

Report of an evaluation of the Wilderness Foundation Umzi Wethu programme

Independent Evaluation by Pauline Wilson and Erica Alma-Ferrey

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Preface

The poem below by a 2010 Umzi Wethu graduate exemplifies the gratitude and the views expressed by most graduates to the evaluators about the Umzi Wethu programme.

Thank you! Thank you!

*Thank you is a word I don't hesitate to say
 But leaving the ones you love is just a pain
 What must I say?
 Turning my back on the people that gave me my first break
 But letting me spread my wings and see how far I can go
 Conservation is not just a job
 It is my lifestyle
 Now I will go out there to make Umzi proud
 I will never forget the day you made me shine
 You made me see I am a star and I will always shine
 Thank you to all those who played that part
 All these dreams I had
 You turned them into reality
 I can't believe it's real
 Please someone wake me from this dream
 All these tears I cry today
 Is a blessing of what I gained
 This journey was not a game
 Thank you! Thank you! Thank you!
 I was not alone in this journey
 We were a team
 We made it through this valley
 With the guidance of the good management
 You are the champions
 How did you manage to make us see we're worth something?
 How did you manage to make us respect nature like we do?
 Only they can answer those questions we have
 Thank you! Thank you! Thank you!
 Thank you to those guys that were with me along the way
 Thank you to Umzi Wethu for making us shine
 Now we are going to pave the way for others who are coming here to stay*

By Andile Kula, Umzi 6 Field Guide Graduate

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Others who gave generously of their time and views were the Olive Leaf Foundation and Ubuntu Education Fund who both help to identify and screen candidates for the programme; Pumba Private Game Reserve, SANPARKS (Addo Elephant National Park) and Shamwari Townhouse who all provide employment and or internship opportunities for graduates; the African Global Skills Academy and the Ray Mhlaba Skills Centre both of whom are technical training providers to Umzi Wethu students and Blue Crane Development Agency which has provided facilities for the Somerset East Academy to operate.

In addition thanks to the many staff of Umzi Wethu both in the hospitality academy in Port Elizabeth and the field guide and ranger academy in Somerset East who described how the programme works and shared their perspectives on the impact the programme is having on graduates, their families and communities. Thanks as well to the staff in the Wilderness Foundation who similarly shared their views about the progress and importance of the Umzi Wethu programme for achieving their social and environmental objectives in South Africa.

Particular thanks to all the Umzi Wethu staff that organised meetings for the evaluation team with all the various stakeholder groups.

Such support was made possible by the steering committee of Andrew Muir and Pinky Kondlo who encouraged all members of Umzi Wethu to support the evaluation team and to objectively stand back and critically engage in reviewing the work carried out over the last five years.

The evaluation team is grateful to everyone that participated in the evaluation for the time, information and support provided as it enabled us to understand the nature and scope of the Wilderness Foundation Umzi Wethu Programme in the Eastern Cape of South Africa and the immediate impact it is having.

We thank you all.

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Abbreviations

AGSA	African Global Skills Academy
ARV	Anti-Retroviral
FGD	Focus Group Discussion
GOSA	Government of South Africa
GRS	Grassroots Soccer
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
KABP	Knowledge, Attitude, Behaviour and Perception
NGO	Non-Governmental Organization
NQF	National Qualifications Framework
OVY	Orphans and Vulnerable Youth
PHSF	Personal, Home, Social and Formal Relations
THETA	Tourism, Hospitality & Sports Education and Training Authority
ToR	Terms of Reference
UW	Umzi Wethu
VCT	Voluntary Counselling and Testing

Executive Summary

1. Introduction

An independent evaluation of the Wilderness Foundation's Umzi Wethu programme for the 2005-2010 period was carried out in July 2010 by a two person team. The purpose of the evaluation was to understand how effective the programme is in achieving its goal. The goal of the programme is to *'enable vulnerable youth to sustain a livelihood in the formal eco-tourism and hospitality sector.'* Specifically the evaluation assessed:

- 1) The effectiveness of the Umzi Wethu programme in achieving its goal.
- 2) The impact or immediate changes it is bringing about for vulnerable youth, their families and communities.
- 3) The sustainability and replicability of this type of programme.
- 4) Improvements needed or recommendations to improve programme impact.

2. The context

The prevalence of HIV/AIDS in the Eastern Cape of South Africa is 20%. Poor communities are heavily affected by the epidemic with meagre household resources often needing to be spent on health care and funerals leaving few household resources for young people to further their education beyond high school. As the poorest South African province economically, the Eastern Cape provides limited employment opportunities for young people.

3. The Umzi Wethu Programme

The Umzi Wethu (UW) programme was designed in 2004-2005 and started in 2006. Its objectives are to:

- Improve the overall health and wellness (physical, psychological, social and spiritual) of students to enable them to be economically active and productive.
- Improve student's knowledge and respect for the environment through active engagement in conservation.
- Allow Umzi Wethu students and graduates to become socially responsible and contribute meaningfully to improve the communities they live in.
- Provide access for Umzi Wethu graduates to attain a level of sustainable financial independence and stability upon graduation and beyond.

UW is a one year residential programme for vulnerable young men and women between 18 to 26 years of age. Youth are trained and supported to obtain skilled jobs in the eco-tourism and hospitality sectors. A detailed description of the programme is provided in section 6 of the main report.

