varied for the Programme Director, Self Reliance Programme Officer, English teachers and IT teacher. These schedules have been attached separately (see Appendix B). The programme records used for data collection are presented in Table 2:

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Table 2

*ARESTA Programme Records and Documentation*

Document	Date	Title
1. Country of origin of participants	January 2008 to May 2009	Populations of concern to UNHCR demographic characteristics and location
2. ARESTA activities	January 2008 to May 2009	ARESTA's beneficiaries statistics report
3. Attendance registers beginners	February 2009 to April 2009	Attendance register
4. Attendance registers intermediates	February 2009 to April 2009	Registers and time sheets
5. Graduation register	2009	Graduation 1 <sup>st</sup> intake 2009 Beginners
6. Graduation register	2009	Graduation 1 <sup>st</sup> intake 2009 Intermediates
7. Placement test register	2009	Placement test, First intake
8. Internal English course participant evaluation form	No date	English course evaluation
9. ARESTA strategic plan	2008-2010	ARESTA Self-reliance strategic plan 2008-2010
10. ARESTA website	2009	<a href="http://www.aresta.org.za">www.aresta.org.za</a>
11. Intern Report	2007	De Luzan, Internship report: Self-reliance and local integration programme designer

**Evaluation Question 1 and 2: Are the programme activities of the ARESTA refugee programme aligned with international refugee programme activities? Could the programme theory be strengthened by the addition of other programme activities?**

The main resources or materials used to address question one and two included social-science literature. The search parameters for the literature included the following terms: “migrant”, “refugee”, “immigrant” “asylum seekers” coupled with “programme”, “evaluation” and “assessment”. These terms were searched for in both UK and US English spelling. Further terms used in the search referred to specific themes and activities that were present in the ARESTA programme theory such as “self-reliant”, “therapy”, “counselling”, “language”, “skills training”, “education”, “advocacy” and “rights’ awareness”. Terms that were used over and above this included “needs”, “aid”, “help” and “relief”. These parameters yielded a number of international programmes comparable to the ARESTA programme. Additionally, a useful source of information and research came from the following websites:

1. UNHCR: [www.unhcr.org/](http://www.unhcr.org/)
2. IOM South Africa: <http://iom.org.za/>
3. IOM International: [www.iom.int/](http://www.iom.int/)
4. UNICEF: [www.unicef.org/](http://www.unicef.org/)

Thereafter, the programme records (Table 2, p.24) were compared to other national and international refugee programmes in terms of activities and theory. From the relevant literature, the researcher extracted the programme activities, theories and approaches used in national and international refugee programmes. These were then compared with the programme activities document from the ARESTA theory. Through this comparison, the evaluator

was able to streamline the ARESTA programme theory to increase its plausibility through the best practices of international programmes.

**Evaluation Question 3: Does the programme have sufficient monitoring processes to track its implementation and outcomes?**

Finally, to address the monitoring processes of the ARESTA programme, the archival records of implementation and outcome monitoring were reviewed. The researcher targeted three key domains to assess the monitoring processes. These three areas include *coverage*, *process* and *support* (Rossi et al., 2004). The area of coverage refers to the service utilisation in terms of who uses the programme and if these are the intended beneficiaries. The area of process refers to the delivery of the service offered and is also known as the implementation of the programme and its activities. Lastly, the area of support refers to the organisational functions, as in how well resourced the programme is and whether staffing and funding is adequate. To assess these domains the following questions were investigated:

- Coverage:
  - Do participants know about the programme?
  - Who are the participants in the programme? What are their demographics?
  - How many participants are from the target population?
  - What proportion of the target population received the programme?
  - Who wrote the placement test, attended class and who dropped out?
  - What are the demographics of the dropouts?

- Process:
  - Where did participants hear about the programme?
  - Was it easy to enrol in the programme?
  - What were the actual programme activities?
  - What was the actual programme sequence of the programme activities? Do all participants get the same sequence?
  - Do participants engage in application of activities when they leave the programme?
  
- Support:
  - Are there sufficient staff to implement the programme?
  - Is there enough budget to roll out the programme as intended?
  - Is the programme well-organised?
  - Are the facilities and resources adequate?

To investigate these questions programme records listed in Table 2 (p. 24) as well as data gathered through staff interviews (participants outlined on p. 22) were utilised.

To assess coverage, demographic data for all activities were analysed through descriptive statistics only and only the most significant data (such as the mode) was discussed in more detail. The demographic data gave insight into who the participants are. To assess the drop-out rates of participants, the placement test data, attendance registers and graduation registers were compared. Through comparison from one group to the next, the researcher was able to estimate the number of drop-outs for the English class only. Through interviews with the English teachers further insight was gained into reasons for participants' drop out.

For the process domain, interviews with the Self Reliance Programme Officer described the ways in which participants knew about ARESTA and the enrolment procedures. The ARESTA website, as well as interviews with the Self Reliance Programme Officer revealed additional information about the types of programme activities. No programme records were available to address the issue of application of learned skills; therefore the English teachers provided insight into this matter during interviews.

The support domain was assessed mainly through data from the interview with the Programme Director, with additional information coming from interviews with the Self Reliance Programme Officer, and the English teachers.

Overall, through analysis of the programme records, staff interviews and data addressing the domains of coverage, process and support, the researcher was able to ascertain what kind of monitoring of implementation was taking place at ARESTA.

## CHAPTER THREE

### RESULTS AND DISCUSSION

The results of this formative evaluation will be presented in terms of the evaluation questions.

#### **Evaluation Question 1: Are the programme activities of the ARESTA refugee programme aligned with international refugee programme activities?**

The literature review on international refugee programme activities provided the information for this evaluation question. The international and national literature forming the base of this review were categorised in order to conform to ARESTA's programme activities. However, the label of the Needs of Refugees was selected to address the situational contexts of refugees rather than ARESTA's programme activities. The following authors contributed to the literature review:

Table 3

## Literature Review Sources

	Author
Needs of Refugees	Dachs (2009) Elford (2008) Johnston (2007) Pagonis (2008) Pavlish (2007) UNHCR (2009) UNICEF (2008)
English, Skills Training and Counselling	Fortin (2002) Gois (2007) Goodkind (2005) Neuner, Schauer, Klaschik, Karunakara & Elbert (2004)
English Proficiency and Employability	Comings, Sum & Uvin (2001) Fermstad (2003) Goodkind (2005) Khamphaky-Brown, Jones, Nilsson, Russell & Klevens (2006) Lee & Sheared (2002) Martinez & Wang (n.d.) Shedler & Glastra (2000) Sidhu & Christie (2002) Spruck-Wigely & Prowie (2008) Spruck-Wigely, Chen, White, Soroui (2009) Sum (2007) Troia (2004)
Knowledge of Rights and Advocacy	Goodkind (2005) Khamphaky-Brown, Jones, Nilsson, Russell & Klevens (2006)
Counselling	Elford (2008) Fazel, Wheeler & Danesh (2005) Friedman (1992) Gorst-Unsworth & Goldenberg (1998) Jang, Lee & Morella-Frosch (1991) Khamphaky-Brown, Jones, Nilsson, Russell & Klevens (2006) Lavik, Hauff, Skrandal & Solberg (1996) Marshall, Schell, Elliott, Berthold & Chun (2005) McLoyd (1990) Neuner, Schauer, Klaschik, Karunakara & Elbert (2004) Pavlish (2007)
Self-reliance	Goodkind (2005) Rumbaut (1989) UNHCR (2005) Zimmerman (1995)
Areas Not Addressed	Goodkind (2005) Jallow & Malik (2005) Khamphaky-Brown, Jones, Nilsson, Russell & Klevens (2006) Lee & Sheared (2002) Sparks (2001) UNHCR (2005)

## Needs of Refugees

A formal needs assessment was conducted by the International Organisation for Migration (IOM) (Elford, 2008) in Musina, a town in the Limpopo province nearest to the border post to Zimbabwe. This research showed that migrants faced multiple difficulties when coming to South Africa, where many enter the country illegally out of fear of not being permitted entry. This journey is, in itself, treacherous because of the many opportunists who take advantage of travellers. Many children travelling alone in search of their parents or financial support, are facing these dangers at young ages. The findings of the IOM (Elford) showed that most refugees in Musina were young and “economically productive” (p. 3). However, the most common problem faced by migrants upon arrival in South Africa was the lack of employment opportunities (Dachs, 2009; Elford; Johnston, 2007; UNHCR, 2009). Eighty percent of participants in the IOM assessment (Elford) had at least one person left in their country of origin and had pressure on him or her to send home a remittance of some kind. However, 63% of the sample were unemployed and therefore unable to earn any form of income (Elford). IOM (Elford) found that the main reasons that the refugees left their country were: hunger (30%), lack of employment (25%), poverty (28%) and fear of persecution (13%). Most of these problems would be addressed by refugees having jobs and earning money. Though these were their main reasons for leaving their country, the problems refugees face in South Africa are similar. The main needs of refugees identified from the research (Elford; Pagonis 2008, for the UNHCR; UNHCR; UNICEF, 2008) include:

- (i) Safe migration of refugees
- (ii) Ability to secure documentation
- (iii) Ability to secure employment
- (iv) A system to reunite broken families
- (v) Access to shelter
- (vi) Access to food
- (vii) Access to water

- (viii) Access to sanitation
- (ix) Access to medical care
- (x) Access to education

For refugees, securing employment would make them self-reliant and able to provide themselves with shelter, food, water, sanitation and access to medical care. Therefore, it follows that finding jobs for refugees is of the highest priority. To do this, they need to be able to secure the legal documentation to live and work in South Africa, and to receive further education. This education would include further skills training to make them more employable. Learning English, a necessary language in the South African business world and a useful communication tool within the local community, would add to the integration of refugees.

