



## EVALUATION OF IMPACT

# The Rockefeller Foundation's Digital Jobs Africa Initiative

2018

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Through our various complementary technical areas, including Evaluation, Genesis has completed over 900 assignments for more than 100 clients, in 32 countries in Africa. The Evaluation for Development (E4D) practice specifically focuses on monitoring, evaluation and learning (MEL) technical expertise. Our team combines contextual insights, expert use of rigorous evaluation methods and tools, and deep sectoral knowledge.

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# Acronyms

ACWICT	African Center for Women, Information and Communications
BPESA	Business Process Enabling South Africa
BPO	Business process outsourcing
CIDA	Community Individual Development Association
CV	Curriculum vitae
DDT	Demand-driven training
DJA	Digital Jobs Africa initiative
FDI	Foreign direct investment
FGD	Focus group discussion
FTE	Full-time equivalent
GNI	Gross national income
ICT	Information and communication technology
MCSA	Microsoft Management Course
NGO	Non-governmental organization
PRIDE	Poverty Reduction through Information and Digital Employment
PTE	Part-time equivalent
SCM	Supply chain management
TVET	Technical and vocational education and training college
UNISA	University of South Africa
USD	United States dollar



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# Preface

In 2013, the United Nations projected that Africa would be home to over 40 percent of the global youth population by 2030. The challenge of how to successfully absorb these young people into the formal economy became top of mind for governments, policymakers and development practitioners.

Thinking toward this future, The Rockefeller Foundation recognized the potential of Africa's growing information and communications technology (ICT) sector to create new economic opportunities – particularly for its young people. The Foundation created its Digital Jobs Africa (DJA) initiative to help equip youth – specifically those with limited access to opportunities – with the technical and soft skills, and job placement support necessary to transition into a technology-enabled workforce.

Nearly five years into implementation, the Foundation commissioned an independent evaluation of DJA to better understand the extent to which it was realizing its goals and driving impact. Genesis Analytics was engaged to collect data and gather case stories from participating youth in Ghana, Kenya, and South Africa.

These cases provide insights into the variety of ways in which DJA grantees contributed to building the job skills, communications abilities, and confidence of participating youth. The results were generally positive, with more than 153,000 participants trained in the first three years. While the initiative initially faced some challenges placing youth into jobs following training (about 46,000 were placed at the time of the evaluation), there was nevertheless consensus among youth who participated in DJA that it had helped them overcome their lack of experience and qualifications, weaknesses in communication, and issues related to self-esteem and other personal constraints. For many, it created a sense of self-worth that they shared with others around them by creating businesses, helping others improve their job search skills, and supporting the education needs of family members. The evaluation highlights the value of investing in youth, particularly disadvantaged youth, to propel them to a brighter future than might otherwise have awaited them.

We trust that these lessons/evidence will help scale investment in youth training and preparedness for the job market and also provide direction to improve design of future programs.

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# Executive summary

In response to the challenges of widespread youth unemployment in Africa, The Rockefeller Foundation launched the Digital Jobs Africa (DJA) initiative with the objective of catalyzing sustainable employment opportunities and skills training for African youth, with a focus on the information and communications technology (ICT) sector. This retrospective evaluation was undertaken with two overall goals: i) assess the impact of demand-driven training (DDT) and job placement in ICT-related sectors on youth and their spheres of influence (households and communities); and ii) unpack the factors that influenced this impact. The evaluation, conducted in 2017 and covering the period 2010 to 2016, focused on the work of DJA in South Africa, Ghana, and Kenya.

Using a case study approach, the evaluation included interviews and focus group discussions (FGDs) with DJA beneficiaries, a comprehensive survey distributed to the youth, and interviews with DJA grantees. With these elements, the evaluation unpacked the impact of DJA on youth in Ghana, Kenya, and South Africa.

## Evaluation findings

This section presents a brief look at the findings from the evaluation, which was guided by a set of key questions.

**To what extent did DJA reach its target population?** Almost half (49 percent) of the survey respondents had completed college or university, while another 47 percent had completed high school, suggesting that a considerable proportion of DJA beneficiaries had completed higher level education. This is not characteristic of what would typically be considered “disadvantaged” youth, the intended focus of DJA. It is thus likely that DJA did not reach all segments of disadvantaged youth, particularly those characterized by low levels of education. Of the respondents, 49 percent had been unemployed for less than a year prior to the training, while 45 percent had been unemployed for a period of one to five years, suggesting that DJA appropriately targeted youth who were otherwise unable to find employment.

**What benefits have youth experienced as a result of employment through the DJA initiative?**

Projects supported by the DJA initiative provided youth with a first-time experience in the labor market and with relevant qualifications, both considered constraints for youth seeking their first jobs. Furthermore, most of the DJA-supported projects included a training module on how to apply for a job and how to align CVs to employers’ needs, which also proved instrumental in enabling youth to secure first-time and subsequent employment opportunities. In addition, communication skills, which were included in most of the projects, were found to help youth in presenting themselves in interviews with potential employers and in establishing their own enterprises.

**Were there any unintended outcomes (positive or negative) as a result of employment through the DJA initiatives?** In terms of positive unintended outcomes, many youth felt a “sense of giving

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back” after their involvement in the DJA initiative ended. They wanted to extend the benefits they had experienced by starting their own businesses and creating jobs for others. As for negative unintended outcomes, in some cases, the DJA initiatives did not meet individuals’ expectations in terms of their placement in permanent jobs, salary, or the nature of the work. This left some participants with a sense of disappointment, resulting in some of them discontinuing their job searches.

**What longer term changes have the youth experienced as a result of employment through DJA initiatives?** With the additional income the participants earned through DJA initiatives, they were able to further their studies, thus contributing to their continued success in the labor market. Youth also started their own businesses and drew on the entrepreneurial lessons from the DJA training to improve the likely success of these enterprises. In addition to these more career-focused changes, the youth experienced increases in their confidence levels, which was found to better position them for subsequent employment opportunities and career progression. Additionally, once they experienced a promotion, it furthered their confidence and led to a cycle of success.

**Have the youth’s spheres of influence (households and communities) experienced any changes as a result of their accessing digital employment through DJA initiatives?** Youth who benefitted from DJA contributed more to their families’ expenses as a result of the additional income they earned. Similarly, youth participating in DJA-supported projects used their additional income to support family members’ educational pursuits by funding their university and school fees. Additionally, DJA youth assisted others within their communities in accessing employment opportunities by helping them develop their CVs, find relevant job opportunities, and practice their interview skills. Lastly, some participating youth started enterprises with the objective of creating jobs within their communities and extending the benefits of employment to others.

**What effect did DJA have on the ability of youth to withstand fluctuations in employment and income? And further, to what extent have youth experienced employment stability and reduced vulnerability due participation in the DJA initiatives?** Many DJA youth were retained in their positions for more than a year after the DJA initiative ended. This consistency in employment is indicative of youth having job security and dependability of income. Furthermore, as a result of DJA, youth were able to invest in furthering their studies, improve the management of their own enterprises and, in turn, increase their levels of confidence. All of these have contributed towards longer term successes in the labor market and in the management of their own businesses, which has meant improved stability and reduced vulnerability.

## Findings

This section presents the evaluation’s overarching findings – drawn from the detailed findings and case studies presented in the body of the report.

### Barriers to youth employment and DJA’s role in overcoming them

The evaluation unpacked the constraints that disadvantaged youth face in obtaining employment and the role of DJA in overcoming them.

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- **Lack of job experience.** Employers are disinclined to be “first employers” of youth, not wanting to expose themselves to the risk of hiring someone with no previous experience. DJA played an important role in this regard, with the job placements subsequent to their training providing participants an opportunity for first-time work experience. The initiative in Ghana did not include placement as a result of implementation challenges, which subsequently limited the youth’s potential for permanent employment. However, the project addressed this by introducing participants to alternative opportunities in entrepreneurship.
  - **Lack of qualifications.** In general, disadvantaged youth do not have qualifications beyond secondary education. While recent Africa-wide data on education attainment is lacking, reporting on SDG 4 reveals that sub-Saharan Africa and southern Asia account for 70 percent of the global population of secondary school-aged youth who are not attending school (ECOSOC, 2017). By extension, this would mean that many African youth are not able to progress to tertiary education. This lack of tertiary-level qualifications was found to be a considerable barrier to obtaining employment. The certifications youth obtained through projects supported by the DJA initiative proved valuable in overcoming this barrier, particularly those accredited by the local education authority.
  - **Absence of differentiation from the labor market.** The youth employment labor pools in Ghana, Kenya, and South Africa are perceived to be greater than the demand for youth employment. Without work experience and qualifications, disadvantaged youth are unable to differentiate themselves from the masses of youth seeking jobs. Even those youth with good work experience and relevant skills may not know how to market their skills in a manner that differentiates them from other work seekers. DDT initiatives under DJA reduce this barrier in three ways: i) the initiatives facilitate work experience and further qualifications; ii) youth are screened and undergo rigorous selection processes for inclusion in DJA, which youth believe to be a useful “signal” of their employability to other potential employers; and iii) youth learn how to communicate their skills and experience more effectively during their job searches.
  - **Youth skillsets and employer requirements.** When disadvantaged youth submit their CVs to employers but do not hear back from them, they do not know why they were not considered for the job. This produces an information asymmetry. Without feedback from employers, youth may be slow to identify why they are repeatedly unsuccessful in their job search. They may struggle to identify tactics to better market themselves. The training provided by DJA-supported projects assisted in overcoming this, because the projects had engaged with employers and documented employer preferences. Training in most projects was then customized to suit these preferences. This demand-driven training therefore, assisted the youth in: i) developing relevant skill sets; and then ii) positioning themselves in a way that aligned to the employers’ needs.
  - **Poor communication skills.** Disadvantaged youth typically do not have the confidence or required communication skills that employers seek. The soft-skills training, mentorship, and peer support included in most of the DJA grantees’ initiatives were found to boost the youth’s confidence and improve their communication skills.
  - **Lack of tenacity and perseverance.** Disadvantaged youth easily become disheartened when they receive multiple rejections from employers. This lack of tenacity and perseverance results in youth stopping their employment searches. Many projects supported by DJA included “soft” skills training, and focused on aspects such as interpersonal communication, self-confidence, self-regulation and

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conflict management. These training themes were found to help youth improve their tenacity and better position them to manage rejection and disappointment.

- **Inaccessibility of training and work opportunities.** Disadvantaged youth often live in remote areas, where job and training opportunities are both difficult and costly to access. DJA helped to overcome this barrier to employment through the online nature of digital jobs that allow individuals to work from their places of residence.
- **Child-care responsibilities.** Many young women with children face an additional barrier to employment, in that they have to limit their job search to workplaces that have childcare facilities either on-site or in close proximity. DJA helped to overcome this barrier to employment by providing young women with the opportunity of working from home.

## Determinants of stability and ability to withstand shocks

Factors that influence the extent to which disadvantaged youth obtain employment and are subsequently retained in their jobs, and the effect of this on their ability to withstand shocks and stability were of key interest to the evaluation. The following emerged as determinants of stability.

- **Personality traits.** Highly motivated, ambitious youth are typically able to persevere through obstacles in finding employment. These individuals continue their search for employment until they are successful, and they are better placed to retain their jobs once employed.
- **Intrinsic factors of motivation.** Individuals seek employment due to differing intrinsic motivations. For example, they may need income to purchase food, fund further education, or improve wellbeing.
- **External motivation.** Disadvantaged youth seek employment due to external motivation, such as the need to support those within their sphere of influence, or the desire to act as a role model or to avoid disappointing their families.
- **Willingness to take risk.** Willingness to take risk and commit resources to the job search – despite the chance that they might not earn a return – was found to be a factor in disadvantaged youth's success in finding and retaining employment.

## Direct impact on livelihoods

A core component of the evaluation was to unpack the impact of placement in ICT sectors on the youth. The following were identified as key impacts of DJA on their lives.

- **Furthering their studies.** Many disadvantaged youth used the additional income they received from employment stemming from the DJA initiative to continue their studies. The various fields of study they chose – including accounting, journalism, management, and information communications – indicated that ICT placement is not necessarily linked to a preference for a career in ICT.
- **Starting their own businesses.** For many disadvantaged youth, starting their own businesses and being in charge of their careers and development are intrinsically important. Many youth used the income from employment opportunities afforded them through DJA training and placement to start their own businesses. This finding was more prominent in the Ghana case studies, as the initiative in Ghana focused on entrepreneurial development rather than placement.

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- **Improving communication skills.** Demand-driven training and placement were found to improve youth's communication skills both directly and indirectly by improving their tolerance of others and the way they present and compose themselves. This made them more likely to retain their jobs, with increased opportunity for further career progression.
  - **Improving confidence.** The training and the subsequent boost in morale associated with accessing the job market were found to improve the youths' confidence. This confidence not only had personal value, it was found to be important for youth in interacting with others, starting their own businesses, and for their career progression.
  - **Progressing in careers.** Improved communication skills, greater self-confidence, and additional qualifications contributed to disadvantaged youth retaining their jobs, getting promoted, and progressing in their careers.
  - **Dealing with false sense of hope.** Many individuals thought participating in the DJA initiative would lead to placement in permanent jobs or that it would guarantee them employment. As this was not always the case, it often led to a false sense of hope and disappointment and, in turn, to individuals discontinuing their job search, thus creating a cycle of despondency.

## Indirect impact on youth's households and communities

In addition to impact on individual participants, the evaluation explored the impact of DDT and placement in ICT sectors on the livelihoods of the youth's spheres of influence.

- **Providing for their families.** Disadvantaged youth who benefitted from DJA were better placed to provide for their families. As a result of their training, placement, and subsequent employment, they were able to provide food, clothing, technology, and other necessities to their sphere of influence, which they had been unable to provide previously.
- **Providing others with education opportunities.** A number of youth used their new income to fund education opportunities for members of their family or sphere of influence. Through this, they were able to present others with the opportunities they had accessed and, thus, extend the impact of DJA.
- **Fulfilling the sense of giving back.** Many individuals felt that, having been given the opportunity to improve their livelihoods, they should pay it forward to others. As such, there are examples of individuals sharing DJA grantees' details with others within their community, starting NGOs with the intention of bettering the lives of others, and assisting others with job applications.
- **Enhancing others' employment opportunities.** The case studies found that a majority of participants were active in helping others improve their employment opportunities by helping them develop attractive CVs, teaching them how to present themselves in job interviews, and providing links to employment advertisements.
- **Creating employment opportunities.** Many of the youth interviewed stated that one of the motivating factors for starting their own business was being able to create employment opportunities for others.

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# Value proposition for youth employment

This section presents an overview of the youth unemployment landscape in Africa and the role of ICT in that landscape. This serves to present the findings of this evaluation in the broader African youth unemployment context.