4. Main Conclusions

The conclusions are based on the evidence gathered both from documents and discussions with graduates, members of their families, employers, government, Umzi Wethu candidate selection partners and staff of the Wilderness Foundation South Africa and the Wilderness Foundation UK.

The Umzi Wethu programme is relevant: The need for programmes that work with vulnerable youth to ensure that they have a sustainable positive livelihood for their future is great. At present the youth unemployment rate in South Africa is 74%. HIV/AIDS rates remain high, affecting many households and putting strain on family resources. While youth from many such households want to further their education beyond secondary levels, the opportunities to do so are small. Rather, the environment in which many of them live leads some youth to fall into a life of crime, gangs, drugs, drink and prostitution.

While there are youth training schemes being run by government and other civil society agencies, most only focus on either technical skills development or life skills development. Few programmes provide a holistic approach that will ensure that the person maintains a positive and successful career path and remains positively connected to their community and the natural environment.

The Umzi Wethu programme is effective at bringing about positive and profound change: Feedback from all stakeholder groups, including graduates and staff, is that the programme is succeeding in achieving its goal. Currently 107 young people have graduated or, 91% of those who entered the programme. Of the 70 young people that graduated from 2007 to 2009:

- 97% of them were successfully placed by Umzi Wethu in internships and jobs after graduation.
- 81% of these graduates are still employed in full-time positions and providing a livelihood for themselves and their families.
- 7% of these graduates are furthering their studies.
- 12% are seeking work.

Youth graduate with both personal and professional skills and maturity. This enables them to be employed in skilled jobs in the hospitality and eco-tourism sectors. Such employment changes their lives for the better and some of those employed are already moving into management positions or pursuing further education. The outcomes set by the programme in terms of improvements in a graduate's overall well-being; knowledge and respect for conservation, and economic well-being are all being achieved. There was less evidence related to achievement on the social responsibility outcome, which was only introduced into the programme in 2008. However, some graduates reported ways that they are giving back to their community such as by mentoring and talking with young people in schools.

Collaboration with partners is effective: All selection, employment and training partners report that there is effective collaboration. Most were involved in the initial feasibility and planning of the programme. They spoke positively about the relationship they have with the Umzi Wethu team and said they could call and discuss issues when the need arises. All want to continue to be involved with the programme in the future. While programme engagement with student's families and communities was limited in the past, the Umzi Wethu team is developing ways to strengthen these relationships now that the programme has matured. In addition, the staff feel that with the maturity of the programme it is timely to try and influence South African government youth development and training policies.

Changes brought about by the programme are expected to be sustained: It is expected that the depth of personal change brought about in those completing the programme will be sustained well into the

future. In terms of employment, the programme assists graduates to find a job and monitors them for two years after graduation, providing them with support during that period if difficulties occur. The team knows that the true test of success of the approach will be whether the graduates stay in employment over the long term, with some moving into higher management positions and continuing education. Such achievements are starting to happen and all graduates we interviewed have long term goals they are striving towards.

The Wilderness Foundation has multiple sources of funding for the Umzi Wethu programme. It is committed to fully supporting the programme over the coming years and hopes that the evaluation findings on impact will inspire others to support this effort as the social returns from this programme in the Eastern Cape are high. With the Umzi Wethu approach now fully developed, the team is ready to develop a strategy for sustainability that defines ways for them to add profit making sections that will help to cover more of the programme's operational costs and employ some graduates in the future.¹

The UW approach is worth replicating: Given the impact and the need for such youth development programmes, it is definitely worthwhile to replicate the Umzi Wethu approach in other parts of South Africa and beyond. However, it would be important to replicate all aspects of the programme from the selection process, through the personal and skill development processes, community outreach activities, the wilderness trails, and the job placement and support phase. In addition it is important to provide students with residential accommodation while in training. This provides them a safe environment, away from risks and stress which they may confront if they remain in their communities during the one year period of the programme.

The efficiency is significant; the programme is well-worth the investment: The financial cost of selecting, training and placing a graduate in a job is well worth the investment. There are huge social returns as graduates are confident, employable, and help their families financially and psychologically (this is in terms of pride and reduction of stress because there is someone in the household with a steady job and income). The costs are low in comparison to other programmes. For example it currently costs R70, 000 for each person to complete the programme and be employed whereas it costs R130, 000 for the government of South Africa (GOSA) to keep a youth in jail for a year.² Instead, an Umzi Wethu graduate is expected to be employed for many years and generate an income within the first two years of their employment of at least R60, 000.³

The immediate impacts of the programme are positive: Graduates described the immediate impacts of participating in the Umzi Wethu programme. Many of the impacts cited are those intended by the programme. The most significant changes were the growth in graduate confidence, maturity and leadership skills. These personal and professional skill developments have enabled graduates to enter sustainable employment. This is leading to immediate impacts on the family in terms of increased

¹ In 2009 Umzi Wethu established a catering unit that currently employs 3 graduates and generates income that covers some operational costs.

² During an interview the evaluation team was informed that it costs a government economic development agency one million Rand to create a skilled job in the Eastern Cape.

³ At the time of writing the exchange rate was R7.30 to US\$1 making the cost of the programme for one student US\$9,589.

income, pride and ambition. We assume that these changes are producing positive effects in the communities but due to time constraints the team did not verify them especially as it may be too early to do so. We assume that the impact in the communities of having an Umzi graduate in their midst is positive especially if graduates return to their communities as peer educators,⁴ bringing motivation and hope to their peers and younger siblings.