As seen in Table 1 (p. 16), the activities of the ARESTA programme seek to address these specific issues. ARESTA assists refugees with securing documentation; they facilitate creative expression to alleviate possible trauma incurred during the migration and lastly they aid refugees in securing employment (by teaching them English, and giving them skills training) because this will improve their chances of securing access to shelter, food, water, sanitation, medical care and education.

### ***English, skills training and counselling***

Assessments and evaluations of other programmes utilising interventions of education, counselling and or skills training as a means to improve the quality of life of refugees have shown that these general principles are accepted as being effective (Fortin, 2002; Gois, 2007; Goodkind, 2005; Neuner, Schauer, Klaschik, Karunakara & Elbert, 2004; Pavlish, 2007).

### *English proficiency and employability*

As seen in the Goodkind (2005) evaluation, teaching refugees English together with new skills allows them to become more employable, which in turn leads to an increase in possible economic self-reliance. Furthermore, learning English will allow refugees to communicate with the local community and increase their likelihood of integrating into the community. The intervention evaluated by Goodkind showed that the most useful aspect of the programme was learning English, because once being formally taught, the acquisition of the language was made easier.

The research of Spruck-Wrigely, Chen, White and Soroui (2009) shows that knowledge of English is a major factor in securing employment and determining the level of annual income. Spruck-Wrigely and Powrie (2008) show that most immigrants not proficient in English most commonly have entry level, low wage jobs that often do not support their families. Further reports show that in the United States of America there is a 46% wage difference between English speaking immigrants compared to non-English speaking immigrants (Martinez & Wang, 2006). Sum (2007) suggests that the more the level of English proficiency increases in immigrants, the more their annual earnings increase. Fermstad (2003) found that in conjunction with level of English proficiency, level of education also plays an important role in level of income and job security. Additionally, this research shows that proficiency in English has far greater importance for individuals with more than 12 years of education compared to those with approximately eight years of education. This is demonstrated by the findings that these individuals earn up to 76% more than non-English proficient individuals. However, the difference is only 4% greater when the years of education are compared between 12 and eight years. Research by Comings, Sum and Uvin (2001) supports these findings, suggesting that the higher the level of education the more important proficiency in English is when trying to secure employment. Spruck-Wrigely et al. (2009) report that because of the high immigrant and refugee population in

the U.S., free or inexpensive English proficiency classes for adults are offered. However, their research showed that only 45% of immigrants have reported attendance at these classes. Reasons for lack of participation ranged from too long waiting lists to having no time due to job or family responsibilities.

Participants were able to learn the language during the formal English course; however, this learning continued even after the course had ended. This implies that once the foundation of the language has been acquired, participants are able to pick up the language faster in the community and communicate more effectively (Goodkind, 2005). Research shows that the most common types of intervention for refugees are comprised of language courses, specifically the dominant language of the host country (Goodkind; Khamphaky-Brown, Jones, Nilsson, Russell & Klevens, 2006; Lee & Sheared, 2002; Schedler & Glastra, 2000; Sidhu & Christie, 2002; Spruck-Wrigely et al., 2009; Troia, 2004).

The combination of basic life skills and survival training as well as vocational training is suggested to be the most effective and useful programme for refugees (Goodkind, 2005; Khamphaky-Brown et al., 2006). These programmes or activities are essential for improving the participants' employability which contributes to their self-esteem and economic self-reliance. Additionally, Lee and Sheared (2002) suggest that this aids refugees in making a smoother transition from their country of origin to their host country. This aspect further influences the integration of refugees in their host country.

#### *Knowledge of rights and advocacy*

A further aspect which improves the integration of refugees into their new communities is the creation of rights awareness within the host country. Khamphaky-Brown et al. (2006) show that women refugees are often more likely to be exploited, especially in situations of domestic violence, due to their

lack of knowledge of the legal system and rights in the host country. Therefore, the refugee programme of Khamphaky-Brown et al., just as the intervention of Goodkind (2005) has a rights awareness activity within the programme. Goodkind refers to this as citizen knowledge, which is a participant's knowledge of legal rights, as well as their duties as individuals residing in the country. This knowledge increased participants' access to resources, satisfaction with quality of life and reduced their distress (Goodkind). Additionally, these two programmes incorporated an advocacy programme whereby refugees were assisted in accessing social services, employment, healthcare, legal advice and housing support. Advocates were available to individuals to guide them through the various steps that needed to be taken to reach the abovementioned goals.

### *Counselling*

Migrants face multiple difficulties when coming to South Africa. Many enter the country illegally out of fear of not being permitted entry. This journey in itself is treacherous due to opportunists robbing and attacking travellers. The IOM study (Elford, 2008) shows that more than 25% of migrants experienced crimes such as robbery and a further 3% were victims of gender-based violence. In addition to the trauma that refugees face from having to flee their home country and the dangerous journey, they encounter even more unsettling experiences when in their host countries. Marshall, Schell, Elliott, Berthold and Chun (2005) suggest that the uncertainty of their livelihood in a host country causes immense stress for refugees. In addition to this, researchers (Gorst-Unsworth & Goldberg, 1998; Khamphaky-Brown et al., 2006; Lavik, Hautt, Skrondal & Solberg, 1996; Mcloyd, 1990) suggest that there are numerous other factors that cause strain for refugees. These factors include: marginalisation, culture shock and changes to their way of life, loss of their community and social support networks and meaningful social roles. Furthermore, feelings of powerlessness and the difficulties refugees face in

achieving their life goals or even having long-term life goals can cause depression in many.

Additional factors such as racism, discrimination and xenophobic attacks can put refugees at greater risk of developing mental illnesses. Fazel, Wheeler and Danesh (2005) propose that especially in female refugees such experiences make them ten times more likely to develop either major depression or post-traumatic stress disorder (PTSD) than the normal population. Khamphaky-Brown et al. (2006) suggest that these women are also more at risk to suffer from domestic violence due to the stressful experiences and the maladaptive coping mechanisms adopted by some of their partners. Research (Friedman, 1992; Jang, Lee, & Morello-Frosch, 1991) has found that these women are more likely not to report these occurrences due to cultural beliefs and shame. Therefore, Khamphaky-Brown et al.'s programme aims to empower women and enable them to stand up and report such crimes.

The research of Neuner et al. (2004) and Pavlish (2007) shows that the use of narrative therapy can be applicable to refugees in two ways. First, narrative therapy is useful in dealing therapeutically with the traumatic experiences of refugees, and second, in gaining valuable information about the specific needs of refugees. Neuner et al. focused on a comparative evaluation of different types of therapy and which was most effective. In the study, narrative exposure therapy, supportive counselling and psycho-education were compared. The most effective form of counselling was narrative therapy with a 71% rate of improvement, whereas supportive counselling and psycho-education only had improvement rates of approximately 21%, and 20% respectively. However, Neuner et al.'s research still showed that any form of counselling or attention to the emotional state of refugees would result in an improved psychological state compared to those who did not receive it. Pavlish focused on the qualitative value of information gathered in narrative therapy sessions and how this information could be used as a very detailed form of needs assessment. However, the findings of Khamphaky-Brown et al.

(2006) showed that traditional counselling was not always effective in refugee populations, as cultural variation is not taken into account. Additionally, the use of narrative therapy can only be expected to be successful if therapists are familiar with it and using the native language of the refugee. They suggest that psycho-education may be more productive, because it relies less on culturally biased techniques. However, it would seem that there is a need to address the psychological and emotional trauma of these individuals, and that any form of treatment is better than nothing.

### ***Self-reliance based programmes***

The UNHCR (2005) published a handbook on utilising self-reliance techniques in programmes aimed at refugees to provide durable solutions for the problems they face. Durable solutions imply finding permanent and sustainable solutions to problems through helping refugees help themselves rather than making them dependent on humanitarian aid (UNHCR). Self-reliance is defined as the “social and economic ability ... to meet essential needs ... in a sustainable manner with dignity” (UNHCR, p. 1). Additionally, they refer to self-reliance as a programme approach aimed at strengthening and developing the livelihood of people rather than making them dependent on humanitarian aid. Social self-reliance, as the UNHCR suggests, refers to people acting responsibly as a community in the spheres of decision making, resource allocation and caring for the community as a whole. On the other hand, economic self-reliance refers to financial management of monetary and material assets (UNCHR). They suggest that it is important for refugee programmes to be reliance based in order to move away from the traditional view of humanitarian relief. Creating self-reliant refugees will change their self-image from that of perpetual victims to individuals with talent, strength and unique abilities. Self-reliance will empower refugees to be a part of their own solutions. This shift is essential to create refugees who are no longer dependent on aid, but are able to provide for themselves. Therefore, the

UNHCR insists that it is important to aid refugees to generate solutions specifically tailored towards them. Additionally, they suggest that activities which facilitate self-reliance should be rights-based and centred on human development and build self-esteem.