## Youth unemployment in Africa

In Africa, more than 60 percent of the population is below the age of 25 (UN DESA, 2017), making it the youngest continent in the world. Despite significant gains in education levels, there have not been enough jobs created to accommodate young people in search of work. In fact, although youth constitute approximately 40 percent of the continent's working age population, they make up 60 percent of the total unemployed (AfDB, *et al.*, 2012). This means they are over-represented among unemployed and discouraged work seekers.

Youth unemployment in Africa has been on a downward trajectory since 2012, dropping to just 10.8 percent in 2017.<sup>1</sup> However, at the aggregate level, this pattern masks the dynamics within countries. There are mixed results across countries, education levels, and gender. In middle income countries with gross national incomes (GNIs) between \$976 and \$11,905 (USD), youth unemployment rates are higher than average, while in low income countries with GNIs of \$975 or less, youth unemployment is below the continental average. Furthermore, in low-income countries, employment is typically in vulnerable and informal work which contributes to “working poverty.” More specifically, sub-Saharan Africa's working poverty rate for youth is almost 70 percent, the global high.

Low levels of education and a lack of work opportunities are the most significant challenges young people face when entering into employment in Africa. In sub-Saharan Africa, gross enrollment in upper secondary education is relatively low at 38 percent. Additionally, African youth are often required to supplement their household's income, which forces them to leave the education system prematurely and take up employment opportunities as they arise, contributing to the high rate of working poverty among youth in the region. This then becomes an issue of premature entry into the labor market, which is particularly acute among youth aged 15 to 19, most of whom should still be attending secondary school. Youth aged 20 to 24 have usually completed compulsory education and should be able to choose between further studies or labor market participation, or doing neither of these. However, this choice is often influenced by their family's income and background, as well as labor market factors beyond their control.

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<sup>1</sup> Note: the employment data in the rest of this “Youth Unemployment in Africa” section comes primarily from ILO, 2016.

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Among youth aged 20 to 24 in sub-Saharan Africa, labor force participation is fairly high at 64.8 percent, yet only 10 percent of youth in this category are enrolled in tertiary education. Sub-Saharan Africa's tertiary enrollment rate of 10 percent is the lowest in the world, which puts the region's youth at risk of not having globally competitive skills and falling into unemployment in later stages of their lives. This is an important issue of youth unemployment in Africa.

For African economies to become more resilient, youth must acquire globally competitive skills in order to be able to find jobs relatively quickly if they become unemployed. Additionally, if youth do not have globally competitive skills, increasingly competitive international trade in both goods and services puts their jobs at greater risk. Furthermore, the 70 percent working poverty rate among youth in Africa is evidence that young people may be forgoing education and its benefits, only to find themselves in vulnerable and informal forms of employment – with limited prospects for career progress which would bring corresponding increases in income later in life.

There are also persistent gender gaps in labor force participation and employment. Young women are often excluded from the labor market due to socio-economic and cultural factors. With the exception of a few countries such as Mozambique and the Democratic Republic of Congo (DRC), participation of female youth in the labor force is lower than participation of males. In sub-Saharan Africa, this gap between young women in the labor force, as compared with young men, had been fairly constant but from 2015 to 2017, it increased slightly from 5.6 percent. Female youth are also at a disadvantage because they are typically employed in informal and vulnerable employment, and they are more likely to engage in unpaid family work.

## ICT's impact on job creation and poverty alleviation in Africa

ICT has changed communication in Africa and has also acted as a catalyst for economic growth. Mobile phones have been particularly important drivers of access to the internet and to ICT-enabled goods and services. In 2000, there were fewer than 20 million fixed telephone lines on the continent, but with the introduction of mobile phones, nearly 700 million people in Africa now have access to ICT and its associated benefits. Furthermore, ICT directly contributes to approximately 7 percent of Africa's GDP, which is higher than the global average (ADB, 2012). While overall foreign direct investment (FDI) into Africa has been declining in recent years, data from 2010 suggests that FDI in ICT has been increasing – growing from \$27 billion in 2000 to \$122 billion in 2010, the year DJA was launched (Tralac, 2017). In addition to direct economic activity, ICT has transformed everyday activities in the lives of Africans, with ICT services now used, for example, to make mobile payments, find agricultural information, and file taxes.

The employment potential of the ICT sector is cross-cutting and is not limited to the ICT sector alone. ICT supports the development of numerous sectors across the economy with a subsequent impact on economic growth through increasing productivity, employment, and sales. Job growth in this regard

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has been shown to have a positive impact on poverty alleviation, especially when it is targeted at marginalized and vulnerable groups that otherwise are unable to find employment. When African cities become connected to high-speed internet, the employment rate increases from 4.2 to 10 percent higher than other cities that do not have the high-speed connection. Furthermore, high-speed internet access lowers employment inequality across education levels, due to employment rising among those with lower levels of education, a group that often struggles to find stable employment. As access, quality, and costs of internet connectivity improve, a proliferation of new types of businesses emerge. For example, the establishment of fiber optic connectivity off the coast of Mombasa led to an increase in tech start-ups, including Shop Soko, which is similar to Etsy and has enabled less educated craftspeople to find employment. Similarly, the laying of submarine cable off the coast of South Africa led to the proliferation of business process outsourcing firms, many of which employ youth who have lower levels of education. The impact of high-speed internet at the firm level varies, with internet connectivity increasing the entry of new firms in some cases, and increasing the productivity and exports of existing manufacturing firms in others (Hjort and Poulsen, 2017).

Additionally, the expansion of the mobile industry in African countries has contributed to the creation of jobs and businesses in numerous mobile service booths and communication activities and has also supported small businesses through mobile money and mobile payments innovations (ITU, 2014). However, available data suggest that direct employment in the ICT sector remains low across Africa. In the two countries with the largest ICT sectors, Nigeria and South Africa, only 479,000 and 335,000 people, respectively, are employed in the ICT sector (Karombo, 2017; Tredger, 2017). This compares with the 11.6 million and 23.37 million people who are employed in manufacturing and related industries in Nigeria and South Africa, respectively (World Bank, 2017).

Notably, the growth of the ICT sector and the market for digital goods and services is creating opportunities for youth to find employment in new ways and in emerging industries. Young people are making use of the internet to find work: by accessing job opportunities online, applying through online job portals, and sending potential employers their CVs and job applications via email. Additionally, the ICT sector is creating opportunities for remote work arrangements that enable youth living in communities where employment opportunities are scarce to work remotely without migrating to economic hubs. Importantly, new approaches to digital outsourcing, such as crowdsourcing and microwork, provide task- and project-based work opportunities that can be performed by semi-skilled and low-skilled workers with access to basic internet infrastructure (World Bank, 2017). Youth with low skill levels are often the most vulnerable to falling into unemployment and poverty. Therefore, by enabling the transition into work and increasing the number of work opportunities that they can access, ICT has been shown to provide youth a safety net against falling into poverty and a gateway to gaining skills that will keep them employed in the future.

# Introduction

In response to the challenges of widespread youth unemployment in Africa, The Rockefeller Foundation launched the Digital Jobs Africa (DJA) initiative. The objective of the DJA initiative was to catalyze new, sustainable employment opportunities and skill training for African youth, with a focus on the information and communications technology (ICT) sector. This report presents the findings of a retrospective evaluation of the DJA, conducted by its monitoring and evaluation partner, Genesis Analytics.

Through its DJA initiative, The Rockefeller Foundation partnered with a myriad of grantees to implement creative solutions to the challenge of youth unemployment in Africa. The composition of grantees included in the DJA initiative changed over the years, as did DJA's strategic focus. However, by 2016, grantees funded under the DJA initiative could be grouped according to the three following pillars: i) corporate engagement; ii) demand-driven training (DDT); and iii) enabling environment. This evaluation focuses on the DDT pillar, as this strategic focus has persisted since the inception of DJA.

The DDT strategy focuses on the training and placement of disadvantaged youth in digital jobs. The training component consisted of a variety of training

models relating to job preparation, and the placement component usually consisted of forming and sustaining partnerships with employers. A definition of a digital job is yet to be formalized and disseminated globally, and an exposition of suitable definitions is beyond the scope of this report. However, for the DDT grantees, these jobs were usually in the business process outsourcing (BPO) industry and sometimes involved microwork opportunities.

## Purpose of the evaluation

The main purposes of the retrospective evaluation were to: i) assess the impact of DDT and job placement in ICT-related sectors on youth and their spheres of influence (households and communities); and ii) unpack the factors that influenced this impact. More specifically, the evaluation was guided by a series of questions (listed in Box 1). The answers to these questions are detailed in Section 3 of this report.

## Scope of the evaluation

DJA emerged from the evolution of two previous initiatives of The Rockefeller Foundation: Business

**BOX 1:**

## Evaluation questions

1. To what extent did DJA reach its target population?
2. What benefits have youth experienced as a result of employment through the DJA initiatives?
3. Were there any unintended outcomes (positive or negative) as a result of employment through the DJA initiatives?
4. What longer term changes have the youth experienced as a result of employment through DJA initiatives?
5. What effect did DJA have on the youths' resilience to fluctuations in employment and income?
6. To what extent have youth experienced enduring stability of employment and reduced vulnerability through DJA initiatives?
7. Has the youths' sphere of influence (household and communities) experienced any changes as a result of the youth accessing digital employment through DJA initiatives?

Process Outsourcing (BPO) Kenya, which was launched in 2010 and then, in 2011, evolved into Poverty Reduction through Information and Digital Employment (PRIDE). In 2013, PRIDE further evolved to become DJA. In 2016, DJA evolved once more into a more systemic, market-based solution to youth unemployment. This retrospective evaluation of DJA covers the period 2010 to 2016, focusing on the initiative's implementation prior to its more systemic, market-based approach.

Sixteen African countries were identified as potential sources of opportunity for the DJA initiative. Initially, the initiative focused on six of them – Egypt, Morocco, Ghana, Kenya, South Africa and Nigeria – although the greatest portion of the DDT funding was granted in South Africa, Ghana, and Kenya. Together, these countries received 88.7 percent of the total grant

disbursement: 40 percent in South Africa, 26.5 percent in Kenya, and 22.2 percent in Ghana. The evaluation thus focused on these three countries for all engagements with the youth and grantees.

The evaluation used a multiple case study design to explore the impact of digital jobs on the lives of the youth and their spheres of influence. For the purpose of this evaluation, the unit of analysis, or base of each case, was an individual employed in a digital job. To contextualize the case study findings, a comprehensive survey was distributed to a sample of youth reached by DJA, focus group discussions (FGDs) were held with a wide range of DJA beneficiaries, and interviews were conducted with grantees. Additional details on the approach utilized in this evaluation are presented in Annex 2: Evaluation approach.

# Overview of The Rockefeller Foundation's youth employment strategy and DJA

In response to the above challenges of youth unemployment in Africa, The Rockefeller Foundation implemented a youth employment strategy in Africa with the aim of overcoming challenges to youth employment and improving the livelihoods of African youth. This section presents the evolution of the Foundation's strategy and how DJA evolved in line with the strategy. It also provides an overview of DJA's modes of implementation and its reach, in order to further contextualize the evaluation findings.

## Evolution of the Foundation's youth employment strategy

DJA evolved in line with the Foundation's broader thinking and strategy on youth employment, as illustrated in Figure 1. Most notably, the Foundation evolved from focusing on short-term, localized poverty alleviation initiatives as the primary means of targeting youth unemployment towards more systemic, market-based initiatives that focus on building the resilience of both the youth as individuals and the broader market for youth employment.

By focusing on more systemic, market-based initiatives within DJA, the Foundation sought to play a more catalytic role in the lives of youth and African economies. This ambitious undertaking recognized that the development prospects of the region required a longer-term view, which could propel economies along a more digitally focused growth trajectory. With this in mind, the Foundation's focus shifted from visible short-term gains in the number of youth reached through training and placement in digital jobs to more systemic results.

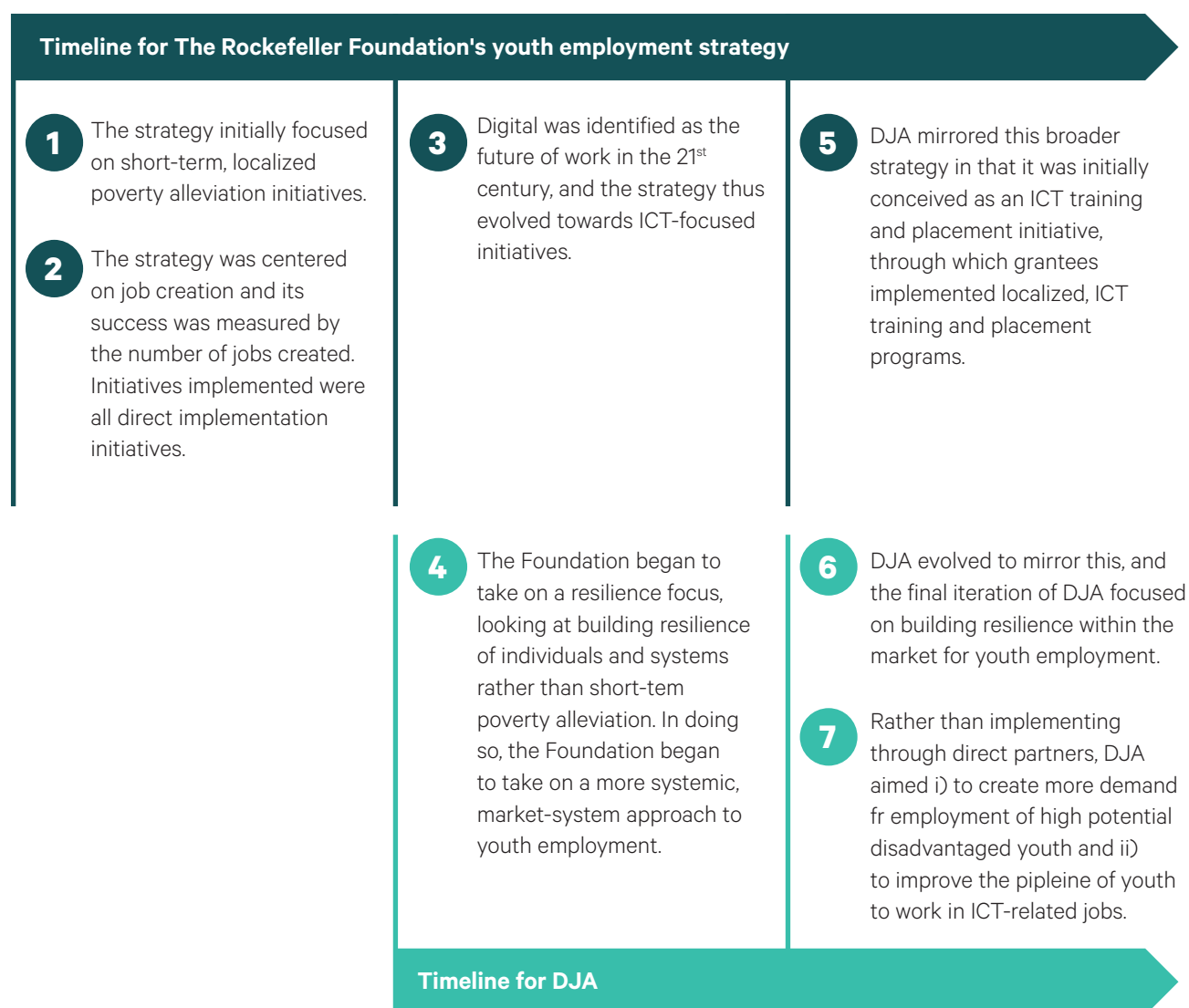
Given the scale of youth unemployment in Africa, quick, short-term wins are unlikely to be sufficient to affect meaningful change. The barriers to youth employment demonstrated through this evaluation are influenced by the prevailing rules, norms, and policies that influence labor market dynamics (see Section 3.2: Barriers to youth employment and DJA's role in overcoming these). While this retrospective evaluation does not focus on assessing these systemic results, it is crucial to note that the findings of the evaluation indicate the importance of lending greater focus to systemic change and sustainability.