A positive unintended impact is that the programme is changing attitudes and mindsets about gender roles of both the young men and young women involved. There were no other unintended impacts identified.

5. Recommendations

The recommendations presented here are those prioritized with the Wilderness Foundation senior management team and endorsed by the independent evaluator.

Strategy: Develop a strategic plan with stakeholders that define ways of expanding the programme so that a greater number of vulnerable youth are reached in South Africa and in other African countries. Within the strategy, define ways to increase the number of selection and employing partners that participate, and define ways to ensure their engagement over the long term.

Financial sustainability: As part of the strategy, develop plans that can ensure the long term financial sustainability of the programme and increase employment opportunities for the youth who complete the Umzi Wethu programme.

Communications: Better communicate the full scope of the programme to all stakeholders. This includes selection and employing partners as well as families of graduates. In particular, provide reports to selection partners on the graduation and employment success rates of the candidates they recommend. For families, provide them sufficient information so that, if they wish, they can support their child during their year with Umzi Wethu and after.

Community involvement: Strengthen the involvement of graduates, families and their community in the programme.

Replication: Identify agencies that want to replicate the Umzi Wethu approach and help them to conduct a feasibility study on programme establishment.⁵ In addition, extend this Wilderness Foundation programme into the most marginalised communities in the Eastern Cape.

Employment sectors: Complete a feasibility study to identify other employment sectors that need skilled employees and businesses that would be willing to collaborate with Umzi Wethu in ensuring that graduates are employed or have access to internships.

Monitoring and evaluation: Start developing case studies or social histories with interested graduates that describe the transformation and experience for them from the time before they entered the

⁴ Training of Umzi Wethu students as peer educators was introduced in 2008.

⁵ Such a process is already underway with a partner in Cape Town.

academy through their first year of employment. Use these studies to communicate the value of the programme to funders and to influence South African government policies on youth training and development programmes.

Work with some of the selection partners to set up a system to measure the social returns of the programme for graduates and families. Within the process identify ways to assess the benefits for the wider community of having Umzi Wethu graduates in their midst.

Periodically complete an impact evaluation to verify the changes taking place, positive and negative, intended and unintended.

1. Introduction

The Umzi Wethu programme officially got started in April 2006 when its residential academy in Port Elizabeth, Eastern Cape of South Africa enrolled its first group of thirteen students. The programme aims to *'enable vulnerable youth to sustain a livelihood in the formal eco-tourism and hospitality sector'*.

This programme is run by the Wilderness Foundation of South Africa. The Foundation's executive director commissioned this evaluation. A steering committee of two was established to oversee this evaluation. The committee members were the Director: social programmes and the monitoring and evaluation coordinator of the Umzi Wethu programme. They jointly agreed the objectives and the methods that would be used by the evaluation team. Specifically the objectives of the evaluation were to assess:⁶

- 1) The effectiveness of the Umzi Wethu programme in achieving its goal.
- 2) The impact or immediate changes it is bringing about for vulnerable youth, their families and communities.
- 3) The sustainability and replicability of this type of programme.
- 4) Improvements needed or recommendations to improve programme impact.

2. The evaluation team and process

The evaluation took place in July 2010 with field work in South Africa from the 18th to the 27th of July.⁷ The evaluation methods used included document review, semi-structured interviews with programme participants and other key informants, and interactive workshops.

The evaluation was conducted by a two person team. This was an independent evaluator who worked with the Umzi Wethu monitoring and evaluation coordinator. The two person team agreed norms and the evaluation standards to follow so that bias would be reduced and the interests of all participants safeguarded e.g. confidentiality was assured.

A purposive sampling approach was used to select key stakeholders including: Umzi Wethu graduates, partner NGOs and employing agencies. In total twelve Umzi Wethu graduates out of the 107 who have graduated to date were interviewed. Both male and female graduates were interviewed (seven males and five females) so that a gender perspective could be obtained. In addition the mothers of two graduates were interviewed in their homes in Xhosa. Otherwise interviews were conducted in English.

Three out of the approximately 28 agencies employing Umzi Wethu graduates were interviewed. In addition key informant interviews were conducted with two NGO partner agencies involved in identifying and screening Umzi Wethu candidates, a government agency, and two training providers.

The rest of the evaluation process concentrated on hearing the views of Umzi Wethu and Wilderness Foundation staff both in South Africa and the United Kingdom.⁸ In addition, programme monitoring and

⁶ Please see Annex One for the Terms of Reference.

⁷ Please see Annex Two for a detailed schedule of the evaluation.

evaluation documents⁹ were reviewed to triangulate information and determine whether the views heard could be generalised to all graduates. As it turned out, the findings from this evaluation concur with the information provided by graduates in the written self assessment questionnaires they complete at the end of their year in training.

Information from all sources was summarized and the findings reviewed during an interactive workshop with four Umzi Wethu and Wilderness Foundation staff on 26th July and conclusions were drawn. This report captures the findings, conclusions and recommendations from all these processes.

Limitations of the evaluation were that time did not allow more interviews with families of graduates to verify whether the very positive feedback heard from two families is shared more widely. Nor was it possible to confirm the assumption that positive changes are starting to occur in the communities from which Umzi Wethu graduates originate.