Lastly, a useful component of the programme would be its effects on poverty reduction. The research done by Goodkind (2005) focused on an intervention programme aimed at Hmong refugees living in the United States of America. This programme utilised learning circles, which entailed teaching refugees job skills, English literacy, knowledge about politics and the economy of the US. The second aspect of the programme focused on the advocacy for Hmong refugees and their struggle to access the resources they needed in particular. As Zimmerman (1995) suggested, the instrumental learning skills needed to interact with the local community empowered individuals to improve their quality of life. This programme utilised aspects which address self-reliance as the UNHCR (2005) handbook for self-reliance suggests. Additionally, as Rumbaut (1989) mentioned, English is an important qualification, specifically in terms of economic and social adaptation i.e. acquiring a job and integrating into the society. Though he referred this notion more specifically to the US, it is still relevant when looking at the South African context as English can often be essential in the business environment.

In conclusion, the social science evidence supports the programme activities and theory of the ARESTA programme in terms of using education, skills training and counselling as tools to increase the quality of life of refugees. Moreover, the programme activities of ARESTA correspond to those of international programmes. The core of international programmes centres on education; specifically, language teaching and rights awareness to promote integration, skills training to increase employability and counselling to address psychological wellness. ARESTA addresses education in the following ways: English courses, and Rights Awareness workshops, skills training through its

outsourced activities and counselling through its Creative Expression workshops. Overall, ARESTA's programme activities are well aligned with the international practices. Most importantly, the ARESTA programme fosters the self-reliance of refugees by restoring their dignity through empowerment and building their skills and self-esteem.

### **Evaluation Question 2: Could the programme theory be strengthened by the addition of other programme activities?**

The international programmes reviewed suggest a few areas that are not explicitly addressed by the ARESTA programme. These additional programme activities formed the basis of this evaluation question.

#### **Areas not Addressed in ARESTA Programmes**

These areas include the incorporation of the culture of refugees into their education and counselling sessions as well as incorporating the host community into the programme to further facilitate integration of refugees.

#### ***Culture***

Lee and Sheared (2002) focus on utilising a cultural model when working with refugee programmes because they suggest that cultural identity influences an individual's thoughts and actions. Sparks (2002) as well as Goodkind (2005) further support the notion of addressing cultural differences and traditions within the educative activities. Cultural knowledge and understanding is, as Lee and Sheared suggest, instilled in individuals during their childhood via childrearing practices. Alfred's findings (2000, in Lee & Sheared) from studies of British Caribbean immigrant women showed that they preferred a learning

structure of formal writing and individual study. This preference stemmed from their socialisation in British schooling which utilised objective knowledge and competition. Additionally, Hvitfeldt (1986, in Lee & Sheared) studied the relationship between the socialisation of Hmong adults during a pre-literate and pre-industrial era and the influence thereof on learning. This research showed that the manner in which people were socialised influenced the type of interaction and relationship they had with their teachers and how they were taught. These findings were extrapolated to the context of culture and its effect on learning. This showed that it is important to take culture into account when structuring courses. The research suggests it is important to teach individuals according to how their culture has instilled learning practices in them.

From the research mentioned here, it can be concluded that it is possible to extrapolate that by understanding the culture and socialisation contexts of individuals, one can improve the design of programmes to suit specific cultural needs better, which will in turn enhance the individual's learning. Therefore, it could be useful for a refugee programme such as ARESTA to tailor the programme to suit the cultural methods of learning for refugees. This focus on culture could enhance the efficiency and quality of learning that is achieved in the programme.

### ***Community***

Lastly, Jallow and Malik (2005, for the UNHCR) suggest that the inclusion of local community members in the form of a community-based programme leads to more successful integration of refugees into host communities and promotes peaceful integration. This notion is supported and applied by various researchers and programmes (Goodkind, 2005; Khamphaky-Brown et al., 2006; Lee & Sheared, 2002; UNHCR, 2005).

Overall, the ARESTA programme includes all of the activities and principles mentioned above, namely teaching English, providing refugees with skills training, creating an environment in which counselling is facilitated through creative expression, educating refugees about their rights and responsibilities and advocating for the rights of refugees. However, the ARESTA programme lacks a cultural contextual aspect, in that the individual culture of the refugees is not well reflected or implemented in the programme activities. Additionally, there is a lack of inclusion of the local community in activities for refugees. The addition of these elements would improve the effectiveness of learning for refugees and increase their exposure and interaction or integration with the local community. The interaction between the local community and refugees would firstly encourage refugees to communicate and improve their English skills, and secondly would educate the local community about refugees and potentially decrease xenophobic views and incidences of violence.

**Evaluation Question 3: Does the programme have sufficient monitoring processes to track its implementation and outcomes?**

The areas of coverage, process and support of the programme were investigated to assess the monitoring processes of its implementation and outcomes. This took place by means of staff interviews and programme record analysis (outlined in chapter two).

**Coverage:**

***Do participants know about the programme?***

All refugees and asylum seekers who enter South Africa must register at the Department of Home Affairs. Here, they are exposed to information about resources and programmes aimed at helping refugees to assimilate into South

Africa. Specifically, at the Department of Home Affairs in Cape Town, information about the ARESTA programme is available, including flyers and directions to the offices. Therefore, ARESTA targets the area which services the majority of its target population. Overall, it is possible to conclude that ARESTA's clients do know about the programme and the information about the programme is readily available to the clients.

***Who are the participants in the programme? What are their demographics?***

ARESTA offers their services to all refugees and asylum seekers “living in the urban and surrounding areas of Cape Town who seek help to integrate better into the South African community” (ARESTA, 2009, about ARESTA, Project Beneficiaries section, paragraph 1). As there is a limited number of participants ARESTA can serve, there are implicit selection criteria utilised among staff. During this selection processes the needs of participants are taken into consideration. Quotes from the Programme Director illustrate this point:

*“We try to select the neediest person, or the one who has a big family to take care of, so that we try to reach as many people as possible.”*

*“We have students coming for the English class and ...after being able to speak English they need some kind of training and ...we select the very needy. It is unfortunate to select, but we also take into consideration the amount of funding it takes.”*

*“We pick up people with big family, and see how many people in the household will benefit the programme [sic].”*

Assertions from the Self Reliance Programme Officer shed further light on the selection criteria:

*“We try to select those who have the biggest chance of being employed...we look at for example the age of someone who is doing a waitress training course, because it is more likely the younger one will get the job...for a housekeeping job we look at the gender, because it is more likely a woman will get that job. We try to take the ones we think will have the best chance of being employed first.”*

*“We also look at how they explain how they will use the activity.”*

Therefore, applicants who are accepted into the programme, especially those activities which are outsourced, are people with high needs and large families. This is an attempt to influence the lives of more people. Additionally, demographic information such as age or gender is considered, as they want to select those individuals who are most likely to get a job. The last comment made by the Self Reliance Programme Officer suggests that personal motivation plays a role in selection. However, even after interviews and discussions with the Programme Director and the Self Reliance Programme Officer it is still unclear what other criteria are taken into account when assessing the needs of the applicant. In most instances, the decisions are made in interviews and depend on the number of applicants in a given intake. However, no clear interview schedules or assessment sheets were obtainable. When analysing the programme records, the following information regarding the demographic of the recipients in 2008 was extracted (see Table 4).

Table 4

## Demographic Profile of ARESTA Participants in 2008

	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
<i>Age</i>						
0-4	0	0%	0	0%	0	0%
5-17	1 470	10%	1 896	8.8%	3 366	9.3%
18-59	13 072	89.6%	19 708	91%	32 780	90.4%
60+	55	0.4%	57	0.3%	110	0.3%
Total	14 597	40.3%	21 551	59.7%	36 258	100%
<i>Official Status</i>						
Refugee	1 467	46.7%	1 671	53.3%	3 138	8.7%
Asylum Seeker	13 130	39.6%	19 990	60.4%	33 120	91.3%
<i>Countries of Origin</i>						
Afghanistan	29	30.2%	67	69.8%	96	0.3%
Angola	557	35.4%	1 016	64.6%	1 573	4.3%
Burundi	924	39.9%	1 394	60.1	2 318	6.4%
Cameroon	179	32.3%	375	67.7%	554	1.5%
China	108	32.5%	224	67.5%	332	0.9%
Cote d' Ivoire	24	58.5%	17	41.5%	41	0.1%
DRC	4 523	41.7%	6 316	58.3%	10 839	29.9%
Eritrea	47	31.1%	104	68.9%	151	0.4%
Ethiopia	326	36.2%	575	63.8%	901	2.5%
Ghana	52	29.2%	126	71.8%	178	0.5%
Kenya	133	32%	283	68%	416	1.1%
Liberia	21	38.2%	34	61.8%	55	0.2%
Malawi	446	38.9%	700	61.1%	1 146	3.2%
Nigeria	491	27%	1 330	73%	1 821	5%
Pakistan	6	18.2%	27	81.8%	33	0.1%
Rwanda	1 118	46.5%	1 285	53.5%	2 403	6.6%
Senegal	0	0%	22	100%	22	0.1%
Sierra Leone	66	28.9%	162	71.1%	228	0.6%
Somalia	1 409	49.2%	1 454	50.8%	2 863	7.9%
Sudan	40	21.5%	146	78.5%	186	0.5%
Tanzania	305	30.6%	692	69.4%	997	2.7%
Uganda	123	26.5%	342	73.5%	465	1.3%
Zambia	47	35.9%	84	64.1%	131	0.4%
Zimbabwe	3 558	42.6%	4 799	57.4%	8 357	23%
Others	65	42.8%	87	57.2%	152	0.4%
<i>Course Participation</i>						
• Careers & Educational Counselling & Referrals	1 138	67.1%	559	32.9%	1 697	4.7%
• English Language Course	417	50.5%	409	49.5%	826	2.3%
• Computer Literacy Training	112	51.1%	107	48.9%	219	0.6%
• Vocational Training	81	100%	0	0%	81	0.2%
• Income Generation Training	65	46.8%	74	53.2%	139	0.4%
• Business Training	15	40.5%	22	59.5%	37	0.1%
• Rights Awareness	12 363	38.1%	20 123	61.9%	32 486	89.6%
• Employment Opportunities	188	56.5%	145	43.5%	333	0.9%
• Creative Expression	25	47.2%	28	52.8%	53	0.2%
• HIV/AIDS workshop	108	54.5%	90	45.5%	198	0.6%
• Combating Human Trafficking	85	45%	104	55%	189	0.5%
Total	14 597	40.6%	21 661	59.7%	36 258	100%