## Models of Implementation

All DDT DJA grantees were engaged to train and place youth in digital jobs with the ultimate objective of improving their livelihoods. For training to be demand driven, it needed to reflect employers' needs and be of satisfactory quality to enable placement, which was core to DDT. While all grantees pursued this aligned objective, their models for implementing DDT (see Box 2) and placing the youth in digital jobs differed. These variations in approach were necessary

to ensure that the grantees' programs were tailored to the respective countries' contexts, the needs of the country's employers, and the barriers that the countries' youth face in securing employment. This meant the implementation of DJA was not uniform. Rather it was dependent on the approach utilized by each individual grantee, which, in turn, ensured that DJA, as a whole, was relevant and aligned to the needs of the youth in each country. Generally, DDT DJA grantees had good success in facilitating

**FIGURE 1: Evolution of The Rockefeller Foundation's youth employment strategy**



placement through their implementation model. However, it was observed that some placements did not transpire as expected, mostly due to changes in the local economic environment and in established partnerships.

Because the DDT pillar of DJA held such diverse models of experience, the opportunities for learning were great. As DJA progressed into 2016, The Rockefeller Foundation concluded that collation of these lessons and good practices could serve to broaden the impact of DJA beyond directly funded grantees and directly reached youth. Recognizing this, the Foundation engaged Making Cents International to conduct research and consultations in order to develop a DDT toolkit. Prepared for dissemination among DDT providers globally, the toolkit offers users the opportunity to align their youth training programs to the market, and also to identify areas of improvement for their current programs. It provides examples of best-in-class practices and resources, which are intended to help organizations make training investment decisions and assist training providers in optimizing their results and impact.

The evaluation explored the impact of DJA through the lens of the DJA grantees listed in Annex 3. These grantees were identified based on their willingness to participate in the evaluation, the extent of their previous engagement with the monitoring and evaluation of DJA, and their geographic presence in the three identified countries (See Section 2.3 which is framed in relation to the implementation of these grantees).

Each grantee enrolled its beneficiaries in a training program, ranging from a 3-day course to a 12-month course. As is evidenced by the differences in the duration of the courses, the content of the training varied across grantees. However, typically, the training courses comprised two components – a soft skills component and a technical skills component.

**Soft skills.** This training typically focused on workplace readiness, including appropriate conduct in a workplace

#### **BOX 2:**

#### **Definition of DDT based on the Making Cents International DDT toolkit**

DDT youth programs build job-relevant skills, defined as a set of competencies valued by employers and useful for self-employment. To best accomplish this, DDT programs offer both pre-employment skills development and some form of on-the-job training, through internships and apprenticeships as well as learnerships, which is a work-based learning program that is accredited in South Africa, the country in which many DDTs operated.

environment, conflict management and resolution, work ethics, email etiquette, and communication.

**Technical skills.** This training focused on developing the youths' digital literacy and, depending on the grantee, included topics such as data entry, transcribing and digitizing information, tagging audio and video files, business process outsourcing (BPO) operations, and familiarity with different operating platforms.

Following the training, the grantees facilitated participants' entry into the job market through job placements. The majority of the grantees participating in this evaluation implemented their models as per the above, however, there were two exceptions: Friends of the British Council and Cloud Factory.

**Friends of the British Council.** This grantee's project was established with job placement in mind, but it was limited by the fact that the BPO center in which youth were to be placed was not completed, and therefore youth were not placed in jobs.

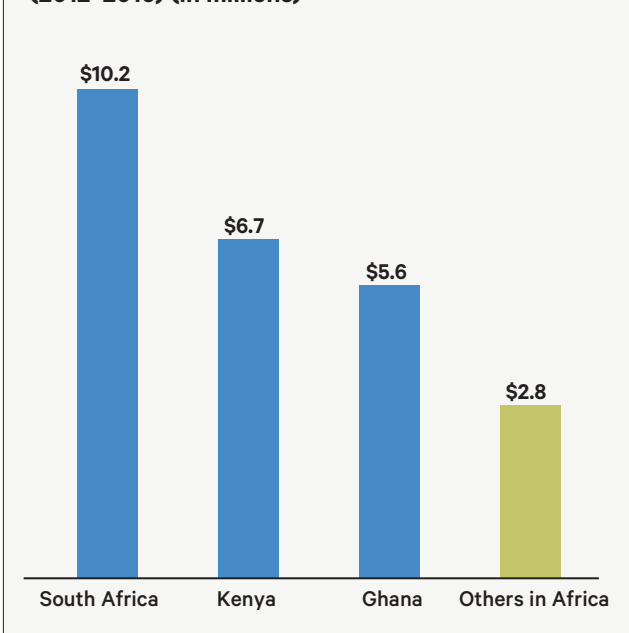
**Cloud Factory.** This grantee provided youth piecemeal online contract work rather than placement in a formal employment position.

## Reach of DJA

As Figure 2 illustrates, The Rockefeller Foundation disbursed \$25.4 million to DJA activities in Africa. South Africa, Kenya, and Ghana received the majority, cumulatively accounting for \$22.57 million of DJA's funding. This constituted the majority of DJA funding within the DDT pillar, which is why these countries were identified as the focus geographies for this evaluation.

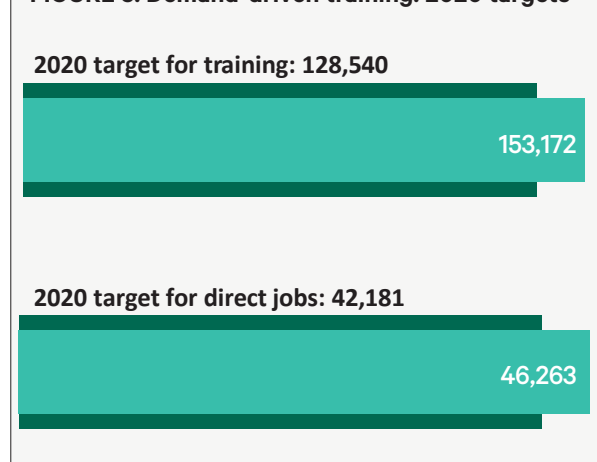
Of the \$25.04 million that was disbursed by DJA, DDT service providers received \$14.08 million. Grants disbursed under the DJA DDT pillar reached 153,172 youth, of whom 46,263 were successfully placed in jobs, as illustrated in. By Quarter 1 (Q1) 2017, DJA grantees had, on aggregate, exceeded the 2020 targets for the number of youth trained and number of youth in jobs. While the performance appears very positive, it masks a number of factors. For example, the definition used to measure the number of jobs changed in 2016, moving from a definition that relied on headcount towards a

**FIGURE 2: DJA disbursements across Africa (2012–2016) (in millions)**



definition that was based on the full time equivalent (FTE) method, which is an estimate of a job based on the number of hours worked annually as opposed to counting individuals who occupy a position.

**FIGURE 3: Demand-driven training: 2020 targets**



DJA exceeded its targets in terms of the number of youth trained and placed into a job. However, a broader question for consideration is the extent to which these targets were sufficiently ambitious and whether these results achieved rounp.

It is difficult to assess whether the fact that targets were exceeded is an indicator of a very successful program or whether the targets were lacking ambition. This is not an easy question to answer without considering how targets were set. The evaluation team was not able to assess this from the information collected during the course of the evaluation. However, job targets should ideally be informed by three factors:

- absorptive capacity of employers
- youth demand for training and jobs, which is not just unemployed youth but those who are actively seeking work
- absorptive capacity of grantees, which could be estimated by calculating the available grant funding and the projected average cost per job.

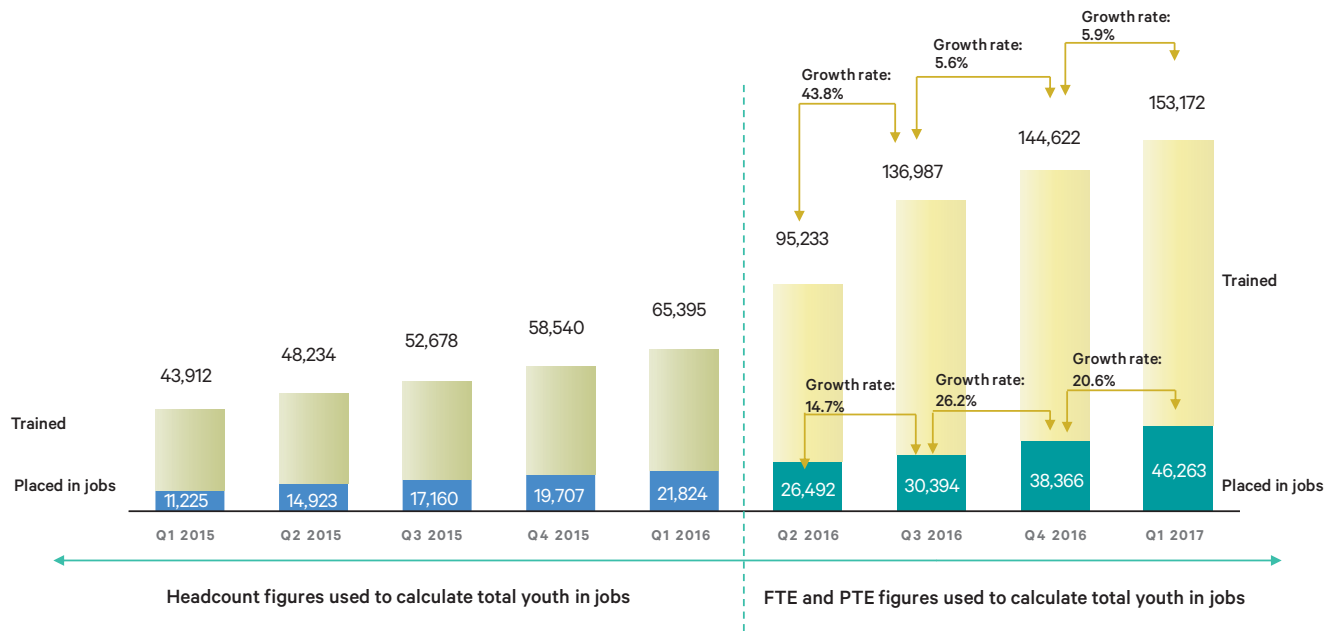
**TABLE 1: Cost per job analysis**

	COUNTRY OF OPERATIONS	TOTAL YOUTH IN JOBS	GRANT DISBURSED	COST PER JOB
<b>OVERALL COST PER JOB</b>				
All DDT grants		46,263	\$14,080,000	\$304.35
<b>ABOVE OVERALL COST PER JOB</b>				
Business Process Enabling South Africa (BPESA)	South Africa	11,562	\$350,000	\$30.27
African Center for Women, Information and Communications (ACWICT)	Kenya	2,336	\$ 504,210	\$215.84
Mentec	South Africa	2,171	\$500,000	\$230.31
Harambee	South Africa	19,268	\$6,863,000	\$356.19
<b>BELOW OVERALL COST PER JOB</b>				
Careerbox	South Africa	2,098	\$1,200,000	\$571.97
EOH Abantu Ltd	South Africa	1,788	\$1,759,308	\$ 983.95
Friends of the British Council	Ghana	482	\$ 500,000	\$ 1,037.34
A3 Foundation	South Africa	376	\$ 400,146	\$ 1,064.22
Accenture		370	\$ 1,000,000	\$ 2,702.70
Community Individual Development Association (CIDA) (Maharishi Institute)	South Africa	187	\$ 1,207,867	\$ 6,459.18
Livity Africa	South Africa	53	\$ 350,000	\$ 6,603.77
<b>OTHER</b>				
Coders Trust	Kenya	Not reported	\$ 67,000	Not reported

As illustrated in Figure 4, the number of youth trained and placed in jobs increased steadily over time. The gap between the number of youth trained and the number placed in jobs (the placement ratio) was large, narrowing slightly in Q1 2017, the last quarter monitored. It is unclear, however, what the main driving force(s) behind this improving placement ratio were. Potential explanations are:

- DDT grantees became more capable of supporting successful placements over time
- placement ratio indicator required a longer lead time, so it is logical that it started improving when grantees started concluding their projects
- placement ratio improvement was a function of the change in indicator definitions between Q1 2016 and Q2 2016.

**FIGURE 4: Numbers of DJA youth trained and placed over time**



## Impact on African youth reached by DJA

This section presents synthesized findings from the evaluation of impact. It commences with an overview of DJA's beneficiary profile that was obtained through the survey. It then presents findings on the impact of DJA on youth, according to the main themes that emerged from the evaluation. Annex 1 presents detailed findings of each case study.

### Beneficiary profile

The DJA evaluation included a comprehensive survey, completed by 861 DJA beneficiaries trained through the DJA initiative, that provides a perspective on the profile of youth reached through DJA (Annex 2: Evaluation Approach presents details of the survey methods used).

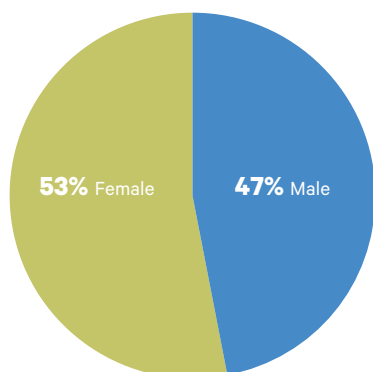
**Survey respondents' gender.** As presented in Figure 5, 53 percent of respondents were female and 47 percent were male, which indicates a relatively even split.