The main criteria and questions the evaluation team used to focus the evaluation were:

- **Impact:** Has the programme created a definable and meaningful impact in each of the four outcome areas expected by the programme?
- **Relevance:** How relevant is this type of programme given the context in the Eastern Cape, Southern Africa?
- **Effectiveness:** How effective are activities for producing the planned outcomes and impact at the goal level for both young men and young women?
- **Sustainable:** How sustainable will the benefits be for the graduates and their families? How sustainable is this type of programme for the Wilderness Foundation?
- **Replication:** What aspects of the programme can be replicated by other socially responsible agencies that are working in environments with similar conditions e.g. high rates of HIV/AIDS infection, high levels of economic poverty, high youth unemployment rates, etc.?
- **Efficiency:** Are the costs worth the benefits?

3. The structure of the report

The next section of this report provides a brief context of the Eastern Cape of South Africa. This is followed by an overview of the Wilderness Foundation of South Africa and the Umzi Wethu programme. Section 6 describes the main evaluation findings. It starts with a description of the Umzi Programme since its design in 2004 and 2005. Section six has a number of sub-sections with the first one describing the process for selecting Umzi Wethu students. This is followed by sub-sections on each of the four outcomes that Umzi Wethu is seeking to achieve. These outcomes are closely interrelated and describe the changes for the individual students in the programme in terms of wellness, conservation, social responsibility and economic well-being. In each of these sub-sections a brief description is provided of the student when they arrive, the activities that are carried out with them, the most important activities, and the

⁸ Please see Annex 3 for the names of all those who participated in the evaluation.

⁹ The quality of programme reports is very good, clearly presenting programme progress and achievements. Discussions with staff indicate that a 'culture of M&E' is well established.

immediate changes that are produced in relation to that outcome. The views of partners about Umzi Wethu are then presented in sub-section 6.6 and some challenges faced by the programme are then discussed. The final sections of the report present the main conclusions and recommendations.

4. The context

The Eastern Cape is one of nine Provinces in South Africa and economically it is one of the poorest. In the first quarter of 2010 unemployment in South Africa stood at 25.2% and in the Eastern Cape at 29.8%. In South Africa unemployment is highest amongst those aged 15 to 24 years old (Statistics South Africa, 2010). Research shows that currently, 74% of youth under the age of 24 cannot find work (Altman, 2010)

While there has been progress in the post apartheid period with the government of South Africa (GOSA) widening access to electricity, schooling, health care, social grants and jobs, widespread unemployment, reinforced by unequal ownership of assets and skills, has exacerbated inequality. A dual economy presently exists in which a large proportion of the black population lives in impoverished conditions and other parts of South African society live in 'first world' conditions (World Bank, 2010:3).

An additional strain on society is the continued high rates of HIV/AIDS particularly among the black population resulting in many people of working age dying young. In 2008, the HIV/AIDS rate in South Africa for the entire population was estimated at 12%. The prevalence of HIV in the Eastern Cape for the entire population was 11% and for those between 20 and 64 years old 20%, with 223 new infections and 120 deaths every day in the Eastern Cape due to HIV/AIDS. (Nicolay, N., 2008). At 23.2%, the Eastern Cape also has the highest proportion of orphans¹⁰ in South Africa (South African National HIV Prevalence, Incidence, Behaviour and Communication Survey, 2008).

The Umzi Wethu programme is in line with GOSA programmes that seek to address the many challenges described above. Particularly, the programme supports government efforts in the following areas: (i) more inclusive growth, especially employment creation; and (ii) skills development and enhanced quality of education (WB, 2010:5).

5. The Wilderness Foundation

The Wilderness Foundation was established in South Africa in 1972. It is '*a conservation organization that encourages, plans and manages wild lands and wilderness, uplifts the knowledge and lives of historically disadvantaged citizens, and stimulates an environmental ethos among current and future leaders*'. Recognizing that the protection and sustainability of wilderness and wild lands is dependent on socio-

¹⁰ Orphans are defined by the World Health Organization as children who have lost one or both partners.

political and economic conditions within a society, the Foundation integrates conservation, with social and education programmes.¹¹

Currently, the Foundation concentrates its efforts in four areas: innovative conservation and development; social intervention and job creation; advocacy and awareness; and experiential education on trail.¹² The Umzi Wethu programme is one of the Foundation's social intervention and job creation initiatives. The UW programme operates out of a separate office in Port Elizabeth and it is implemented by a team of sixteen staff including psychologists, teachers, administrators, housemothers and other programme assistants. In budgetary terms it represents around 20% of the Wilderness Foundation's work.

6. The evolution of the Umzi Wethu programme

During 2004 and 2005 the Wilderness Foundation held discussions with a wide number of civil society, government and private sector agencies concerned with the environmental, social, and economic development issues confronting the Eastern Cape.¹³ Concern within the Foundation was rising as the number of young people affected by HIV/AIDS and unemployment in the Eastern Cape continued to rise. In desperation to earn a living some young people were poaching in national and private game reserves or turning to crime.