Overall, there are more men (59.7%) than women (40.3%) participants in the programme. The official status given by the South African government to these participants is overwhelmingly that of an asylum seeker (91.3%) rather than refugee (8.7%). Participants come from approximately 14 different countries and the majority are from the Democratic Republic of Congo (29.9%), followed by Zimbabwe (23%) as seen in the Figure 2 below.

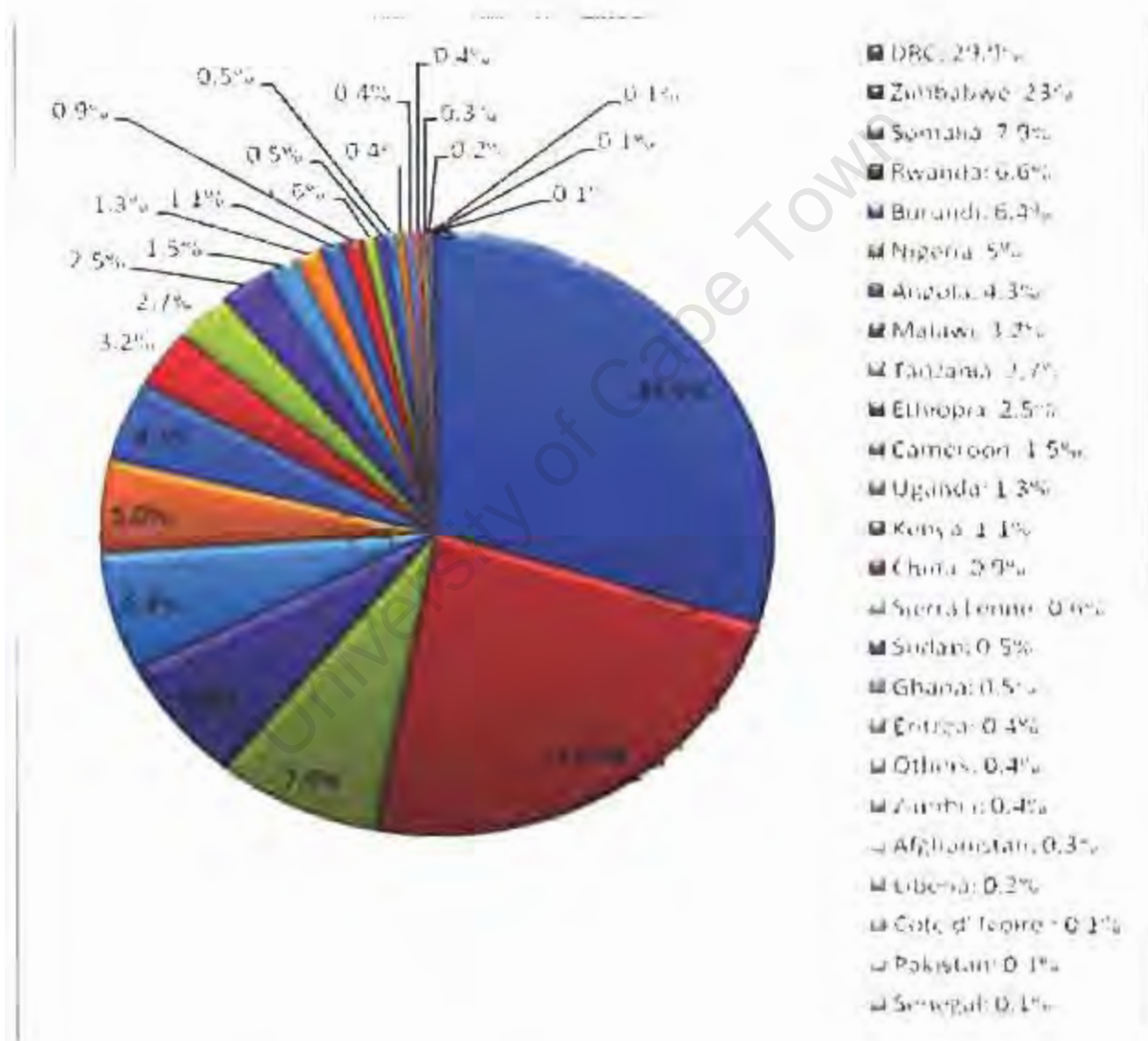


Figure 2. Country of origin of participants

Finally, programme records were examined to determine how many participants made use of the different programme activities. In 2008, there were 11 activities offered and the majority of participants were reached through the refugee Rights Awareness programme (89.6%). The English class, one of the main focuses of the ARESTA programme was represented by only 2.3% of participants. Figure 3 below represents the distribution of participants across the various activities:

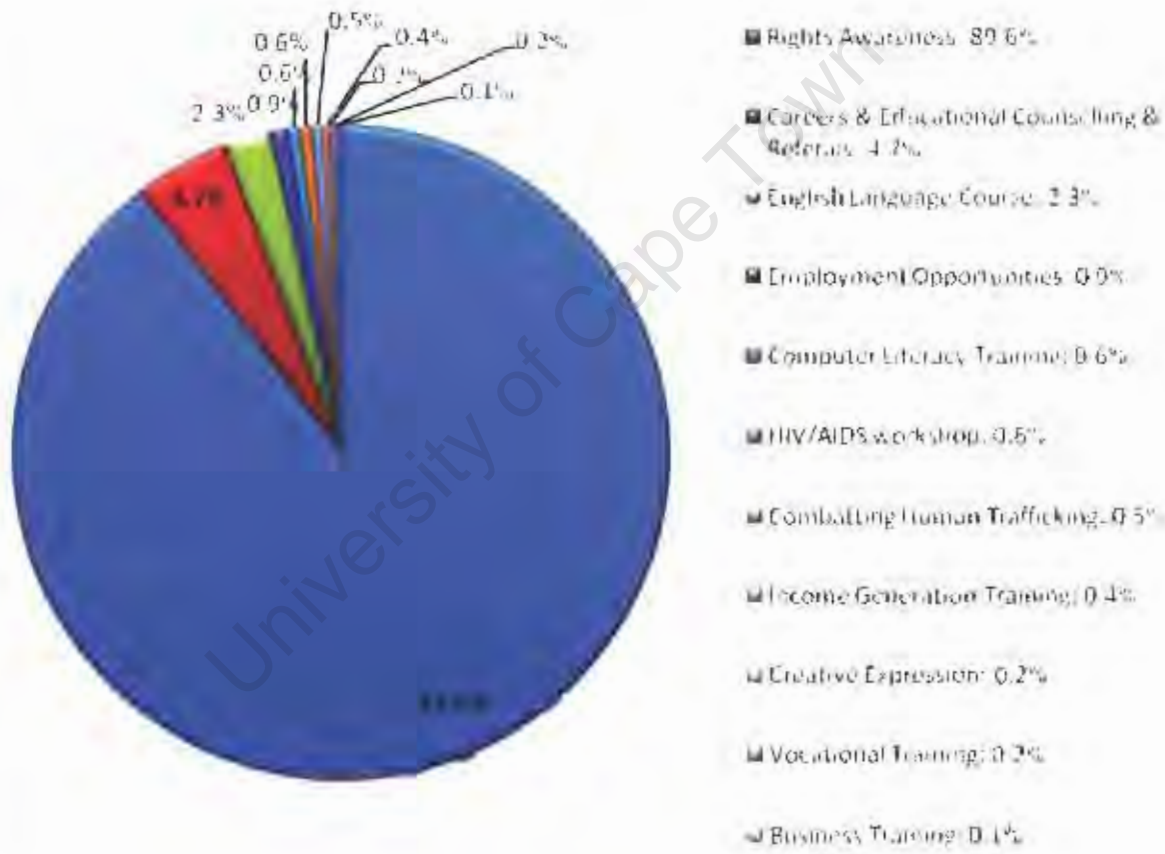


Figure 3. ARESTA activities.

***How many of the participants are from the target population?***

All participants in the ARESTA programme are from the target audience, as 100% of participants are either refugees or asylum seekers. Many are already registered and documented and some are still in the process of being documented.