**Survey respondents' education level.** Of the respondents who completed the survey, 48.5 percent had completed college or university, and 47.1 percent had completed high school. This was a relatively high level of qualification for the average survey respondent.

### To what extent did DJA reach its target population?

The findings of the evaluation indicate that DJA exceeded its targets in terms of the number of youth trained and placed. The DJA survey reached a relatively equal number of men and women. Similarly, of the survey respondents, 49 percent had completed college or university, while 47 percent had completed high school. This presents a relatively high level of qualification for the average survey respondent, which suggests that it is likely that a considerable proportion of DJA beneficiaries had completed tertiary education. This is not characteristic of those typically considered "disadvantaged youth," who were the intended focus of the DJA initiative. It is thus likely that DJA did not reach all segments of disadvantaged youth, particularly those characterized by low levels of education. Of the respondents, 49 percent had been unemployed for less than a year prior to the training, while 45 percent had been unemployed for one to five years, suggesting that DJA appropriately targeted youth who were otherwise unable to find employment.

**FIGURE 5: Survey of respondents by gender**



Given that the individuals self-selected to complete the survey, it is possible that there was selection bias in these responses, because those with higher qualifications were more successful in the job market and therefore were more motivated to complete the survey. As such, these findings cannot be extrapolated to the full population of youth reached by DJA. However, this suggests that it is likely that a considerable proportion of DJA beneficiaries had completed tertiary education, which is not characteristic of those who would typically be considered “disadvantaged youth,” the intended focus of the DJA initiative. This indicates the likelihood that DJA did not reach some segments of disadvantaged youth, particularly those characterized by low levels of education.

**Survey respondents’ time unemployed before DJA.**

Figure 7, which presents the duration of time that survey respondents were unemployed prior to the training they received through DJA, shows that 49 percent of respondents were unemployed for less than a year prior to the training, while 45 percent were unemployed for one to five years. As with the survey questions about education, there is likely selection bias in this response, whereby a greater portion of the DJA population would likely have been unemployed for a longer period of time. This suggests that DJA appropriately targeted youth who were otherwise unable to find employment.

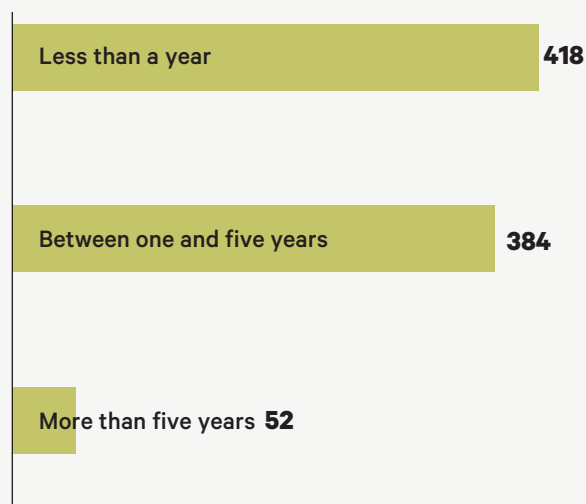
**Survey respondents’ duration of employment post-DJA jobs.**

Figure 8 presents the duration of time that respondents remained in their jobs after their DJA training. As it shows, 42 percent of survey respondents were retained in their positions for more than a year. As with the responses to DJA participants’ length of unemployment and educational levels, this should be interpreted with caution, given the likelihood of response bias. The survey did not probe the nature of the employment or the reasons the respondents were not retained. As such, for those who indicated that they had been retained for less than three months, the evaluation could not unpack whether it was a result of the employee terminating the employment or the employer terminating the employment, or if it was the nature of the job because, for example, it was a three-month internship.

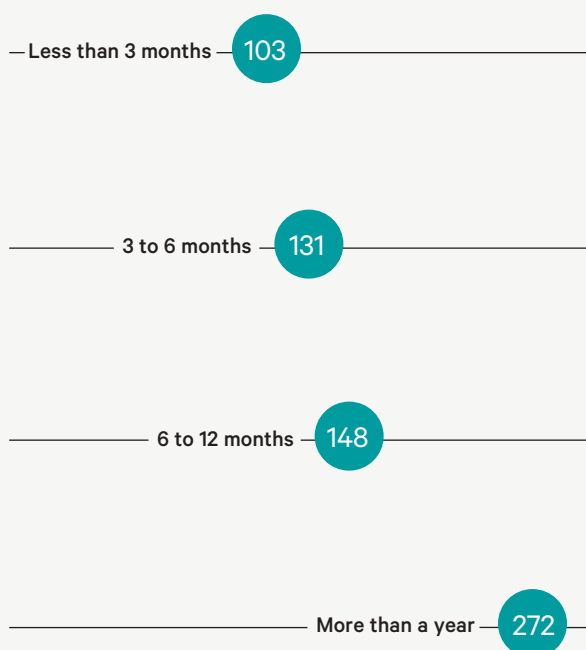
**FIGURE 6: Survey of respondents’ highest level of qualification**



**FIGURE 7: Survey of respondents' duration of unemployment prior training**



**FIGURE 8: Period of retention in employment post training**



## Barriers to youth employment and DJA's role in overcoming them

### What benefits have youth experienced as a result of employment through the DJA initiatives?

DJA initiatives benefitted youth by providing them with first-time experience in the labor market and with relevant qualifications, both of which had been identified as key constraints to securing first jobs. Most of the DJA initiatives included a module on how to apply for a job and how to align a CV to employers' needs. This was found to be instrumental in enabling the youth to secure first time and subsequent employment opportunities and also enabled subsequent labor market mobility. Additionally, the communication skills included in most of the DJA initiatives were found to help youth in presenting themselves well in interviews with potential employers and in establishing their own enterprises. Lastly, the DJA initiatives helped youth become more tenacious and resolute in their job searches.

DJA was conceived to improve the matching of supply to demand for youth employment, particularly disadvantaged youth. Through the course of the evaluation, the interviews and FGDs with the youth, and discussions with the grantees unpacked the constraints that disadvantaged youth face in obtaining employment and the role of DJA in overcoming those constraints.

## No previous job experience

It emerged during the evaluation that employers are perceived to be disinclined to be a “first employer.” Employers typically want someone with experience, to avoid exposing themselves to the additional risk of hiring someone with no previous experience, reference, or track record. Some of the participants interviewed saw this as leading to a cycle of disappointment. The youth applied for jobs, but due to lack of experience, they received consistent rejections from employers, which, in turn, prevented them from obtaining the much needed experience. Not being able to get this “first time experience” and the subsequent cycle of employment rejections was found to lead to a cycle of despondency and was identified as a considerable limiting factor for disadvantaged youth in obtaining employment.

DJA played an important role in this regard, as its post-training placement presented youth with the opportunity for first-time work experience. A number of the Kenyan and South African youth noted that DJA had acted as a stepping stone to employment by giving them the experience required to enter the job market. The role of DJA in bridging the first time experience gap was identified by one individual as



**Nqobile Methula** from South Africa chose not to look for employment once she completed her studies, as she believed that her lack of experience would limit her success in the job search. Instead, she chose to prioritize her application to the EOH, Ltd. training and placement program, which she believed would have better results for her in obtaining employment.

See Annex 1 for more information about Ms. Methula's experience with DJA.

being so fundamental to obtaining employment that entry to a DJA initiative was prioritized above seeking employment through more traditional channels.

The effectiveness of DJA's role in overcoming a youth's lack of first time experience is greatest where placement is longer term in nature. Youth noted that short-term internships were not as effective in bridging this gap, as employers do not perceive these to be true reflections of experience. As such, the impact of the DJA placement initiatives was greatest where placements were longer term, ideally leading to permanent employment.

If DJA grantees do not facilitate placement opportunities, its impact is limited because the youth do not obtain their much needed first-time work experience. This finding was most prominent in Ghana, where the Friends of the British Council's initiative was designed to place youth in the BPO sector subsequent to their training. However, as a result of insufficient placement availabilities, which meant youth would not be guaranteed post-training placement, the program had to be revised to include a focus on developing entrepreneurial skills. Youth here noted that while the training was valuable, not having the experience they would have obtained through placement opportunities limited their potential for permanent employment.

## Lack of qualifications

Many disadvantaged youth do not have qualifications beyond secondary education, which was found to be a considerable barrier – both perceived and observed – to obtaining employment. Many youth felt that it was not worth applying for jobs without higher-education qualifications. This was further corroborated by the fact that the majority of job advertisements called for post-secondary-level education as a minimum requirement for employment. The certifications youth obtained through the DJA initiatives were found to be valuable in overcoming this barrier, particularly if they were accredited by the local education authority.



**Yvonne Mwangi** from Kenya was reticent to apply for jobs online as she felt that she lacked the qualifications required for employers to even consider her CV. This perception was exacerbated by the fact that potential employers rarely responded, so she did not know why her applications were rejected.

However, now, having completed the ACWICT DJA training, Ms. Mwangi works as a freelancer via online platforms through which different employers contract her to perform online jobs. She indicated that her employment opportunities are dependent on the skill set she has to offer clients, whereby the greater her skill set, the more opportunities she can take on and the higher her income potential. Including the ACWICT training certification in her online freelancer profile has proven significant for her in obtaining employment opportunities.

See Annex 1 for more information about Ms. Mwangi's experience with DJA.

## Absence of differentiation from the labor market

The youth employment labor pools in Ghana, Kenya, and South Africa are perceived to be greater than the demand for youth employment. Similarly, competition within these labor pools is high. Without work experience and qualifications, disadvantaged youth are unable to differentiate themselves.

DDT initiatives under DJA reduce this barrier in three ways. First, these initiatives facilitate work experience and further qualifications. Second, as youth are screened and undergo rigorous selection processes for inclusion in the DJA initiatives, the training certifications act as a proxy signal to employers. The certification improves the attractiveness of hiring youth with DJA-linked



**Anthelem Ekellah** from Ghana found the training he received from Friends of the British

Council was particularly valuable in teaching him how to draft a CV that would attract potential employers. This enabled him to differentiate his CV from the CVs of other applicants.

See Annex 1 for more information about Mr. Ekellah's experience with DJA.

certifications as compared with those who have not been involved in a DJA initiative. Third, youth learn how to position their previous work experience, volunteer experience or non-technical skills on their CVs in a way that differentiates them from other applicants.

## Understanding employer requirements and aligning youth's skillsets to these requirements

Disadvantaged youth often submit their CVs to numerous employers but do not hear back from them. Typically, the youth do not follow up with the employers and, similarly, the employers do not provide feedback to people submitting CVs unless they are successful. This means the youth do not get feedback as to why their skill sets do not align with the employers' requirements and how to improve this for future applications.

The training provided by DJA initiatives assisted in overcoming this by helping disadvantaged youth to: i) get the right skill sets, as detailed in Section 3.2.2: Lack of qualifications, and ii) position their skills in a way that aligns with employers' needs.

## Poor communication skills

Through the course of the evaluation, it was observed that disadvantaged youth typically do not have the confidence or required communication skills employers are looking for. This is understood to be a result of low self-esteem and a lack of familiarity with the formal

**Paseka Mokoena** from South Africa indicated that the training provided by EOH, Ltd. equipped him with needed interpersonal and communication skills. He learned how to prepare for an interview and present himself to a potential employer, which he felt were key skills for accessing subsequent jobs or starting his own business and building a subsequent client base.



See Annex 1 for more information on Mr. Mokoena's experience with DJA.

**Sifiso Mahlangu** from South Africa spent a lot of his time searching and applying for jobs on the internet, with little success. This weighed on his self-esteem, and he felt that there was no use in applying for jobs and going for interviews because he was going to be rejected anyway. As a result, Mr. Mahlangu remained unemployed for approximately four years, despite showing the perseverance to continue seeking employment throughout that period.



See Annex 1 for more information on Mr. Mahlangu's experience with DJA.

job market. The soft-skills training, mentorship, and peer support included in most of the DJA grantees' initiatives was found to bridge these psychological barriers, boost the youths' confidence, and improve their communication skills.

The link between the role of DJA in improving youth's communication skills and overcoming barriers to entrepreneurship were identified through the case of Jonathan Nii Adjei Boye from Ghana. He found that the training he received from Friends of the British Council improved his ability to communicate his ideas. He perceived this as key to accessing future jobs and opening doors for his entrepreneurial pursuits. DJA thus played a key role in helping youth better present themselves in job interviews, which improved their marketability to potential employers, and they developed the communication skills required to enter the entrepreneurial job market.

## Lack of tenacity and perseverance

The evaluation found that disadvantaged youth can become easily disheartened when they receive multiple rejections from employers. This lack of tenacity and perseverance results in youth stopping their employment search.

Many of the youth indicated that participating in the DDT initiatives had made them more tenacious and

better able to cope with rejection and disappointment. Linked to this is the role of the youth's support systems. Disadvantaged youth are often the first in their families to seek formal employment. This means their support systems often have no experience in seeking employment and cannot provide the support the youth require. DJA training and placement thus play a key role in this.

## Inaccessibility of training and work opportunities

Disadvantaged youth often live in remote areas, where job and training opportunities are both difficult and costly to access. If they must travel to regional hubs to access these opportunities, they incur transport costs, must navigate difficult and often insecure transport systems, and they lose significant time traveling. DJA helps overcome this barrier to employment for this cohort of youth because of the online nature of digital jobs, particularly microwork, which allow individuals to work from their places of residence. Additionally, many of the survey respondents noted that the job opportunities arising through DJA initiatives are worth the investment associated with accessing them. As a result of these higher quality jobs, they earn more, which enables them to stabilize their incomes and, in doing so, leads to expanded economic opportunities.

## Childcare responsibilities

Many young women with children face an additional barrier to employment in that they have to limit their job search to workplaces that have childcare facilities either on-site or in close proximity. This limits an already narrow window of opportunity for such disadvantaged youth. DJA helps to overcome this barrier to employment by providing young women with the opportunity of working from home.



**Thokozani Vethezo** from South Africa was pregnant when she entered Harambee's training program in 2013. Now, a number of years post training, she is looking into opportunities to work from home, so she also can look after her child.

See Annex 1 for more information on Ms. Vethezo's experience with DJA.

## Determinants of youths' stability and ability to withstand shocks

Of key interest to the evaluation were the factors influencing the extent to which disadvantaged youth obtain employment, are subsequently retained in their jobs, and the effect of this on their ability to withstand shocks and subsequent stability.

The Rockefeller Foundation's definition of stability (Box 4) relates to DJA through the concepts of employment stability and income/financial stability.