During this period the Foundation hosted three multi-stakeholder workshops with interested agencies in the Eastern Cape. Their purpose was to design an initiative that would enable young people to earn a sustainable living. In addition, the Foundation commissioned a study by Rhodes University in 2005. The study showed that there was a real demand in the local eco-tourism industry for skilled workers. Using the ideas from the stakeholder workshops and the Rhodes University study, the Umzi Wethu approach was defined and a training centre established in Port Elizabeth to train vulnerable youth lacking skills to obtain a job. The programme was expected to play a role in closing the skill gaps faced in the South African eco-tourism and hospitality industry. In turn it was expected that this would increase tourism in the Eastern Cape. It focused on providing young people *'a hand up rather than a hand out'*.

The Umzi Wethu Academy in Port Elizabeth opened in April 2006. It focuses on training vulnerable youth for work in the hospitality sector. In July 2007 a multi-stakeholder workshop was held to plan for the opening of a second academy in rural Somerset East in April 2008. The academy in Somerset East trains field rangers and field guides for employment in private game reserves and national parks. Both academies can each accommodate twenty students a year.

¹¹A sister agency, the Wilderness Foundation UK was established in 1976. The two agencies share similar purposes and objectives and support one another in strategy development and fundraising. The Wilderness Foundation UK has been involved with the strategic development of the Umzi programme since its inception in 2004 and 2005.

¹² For further information on these different areas of work see the Foundation's website www.wildernessfoundation.org.

¹³ A timeline of major events and developments for the Umzi Wethu programme over the last five years is provided as Annex 4.

The goal of the Umzi Wethu (UW) programme is to *'enable vulnerable youth to sustain a livelihood in the formal eco-tourism and hospitality sector'*. It uses a holistic approach with four components: wellness, conservation, social responsibility and economic well-being. Between the two academies seven different groups of students have graduated¹⁴ and many of them are now working in hospitality and field ranger and field guiding jobs in the eco-tourism and hospitality sectors. Each year improvements are made to the programme based on feedback received from students and employers the previous year.

Over the course of the evaluation the staff of Umzi Wethu and the Wilderness Foundation began to articulate a long term vision for the programme. Their thinking is provided in the box on the right. This vision is a draft as staff want to discuss and get input from other stakeholders before it is finalized.

The sub-sections below provide brief summaries of each component of the programme and describe the differences the programme is

making for graduates, their families and communities. The division into sub-sections is an attempt to explain this complex holistic programme. The divisions are artificial as each part of the programme, including participant selection and partner participation, is important for ensuring the programme's overall success.

Draft vision

The vision that drives Umzi Wethu is of a world where all vulnerable youth have the opportunity to realise their dreams of earning a livelihood with dignity and becoming change agents within their communities and custodians of the natural environment. In pursuit of this vision over the long term the Wilderness Foundation endeavours to:

- Run and expand the operations, training, and job placement scope of its own academies.
- Support graduates to have their own businesses and to staff them with Umzi Wethu graduates.
- Develop Umzi Wethu associated socially and environmentally responsible businesses that will enable the academies to cover their operating costs.
- Enable graduates to generate positive change regarding HIV/AIDS and risk-taking behaviours in general in their communities, as well as demonstrating conservation ethics.
- By teaching positive role modelling, encourage graduates to influence a shift in behaviour from a welfare mindset to one of independence and personal responsibility in their communities.
- Visibly link environmental protection and social development objectives in the face of increasing natural resource decline and continued poverty by producing conservation leaders among Umzi Wethu graduates.
- Document the experience with graduates and use it to influence the Government of South Africa policies on youth development and training schemes.
- Demonstrate the power of practicing gender equity in all operations with real success stories of female students.
- Support the replication of training academies in other parts of South Africa and Africa that operate independently but are associated to the Wilderness Foundation through a mentoring relationship and set of shared values and performance standards.
- Support the establishment of academies in South Africa and other African countries that are experiencing the effects of the HIV/AIDS pandemic and other factors that lead to vulnerability and displacement.
- Utilize graduate successes to change perceptions in society of what vulnerable youth can achieve when given a chance, and change perceptions across the hospitality and conservation sectors so that they employ more skilled vulnerable youth.

¹⁴ Students have come from 12 different townships located around Port Elizabeth and Somerset East. Their employment is with 28 different employing partners in various parts of the Eastern Cape.

6.1 Participant selection

Candidates that apply to Umzi Wethu are often recommended by government social service agencies or NGOs that have programmes that address HIV/AIDS.¹⁵ These agencies identify, screen and often prepare candidates for interviews with Umzi Wethu staff. These agencies are aware of the criteria that the candidates must meet. The primary criteria are that candidates are vulnerable youth between the ages of 18-25 for the hospitality programme and 21-26 for the field ranging/guiding programme. Other criteria and the full selection process for candidates are described in the box below.

The student selection process is arduous both for Umzi Wethu staff and applicants. It takes the staff around four months to complete the selection process which assesses the physical, emotional and psychological suitability of each individual candidate. Such a rigorous selection process is important so that the programme can ensure that candidates succeed in completing the programme and enter into employment. Much is invested in each of the individuals that join Umzi Wethu and too much is lost, both for the individual involved and the programme, if a person drop outs mid-way through the programme.¹⁶

The backgrounds of the young people that are selected are similar. Most are living with either their grandmother or a single mother or have been adopted; many have lost parents or family members. Household income is very limited and often all household members are unemployed. Stress is high as the economic circumstances of families are uncertain as family members *'run around looking at ways to survive'*.