***What proportion of the target population received the programme?***

Research suggests that South Africa hosts approximately 256 000 refugees and asylum seekers (US Committee for Refugees and Immigrants, 2009). This number reflects the proportion of documented immigrants and has increased dramatically since 2008, when 144 700 refugees and asylum seekers were recorded by the US Committee for Refugees and Immigrants. ARESTA reached 36 258 participants through all their programme activities in 2008, which makes up 25.1% of documented refugees and asylum seekers in the whole of South Africa. ARESTA helps as many refugees as they can. The 36 258 participants reached in 2008 reflects all the refugees that approached ARESTA for help.

***Who wrote the placement test, attended class and who dropped out?***

*English course*

Participant success rate data refers specifically to the English course, as no data are kept by the ARESTA programme staff themselves for attendance or drop out of the other courses. In programmes which are outsourced, the ARESTA programme staff are only informed if one of their participants fails the programme. If a participant fails an outsourced course they are allowed to

repeat it until they pass. However, pass or fail rates of participants taking part in outsourced activities are not documented.

To assess the attrition rate, data were assessed from three phases: firstly, the placement test – which should give an indication as to how many students began the class, then the attendance records – which indicate the regularity and number of students attending class, and lastly, the graduation phase – which indicated the number of students who completed the course, failed or dropped out. Table 5 shows the number of students through each phase for the first intake in January 2009 for the beginner A, beginner B and intermediate groups.

Table 5

*English Class First Intake January 2009*

Group	Placement Test	Attendance	Graduation		Drop Out
			Pass	Fail	
Beginner A	28	28 (94.8%)	20 (71.4%)	3 (10.7%)	5 (17.9%)
Beginner B		26 (93.3%)	14 (53.9%)	1 (3.9%)	11 (42.3%)
Intermediate	13	26 (57.1%)	11 (43.2%)	-	15 (57.7%)

Firstly, it is important to address the discrepancy between the number of participants who wrote the placement test and were placed into a class versus the number of students attending class. In particular, for the intermediate group only 13 participants wrote the placement test, however 26 participants were monitored for attendance in class. The discrepancy between the lower number of participants writing the placement test and the higher number of participants attending classes can be explained by the fact that not all participants write the test. The Self Reliance Programme Officer reported that this procedure is not always carried out in the same way:

*"Sometimes we can hear that the student cannot speak any English and must go into the beginner class, or we can tell that they should be in the intermediate class."*

*"Also there are students who do not write the test, because the date has passed, so we assess by talking to them or interviewing them which class they should be in."*

This shows a lack of consistent procedure. This type of inconsistency makes it difficult to monitor the dropout rate with accuracy. However, comparing the attendance records with the graduation rate gives a more precise picture.

Secondly, Table 5 indicates that the attendance rate for the beginner groups (94.8%, 93.3%) is higher than for the intermediate group (57.1%). Additionally, the pass rates are the lowest for the intermediate group at 43.2% compared to the two beginner groups with 71.4% and 53.9% pass rate. The dropout rate is highest for the intermediate group at 57.7% compared to the beginner A and B groups (17.9%, 42.3%).

#### *Influence of attendance rate on dropout rate*

However, despite a high attendance rate the pass rate and the dropout rate for the beginner B or intermediate group remains low. The beginner B group had a 93.3% attendance rate with a dropout rate of 42.2% compared to the intermediate group which had an attendance rate of only 57.1% and had a dropout rate of 57.7%. This makes it difficult to distinguish what influence attendance has on dropout. However, it is noteworthy that beginner group A with a high attendance rate of 94.8%, resulted in a high pass rate of 71.4% and had the lowest dropout rate of only 17.9%. This could indicate that there

is a relationship between a high pass rate and low dropout rate; however, it is difficult to conclude how these factors influence one another, if at all.

### ***What are the demographics of the dropouts?***

Due to the scarcity of records being kept of dropouts and their demographics, one cannot conclusively comment on who dropped out of the programme and why. Through interviews with the two English teachers, it was possible to gather some information about participants who dropped out and possible reasons for their doing so. These reasons include not having money for transport, or not being able to pay for crèche facilities for their babies, or that they have found work which makes class attendance impossible. The following comments illustrate this:

*“Some of the students...they don’t have money for transport. So maybe some time this week he is there, another week, he can’t come. Because of the money.”*

*“The problem is that the attendance is sometimes not regular, because of the transport for example. Because it is financial, it is hard to find a solution – they don’t have money for transport or to pay someone to look after their children.”*

*“Some of the reasons are financial, so they don’t have work and the money to come, some may start work and do day shift and don’t have time”*

Other reasons for dropout are reflected in the following quotes:

*“Maybe the lesson is too difficult, maybe they don’t understand the language and when you refer them (to a beginners class) they think you are pushing them around.”*

*“They also don’t like change...When you change the teachers they start falling out. Not sure why. But I think it is the consistency of the teacher that keeps a learner in a class.”*

Furthermore, one teacher suggested that most students who drop out will do so within the first month of class, and that learners who attend consistently for three months were most likely going to complete the course. The following comment supports this notion:

*“If they fall out in the first month then you know that learners won’t come back but if they are consistent for about two to three months then you know that learner will stick out till the end.”*

One teacher estimated the dropout rate to be approximately 10 people per intake of 30 or 40 and comments:

*“You are always going to lose people. And it is almost a good sign because they are getting jobs, for me it is positive.”*

The focus of the ARESTA programme is the English course, as this is one of the main activities held at the premises and facilitated by the ARESTA staff. The dropout rate of this course varies from group to group and year to year, however, it is possible to suggest that the students who drop out of the English course do so for the following reasons:

- they have learnt enough English to get by and communicate,
- they have found employment – which would indicate that either their English skills are good enough, or they do not need to speak English in their job

- participants do not have money to pay for transport to get to class, or that
- female participants who have children cannot pay for crèche facilities.

## **Process**

### ***Where did participants hear about the programme?***

Most participants receive information about the ARESTA programme at the Department of Home Affairs, by means of posters and flyers. Additionally, ARESTA is affiliated to other refugee programmes and often refugees can learn about ARESTA and its activities at these other programmes. The other way that participants hear about the programme is through word of mouth, from other refugees who have participated in the programme. ARESTA also advertises its activities on its website, and is one of the first sites that is found when searching for “refugees” and “English” on the Google search-engine. On the ARESTA website, detailed information is available on the types of activities they undertake and when the next closing date for applications is, as well as where they are located. Over and above this, the Self Reliance Programme Officer reported that ARESTA does not undertake any other means of attracting its target audience, specifically because they focus on dealing with those who come to them and are limited in the amount of people they can help.

### ***Was it easy to enrol in the programme?***

The enrolment procedure was reported to occur as follows by the Self Reliance Programme Officer:

*“Refugees who come here must fill in an application, if they cannot fill in the application in English there are translators who help them*

*with the application...Usually for the English course, they must write a placement test, so we can assess which level they are at and which course to put them in.”*

From this procedure it is possible to conclude that the enrolment procedure is relatively easy, as there is no official documentation needed and participants are assisted in completing the application form. However, because there are a number of activities for which refugees can apply, the enrolment procedure is not always carried out in the same way. The sequence of enrolment is implicitly defined by the ARESTA staff; however, it is difficult to assess whether all the applicants receive the same enrolment process. Therefore, the procedure of enrolment can be confusing to participants; however, the programme staff are always willing and available to assist refugees in enrolling in the programme.

The implementation of an explicit enrolment procedure sequence for applicants could ensure that all participants receive the same treatment and reduce the amount of confusion in the enrolment process.

### ***What were the actual programme activities?***

ARESTA undertakes a variety of activities; a total of 11 different activities were offered in 2008. However, not all of these activities are offered all the time. From interviews with the Programme Director and information in the programme records, it was possible to establish the list of activities offered in 2008 (Table 1, page 16).

However, in 2009, the following activities were excluded due to lack of funding:

- income generating activities
- business training,
- employment opportunity and job creation facilitation
- creative expression
- combating human trafficking awareness programme and
- skills training for refugees wanting or preparing to repatriate.

Table 6 shows the shift in activities from 11 in 2008 to five in 2009.

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Table 6

*ARESTA Programme Activities from 2008 to 2009*

Activities 2008	Activities 2009
<b>Communication</b>	
1. English Course	English Course
<b>Employability</b>	
2. Vocational and income generation training	Vocational and income generation training
3. Income generation activities	Not in 2009
4. Business training	Not in 2009
5. Careers and educational counselling	Careers and educational counselling
6. Employment opportunity and job creation facilitation	Not in 2009
<b>Trauma counselling</b>	
7. Creative expression	Not in 2009
<b>Awareness of rights and responsibilities in South Africa</b>	
8. Refugee rights awareness and education	Refugee rights awareness and education
9. HIV/AIDS, life skills training and gender awareness workshops	HIV/AIDS, life skills training and gender awareness workshops
10. Combating human trafficking awareness programme	Not in 2009
<b>ARESTA Research</b>	
11. Skills training for refugees wanting or preparing to repatriate	Not in 2009
<b>New in 2009</b>	
	IT training

*Changes to programme activities*

As Table 6 shows, in 2009 several activities were not offered by ARESTA. Of these activities, the Vocational and Income Generation Training consisted of only five participants attending the housekeeping course due to lack of funding. The sewing and beading classes are not offered in 2009 due to a lack of funding. Both of these classes were outsourced and therefore depend heavily on funding and time of the individuals offering the course.