**Employment stability.** This refers to youth being employed or able to access employment opportunities relatively easily when they are not employed.

**Income/financial stability.** This refers to youth's confidence in being able to cover financial shocks and maintain a consistent level of income over time

### BOX 3:

#### The Rockefeller Foundation's definition of stability

Individuals, communities, businesses, and governments have a sufficient degree of confidence in the future and an increased ability to predict the outcome of their economic decisions. Individuals, households, communities, and enterprises are secure enough to invest in their future. Economic systems are increasingly resilient to shocks and stresses, especially to disruptions with a disproportionate impact on poor or vulnerable communities (Rockefeller Foundation, 2017).

## What effect did DJA have on the youths' ability to withstand fluctuations in employment and income?

While not necessarily as a result of DJA training and placement, information from consultations with DJA youth suggests that many were retained in their positions for more than a year after participating in and completing projects funded by DJA. This retention was beyond the period of the initial placement contracted through the DDT provider. This consistency in employment is indicative of youth having job security and dependable income. Additionally, DJA youth reported seeing an increase in their income post the DJA initiatives, which, if appropriately managed, will improve their ability to withstand shocks and subsequent fluctuations in employment or income.

In exploring these concepts, the evaluation looked at the survey responses, and within and among the case studies of disadvantaged youth to understand what differentiates individuals from each other in terms of their ability to find employment, retain their employed status, and, in turn, be better positioned to withstand shocks. This section presents these “determinants of stability.”

## Personality traits

Highly motivated, ambitious youth are typically able to persevere through obstacles in finding employment. These individuals were found to continue their search for employment until they were successful and were better placed to retain their jobs once employed, including showing perseverance if the job proved unexpectedly challenging.



**William Thomas Adofo** from Ghana went through the Friends of the British Council training. He was not placed in a job because the employers with whom Friends of the British Council was partnered were unable to complete the placement. Despite his expectation that he would be placed post-training, Mr. Adofo viewed this as an opportunity to become a freelancer and pursue his own development. He feels his ambition and drive to succeed enabled him to overcome obstacles such as not being placed. His belief that “nothing is impossible you just need to take one step at a time” has helped to bolster his success as an entrepreneur and subsequent rewards from his self-employment.

See Annex 1 for more information on Mr. Adofo's experience with DJA.

## Intrinsic motivation

The evaluation found that there are differing intrinsic motivations that influence why individuals seek employment. For example, they may need income to purchase food, technology, and clothing, to fund further education or improve wellbeing, or due to their desire

to be more resilient. When these motivations align with the individuals' belief systems, youth have greater drive and motivation for ensuring that their search for employment is both successful and maintained.



**Lerato Ratshikana** from South Africa knew that, given her family's financial situation, she would have to find employment and contribute to the household. She said the impetus for her to support her family was one of the main drivers of her search for, and subsequent success in, finding employment.

See Annex 1 for more information on Ms. Ratshikana's experience with DJA.

## External factors of motivation

In addition to the intrinsic factors of motivation, there are also external factors that motivate disadvantaged youth to seek employment. These include the need to support those within their sphere of influence, the desire to act as a role model to those within their sphere of influence, and the ambition to not disappoint their families. As with the intrinsic factors of motivation, these factors motivate youth to be successful in their search for employment. Women with young children are particularly driven by these external factors of motivation, as they feel a sense of responsibility towards caring for their children.



**Derrick Serembe** from Kenya felt that he should contribute to funding his siblings' education, and he wanted to be a role model for his friends and family. This motivation is what drove his success in the workplace, demonstrated by his ability to secure a second job to supplement his income and his ability to retain his current job.

See Annex 1 for more information on Mr. Serembe's experience with DJA.

## Willingness to take risks

Seeking employment can be costly to disadvantaged youth for whom the marginal cost of printing and sending out CVs and traveling to numerous job interviews is high. Willingness to take a risk and commit resources to the job search despite the chances of these resources not earning a return were found to be key factors in their success in finding and retaining employment. Typically, the evaluation found that women are more risk adverse than men, often due to their greater household responsibilities.



**Nompumelelo Malaza** from South Africa was one of many youth who noted the high cost of printing and delivering their CVs when seeking employment. Despite the cost implications of delivering her CV to potential employers and committing resources even when she was not sure there would be a return, Ms. Malaza believes that it was this willingness and perseverance that facilitated her success in finding employment.

See Annex 1 for more information on Ms. Malaza's experience with DJA.

## DJA's effect on income and employment stability

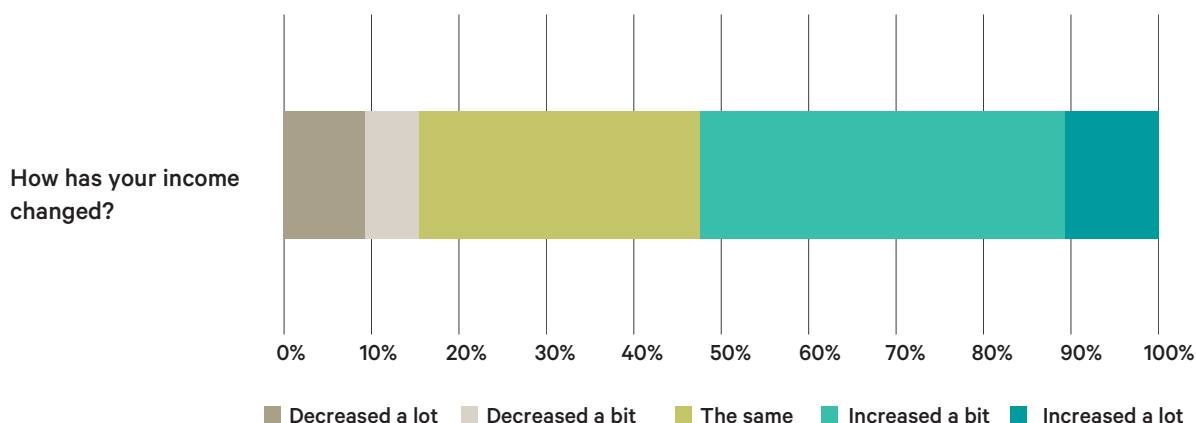
Of the survey respondents, 42 percent were retained in their positions for more than a year post DJA training and placement (see Figure 8). This consistency in employment is indicative of youth having job security and dependability of income, both of which enable them to be more resilient to unforeseen shocks.

Further, as presented in Figure 9, 32 percent of survey respondents noted that they saw no change in their income post the DJA training, while 52 percent saw an increase. Only 15 percent saw a decrease in their income following the DJA training. The fact that those respondents saw an increase in their income, and assuming they were able to save some of this income, suggests that DJA enabled them to withstand shocks and subsequent fluctuations in employment or income.

## Impact on the youth's livelihoods

A core component of the evaluation was to unpack the impact of DDT and placement in ICT sectors on the youth. Through the interviews and FGDs with the

**FIGURE 9: Changes in income experienced after youth's first job post DJA training**



## What longer term changes have the youth experienced as a result of employment through DJA initiatives?

Through the increased income earned when placed in jobs by DDT providers supported by DJA, youth were able to further their studies, thus contributing to their continued success in the labor market. Youth also started their own businesses and drew on the entrepreneurial lessons from the DJA training to improve their enterprise's potential for success. In addition to these more career-focused changes, the youth experienced improved confidence, which better positioned them for subsequent employment opportunities and career progression. Once participants received that first promotion, it boosted their confidence and led to a cycle of success.

## Were there any unintended outcomes (positive or negative) as a result of employment through the DJA initiatives?

In some cases, the DJA initiatives did not meet individuals' expectations in terms of placement in permanent jobs or, once placed, the expected salary or the nature of the work. This led to a sense of false hope and disappointment, which could lead to individuals discontinuing their job search, and creating a cycle of despondency.

DJA did not set out to encourage youth to start their own enterprises and directly create jobs for others through these enterprises. However, many of the youth felt a "sense of giving back" post DJA, and they wanted to extend the benefits they had experienced by directly creating jobs for others.

## To what extent have youth experienced enduring stability of employment and reduced vulnerability through DJA initiatives?

As a result of DJA, youth were able to invest in furthering their studies, better manage their own enterprises, and become more confident. Each of these contributed towards their longer term success in the labor market or management of their own business and, in turn, enabled them to improve their stability and reduce their vulnerability.

youth, the evaluation explored the changes that youth have experienced as a result of the DJA initiatives and the impact of these changes on their lives. This section presents the impact of DJA on the youth's livelihoods.

### Furthering their studies

Disadvantaged youth use the additional income associated with employment stemming from the DJA initiatives to further their studies. Youth noted that furthering their education was important to furthering themselves and expanding the opportunities available to them. The fields of study that served this purpose varied considerably – including accounting, journalism, management, and information communications – which indicates that ICT placement is not necessarily linked to a preference for a career in ICT. The variability

**Sifiso Mahlangu** from South Africa indicated that he is more financially independent as a result of the employment opportunity afforded to him through DDT training and placement. He has been able to save some of his pay each month, has used this saving to extend his education, and is now enrolled in the University of South Africa (UNISA) studying accounting science. He believes that this will place him in a good position for future employment and successful career progression.

See Annex 1 for more information on Mr. Mahlangu's experience with DJA.



in the fields of study selected and the lack of focus on ICT-related fields further suggests that the DJA initiatives provided youth the opportunity to pursue existing interests, rather than necessarily stimulating new interests.

Additionally, the youth indicated that obtaining additional skills and education was key to differentiating themselves from the rest of the job market, which is advantageous for disadvantaged youth seeking employment.



**Phil Makgozho** from South Africa has made further study a priority, in order to better position himself for future employment opportunities. At the time of the evaluation, Mr. Makgozho was studying Microsoft Management Course (MCSA) and was registered for training at Cisco. These software and networking courses were attractive to Mr. Makgozho, given the exposure provided to the opportunities available in the digital economy. He believes that these skills will make his CV more marketable than others.

See Annex 1 for more information on Mr. Makgozho's experience with DJA.

For youth who did not have the financial means or meet the entry requirements for immediate access to tertiary education, the DJA initiatives were found to play an important role in bridging the gap between secondary and tertiary education.

## Starting their own business

For many disadvantaged youth, starting their own businesses and being in charge of their careers and development is intrinsically important. Many used the income stemming from employment opportunities afforded to them through DJA training and placement to start their own businesses. While this was identified as instrumental to their financial freedom and future career progression, it was unclear if increasing income levels influenced greater savings and investment among the youth who were reached. While the training was focused on the ICT sector, it did not automatically follow that youth developed ICT businesses. In fact, the range of businesses they initiated included mobile money enterprises, traditional attire businesses, digital marketing enterprises, and socially oriented NGOs.



**Alhassan Abubakari** from Ghana was not placed after training. However, as a result of the soft skills and business skills he acquired through the training, he believed he could become a successful entrepreneur. Drawing on the lessons he learned in the training, Mr. Abubakari started a mobile money enterprise and a traditional attire business. Both of these businesses are well managed and running successfully, which he attributes to the business management training he received through the DDT provided by Friends of the British Council. Mr. Abubakari appreciates the idea of being his own boss and having full ownership of his earning potential, rather than being reliant on someone else for a salary.

See Annex 1 for more information on Mr. Abubakari's experience with DJA.

This finding was more prominent in the Ghana case studies than those from Kenya or South Africa. Friends of the British Council, the only grantee in Ghana, had originally planned to place the majority of its trainees in a government-managed BPO center. However, when the youth could not be placed as planned due to delays in the commissioning of the planned BPO center, the grantee adjusted its training and delivery to include more entrepreneurial and business management components.

The desire to start their own business was more prominent with young men than with young women. Typically, the evaluation found women more risk averse, and that they expressed preference for the stability associated with a permanent position rather than entrepreneurial opportunities that are associated with uncertainty.

### Improved communication skills

DDT training and placement was found to improve youths' communication skills both directly and indirectly. The soft-skills modules in the DDT training contributed directly to improved communication and soft skills, while the youth stated that being employed and exposed to different people in the workplace indirectly improved their communication skills. This increased youths' tolerance of others and ability to overcome challenges



**Nqobile Methula** from South Africa found the communication component of the training especially important. In particular, she felt that learning presentation skills had been critical, as they enabled her to present herself and communicate her skills and ideas in a coherent, self-assured way. This has helped her illustrate her skillset to potential employers and increased her employability. Ms. Methula is currently employed by Medscheme, a medical aid provider, and handles the day-to-day queries made by medical aid members.

See Annex 1 for more information on Ms. Methula's experience with DJA.

in the workplace, including dealing respectfully and professionally with impolite or demanding clients and resolving conflict in a professional manner. These skills were found to improve youth's tolerance of others and how they presented and composed themselves, thus enabling them to retain their jobs with the opportunity for further career progression. Additionally, these skills were found to enable youth to better manage the resignation and re-application process if they decided to change jobs, thus enabling greater career flexibility and mobility within the job market.

### Improved confidence

The training and the subsequent boost in morale associated with accessing the job market was found to improve the youths' confidence. Not only being of personal value, this was found to be important for youth in interacting with others, starting their own businesses, making meaningful connections for further employment, and presenting themselves for promotions and career progression.



**Paseka Mokoena** from South Africa grew up in a poor household. Neither of his parents were employed. As a result, they could not afford many basics, such as shoes, which made him self-conscious and shy of interacting with his classmates. For him, the training bolstered his communication skills, which, combined with his success in finding employment and subsequent income, has resulted in an increase in his self-confidence. Mr. Mokoena has had two subsequent jobs since completing the EOH, Ltd. training and is currently employed as an analyst at Bytes Procurement Services. He is no longer afraid of interacting with people and is more confident both in the workplace and in social settings. This confidence has enabled him to pursue career goals, which he previously felt were beyond his reach.

See Annex 1 for more information on Mr. Mokoena's experience with DJA.

## Career progression

Improved communication skills, greater self-confidence, and additional qualifications contributed to disadvantaged youth retaining their jobs, receiving promotions, and progressing in their careers. This was subsequently found to boost their confidence, lead to greater income and, in turn, create a cycle of success.



**Lerato Ratshikana** from South Africa was promoted in her job when an executive was impressed with her quality of service. Subsequent to this, she was identified as a role model for other employees, which resulted in her being selected to travel to Kenya to train the staff at a new operation. International travel was considered to be beyond her reach prior to the training and placement, and was indicated to be more than she could have expected from a first job. The opportunity to travel and the respect of her employer presented new learnings and an opportunity for growth which she believes will continue to enable her to progress in her career.

See Annex 1 for more information on Ms. Ratshikana's experience with DJA.