Some graduates interviewed reported that out of desperation they had even thought of stealing. Many of the graduates spoke of wanting to continue their education but due to the lack of money in the household they were unable to do so. Some were sitting at home, and others were doing volunteer work or odd jobs. They were uncertain about the future and themselves.

Although many of the students are affected by HIV/AIDS through death and illness in their families and communities, there are many other factors which contribute towards their 'vulnerability' including exposure to crime, gangs, poverty, substance abuse and other social problems. As such, Umzi Wethu is not identified as an HIV/AIDS programme to the communities and candidates, but rather as a holistic developmental programme for vulnerable youth.

Criteria and selection of candidates:

- 1) Personal references from key role players in the applicant's life, and home checks to verify applications.
- 2) Numeracy and literary skills tests that demonstrate competency and learning potential (aptitude); a requirement for nationally accredited (THETA) training programmes.
- 3) English language proficiency.
- 4) Testing showing drug-free.
- 5) Interviews ascertaining motivation, attitude and coping style, and ruling out certain severe psychological difficulties which would be untenable during the programme.
- 6) Review of each individual case concluding a certain degree of socio-economic vulnerability.
- 7) Acceptable school attendance and achievement records.
- 8) Commitment to conservation values, as demonstrated on a pre-selection wilderness trail.

¹⁵ For a detailed list of referral partners please see Annex 5.

¹⁶ For a more complete description of the selection process please see the Umzi Wethu Monitoring and Evaluation Report Umzi 6 and 7 Intakes, July 2010.

As of July 2010, 107 young people, 71 young men and 36 young women, have graduated from the programme. Of these, 88% are black, 11% coloured and 1% white. 56% of graduates are from urban settings and 44% from rural areas. In July 2010, thirty-six new students completed the selection process. These new students are just settling into their respective academies in Port Elizabeth and Somerset East.¹⁷

6.2 Wellness

The immediate outcome expected of the wellness activities is *'improved overall health and wellness (physical, psychological, social and spiritual) of students to enable them to be economically active and productive'*.

The profile of students upon arrival

New intakes of young men and women arrive in July each year. They are uncertain, shy and lack the self assurance that young people from more privileged backgrounds exhibit. However new students are resilient because they have had to overcome a lot of obstacles, though sometimes this has made them hard. *'Life has happened to them. Often they do not feel in control of their future or have any views on a long term career'* (staff). Rather the perception of new students is that they may have a short life because their life exposes them to dangers and risks such as crime and drugs. Funerals are a part of their on-going reality and students often attend funerals on weekends.

Wellness activities

Before arrival new students have completed a series of questionnaires. This is to understand their emotional status and personality. Using this information students are assigned to rooms which accommodate around four students each.¹⁸ Immediately they are assigned tasks as they are responsible for maintaining the residence and ensuring that it is kept clean. Tasks are assigned in rotation and both young men and women take turns cleaning dishes or toilets depending on the day. They do their own laundry and cook dinners together each evening. Throughout the year men and women are treated equally and any discomfort at being together and expecting men and women to conform to typical gender roles was reported by graduates to soon disappear.

Main activities promoting wellness

- On-going primary health care support services including access to medical professionals and tests for TB, HIV and STI's.
- Access to individual counselling services.
- Involvement in group counselling sessions once every two weeks to share and learn from others in the programme.
- Provision of individual mentoring support for all students at the Port Elizabeth Academy.
- Provision of life skills based on the unique requirements of each student group every two weeks. Life skills topics covered may include leadership, conflict management, dealing with grief, communications, HIV/AIDS awareness, and setting goals.

Rules and discipline are explained when students arrive and they sign an agreement to respect them. Rules are applied strictly and 5% of students have been dismissed since the programme started.

In both Port Elizabeth and Somerset East, graduates reported that all staff are supportive and caring. Staff described how they model appropriate behaviours and boundaries. For example they ensure that

¹⁷ Each academy can accommodate around 20 students each year. The annual intake depends on feedback from employers on the number of Umzi Wethu students they expect to be able to employ.

¹⁸ Both young men and women attend each academy. They are assigned rooms according to their gender. In all other ways they are treated equally.

confidentiality about student's backgrounds is respected, and that conflicts are resolved through negotiation. Often staff work in teams themselves to exhibit the importance of teamwork. The professional, gender and racial mix of staff also allows students to observe and learn that different types of people can equitably work together.

The most important wellness activities

All students praised this component of the programme and claimed it was the most important for bringing about personal changes in them. Most graduates went on to say that all parts of the wellness programme were important including the counselling, life skills sessions, and the mentoring support for changing their attitudes and behaviours. *'It opens your mind'* (2008 graduate).

While all reported improvements in specific skill areas such as cooking, knowledge of conservation, use of computers, ability to drive and speak English, these all seemed secondary to the personal transformation that they had experienced because of the combination of wellness activities. One graduate even recommended an increase in wellness activities, but then went on to say *'no part of the programme can be dropped or reduced'* (2010 graduate).

The immediate changes brought about by the wellness programme

All graduates when asked what difference this programme has made to you said that it *'transformed me'*, *'it changed my life'* and one said *'it cleaned us inside and prepared us to deal with the world out there'*. Most went on to say that *'I am now more self-confident'*, *'my ability to communicate with others has greatly improved'*, *'I know how to behave and interact with many different types of people'* and *'I can plan for the future and set goals'*. This personal change in their inner strengths was the change considered the most important by all graduates.