The IT Course is a relatively new addition to ARESTA's activities and is offered on three different levels. The first level is an introductory course on computers and Microsoft Office and the second level covers advanced Microsoft Office and introduction to databases. The last level is aimed at individuals who want to obtain their A+ level certification to be computer technicians. The IT course is the only course ARESTA offers to which participants are expected to contribute financially. The first two courses are charged at R150 per month, and consist of two two-hour sessions a week over a three month period. The computer technician course is held over six months and consists of a four-hour session weekly. Participants are expected to contribute R250 per month for this course.

***What was the actual sequence of the programme activities? Do all participants get the same sequence?***

To be able to enrol for activities other than the English course, the participants' English ability is assessed and if they are not competent enough they must first complete the English courses. Therefore, it can be suggested that there is a sequence of activities which begins at the beginner English class and goes to the advanced English class. Only once competent in speaking English are participants able to enrol in skills training activities. Figure 4 shows the implicit sequence of activities.



*Figure 4. Sequence of programme activities.*

Generally, all participants do get the same sequence. However, some participants start further along in the sequence, for example if they are able to

speaking fluent English and understanding English, they therefore do not need to start with the English courses, but can start with the skills' training immediately.

***Do participants engage in application of activities when they leave the programme?***

To assess whether participants engage in application of the activities when they are at home, it is necessary to follow up with participants in some way. However, there is no such follow-up process occurring at the ARESTA programme, because, as the Programme Director and Self Reliance Programme Officer report, it is difficult to reach refugees once they have left the programme. The main feedback they receive from participants once they have completed the course is from refugees themselves who choose to return to the ARESTA offices and give staff their feedback. It is outlined in the strategic plan for 2008 to 2010 (ARESTA), that monitoring activities should include holding focus groups, personal interviews and the administration of questionnaires. However, these data were unavailable, either because these monitoring activities were not implemented or because the data could not be found. This made it difficult to address the application of skills acquired by participants in programme activities. The following sections will address the application of skills from two data sources: evaluation questionnaires for the sewing class and interviews with the English teacher.

***Sewing classes***

Evaluation questionnaires completed by the sewing class students give some insight into their application. Out of the 12 students that participated in the course, only four were able to find a job, and, for most part their job entailed working from home. Therefore, approximately 33.3% of participants actively applied their learned skills as an income generating activity. However, eight

out of the 12 participants (66.7% of the class) did not find employment. Of these eight participants six reported that they failed to “find a job in the sewing sector” and two said that they failed to find a job “due to personal or family reasons”.

It is difficult to interpret the feedback data, because there were few participants who provided feedback at any given point. In addition, ARESTA does not actively follow up with the participants from this course, because the sewing course is facilitated by an external organisation. ARESTA pays the tuition fee that is required for the applicant if they are accepted to do the sewing course. The criteria for acceptance are that the participant must be fluent in English and usually only women are selected for this course.

### *English class*

In the classroom, students are only allowed to speak English; they engage with each other in English and they are given oral exercises to do. However, as can be seen from the following comments, the English teachers find it difficult to encourage learners to use their English and practice speaking outside of the classroom.

*“I tell them to talk to local people, but often they don’t have good experiences with them.”*

*“We speak only English in the classroom, and we do lots of oral exercises.”*

*“I give them lots of worksheets to do – just the simple worksheets, to do at home and it is in English.”*

As the comments show, the English teachers try to give learners homework to encourage them to surround themselves and engage with the English language more and more. However, ensuring that they speak English is out of their control. One teacher did see the influence of interaction of students with local people in her classroom:

*“When you hear them speaking English outside of the classroom they come with a whole mixed bag of English and Afrikaans put together with Xhosa.”*

It is of the utmost importance for ARESTA to improve its follow-up procedure with past participants, as at present it is impossible to assess whether participants are using the skills they have learnt. They need to not only get regular feedback from participants after the completion of a course, which would assess if they have learnt a new skill, but also ascertain whether participants have benefitted from their involvement, i.e. are using the skill after leaving ARESTA. The lack of a consistent follow-up procedure is possibly one of the greatest weaknesses of the programme monitoring of implementation and outcomes. Without follow-up information, it is impossible to ascertain or investigate whether the skills learnt in the programme activities have any lasting effect or are used by participants after having left ARESTA.

## **Support**

### ***Are there sufficient staff to implement the programme?***

This question was applied in two aspects of the programme: to the individual activities, specifically those facilitated by ARESTA and to the overall programme. This question was put to the English and IT teacher, as well as the Programme Director.

### *Activity specific*

All three teachers (one for IT and two for the English courses) responded that the workload was manageable. The IT teacher suggested that he would even prefer a bigger class, as he is used to teaching more people at any given time.

*"I teach about 15-20 people per class, but I would ideally like to teach at least 25 at the same time. I think that would be the best."*

One English teacher attributes their years of teaching experience to being able to deal with such a workload:

*"I think it comes with experience...it becomes too much for a teacher then she is not adequately trained. It comes with experience."*

The other English teacher also felt able to manage the workload, as is illustrated by the quote below:

*"I think the workload is good. I feel confident in my ability to do the work."*

### *ARESTA programme*

The Programme Director was of the opinion that there were not enough staff to implement the entire programme, including the host of activities ARESTA offers and the administrative aspects of running the programme. The reason given for this was a lack of funding. However, the Programme Director mentioned various ways in which they aim to make up for a lack of staff:

*"What we really rely on, again, is the time and expertise of interns. This semester we have four to six interns and those are valuable to supply the expertise that we are trying to cover the shortfall of our staff. We are not able to*

*employ full time staff, the intern volunteers do the work under supervision of full time employed staff.”*

Overall, as the Programme Director has mentioned, there were not enough staff members to tackle the administrative aspects of the programme. The teachers themselves are comfortable with their workload and report that they are coping well. However, the reliance on temporary staff, such as interns, compromised the consistency of the administration and implementation of the programme. For the English course, the teachers report that there are sufficient staff to perform this activity adequately. However, the Programme Director suggests that there are not enough staff to implement the entire programme adequately due to lack of funding.

***Is there enough budget to roll out the programme as intended?***

The Programme Director responded as follows:

*“There are not enough resources to do everything but what we are trying is to do the minimum of requirement of our core programmes [sic]. Our operation is big, but on an annual basis according to funding we receive from donors and funders, we visit our programme to make it smaller more defined according to the funding”*

Funding is one of the major problems at ARESTA. In 2006, one of the major funders of the programme withdrew funding and the programme has been re-structured on an annual basis since then.

*“Each year we have a strategic planning where we revisit our problem and address it accordingly to the outcome of the need*

*assessment. Normally we change the activities but the major focus of our programme remains the same."*

In addition, the Programme Director described their unsuccessful efforts to gain access to government funding:

*"In general our challenges are funding, as with every NGO problem [sic]. We wish we could be able to access the government funding. In theory NGO or refugees are supposed to access funding from the government but in practice we submit proposals but we never get any money."*

Lastly, the Programme Director mentioned what changes he would like to make, or how he would implement the programme if there was additional funding.

*"In the programme with additional funding we think of expanding our English class to other areas where they live. Currently we have English class here at Athlone Training Centre and Retreat Public Library, but we are aware from the assessment that the English classes are needed in Bellville, in the Muizenberg area, even outside of the Cape Metropolitan area, Worcester and Mossel Bay."*

Funding is one of the major issues for the programme. Due to lack of funding, the ARESTA staff are forced to adapt or change their programme activities on an annual basis to make to the best use of the limited budget available.

### ***Is the programme well organised?***

Due to the lack of consistent funding, the programme undergoes annual restructuring in terms of programme activities and staffing. This constant change does not allow for the programme to mature adequately in terms of understanding how each activity works and how effective it is. The strategic plan suggests that the programme is well organised and has a clear plan; however, the extent to which the programme staff adhere to the plan remains unclear. The strategic plan outlines activities that are documented to enable monitoring and evaluation of their activities; however, it is difficult to find this information and the ARESTA staff themselves seem unsure about where to find it.

Overall, in terms of programme organisations, ARESTA has certain strengths in the area of organising their English and IT courses; however, weaknesses lie in the monitoring and record keeping areas of the programme.

### ***Are the facilities and resources adequate?***

The three teachers agree that the facilities are adequate, and only modest requests are made. The IT teacher reports that at present he is teaching between 15-20 people, but he would prefer to teach about 25, however at present he reported:

*"The classroom is big enough for the people and the computers."*

*"I would like a projector and screen and whiteboard so I can show them or demonstrate what to do, it is difficult without these."*

The main concern for the English teachers is the need for better resources or more materials. One teacher comments on the classroom size, while the other requires more chairs. Their comments below illustrate this:

*“The classroom could be bigger, I am a materials developer and I would love to have better materials...I am always running out of whiteboard markers and those type of things, sometimes I have to buy them by myself because I can’t run to the office when I come I need it”*

*“The material, because I have to buy my own books from my own money – specifically stationery. Also in class the students need to write down the notes in their books. But then they say that they can’t write because the book is full.”*

*“I need more chairs in my classroom.”*

*“I think they could speak to us more about what we need in the classroom. They don’t ask us what we need, but just go and buy things, but it is not always what we need. And then we either have to buy it ourselves with our own money, or we have to do without it. For example the material, because I have to buy my own books from my own money – specifically stationery. Also in class the students need to write down the notes in their books. But then they say that they can’t write because the book is full.”*

Overall, teachers rated their facilities as adequate despite some minor concerns. However, by consulting the teachers, most importantly about the study materials, ARESTA could improve spending allocations and ultimately save money. The requests made reflect the desire of the English teachers to be more involved in the study material preparation and allocation. The inclusion of the English teachers in the budgetary resource allocation could

have positive effects on the programme funds and could ensure that the staff do not take on extra expenses they might not be able to afford.