**Phil Makgozho** from South Africa was placed in an internship with the University of Johannesburg at the IT help desk after his DDT training. Following his good performance during the internship, he was hired on a permanent basis and has subsequently been promoted from technical assistant to support agent. This progression has led his being more confident in his skill set and ambitious about his future employability.

See Annex 1 for more information on Mr. Makgozho's experience with DJA.

## False sense of hope

In addition to these positive factors, a number of youth mentioned the downside of DDT and placement – individuals' expectations are raised but not always met. Many individuals anticipated that they would be placed in permanent jobs or that this training would guarantee them employment. Because this was not always the case, it led to a false sense of hope and disappointment, with the potential to result in individuals discontinuing their job search, thus creating a cycle of despondency.

None of the Ghana grantees were placed in jobs after the DDT training. While the training program was extended to include an entrepreneurial focus to overcome the lack of placement, many of the Ghanaian youth were disappointed in the lack of placement, as they had understood that employment would be a core outcome of the training. In some cases, this created despondency and limited their future employment pursuits.

## Indirect Impact on households and communities

In addition to individual-level impact, the evaluation also explored the impact of DDT and placement in ICT sectors on the livelihoods of the youth's spheres of influence. The findings presented below were reported from the perspective of the youth who underwent the DDT training and placement, and their accounts of their role in their sphere of influence.

## Providing for their families

Disadvantaged youth who benefitted from DJA often reported they were better placed to provide for their families. As a result of the training and placement, and subsequent employment, they were able to provide their spheres of influence with food, clothing, technology, and other necessities that they had been unable to provide previously.

## Has the youth's sphere of influence experienced any changes as a result of the youth accessing digital employment through DJA initiatives?

Youth who benefitted from DJA contributed more to their families' expenses as a result of the additional income they earned. Similarly, these youth used their additional income to support their families' educational pursuits by funding family members' university and school fees. They also assisted others within their community to access employment opportunities by helping them develop their CVs, find relevant job opportunities, and practice their interview skills. Youth participating in DJA-supported DDT projects also started enterprises with the objective of creating jobs within their community and extending the benefits of employment to others.

**Yvonne Mwangi** from Kenya earns approximately \$300 per month through her online freelancing. This is more than double the minimum wage of \$126. She reported that this income has given her more financial freedom, enabling her to provide for her mother and support her mother's household expenses.

See Annex 1 for more information on Ms. Methula's experience with DJA.

## Providing others with education opportunities

The evaluation found a number of cases where the youth trained through the DJA initiatives used their newfound income to fund education opportunities for members of their family or sphere of influence. Through this, they were able to present others with the

**Phil Makgozho** from South Africa completed a four-month DJA-funded EOH

Abantu Ltd. training, followed by a six-month training that provided practical experience. This has stood him in good stead in his current job providing IT services at a university in Johannesburg. He has been promoted twice since joining the university IT team, and has used the resultant increase in income to help pay his brother's school fees and his niece's university fees. Mr. Makgozho believes that because he is helping to fund the cost of this education, both his niece and his brother are taking it seriously and are trying their best to impress him.

See Annex 1 for more information on Mr. Makgozho's experience with DJA.



opportunities they accessed and thus extended the impact of DJA beyond themselves.

## Sense of giving back

Many individuals felt that, having been given the opportunity to improve their livelihoods, they should pay it forward to others. Examples include individuals forwarding the DJA grantees' details to others within their community, starting NGOs with the intention of bettering the lives of others, and assisting others with job applications.

**Kenan Machogu** from Kenya told his friends and family about DDT training, following

his positive experience completing the training and placement, and has given them the details required to apply. He also advocates to his sphere of influence on the benefits of online freelancing. As a result, a number of youth in his community have applied for the training and, subsequent to being trained, have found employment.

See Annex 1 for more information on Mr. Machogu's experience with DJA.





**Paseka Mokoena** from South Africa is an active member of his community. He identified lack of information about potential employment opportunities as one of the main barriers to youth employment in his community. He completed an IT training with EOH Abantu Ltd., a DJA-supported project. Following this, he reported improved understanding of how to look for and apply for jobs. He now works to inform youth about how to access employment opportunities. He also takes their CVs to his workplace when opportunities arise, so that they may be considered in the recruitment round. In doing so, has helped five people find employment.

See Annex 1 for more information on Mr. Mokoena's experience with DJA.



**Nompumelelo Malaza** from South Africa started an NGO after she underwent training and placement through the DJA initiative. The training and placement gave her the experience and confidence she needed to start the NGO. Ms. Malaza had identified a number of challenges in education in South Africa and was determined to be part of the solution. Thus, she founded her NGO with the intention of providing meals to needy students, and uniforms and sanitary items to school girls. Ms. Malaza hopes that the work she is doing will help the lives of the students she is reaching. She also hopes that the organization will grow and provide employment opportunities, so that she will be able to provide work experience to others just as the DJA initiative provided opportunity to her.

See Annex 1 for more information on Ms. Malaza's experience with DJA.

## Enhancing others' employment opportunities

The case studies found that the majority of individuals were active in helping others improve their employment opportunities, by helping them develop attractive CVs, teaching them how to present themselves in job interviews, and providing links to employment advertisements.



**Anthelem Ekellah** from Ghana saw a need to share the information he acquired from the training he undertook with peers who are in the same life stage and searching for employment. He thus helps others draft their CVs, noting what should be included and how it should be positioned. He plans to continue doing so, depending on the time he has to devote to these activities, as he believes this is key to success in finding employment.

See Annex 1 for more information on Mr. Ekellah's experience with DJA.

## Directly creating employment opportunities

Many of the youth interviewed stated that one of the motivating factors for starting their own business was being able to create employment opportunities for others. Although at the time they were interviewed, their businesses were not yet at a point where they could employ others, their aspiration is to hire other youth from their communities once their businesses expand.

## Characteristics of effective training models

While the evaluation did not specifically unpack the different approaches to delivering the training

**Alhassan Abubakari** from Ghana was trained within the DJA-funded Friends of the British Council project. Although he was not placed in a formal job following the training and has not been employed since, he believes that this was a blessing in disguise as it has given him an opportunity to start two businesses. He would like to expand so that he can hire more people and extend the benefits of employment that he has experienced to others. However, before he can do so, he would like his business to be more profitable.

See Annex 1 for more information on Mr. Abubakari's experience with DJA.



However, the soft skills training was perceived to be more valuable in terms of the transferability of the youths' skills to other employment opportunities, and their ability to manage and cope with workplace stressors.

**Sufficient time for absorbing new skills.** The longer-term, more holistic training programs were considered more beneficial than those focused on the delivery of a limited number of short-term training modules. Having time to absorb new information and apply what was learned was key to the youth remembering the content of the training and being able to apply it later in the workplace. The optimal duration of the program depends on the complexity and diversity of the skills taught – the more complex the concepts taught, the longer the duration allocated to absorbing and retaining these skills. Similarly, optimal program design was found to include both soft skills and technical skills components.

programs and the associated benefits of these varying approaches, findings regarding the structure of the training programs and their relative effectiveness emerged through the course of the evaluation.

**Modules on the development of soft skills.** Soft skills training components were particularly effective in preparing youth for the workplace and enabling them to find subsequent employment. Developing the youths' technical skills was found to be necessary for them to fulfil their responsibilities in the digital workplace.

**Job placement as a component of the training.** A key finding across the case studies was that youth value the opportunity of being placed and given their first job experience. Lack of previous work experience was consistently highlighted by the youth as a substantive barrier to finding employment. In light of this, placement into a job after the training overcame their lack of previous job experience and is considered key to their success in finding subsequent or permanent employment.

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# Annexes

## Annex 1: Case studies



### Yvonne Wambui Mwangi Kenya

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Yvonne Wambui Mwangi, 23, an online freelancer originally from Kabeita, Kenya, lives in Nairobi with her mother. She finished high school, but was unable to pursue further education because her mother could not afford the tuition and related fees and expenses.

For the first few years after finishing high school, Ms. Mwangi held low-paying jobs at a supermarket, a restaurant, and a construction company. After some time, she grew frustrated by the long hours and low pay, and quit her job. Though she aspired to do more, most of the job applications that she submitted received no response, and she was reluctant to apply for higher-skill positions, believing that she lacked the qualifications and a competitive edge. At this point, there was an evident tension between upskilling herself, for which an investment had to be made, and pursuing a higher paying job. She wanted to study further but lacked the funds to do so.

She learned about the DJA-supported program with the Africa Center for Women, Information and Communications Technology (ACWICT) from a neighbor. Viewing it as an opportunity to improve her skills and job prospects, she signed up for a three-month training program. While most DJA-funded DDT programs focused on job placement, ACWICT instead emphasized opportunities to “be your own boss” through online freelancing work. The training recommended online

platforms that youth could use to access freelance online job opportunities. In addition to technical skills, it included modules on how to handle difficult clients and manage one’s time. After completing the training program, Ms. Mwangi opted to become an entrepreneur, believing this to have higher earning potential than a permanent job, which would have a ceiling on how much she could earn per week or month.

Her first few months as a freelancer were difficult and low-paying, as she built up her client base and income. At one point, Ms. Mwangi even contemplated quitting, primarily due to her disappointment with earning around \$10 per day and the long hours she continued to work. But a mentor ACWICT had paired her with played an instrumental role in supporting and coaching her through initial challenges.

She is now rated as a top freelancer on one of the online platforms, with a stable and growing workload. She indicated that this has helped boost her confidence, and she sees it as a direct reward of her hard work. Through her willingness to work with and support others, she belongs to a strong network of freelancers – they send work her way, and she supplies them with work when she has too much. She enjoys this reciprocal relationship as it contributes to her constant supply of work and income.

In addition, she has cut her hours back to a more reasonable 40-hour work week, but has maintained her income of \$300 per month. Although she is earning more money, she has no desire to move out of her mother’s house. Instead, she wants to stay to help and support her. Her increased income has given her more financial freedom, and she is now able to help with household bills.

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Looking to the future, she plans to use some of her income for further training so she can offer more value to her clients. Her desire to expand her skills for her current job was somewhat unique, as most of the Kenyan youth interviewed wanted to expand their skill sets in order to move into a different career.



## Sylvia Ochieng

### Kenya

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Sylvia Ochieng, 21, studies IT at Strathmore University, where she found a part-time job in the university library. She found out about the DJA training and placement possibilities from Facebook, applied online and was accepted. Ms. Ochieng's case is unique, in that she sought part-time work while studying in order to earn greater independence from her parents. Her good access to further education and training is atypical when compared with other job-seeking youth. She went through training with Cloud Factory, a DJA grantee that includes a focus on language and grammar in its training, and gives its trainees online contract work rather than placement in a formal employment position. In Ms. Ochieng's case, the online work was primarily transcription services.

Once she completed her training, she took a job with Cloud Factory, working remotely from 15 to 20 hours a week from her university housing. She saw improvement in her university marks due to improvement in her language and research skills, which was an unanticipated positive effect of the Cloud Factory training. The training also improved her time management skills, and taught her the discipline needed to juggle the Cloud Factor work with her university schedule. Ultimately, payment for the job

she did was quite low, as Cloud Factory limits earnings for all contractors to \$23 a week.

As her marks improved, she decided to focus fully on completing her studies, knowing that the training and the work experience from the university library and Cloud Factory will make her more marketable when she seeks work after completing her education. Many young Kenyans find that a lack of relevant work experience acts as a barrier to finding employment and merely having the experience of an internship does not count as much as actual work experience. While she gave up the Cloud Factory work to concentrate on her studies, she is still focusing on improving her skill set. Her parents have been very supportive and applaud the independence she displayed by taking on the training, following up with the Cloud Factory work and then focusing on her studies.

She has introduced other students to Cloud Factory, which she considers a great way to make money in one's spare time. Being able to help other people find training and work has made her feel empowered. Above all, she feels that Cloud Factory has given her the foundation she needs for finding future employment.



## Kenan Machogu

### Kenya

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Kenan Machogu, 22, graduated from Kenyatta University with a degree in telecommunications engineering. In spite of having several internships during his time at university, he had not been able to find a job in his field. A friend gave his name to the DJA grantee, Cloud Factory, which sent him an online application and accepted him as a trainee. His

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training focused on “positivity” and how the IT skills he was learning would be helpful for the future. He was especially appreciative of Cloud Factory because it paid his transportation to and from the training sessions. He – along with many other young people – consider transport costs a factor affecting their ability to access job opportunities.

After completing the training, he went into a part-time job with Cloud Factory. Although it was meant to be a temporary job while he searched for a better opportunity in the telecoms area, he remains employed there. He says because of the training, his very first day on the job, he was able to log in from home to the Cloud Factory site and complete the work he had been assigned, which was inputting data into an online system.

Cloud Factory understands some of the issues its young professional employees face. In fact, it organizes Saturday sessions where the employees can meet and socialize. This not only helps avoid the isolation that can come from working from home, it gives the youth an opportunity to network, to share information with each other about other job opportunities, and look out for each other. Mr. Machogu says he feels he has a “voice” at the Saturday sessions and that Cloud Factory wants to hear what he and the other former trainees have to say.

At this point, his steady Cloud Factory income allows him to make short-term plans, but he struggles with long-term financial planning. Although he is still seeking permanent employment in telecoms, he says the Cloud Factory job has brought a sense of security that perhaps has lulled him into not looking for a permanent job as vigorously as he would have if he were unemployed. Yet he still feels his future work prospects are good because, through the Cloud Factory training and employment, he has found that there are new industries entering the Nairobi market. Since IT and telecoms are both areas that are constantly progressing, he is focusing on continuing

to learn, so he will have an up-to-date skill set to offer future employers.

He has told friends and family about Cloud Factory, and some of them have applied, subsequently gone through training and been employed. He indicated that working at Cloud Factory is a great way to do part-time work that is flexible, provides an income, and it allows enough time to work another job or to look for another job.

For now, he lives with his parents who are supportive of his efforts and look forward to his continuing steps toward independence. That said, there is also a bit of pressure, as his parents would like to retire and move to another country, and his unemployed status has delayed their plans. He is looking for work more urgently, because once he has financial independence, his parents will be able to move to the next sphere of their lives.



## Derrick Serembe

### Kenya

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Derrick Serembe, 22, a native of Nairobi, has a degree in Business Information Technology from Kenyatta University. He has gone through training courses offered by two DJA grantees – Samasource in 2016 and Cloud Factory in 2017. In both cases, he applied online and went for an interview before being accepted for training and then, after the training, was employed by both.