Mothers of students also reported seeing an *'incredible difference'* in their child. They spoke of them being *'better groomed'*, *'more motivated'*, *'respectful and emotionally stable'* and *'good cooks'*. They appreciate the Umzi programme and the opportunities it has afforded their child. In addition, employing partners reported that the Umzi Wethu graduates that they employ are *'independent and have a sense of purpose and self-worth'*. These views were echoed by staff who added that young people *'walk in with low esteem and walk out with positive self-esteem and confidence'*. *'Their values of self and others are rejuvenated'*.

6.3 Conservation

The immediate outcome expected of the conservation activities is *'improved student knowledge and respect for the environment through active engagement in conservation activities'*.

The profile of students upon arrival

Both urban and rural Umzi Wethu students have had limited access to the wilderness and the opportunity to learn about their natural environment. Some graduates spoke of not knowing or caring much about nature. Others spoke of being afraid of the dark, water and heights. One graduate said *'before coming to Umzi I had these images that conservation was just about these strange people running around in green uniforms trying to save the world but now I understand what conservation is all about'*.

Conservation activities

Wilderness plays an important role in the Umzi Wethu programme as students are introduced to wilderness, allowing them to reconnect with their roots, reconnect with themselves and derive emotional strength from the healing power of nature.

The introduction to wilderness starts during the selection process as all candidates for both the hospitality and field guide and ranger academies are taken on a trail into wild lands with the aim of sparking their interest and care for the natural environment. Led by a highly-qualified guide, leave-no-trace trails investigate conservation issues through discussion, covering: wildlife and their biology and vulnerability; the integral value of native flora and fauna; water shortages and the need to conserve and manage water supplies; preserving and caring for wild natural areas; and the problem of littering and pollution. While on trail all students, whether male or female, take turns performing tasks such as fetching water, making a fire, and keeping watch alone at night.¹⁹

Main activities promoting respect for conservation

- A pre-selection trail for all Umzi Wethu candidates of four days and three nights.
- Three trails for all students of four days and three nights, one per quarter.
- Evening discussions around the campfire to share life experiences.
- Solitaire or time alone at night from the second trail on to reflect on one's life and think of the future ahead.
- Feedback from students at the end of each trail to verify what they like and improvements needed. The trails programme is then improved accordingly.

Men and women only trails for students were introduced in 2010. This is for the second trail that hospitality students go on. It proved successful in strengthening their sense of being able to independently do tasks. For instance young men realized that they can cook without support from a woman and women realized they can build a fire without a man. *'Their sense of independence grew'* (staff).

The most important conservation activities

Students appreciated the trails saying *'you get peace of mind. It was quiet and an opportunity to smell fresh air'*. Also one said that during the discussions around the fire in the evenings chatting *'you learned how to counsel and comfort each other'*.

The immediate changes brought about by the conservation activities

Some graduates spontaneously spoke about the changes resulting from participation in conservation activities saying *'I am knowledgeable and disciplined about recycling of paper, bottles and other waste. I am careful about the use of water and I am slowly trying to influence my friends about these issues'*. A few spoke of previously being afraid of the dark with one saying that *'the trials helped me face my fear of the dark and overcome it. I now use darkness to help plan my goals'*.

¹⁹ Practical training in nature for the field guiding/ranging programme is discussed in more detail in section 6.5.

Other graduates when prompted about the conservation component of the programme said that the trails and discussions in the wilderness had increased their knowledge of conservation and their respect for nature. *'I gained a love for nature'*.

6.4 Social responsibility

The immediate outcome expected is that *'graduates become socially responsible and contribute meaningfully to improve the communities they live in'*.

The profile of students upon arrival

Some of the graduates interviewed reported that before they came to the Umzi programme they were doing some volunteer work. One had even been a volunteer at the Wilderness Foundation, leading Pride trails before coming to the Somerset East Academy. Other graduates were not doing much in their neighbourhood as many of them were busy caring for the elderly and the young within their own families.

Activities to promote social responsibility

In 2008 the programme introduced community outreach activities to ensure students develop the practice of giving back to their communities. This part of the programme has since evolved quickly. The first activity was the introduction of peer education sessions as part of the life skills programme. Umzi students were then required to participate in at least one Pride Trail. During the trail they are expected to act as peer educators and share their own life experiences with the young people that they accompany on the trail. In Somerset East the Umzi students also lead Pride trails as guides.

Pride is a separate Wilderness Foundation programme. It provides young urban people from disadvantaged neighbourhoods the opportunity to access wilderness areas and learn about their natural environment. Each year over 4,000 youths participate in the fully funded one-day Pride outing in the wilderness.

In Somerset East, Pride was introduced from 2008. Since then, Umzi students have acted as peer educators or field guides during Pride trails with 500 school children from five high schools. In the Uitenhage Port Elizabeth area Pride was also introduced in 2008. Since then, Umzi students have acted as peer educators during Pride trails with 475 school children from fourteen high schools.

Main activities promoting social responsibility

- All students are trained as peer educators.
- All students are required to be peer educators in Pride Trails.
- All students are trained and facilitate Grassroots Soccer courses.

