

Outcome	Attributes	Assumptions
New Beginnings students successfully graduate from life skill and technical skill training programmes	<p><u>Students</u>: This can be any unemployed (or employed if working night shift) person from any community in South Africa, who is in need of assistance and is able to attend classes at the Centre and follow Centre rules. The only criterion is that they pass the English and comprehension entrance tests before training.</p> <p><u>Successfully graduate</u>: The student must complete the full practical and pass life skills with 50% and the technical course with 60%.</p> <p><u>Life skill training</u>: Consists of 7 weeks of training at the New Beginnings Centre on issues such as self-development; communication skills; relationship skills; job finding skills; basic money management; basic first aid; HIV/AIDS awareness; domestic violence and substance abuse. The course was developed externally, and involves the transfer of knowledge and learning through role play. All students must complete this training.</p> <p><u>Technical skills training</u>: Refers to the courses: (1) Office Management (3 months classes and 3 months practical; externally created programme); (2) Frail Care (7 weeks classes and 2 months practical; externally created programme) and; (3) Hairdressing (3 months classes and 3 months practical; internally created programme)</p>	<ol style="list-style-type: none"> <li>1) Students are picked that have the ability to understand and internalize the workshop training. They especially need to be competent in English and comprehension. (<u>In programme control</u>)</li> <li>2) Students are self-motivated (<u>Partly in programme control</u>)</li> <li>3) Students have the resources required to get to the New Beginnings Centre (<u>Partly in programme control</u>)</li> <li>4) Home commitments (such as child care, child illness) do not interfere with the programme (<u>Partly in programme control</u>)</li> <li>5) Students are able to resist offers of lower paid job opportunities (<u>Outside programme control</u>)</li> <li>6) Students need a level of family support otherwise they must be willing to persist against their family's wishes (<u>Outside programme control</u>)</li> <li>7) Transport is available to get students to the Centre (<u>Outside programme control</u>)</li> </ol>
New Beginnings students have life skills (internalised the information)	<p><u>Have</u>: Students acquired sufficient knowledge of life skills</p> <p>“Students” and “life skills” are defined above</p>	<ol style="list-style-type: none"> <li>1) The act of graduating is a sufficient indication of the knowledge of the student, and they are now sufficiently trained in life skills (<u>In programme control</u>)</li> <li>2) Students must continue to remember the life skills that they have learnt (<u>Outside programme control</u>)</li> </ol>
New Beginnings students apply the life skills they	<p><u>Apply</u>: Students use the best practice that has been demonstrated in the classroom (through scenarios or information) in the real world</p>	<ol style="list-style-type: none"> <li>1) Students need to think the skills are useful (<u>Some programme control</u>)</li> </ol>

Outcome	Attributes	Assumptions
have attained	<p>“Students” and “life skills” are defined above</p>	<ol style="list-style-type: none"> <li>2) Students have at least a minimal level of self-worth and emotional health (<u>Some programme control</u>)</li> <li>3) Students must have sufficient ongoing practice to implement life skills (<u>Outside programme control</u>)</li> <li>4) Students must have sufficient confidence and willingness to work outside their comfort zone (<u>Outside programme control</u>)</li> </ol>
<p>New Beginnings graduates are able to look for and successfully find employment</p>	<p><u>Look for</u> – searching for jobs via newspaper, internet sites, agencies, labour departments, networks, and word of mouth. “Looking” also involves promoting oneself, keeping a diary of applications and being available for interviews</p> <p><u>Employment</u> – Part time or full time. Working in organisations or private homes.</p> <p><u>Successful</u> - Most successful if in the field that they’ve trained them in and with higher incomes. Other work is still considered successful anyway.</p> <p>See “successfully graduate” for a description of what a “graduate” must achieve</p>	<ol style="list-style-type: none"> <li>1) The life skills and technical training is sufficient to prepare students for applying for and finding employment (<u>In programme control</u>)</li> <li>2) Students are able to reach (sufficient transport) job interviews and employers (<u>Some programme control</u>)</li> <li>3) Students are motivated to find employment and want to work (<u>Some programme control</u>)</li> <li>4) Jobs must be available (<u>Outside programme control</u>)</li> <li>5) Employers are willing to speak to students and offer jobs to people outside of their networks (<u>Outside programme control</u>)</li> <li>6) Previous graduates from New Beginnings do not scare off employers from hiring new graduates (<u>Outside programme control</u>)</li> <li>7) Students are able to find solutions to child care, home environment, logistical issues, shift work (<u>Outside programme control</u>)</li> </ol>
<p>New Beginnings graduates are able to remain in employment</p>	<p><u>Remain</u> – Graduates complete the duration of their contract</p> <p>“Employment” and “graduates” are defined above</p>	<ol style="list-style-type: none"> <li>1) Graduates perform adequately in their job and are equipped to complete tasks that they are required to do for their job (<u>In programme control</u>)</li> <li>2) Graduates apply critical components of the life skills training in their job (i.e. communicate effectively, handle conflict, work in teams, etc.) (<u>In programme control</u>)</li> <li>3) Graduates have a minimal level of job satisfaction/passion (<u>Outside programme control</u>)</li> <li>4) Graduates have some sense of appreciation that they have a job (<u>Outside programme control</u>)</li> <li>5) Employers still need the vacancies to be filled (<u>Outside programme control</u>)</li> <li>6) The graduate still needs the job (<u>Outside programme control</u>)</li> </ol>

Outcome	Attributes	Assumptions
Unemployment in the Western Cape is reduced leading to increased income and reduced poverty of residents	<p><u>Unemployment</u> – Statistics South Africa’s broad definition of unemployment</p> <p><u>Income</u> – Individual income (for the graduate)</p>	<p>7) Employers treat graduates with a level of respect (<u>Outside programme control</u>)</p> <p>1) Graduates fill jobs that would not have been filled by other candidates (e.g. due to scarce skills) OR graduates create their own jobs (by creating businesses or identifying and creating new opportunities in existing organisations) (<u>Some programme control</u>)</p> <p>2) Newly employed graduates receive higher incomes in their new job (<u>Outside programme control</u>)</p> <p>3) Economic circumstances are favourable (<u>Outside programme control</u>)</p>
Quality of life of residents of the Western Cape is improved	<p><u>Quality of life</u> – Any or all of these improvements could occur: better food security; access to basic services; human needs satisfied; improved self-worth; improved positivity; better family connections and stability; less risky environment; better security; better education; able to access the opportunities that can improve their lives; and improved future for their children.</p>	<p>1) Employment has to be sustained by graduates to some extent (<u>Outside programme control</u>)</p> <p>2) Inflation does not dramatically increase (<u>Outside programme control</u>)</p> <p>3) Political and economic stability remain (<u>Outside programme control</u>)</p>