Prior to his time with Samasource and Cloud Factory, Mr. Serembe had worked at an internet café and a software application development company. As those jobs ended, he was unemployed for a few weeks

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before being accepted for the Samasource training and subsequently had short-term employment with the company. He believes his job search was shorter than other Nairobi youth with similar backgrounds because he had relevant work experience. After his employment with Samasource ended, he was accepted for training with Cloud Factory, which also provided him with a job after his training. He still works for Cloud Factory during the day, but he also has found a second job with Dynamo Digital, a microlender that operates on a tech platform, where he works the evening shift.

Both Samasource and Cloud Factory guaranteed post-training employment. He especially appreciated the Samasource training because it offered more of the soft skills necessary for the workplace. During both of the work experiences, he became proficient in typing, which he thinks helped him secure his job at Dynamo Digital. He now works 15 to 20 hours a week at Cloud Factory, performing data capturing and data checking tasks, and then works the 17:00 until 23:00 each night at Dynamo Digital

Although he works two jobs, his cumulative income still does not reach the goal of \$290 per month that he set for himself. That said, he has made enough to move out of his family home, to travel around the country, and to send money home to his younger siblings, which has made him a role model to them and has taken some of the financial burden off of his parents. He says this ability to help his family is one of the reasons he is driven to succeed.

Mr. Serembe is less optimistic about his future employment prospects than other youth who participated in DJA training, despite the duration of his job search being among the shortest. He is less positive about having to work two jobs to be employed for a 40-hour week and earn sufficient income. He is reticent to re-enter the job market to improve on this situation, believing that there are insufficient jobs in the Kenyan economy, given the number of qualified job seekers.

He has recommended both Samasource and Cloud Factory to family and friends. He finds it empowering that he can pass on the experience he has had in both companies to other people who are entering the work force for the first time, or have been unemployed and are struggling to find work.



## Jonathan Nii Adjei Boye

### Ghana

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Jonathan Nii Adjei Boye, 22, completed high school in Nungua, Ghana, and is now studying toward a diploma in information technology from the Accra Institute of Technology. He is currently employed as a business development manager at Ventsell.com, an online ticketing company, an opportunity he found one year after completing work-preparedness training offered by DJA grantee, Friends of the British Council. Because of his performance during the training, he was one of 20 trainees selected to join the Friends of the British Council's Tech20 incubation program for digital entrepreneurs. He has many ideas for new start-up businesses, and is working in order to gain sufficient capital to make it a reality. His enthusiasm for entrepreneurship is reflective of the ambitions of many Ghanaian youth included in this survey. His initiative and positive outlook on the prospects for being an entrepreneur in Ghana differentiate him from the other Ghanaian youth consulted.

Mr. Boye had spent many years searching for a job after high school. He found short-term opportunities that helped pay for his studies, but he struggled to find full-time work. This contributed to his growing desire to start something for himself – he feels that if he can become an entrepreneur, he will not be reliant on the

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market for a job. This view is one that was supported during his training. Because of contract issues, the Friends of the British Council could not complete job placements as was originally planned – so instead, it focused on entrepreneurial development.

The training also included enhancing trainees' communication and interview skills, helping them overcome shyness, improve self-esteem and, at the same time, teaching them how to tailor their CVs for specific job applications.

Being selected for the Tech20 program further increased his interest in owning a business. Tech20 trainees received comprehensive IT training and practical experience in flexible one-week workshops that covered programming, virtual reality, and hardware and software development. Due to his experience of searching for work, Mr. Boye says he found no additional value in studying toward his IT diploma – a view not shared by many of his peers who found their lack of education to be the biggest obstacle in their job searches. Even though going through the DJA training and the Tech20 program gave him a much more theoretical and practical knowledge of IT and the digital economy, and led to his current employment, he has had no tangible increases in income.

However, he found the Friends of the British Council training facilitators to be very supportive, in that they took the time to guide and groom the training participants. He, as well as others who were part of the program, still reach out to their mentors for ad hoc advice and mentorship. He views his current work with the online ticketing company as an opportunity to save money, so that he eventually will be able to follow through on his entrepreneurial ambition. He has also played a supporting role in influencing friends and family, passing on some of the soft skills learned through training and also sharing career information and advice with community members.



## Alhassan Abubakari

### Ghana

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Alhassan Abubakari, 27, completed secondary school in Accra but was unable to continue his education because of financial constraints. He found a few short-term jobs but his lack of higher education stood in his way. He learned of the DJA work-readiness training from a friend who also was looking for work, applied online, was screened and accepted by DJA grantee, Friends of the British Council. His initial intention was for the training to help him through job placements but, when the grantee was not able to provide the originally planned placements, it changed the focus of the training to entrepreneurship and, because of that, Mr. Abubakari is now the owner of two small businesses.

During his entrepreneurship training, which included lessons in how to generate income through micro-enterprises, he shifted his focus from looking for employment to creating employment for himself. This was consistent with his peers, who also aspired to run businesses as opposed to job hunting. They recognized the majority of Ghana's youth are unemployed due to the scarcity of jobs, and expressed a common perception of the limitations of a "job" – which comes with rules and regulations that employees need to comply with even if they do not agree. On the other hand, being your own boss allows you to formulate your own regulations, which he equates with "freedom."

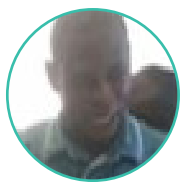
The training taught time management, and that perseverance leads to success. These lessons have enabled him to adapt to changing situations. He now feels that not being placed in a job was a blessing in

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disguise. From the training, he developed confidence, and he has used the information to become a competent and confident small business owner, creating two enterprises: a mobile money business and a traditional attire business.

He credits the training's teaching of soft skills and intercultural sensitivity with improving how he interacts and provides quality services to his clients. Since he started to apply these skills, his businesses have grown and generated more income. Additionally, the business management training included entrepreneurial skills, which he believes have assisted in making his businesses run smoothly. The training also taught him to make the most of all available opportunities and platforms of income generation.

He has also learned some harsh realities of business ownership, as when he hired a friend to assist him and then was faced with a money shortage – something he now considers “mismanagement” but also an illustration of the importance of hiring people you know and trust. Now he is able to provide emotional and financial support for his brother, and envisions a future of hiring people from his community when the proceeds from his business ventures give him the capacity to do so.



## Anthelem Ekellah

### Ghana

Anthelem Ekellah, 27, is from Ghana's Upper West region, an area marked by high poverty and limited job opportunities for youth. When Mr. Ekellah finished high school, he could not continue to university because of financial constraints, so he began a job search, using his limited funds to travel to potential

employers to submit his CV in person, rather than emailing it. When he applied for a job as a radio commentator, this proved to be a good strategy because the station thought his coming in person demonstrated dedication. After doing a test radio session, he became a temporary commentator. But, still, his goal was to find a permanent job. Luckily, his search included the job openings posted on the website of the DJA grantee, Friends of the British Council. During one of his regular searches, he saw that Friends of the British Council was offering job training. He applied online, was called in for an interview, and joined the training. It was possible for him to participate in the training because an uncle who lived in Accra provided him a place to stay.

Thanks to the training, he learned how a BPO center works, as well as communication and time management skills, how to be resilient and maintain composure in difficult times, how to interact with people professionally, and how to draft an attractive CV. Although disappointed that Friends of the British Council was unable to place him in a job, he says the training built his confidence, and he believes the soft skills he learned make him a better candidate and put him in a good position to find employment in the future.

Friends of British Council trainees were given an entrepreneurship component in their training because, due to contract issues, it was unable to provide them with job placements. However, Mr. Ekellah maintains a strong preference for employment relative to entrepreneurship. He aims to find permanent employment as he values stability of income. For now, he has found seasonal community work with the mining company, AngloGold, and he credits his training for giving him the skills to interact confidently with the communities. He continues to walk into offices to deliver his CV, he still gets support from Friends of the British Council facilitators, and he also is part of unemployed youth social media chat groups, through which members share information on potential employers and vacancies.

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Now he feels he is well-placed to help others apply for employment – and helps community members draft their CVs. He also shares the information he acquired from the training with his Upper West Region peers who are in the same life stage and searching for employment.



## William Thomas Adofo

### Ghana

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William Thomas Adofo, 23, moved to Accra from Ghana's East Region, believing that living in the city would enable him to realize his ambition of running his own business more easily. When he finished high school, he had gone to work as an assistant to his brother who worked at a marina distribution shop. His brother had recommended him for the job, which proved sufficient for being hired. But he didn't give up his goal of studying IT, becoming an IT technician, and opening a digital marketing company.

When he learned about the work-preparedness training offered by the DJA grantee, Friends of the British Council, he applied. He had learned of the training from friends at his church and when he was accepted, he considered it an honor and a privilege. Through the training sessions, he learned that technology bridges borders, and he learned how to use information apps to improve day-to-day life. Even though computer skills were not the primary focus of the training, he still benefitted from learning basic computer literacy and the skills necessary to plan and run a business. Building from this, he now works as a freelancer, providing digital marketing services to small business owners plus he adds to his income by typing and printing exam papers for a local school.

The Friends of the British Council did not provide after-training placements for its trainees, as originally planned. Instead, the training diverted its focus to include entrepreneurial skills. Although a job placement would have generated income for continuing his education or starting his own business, he gained useful skills that he believes will enable him to run his business successfully.

In terms of finances, he has seen no change. He uses the income he gets from his freelancing to cover his basic needs. But he says the training motivated him and instilled hope, teaching him that nothing is impossible, that “you just need to take it one step at a time.” This new level of confidence and the communication skills he learned have helped him “pitch” his services to potential customers.

He remains connected with the Friends of the British Council, assisting in the development of its training content, and sharing his knowledge and skills with other youth who have employment challenges similar to what he has faced. He thinks that his online marketing skills will help his clients expand their business and, at the same time, he envisions being able to hire unemployed youth once his business gains stability and generates enough profit for him to pay salaries.



## Phil Makgozho

### South Africa

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Phil Makgozho, 29, grew up in Limpopo Province, South Africa. After he completed high school and an IT course at the local Cedars Academy, he began the process of looking for a job. This was a process that took him to volunteer work and internships. He even joined Toast

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Masters to improve his communication skills and coached local debate teams to improve skills and build networks – all aimed toward finding future employment. He also worked with his brother, to help other community members create professional digital CVs.

Though his work contributions were respected, he was not able to move from short-term contracts to permanent employment. He found out about the training offered by DJA grantee EOH on Facebook, registered, interviewed, and was accepted into the training. During the training, he was one of six trainees chosen to join the EOH Youth Job Creation Initiative, which provided him with four months of training followed by a six-month internship at the University of Johannesburg (UJ) – all geared to helping trainees develop skills they would need to stand out in the job market. For example, trainees had to create 30-second voice notes for their “elevator pitches” which they refined based on critiques from fellow trainees. The critiques not only helped improve the pitches, it taught participants how to accept and learn from criticism. They also had public speaking training, which encouraged the more reserved trainees to join the conversation and learn how to engage in team and work environments

Of the 26 youth who participated in the EOH training, all but three are currently employed and are giving back to their family and community. Mr. Makgozho went from his internship into a permanent job with the IT department at UJ and has been promoted twice. When he received the call from UJ about employment, he says it felt as if God had given him “too much,” because when he was offered the UJ job, he was also offered another job, to work at a call center in India on a one-year contract. Although the overseas job sounded enticing, he chose the full-time employment at UJ over the short-term contract. But he also gave his niece’s name to the call center and she was hired – so at least a family member has had the overseas opportunity.

Working at UJ, the training’s focus on teamwork has been especially important, because he engages with many different cultures, beliefs, and attitudes at the university. The training also facilitated his integration into a cosmopolitan workplace.

Since working at UJ full time, Mr. Makgozho’s income has increased, he is now able to afford a car, and he also can support his friends and family which, he says, “feels good ... as time goes, you can see (the support) help – food, fees, clothes, and then their results.” With his changing standard of living, he says he now realizes that “the more you earn, the more you expect.”

Looking to the future, he is seeking a sponsorship to cover continued studies while also considering leveraging his EOH IT training into a role as systems manager or following his heart and moving out of IT – building on his debate coaching experience to move into the study of education and, in turn, becoming a teacher.



## Nompumelelo Malaza

### South Africa

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Nompumelelo Malaza, 32, is from the Vaal Region of Gauteng, South Africa, but currently lives in Johannesburg. After high school, she studied accounting and searched for jobs online, through social media and by word of mouth. In spite of being qualified for the jobs she applied for, she struggled to be accepted for interviews because she lacked experience. She even tried the costly process of printing her CVs and personally delivering them to companies, but still, no response from potential employers. It made her feel that her education and job application efforts were “all for nothing.”

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Her experience was similar to other young South Africans who lack experience and must battle to gain employment, often incurring significant costs in the process. Those interviewed reported that employers were not willing to give them an opportunity to gain experience. However, after two years of unemployment, which she says was “demeaning,” she learned of a training possibility with DJA grantee EOH. A friend submitted her details, she was contacted and had a telephone interview followed by a personal interview, and she was accepted for the training.

She found the soft skill module – time management, communication, and working in a team – the most useful. After the training, she was placed directly into a 6-month internship with the Department of Basic Education (DBE) which enabled her to gain valuable work experience. She says that thanks to this first-time experience, her CV now “speaks for itself.”

That said, her first days on the job were difficult, because she and other EOH interns were not well received by the staff members. But they called upon problem-solving techniques learned in the training, and the situation improved greatly. Ms. Malaza says she still uses many of the lessons from the training – especially those dealing with handling conflicts when working in a team – which proved especially important in the early days of her internship.

With her accounting background, after her internship, she found employment as a data collector for DBE, as a data analyst for StatsSA, and then as an assistant to the CFO of a mine, where she worked in a team of four, helping with basic accounting tasks. When her contract with the mine ended, she decided to start her own NGO that would aim to provide food for students and raise funds for uniforms and sanitary items for school girls. She is also in talks with the Department of Higher Education to get funding to help university students with registration fees. For now, she is nervous and excited about the potential of her NGO, and feels that her tenacity, ambition, and

desire to extend the benefits she has accessed to others have improved her confidence and know-how for running her own NGO.

Through her NGO, she now has the opportunity to employ others, provide them with work experience, and pass on what she has learned. She feels very positive about her future and would like to continue her education, with a focus on psychology which has always been a passion of hers. Above all, she wants to continue learning, and she understands that education is a stepping stone to changing a career path. She knows it “won’t always be easy but it will be worth it.”



## Nqobile Lorrain Methula

### South Africa

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Nqobile Lorrain Methula, 26, is originally from Mpumalanga, South Africa. She graduated from the University of Johannesburg (UJ) where she was chair of the Students’ Representative Council (SRC). With no experience looking for employment, she entered job training offered by DJA grantee, EOH, straight out of university.