The ARESTA programme struggles to secure enough funding to run the programme as it is intended. The teachers for the English and IT course are competent and able to facilitate the classes; however, there are not enough staff members available to administer the programme. The general management and organisation of the programme suffers because of this, specifically in aspects of monitoring and record keeping of the programme implementation and outcomes.

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## CHAPTER FOUR

### RECOMMENDATIONS

#### Revision of ARESTA Programme Theory

Through analysis of the literature review, and monitoring processes of the implementation and outcomes of the ARESTA programme, the programme theory outlined in Figure 1 (p. 15) was revised take the findings into account. It is aimed to address and include factors suggested in the international programmes reviewed to create a more plausible and theoretically sound programme theory. The revised programme theory is depicted below (Figure 5).

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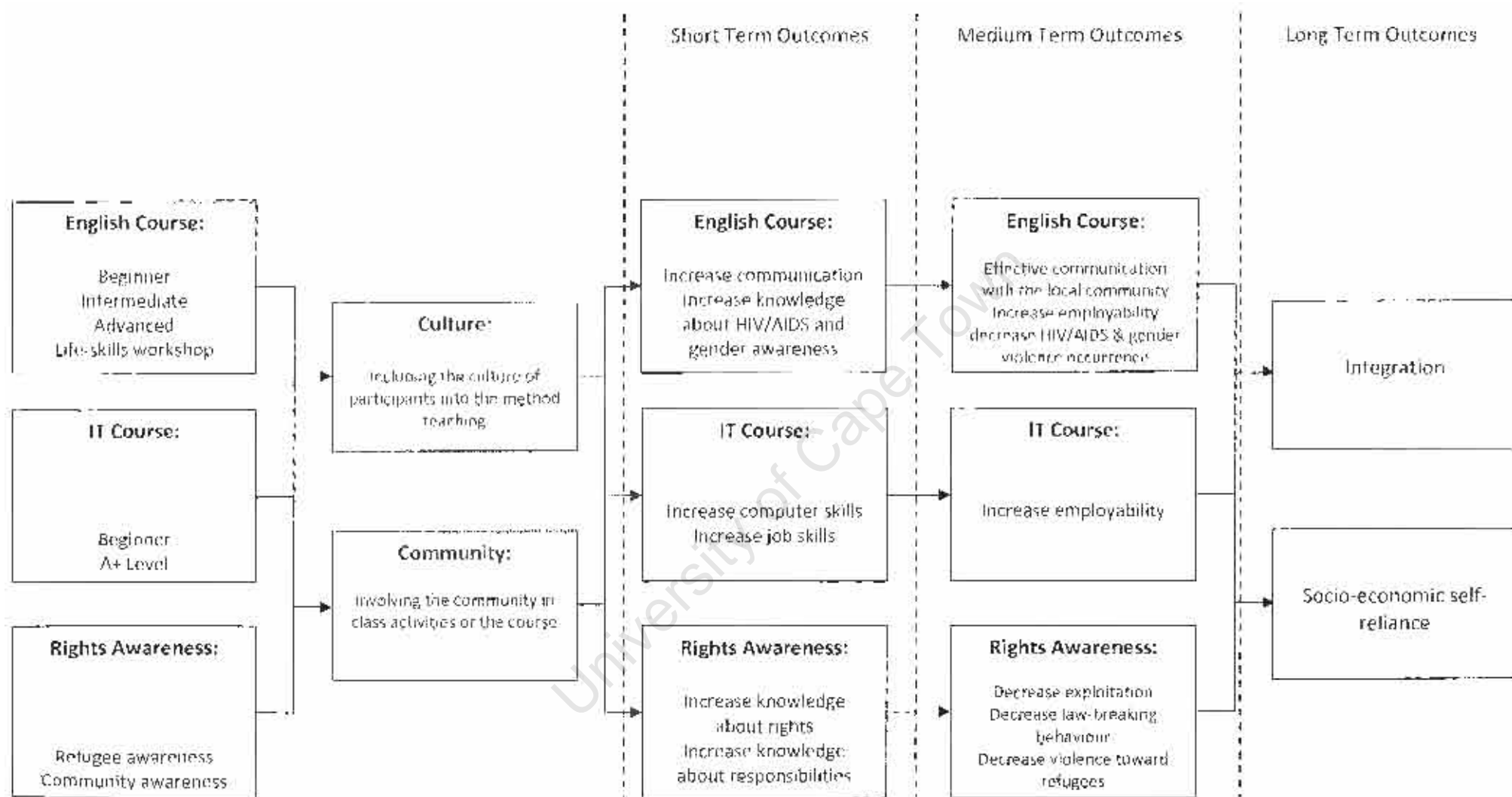


Figure 5. Revised programme theory.

Note: Mediators are indicated in blue

The revised programme theory in Figure 5 is comprised mainly of activities facilitated by ARESTA. The programme theory takes into account the international best practices of utilising education of in three specific areas: (i) English, (ii) skills training – IT course and (iii) Rights Awareness. The Life Skills workshop is included in the English course and the community awareness programme is included in the Rights Awareness workshops. The analysis of the monitoring of implementation and outcomes showed that the results and effects of the outsourced activities are undocumented, which suggests that these activities create (i) an unnecessary financial burden and (ii) an unnecessary time-constraint on the ARESTA programme and its staff. It is therefore recommended that all outsourced activities are to be excluded from the programme theory as they constitute an unnecessary distraction from the ARESTA programme itself.

The main additions to the theory that emerged from of the research (Goodkind, 2005; Jallow & Malik, 2005; Khamphaky-Brown et al., 2006; Lee & Sheared, 2002; Sparks, 2002; UNHCR, 2005) are the inclusion of two mediator variables: (i) incorporating the refugees' culture into the learning activities to foster easier learning and (ii) incorporating the host community into the programme to facilitate integration and educate the community about refugees. Terre Blanche, Durrheim and Painter (2006) describe the mediator variable as the "mechanism by which one variable affects another" (p 171). Furthermore, Rossi et al. (2004) describe a mediator variable as being a key intervening variable that provides the causal link between activities and their outcomes, thereby directly affecting their relationship. In Figure 5, culture acts as a mediator variable to increasing the amount of information that is learned and retained by the participant as well as the speed of this process. The research of Goodkind, Lee and Sheared, and Sparks suggests that the incorporation of native culture has a positive effect of the learning processes of refugees. Additionally, the incorporation of the local community acts as a mediating variable on the interaction and communication between refugees

and locals, and overall the integration of refugees into the local community. This is supported primarily by the fact that the presence of the local community would firstly increase their awareness and knowledge about refugees, and secondly, allow for interaction. The research of Goodkind, Jallow and Malik, Khamphaky-Brown et al, Lee and Sheared and the UNHCR, suggests that the inclusion of the local community allows for faster and easier integration of refugees.

The English and IT course, as well as the Rights Awareness workshops, mediated by culture and community, lead to refugees communicating effectively with the local community, increased employability and decreased exploitation and law-breaking behaviour. These outcomes in turn lead to integrated and both socially and economically self-reliant refugees. This is a plausible and clear programme theory which is well grounded in the social science literature and the best practices from international programmes. The revised programme theory would give the ARESTA programme a clearer idea of how staff members would be able to achieve their ultimate goals.

### **Recommendations for Improvement to the ARESTA Programme**

The main recommendations stemming from the findings of three evaluation questions address the English course and Rights Awareness activity, the number of activities, the monitoring processes, the procedures utilised for participant enrolment and the staff relationships.

#### **Activities**

Many of the recommended activities from international programmes can be witnessed in the ARESTA programme. In fact, ARESTA covers most of the

activities and then even offers additional courses. This may be one of the challenges that ARESTA faces. They offer a long list of activities, even though their funding limits them in this regard. Table 6 on page 55, depicting the change in activities offered in 2008 compared to 2009 shows that their lack of funding has already led to prioritisation and cut-backs.

### ***English course***

The first recommendation is that the English course become the main focus of ARESTA's activities. The literature and the ARESTA staff members agree that communicating in English is not only one of the most pressing issues to refugees and asylum seekers when they come to South Africa, but is also one of the most successful programmes offered and implemented by ARESTA. The outcome of the English course is relatively easily tracked and recorded by staff, by means of a final English test or exam. This activity gives participants a clear and tangible skill when they have completed the course. Principles arising from the literature that could compliment the English course and its effects include adding a cultural component to the class.

