7. Monitoring and Evaluation

Outline of M&E methods: how we measure

gold-youth employs a rigorous online monitoring and evaluation system within which a Log Frame Approach (LFA) matrix stipulates performance indicators and corresponding standards for programme delivery. Implementation is assessed annually as part of gold-youth’s quality assurance services. A monitoring and evaluation collection of tools and processes is in place that allow for monthly and quarterly reporting and evaluation against agreed indicators and targets.

gold-youth measures its effectiveness in the following ways based on specific proximal and distal outcomes:

- annual quantitative research, e.g. reflective surveys, academic performance assessments and data tracking.
- annual or bi-annual qualitative research, e.g. surveys, focus groups and interviews with school principals, educators, community leaders, parents, employers, Facilitator Interns, Peer Educators, peers and gold Grads.
- External evaluations by independent organisations and/or funders.

(Indicators and outcomes available on request).

2018:

gold-youth has continued to improve its M&E system, to ensure that outcomes are based on an adequate sample size, have a control population for proper comparison, and are recent, as this supports generalizability of the evidence.

As such in 2018, a total of 753 pre-surveys were conducted in all of gold’s Test and reference sites, namely Masoyi (Mpumalanga), Kraaifontein, Paarl (Western Cape) and Chingola, Zambia with the same survey administered to similar schools in the same area, who are not exposed to the gold Programme. Change will be evaluated through the course of the programme, and we expect to see a distinct difference between the gold schools and the control schools, thus proving the difference brought about by the programme in outcomes of social behaviour change, education and job creation.

We are still in the process of mobilizing specific funding and support to collect data that enables movement towards a more scientific, quantitative approach to measuring outcomes. One of the ways in which we are actively doing this is engaging universities, to partner with them to conduct an extensive and rigorous external evaluation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS TRAINING SESSIONS</td>
<td>1482</td>
</tr>
<tr>
<td>INDIVIDUAL MENTORING</td>
<td>3903</td>
</tr>
<tr>
<td>TALK GROUPS</td>
<td>1056</td>
</tr>
<tr>
<td>LESSON DELIVERIES</td>
<td>682</td>
</tr>
<tr>
<td>WORK READINESS SESSIONS</td>
<td>266</td>
</tr>
<tr>
<td>COMMUNITY UPLIFTMENT EVENTS</td>
<td>39</td>
</tr>
</tbody>
</table>

Summary of Site Based Peer Education Activities 2018:

Outcomes Snapshot

Programme performance snapshot 2018:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of youth trained in 2018</td>
<td>1793</td>
</tr>
<tr>
<td>Total number of Facilitator Interns</td>
<td>48</td>
</tr>
<tr>
<td>Total number of Peer Educators</td>
<td>1745</td>
</tr>
<tr>
<td>Peers and younger children reached through Peer Educator activities</td>
<td>5343</td>
</tr>
<tr>
<td>Previously unemployable youth now in meaningful jobs or internships</td>
<td>224</td>
</tr>
</tbody>
</table>
An Annual outcomes survey was administered in all provinces with all Lead Peer Educators, and samples of Peers, parents and educators as follows:
• 101 parents surveys from Zambia & KZN
• 50 educator’s surveys from Mpumalanga, KZN, George & Paarl

Other surveys include:
• 47 mini food surveys from Zambia
• 48 food survey gold grads from Zambia
• 311 food surveys from Zambia, Paarl, George and Mpumalanga

An annual internal outcomes study was conducted for grade 12s who are completing their fourth year of the programme (n=107) in WC, Mpumalanga, Limpopo, KZN and Zambia. A Retrospective survey was conducted, asking them to rate the positive change they see in themselves as a result of going through the programme from their first year to their last year, related to social behaviour change, education and job creation and employability. The following results emerged. The percentages reflect combined scores for ‘changed tremendously’ and ‘changed quite a bit’

88%  • Knowledge about youth risk behaviours such as alcohol, drugs, HIV and how to prevent pregnancy
92%  • Value in yourself and your motivation for your future
86%  • Respect for others around you, including what their rights are and what they may be struggling with
84%  • Not taking part in youth risk behaviours such as alcohol, drugs, bullying or being involved in gangs. Not having sex or always using condoms (if having sex).
81%  • Job readiness in terms of knowing how to write a CV and find job or study opportunities, and being confident about your ability to work with others
85%  • Commitment to education, working hard at school and attending
77%  • Involvement in leadership and community involvement or upliftment
Reported improvements in our outcomes from Year 1 to Year 4

To corroborate responses of the Peer Educators, similar questions were asked to samples of Peers, parents and educators as follows:

- 101 parents surveys from Zambia & KZN
- 50 educator’s surveys from Mpumalanga, KZN, George & Paarl

Increase in work readiness and employability of youth in grades 9-12 from disenfranchised schools and communities

Increase in Peer Educator school performance and commitment to education

Increase in positive character attributes and purpose-driven interiority in beneficiaries

Improvement in reported reduction in age appropriate youth risk behaviour amongst Peer Educators and Peers

8. 2018 Highlights

2018 Food System/Food Security campaign

A food systems survey was conducted in Kraaifontein with youth from gold schools and non-gold schools in 2017. The ‘control’ group survey was conducted in October 2017 among 93 youth in their grade 9 year (similar to the gold Junior Peer Educator) at 3 schools in Kraaifontein who do not take part in the gold programme. (These schools were Harry Gwala, Sinako and Sizimisele).

Then, another survey was conducted in August 2017 among Junior, Senior, Mentor and Lead Peer Educators (163 in total) at the 3 gold schools in Kraaifontein (i.e. grade 9-12). (These schools were Bloekombos, Hector Peterson and Masibambane). These 2 surveys serve as base line studies, before any food system training interventions.

Through the gold programme, youth at the gold schools in Kraaifontein were then taught the track 1 and track 2 trainings on the food industry.

In August 2018, another survey (using the same questionnaire), was conducted among the gold schools in Kraaifontein to ascertain how much perceptions may or may not have switched after the food system training modules had been conducted. This sample consisted of Senior, Mentor and Lead Peer Educators (i.e. those who had been included in the baseline survey) and included 79 youth in total.

Results indicate a shift in the perceptions of youth around farming as a future career. Among both the control group and the gold youth before training sessions, almost three quarters of the sample stated that they would never, or only if no other option, consider a career in farming. After the training sessions, this drops to only half the sample. While responses do not move to a positive reaction, there is an increase in those stating that there is a small chance that they would consider farming (up about 20% after training sessions). This is to be expected in changing attitudes, i.e. a gradual change rather than a dramatic one.

We achieved a 100% Matric pass rate in the Western Cape, and an 84% pass rate overall in South Africa, which was above the National average!