Because the training guaranteed her a job and prepared her for the world of work, she did not have to spend time and money looking for work, unlike many other young people, who stated that it was costly to print CVs and travel to job interviews. One DJA training participant stated that she could not afford the transportation cost of getting to the site of an interview and, therefore, completely missed a job opportunity.

The most important part of the training for Ms. Methula was learning communication skills. The mock

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presentations required during the training boosted her confidence and enabled her to speak up in the work place, and the feedback she received helped her improve her presentation skills.

When she completed her work training with EOH in 2013, she received an eight-month internship with a technical and vocational education and training college (TVET) in Johannesburg. Her first day on the job with TVET, she worked as a receptionist, but her training had not covered the technical aspects of the job. She received some support from colleagues but most of the technical skills required by the job were self-taught. She worked hard to be the best she could be – after all, EOH had taught her that she had to make a good impression in order to be retained or receive a good n. After learning the receptionist skills, she rotated to the finance department where she used her experience as chair of UJ's SRC, a job that had allowed her to help students with National Student Financial Aid Scheme (NSFAS) matters. This made her a valuable member of the team, because she understood how NSFAS worked and her student experience made her relatable to TVET students. The experience boosted her confidence and her ability to perform the job's duties.

Knowing her TVET internship would not turn into permanent employment, she sought other opportunities and, on the basis of her training and experience, she received a six-month internship with Medscheme, a medical aid provider. From that internship, she has been promoted to a permanent position, a development that made her feel as if all her hard work “had finally paid off.” Although she considers this “entry level,” the job brings with it medical aid and pension benefits, and a steady income that has allowed her to move closer to her work and given her a sense of independence. She also credits her EOH training, which taught her to communicate her skills and persistent work ethic, for giving her the confidence to speak up in the work place and take ownership of her career development.

Her family members, who had provided financial support during her training, now view her as a responsible member of the family who can pay her bills on time and take care of herself.



## Lerato Ratshikana

### South Africa

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Lerato Ratshikana, 23, lives in Diepsloot township in Johannesburg where she completed high school. After finishing school and dealing with a year of unemployment, she learned she could apply for work-readiness training from DJA grantee Harambee Youth Accelerator. Due to her family's financial situation, she knew she could not afford tertiary education, and she needed to find employment to contribute to the household and education of her siblings.

Diepsloot is a fairly new township, established in 1995 in one of the more depressed urban locations in South Africa. It faces more serious socio-economic challenges than other townships including high unemployment, crime, and under-development. For youth, such as Ms. Ratshikana, this has meant growing up surrounded by persistent unemployment, vulnerability, and poverty.

When she was chosen and then participated in the Harambee training, she gained valuable skills in how to conduct herself in the workplace but, most of all, the training helped her overcome her shyness. After she completed her training, she was placed in a job with Pizza Hut. She found the work strenuous at first because of the need to stand for long periods and to deal with different customers and situations. But, as she got used to the work, she became better at performing her duties and was promoted to cashier.

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It was while she was working as a cashier that she caught the eye of a Pizza Hut executive who was visiting the store. He was impressed with the quality of her service and asked her to help train staff of the company's new operation in Kenya. This meant working with human resources at the head office and traveling to Kenya, her very first travel outside of South Africa. For her, it was rewarding to be afforded the opportunity to travel as well as to help set up a new store.

She continues to have success within the company and has been promoted from cashier to chief supervisor. Even though the promotions have not meant much of an increase in income, the financial constraints that prevented her from continuing her education have been eased. In fact, she is now assisting with family expenses such as groceries, and paying her brother's school fees. In addition, what she learned when working with Pizza Hut's human resources staff members inspired her, she became passionate about their work, and now her dream is to return to school and study human resources.



## Thokozani Vethezo

### South Africa

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Thokozana Vethezo, 23, remained unemployed for four years after completing high school. During those years, she continually looked for a permanent job but could only find temporary employment which, for her, was too unstable and unreliable for building a life. This was especially worrying because Ms. Vethezo became pregnant and her partner was also unemployed. When she learned of the possibility of work-preparedness

training from DJA grantee Harambee Youth Accelerator, she applied, was accepted, and everything turned around for her.

She found the training very useful, especially learning how to present herself to employers when looking for work. It also prepared her for work in the fast food industry, which is known for requiring staff to work long hours, to deal with customers who can be demanding and rude, and to work as a team with colleagues. It was also especially important that Harambee provided her with a stipend while she was being trained.

After she finished her training, Harambee placed her in a job at Burger King. She knows she made mistakes at first, but she improved with time. It worked so well that, by the time her daughter was born, she had gained a feeling of independence and was less concerned about meeting the daily needs of herself and her child. She even was able to contribute to her family's household expenses.

Looking back, she was in a precarious situation before she received the placement with Burger King, when both she and her partner were unemployed. Had she not been trained, she feels it would have been much more difficult for their young family. She would have received some income from a Child Support Grant but not enough to meet the needs of a growing child. Even now, she feels her income is being stretched, so she continues to look for work. She feels it is easier to find a job when already employed, and that she appears more credible to prospective employers. This highlights how important job placements are for young people who would otherwise be unemployed.

Meanwhile, she has been promoted at Burger King, and she thinks there could be more promotions for her in the future. However, promotions also mean changing to new stores and, if the store is farther from her home, then any increase in income would have to be spent on transportation. This anxiety is shared by many of the

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young people interviewed who expressed a preference for working close to home.

For now, her main concern is the well-being of her child. Because of her employment, she has income to pay fees for her child to attend preschool when she is at work. As with most parents, she wants to provide her child with opportunities she did not have when she was growing up, and she feels that early education is one way to do this.



## Paseka Mokoena

### South Africa

Paseka Mokoena, 26, comes from a township near the industrial town of Vanderbijlpark. This is an area that has suffered due to the decline of manufacturing in South Africa, and now faces a 34.7 percent overall unemployment rate, and a youth unemployment rate of 45 percent. As with other youth in the area, Mr. Mokoena looked for jobs online. He was more successful than most, because he was hired to work at McDonalds. He considered it a temporary job because he holds a degree in Supply Chain Management (SCM) and has hopes of studying management information systems in the future. It was while working at McDonalds that he became aware of and applied for the job-preparedness training offered by DJA grantee EOH. When he was accepted, he was one of the few EOH trainees who had been employed before joining EOH's program.

After completing his training with EOH, he worked at McDonalds for another two years because his family

was relying on him for income. Mr. Mokoena comes from a background of persistent poverty. Neither of his parents were employed, he often went to school without shoes and did not play with his classmates, because he was extremely self-conscious and afraid they would tease him. Working and earning an income gave him increased confidence in ways that would have seemed beyond his reach growing up, including the fact that he was supporting his family financially and helping provide siblings with opportunities for their development.

After his training, and while working at McDonalds as a cashier, he received a call from Xerox, inviting him for an interview. He had been recommended by the college where he studied SCM. When he accepted the offer of Xerox, now called Bytes Procurement Solutions, the training he had received from EOH proved to be extremely relevant and helpful in performing daily tasks. The technical IT training he had received was supplemented by his on-the-job training. He was excited by the challenging nature of the job and appreciated that EOH stayed in touch with him – checking on his progress and satisfaction with the work.

For the future, he would like to start a business, but knows he needs to gain skills in financial management. His experience thus far has equipped him with networking skills that will help him succeed in business. He has started talking to entrepreneurs in his community about setting up a franchise and learning what potential barriers might be. He also now supports other youth in his community. He thinks lack of information about potential opportunities is a significant barrier to finding employment or training opportunities such as the one he had through EOH. Thus, whenever job opportunities arise at his workplace, he shares the information with young people in his community and presents their CVs to his workplace colleagues. In doing so, he already has been instrumental in five people being hired.



## Sifiso Mahlangu

### South Africa

Sifiso Mahlangu, 27, the oldest of seven children, lives and works in Pretoria. He completed high school and spent a lot of time searching and applying for jobs on internet, with little success. He did not have the financial resources to continue studying after high school, which contributed to his problems in his job search. However, after four years of unemployment, during one of his online searches, he learned of the work-readiness training offered by DJA grantee, Harambee Youth Accelerator. His application was accepted.

When he entered the training, he was placed in the Bridging Course, which covers numeracy, literacy, and work readiness skills. It is intended to help candidates meet the minimum requirements for entering the workplace. After completing the Bridging Course, he entered the Customer Service Stream, which is more specialized and geared toward training for specific jobs in the service sector. Here, Mr. Mahlangu learned how to deal with customers and how to work efficiently in a fast-food environment. Both courses helped him gain the confidence he needed and, when he finished the training, he was placed at Nando's Sunnypark, a fast-food chain.

He says the training followed by employment changed his life immensely. The time he had spent searching for a job had weighed on his self-esteem, making him feel like a burden on his family. When he was placed at Nando's, the courses had given him the confidence

he needed to do his job and provided him with good baseline knowledge that he could build up with his on-the-job experience.

Working in a restaurant environment was, at first, very difficult. As expressed by other young people in similar situations, the hours were long and tiring. He made mistakes and was shouted at by customers. Now, in spite of the initial issues, he has grown to enjoy his job, and has learned how to deal with daily challenges in his work environment, especially difficult customers. He also feels more independent. He admits that he was quite reckless with money when he first started receiving a regular paycheck, but now he is saving money and making contributions to his family.

Throughout South Africa, there is growing concern that youth who are not able to continue education beyond high school and do not find employment or training are at the risk of experiencing deeper and more persistent poverty. He was in this situation before entering Harambee, and his transition shows how youth can prosper with targeted support and training that is relatively low cost. Once placed at Nando's, he progressed from waiter to cashier in six months, and he is now studying accounting which will enable him to progress further. In fact, Nando's is supportive of his studies and allows him to take time off to study for exams. For now, he sees himself staying at Nando's and aspires to become a restaurant manager.

He has referred several family members to Harambee's training courses and provides peer support by helping other young people put together their CVs, based on what he learned in his training. In addition, he is supporting his siblings by helping with their school fees. In fact, with his help, his younger sister is studying medicine and other siblings are completing high school.

## Annex 2: Evaluation approach

The evaluation used a multiple case study design to explore the impact of digital jobs on the lives of the youth and their sphere of influence. The unit of analysis, or base of each case, identified for the purposes of this evaluation was the individual who was employed in a digital job.

The evaluation drew on six methods for developing the case studies, as outlined below.

- **Document review:** A comprehensive review of all relevant DJA reports, grantee reports and publicly available literature was used to inform the context and background to the individual case studies.
- **Data review:** DJA monitoring information was consolidated and analyzed to obtain a perspective of the overarching performance of the initiative.
- **Survey:** A survey was distributed by a subset of ten DJA grantees to all youth trained under their DJA funding. This was used to inform the sampling for the FGDs and interviews.<sup>2</sup>
- **Focus Group Discussions (FGDs):** FGDs were held with youth within each country to obtain a holistic understanding of the context within which each case study is situated. This provided background into the extent to which the findings from a specific case are similar / dissimilar to the findings of youth within a similar cohort.
- **Interviews with the youth:** In-depth interviews were conducted with each case study individual to garner nuanced perspectives of the impact of DJA on their lives and the factors that have influenced this impact.
- **Interviews with grantees:** Interviews were conducted with grantees to contextualize the findings from the interviews with the youth and to

understand the impact of DJA from the grantee perspective.

These methods were implemented in nine phases, as outlined in Figure 10 on the following page.

In conducting the above, a total of 1,310 individuals completed the survey, of which 861 had indeed been trained. A total of 14 FGDs were held, which included 46 individuals, and of these, a further 23 individuals were interviewed for case studies. While 23 case study interviews were conducted, 15 of these were identified for inclusion in the report based on their potential for learnings. In parallel to the youth case studies, nine grantees were interviewed. These grantees correlated to those that distributed the survey. It should be noted therefore that the performance of DJA as presented in Section 0: All DDT DJA grantees trained and placed youth in digital jobs with the ultimate objective of improving youth livelihoods. While each grantee pursued this aligned objective, their models of implementing DDT, defined further in Box 3 below, and placing the youth in digital jobs differed. These variations in approach were necessary to ensure that

### BOX 4:

#### Definition of DDT based on the Making Cents International DDT Toolkit

DDT youth programs build job-relevant skills, defined as a set of competencies valued by employers and useful for self-employment. To best accomplish this, DDT programs offer both pre-employment skills development and some form of on-the-job training, through internships, apprenticeships or learnerships.

<sup>2</sup> Individuals self-selected to do the survey and then subsequently self-selected to attend the FGDs. Thus, there is selection bias present in the evaluation, and the evaluation findings have been analyzed with this in mind.

**FIGURE 10: Implementation of the evaluation methodology**



the grantees' programs were tailored to the respective countries' contexts, the needs of employers therein and the barriers that the countries' youth face in securing employment. The implementation of DJA was thus not uniform, but rather was dependent on the approach utilized by each individual grantee, thus ensuring that DJA as a whole was relevant and aligned to the needs of the youth in each country.

The evaluation explored the impact of DJA through the lens of nine DJA grantees. The following section is thus

framed in relation to the implementation of those nine grantees.

Each grantee enrolled their beneficiaries in a training program, ranging from a three-day course to a twelve-month course. As is evidenced by the differences in the duration of the courses, the content of the training varied across grantees. However, typically, the training courses were comprised of two components, a soft skills component and a technical skills component:

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- The soft skills training typically focused on workplace readiness, including how to conduct oneself in a workplace environment, conflict management and resolution, work ethic, email etiquette and communication.
  - The technical skills component focused on developing youth's digital literacy, and depending on the grantee, included topics such as data entry, transcribing and digitizing information, tagging audio and video files, BPO operations and familiarity with different operating platforms.

Following the training, the grantees facilitated the youth's entry into the job market by placing the youth

in a job opportunity. The majority of the grantees participating in this evaluation implemented their models as per the above, however, there were a few exceptions:

Friends of the British Council, whose project was established with this objective in mind, but was limited by the fact that the BPO center in which youth were to be placed was not completed, and therefore youth were not placed in jobs.

Similarly, Cloud Factory presents youth with piecemeal online contracts work rather than placement in a formal employment position.

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## Annex 3: List of grantees

### SOUTH AFRICA

- A3 Foundation
- Business Process Enabling South Africa (BEPESA)
- CareerBox Ltd.
- Community and Individual Development Association (Maharishi Institute) (CIDA)
- EOH Abantu Ltd.
- Harambee Youth Employment Accelerator
- Livity Africa
- Mentec Foundation

### KENYA

- African Centre for Women, Information and Communications Technology (ACWICT)
- Cloud Factory
- Coders Trust (Kenya and Nigeria)
- Digital Divide Data
- Kenya Information and Communications Technology Board
- National Council for Law Reporting
- Samasource
- Technoserve
- Youth Banner

### GHANA

- Friends of the British Council

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