The literature suggests that people learn differently according to their culture (Alfred, 2000; Goodkind, 2005; Lee & Sheared, 2002; Sparks, 2002; UNHCR, 2005). It is recommended that the local community be involved in activities offered by refugee programmes (Goodkind; Jallow & Malik, 2005; Khamphaky-Brown et al., 2006; Lee & Sheared; UNHCR). This involvement could have a positive effect in two ways: firstly, it would give the local South African community firsthand experience of refugees. This type of interaction would facilitate refugee awareness in the local community. Secondly, the involvement of the local community would facilitate integration between refugees and the local community. These changes are discussed in Figure 5 (p. 67) in the revised programme theory. The literature proposes that the

mediator variables of culture and community involvement would positively influence the outcomes of learning to communicate in English with the local community. This would ultimately increase the chance of the successful integration and socio-economic self-reliance of refugees.

### ***Rights Awareness***

The majority of participants (89.6%) in ARESTA's programme completed the Rights Awareness activity. However, even with this large number, which has been unconfirmed by attendance records, there is no evidence of ARESTA staff attempting to track the effectiveness of the activity. In other words, out of 32 486 participants there has been no attempt to follow up with them and assess the influence of the Rights Awareness programme and whether they have applied what they learnt. It is strongly suggested that the effect of this course be monitored by means of pre and post-testing. Without monitoring the effect of the Rights Awareness programme, it is difficult to ascertain if the activity has had any effect.

### **Number of Activities**

The reduction of activities from 11 in 2008 to seven in 2009 demonstrates that the ARESTA staff have perhaps realised that they spread themselves and their funding too thinly across these activities. Therefore, it is suggested that ARESTA focus predominantly on English classes and simply refer refugees to centres that supply other skills training. This would enable ARESTA to discontinue the outsourcing and financing of vocational and skills training courses and focus on making the English classes as effective as possible. Additionally, the staffing and heavy reliance on temporary staff such as interns could compromise the consistency of the implementation of the programme. Therefore, redefining the activities and focus of the programme would allow the budget to be allocated to fewer activities and perhaps allow the ARESTA

programme to employ a permanent staff member who could participate in the administrative aspects of the programme and be responsible for some of the monitoring activities proposed below.

As regards the Refugee Rights Awareness, this activity of the programme attracts the largest number of participants. However there is no effort made to research the effect of the Refugee Awareness campaigns and workshops.

Overall, the revised programme theory (Figure 5, p. 67) shows that ARESTA does not need to offer a vast number of extra activities, specifically funding-outsourced courses. The theory shows that ARESTA have the correct activities in place to reach their desired goals. Focussing on the activities offered and facilitated by ARESTA will allow staff to direct more attention to the monitoring activities to assess the effect their courses are having.

### **Monitoring**

The monitoring processes and data are not easy to track at ARESTA. There does not seem to be systematic tracking of programme implementation or outcomes. It is suggested that a review of the strategic plan be done to assess how well the proposed monitoring activities are implemented. Currently, the main monitoring activities that were witnessed and provided the data for this evaluation included demographic data on age, sex, country of origin and participation in each activity. Additional data included incomplete records of the placement tests, attendance registers and graduation registers for the English course only. Evaluations of courses seemed to be distributed and implemented at random for the Employment Opportunity and Job Creating Facilitation, sewing training and English course.

Activities mentioned in the strategic plan, such as focus group discussions, personal interviews, progress reports pertaining to the plan as well as feedback from suggestion boxes were unavailable. Therefore, it is suggested that monitoring templates be extracted from the strategic plan to track outcomes and processes. As part of this template, it is suggested that regular evaluation forms be administered in each activity offered by ARESTA during the last session of the course to assess its implementation. It is also suggested that this data be analysed, used for future improvements to the activity and be well recorded and stored.

In addition, it is suggested that attendance records are kept for all activities and that dropouts are to be followed up on, to assess the reasons for their dropping out and potentially prevent such incidences from reoccurring. It is vital that ARESTA engage in follow-up data capturing with participants once they have completed their courses. This follow-up could take the form of a telephonic interview addressing how participation in ARESTA activities has influenced their life. Additionally, this information should reflect the level of application of their acquired skills and ultimately address the effect of the course.

Overall, the lack of systematic monitoring throughout the programme is a major concern. It is therefore suggested that one person be responsible for the implementation of the monitoring system. There is a need for at least one person to be informed about what monitoring is being done and where the data is kept and recorded.

## **Procedure**

To ensure all participants receive the same treatment and to minimise confusion, it would be useful to formalise the implicit enrolment procedure. This would allow the conceptualisation of an explicit procedure which would be made known to programme staff and prospective participants. The enrolment procedure could be listed or described on a poster, translated into the various languages of refugees, such as French, Portuguese etc., and be displayed at the ARESTA offices. Implementation of an explicit enrolment procedure has various benefits such as ensuring equal treatment to participants through transparent and defined processes, and minimising the confusion participants have when enrolling in the programme.

## **Resource Allocation**

Lastly, it is suggested that teachers be included in the planning process of the course in terms of securing classroom materials. Allowing teachers to submit a materials budget would enable them to make better use of the allotted budgets when buying needed materials. Additionally, this would increase their sense of involvement in the programme and the value of their insight. Moreover, this could contribute positively to the allocation of funding, as teachers would have better insight into what resources they need for their class activities.

## **Limitations**

The following limitations should be considered when consulting this evaluation:

Rossi et al. (2004) and Donaldson (2007) emphasise the importance of the relationship with the key stakeholders in the evaluation. In the early stages of the evaluation process, the evaluator underestimated this, particularly the value and importance of forming a strong relationship with the key stakeholders of the programme. Donaldson (2007) further highlights the role of the stakeholders in eliciting the programme theory as in many projects there is no explicit theory and it is top management that has the best insight into the programme logic. However, at the first meeting, the Programme Director made it clear that his input in the evaluation and interaction with the evaluator would be limited. These factors resulted in difficulties accessing the main stakeholder, specifically the Programme Director. The lesson learnt from this lack of rapport reinforced the importance of developing a good and strong relationship with the key stakeholders in the organisation. This was particularly important in an organisation such as ARESTA, due to the understaffed nature of the programme and immense time constraints and responsibilities of the Programme Director. Overall, not much time was spent with the Programme Director – who probably had the most insight into the type of records that were available and where to find them. The lack of a strong relationship with the Programme Director led to the second limitation of this evaluation.

The availability of data proved one of the biggest challenges for this evaluation. Data that were reported to have been collected in the ARESTA strategic report were either non-existent or misplaced. The collected data seemed to cover the monitoring processes piecemeal rather than systematically and comprehensively. Additionally, there seemed to be uncertainty or inconsistency as to exactly which records were available.

The limitations of this evaluation reinforce the importance of building strong relationships with the stakeholders from the beginning, specifically in such a small organisation. This relationship could then prove to be fruitful in providing the necessary data more efficiently.

## **Conclusion**

Programmes like ARESTA are of utmost importance in South Africa, a country which has in recent years had mixed experiences with refugees. With increasingly violent and criminal acts of xenophobia being perpetrated against refugees, organisations like ARESTA provide a much needed “safe space”. It is clear to see that a programme like ARESTA is needed and has tangible outcomes for participants. However, with the difficulties of running non-profit organisations (NPOs), it is vitally important to have a sound theory on which to base the programme and systematic monitoring processes in place to assess implementation and outcomes. If these components are in place, the chances of success are dramatically improved and the record of this success is kept. Ultimately, this is the best tool any NPO can have to secure funding and ensure success.

The findings of this formative evaluation suggest that ARESTA is doing good work, work that needs to be done, and suggests ways in which other NPOs like ARESTA can model future or improve current refugee aid programmes.

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INDIVIDUAL INTERVIEW STRUCTURE FOR TEACHERS

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1. What works well in the activity?
  - a. What helps you teach?
  
2. What barriers are there for you to overcome?
  - a. What hinders you in teaching?
  - b. What suggestions do you have for the future?
  
3. Do you feel you receive the necessary support from:
  - a. The ARESTA staff
  - b. The ARESTA programme manager –
  
4. Do you encourage you students to communicate and interact with locals?
  - a. How?
  - b. Do they give you feedback about their interactions?
  
5. Are there differences in the way the course is taught or delivered here compared to e.g. Retreat?
  - a. What are these differences?
  
6. How would you rate the adequacy of you facilities?
  - a. Venue (Is the room big enough to accommodate all the learners?)
  - b. Chairs, desks, computers, pens... (Are there enough...?)
  - c. Staff (Is one teacher enough to implement the course?)
  
7. How many people drop out of your class within an intake?
  - a. Do they mention why they are dropping out?

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## INTERVIEW SCHEDULE FOR PROGRAMME DIRECTOR

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1. What are ARESTA's strengths
2. What are the weaknesses or areas you would like to improve on?
3. Is there enough budget to roll out the programme as intended?
4. Is there sufficient staff to implement the programme?
5. How do you structure the programme and its activities?
6. What changes would you make to the programme, and what do you need to make these changes?

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## INTERVIEW STRUCTURE FOR SELF RELIANCE PROGRAMME OFFICER

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1. How do prospective participants know or hear about the programme?
  - a. Where do they hear about it?
2. Who are the intended clients?
3. How do participants enrol in the programme?
4. What are the programme activities?
5. Is there a specific sequence the activities run in?
  - a. Is this sequence the same for all participants?

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