A new activity introduced in 2009 in Somerset East is the partnership with Grassroots Soccer (GRS).²⁰ This partnership equipped UW students to run the Skillz programme (developed and supported by GRS)

²⁰ Grassroots Soccer was developed in Zimbabwe in 2002 by former professional soccer players. It is now a fully registered charity working in Zimbabwe, Zambia and South Africa to prevent HIV/AIDS. Its interactive soccer themed HIV prevention programme is called Skillz. For more information see <http://www.grassrootsoccer.org>.

for grade seven learners from five schools in the Somerset East area. The Skillz programme involves peer education through physical activities with soccer metaphors used to communicate key messages. These peer education sessions are held once a week for 8 weeks and at the end of the programme participants receive a completion certificate at a graduation celebration. Somerset East staff reported that teachers have sent *'brilliant letters on how the programme has changed the attitudes of students both about schooling and HIV/AIDS'*. To date 260 grade seven learners have completed the course.

In 2010 Umzi Wethu students in both academies are being trained to facilitate Grassroots Soccer courses. The core curriculum was developed by Grassroots Soccer and is based on the principle that children learn best from role models they respect. The interactive curriculum provides a safe and nurturing environment in which to convey facts about risky behaviours, building support networks, understanding and accessing testing and treatment as well as an understanding of the ways that silence, stigma, discrimination, and gender inequality drive the HIV/AIDS epidemic.

The most important activities promoting social responsibility

The graduates we spoke to during this evaluation said little about the activities they were involved with to promote social responsibility. However, student's written comments made in their end of year annual evaluation form indicates that they enjoy these activities and believe they are of value to young people. Written comments from different 2010 graduates are noted here. *'I really enjoy Pride; because it helps the community by teaching young school kids how important it is to conserve and it teaches them more about nature'*. *'It was great working with those kids as I could see that I was an ambassador of HIV/AIDS and made kids make wise decisions about it'*. *'Grassroots makes me make my move amongst the youth of today, to openly speak to them about HIV and AIDS and how it affects lives'*. *'It (GRS) made me proud of myself knowing that I am taking part in changing the lives and preparing a good future for the kids. I felt like a role model'*.

The immediate changes brought about by social responsibility activities

One Umzi graduate said the Umzi programme *'encouraged us to give back to our communities'*. For some the community outreach activities they engaged in had helped them to build their confidence in dealing with other people as peer educators.

A third of the graduates interviewed reported that they often gave motivational talks at their churches or neighbourhood schools so that others would *'learn that there is more to life'*. Also most of the graduates said they were seen as role models in their communities and that they did try to positively influence their peers to stay in school, off drugs and out of crime. However some recent graduates from two different communities noted jealousy of their achievements within their community.

6.5 Economic well-being

The immediate outcome expected is that *'graduates attain a level of sustainable financial independence and stability upon graduation and beyond'*.

The economic profile of students upon arrival

Before coming to Umzi Wethu students were either working in part-time, low paid unskilled jobs with little job security or, sitting at home uncertain about their job prospects. Many were living in crowded conditions often with one or both parents deceased and having dealt with multiple bereavements. There was very little income as families often relied solely on government grant money to survive. Stress due to uncertain household finances was mentioned by many graduates as a reality in their home.

When asked where they would be now if they had not completed the Umzi Wethu programme:

- 6 said they would probably be working in unskilled jobs.
- 4 said they would be sitting at home uncertain about the future; stressed and trying to find work.
- 1 said they would be sitting at home or in jail.
- 1 said they would be in jail or dead.

As noted earlier, many of the graduates spoke of wanting to continue their education but due to the lack of money in the household they were unable to do so. Some were sitting at home, and others were doing volunteer work or odd jobs. They were uncertain about the future and themselves.

Activities to promote economic well-being

The African Global Skills Academy (AGSA) provides Umzi Wethu students with an accredited Skills Development Programme registered with the Tourism, Hospitality & Sports Education and Training Authority (THETA). By contracting with AGSA, Umzi Wethu gives each student the opportunity to earn a THETA accredited National Certificate qualifying them for a skilled job in a game reserve, national park or hospitality establishment.

The Port Elizabeth Hospitality programme ensures that students graduate with a National Certificate in Professional Cookery (NQF 4) and a Certificate in Table Attendance (NQF2).²¹ Student's time at the academy is spent either learning the theoretical foundations in the classroom under the guidance of the programme's qualified facilitator or gaining valuable practical work experience in the on-site Conynghams Coffee Shop and Ray Mhlaba Conference Centre. Extra specialised training is provided in a wide variety of related topics such as in 5 star restaurant service to broaden the student's practical experience and better equip them for entry into the work place. Students are also assisted to find casual work opportunities in related fields, such as in catering and banqueting, in order to further develop their practical skills.

Main activities promoting economic well-being

- Accredited skills training and certification.
- Practical work experience.
- Practice in interviewing with employers.
- Support in employment or internship placement.
- Advice and support for two years after graduation in order to stay employed.

The Field Ranger group qualify with a NQF 2 level qualification in Conservation Resource Guardianship, a First Aid Certificate, and a Rifle Competency Certificate. The Field Guiding group qualify with a FAGSA Level 1, NQF 2 Level qualification in Natural Resource Guardianship, a First Aid Certificate, and a Rifle

²¹ The National Qualifications Framework (NQF) is a comprehensive system approved by the Minister of Education in South Africa for the classification, registration, publication and articulation of quality-assured national qualifications.

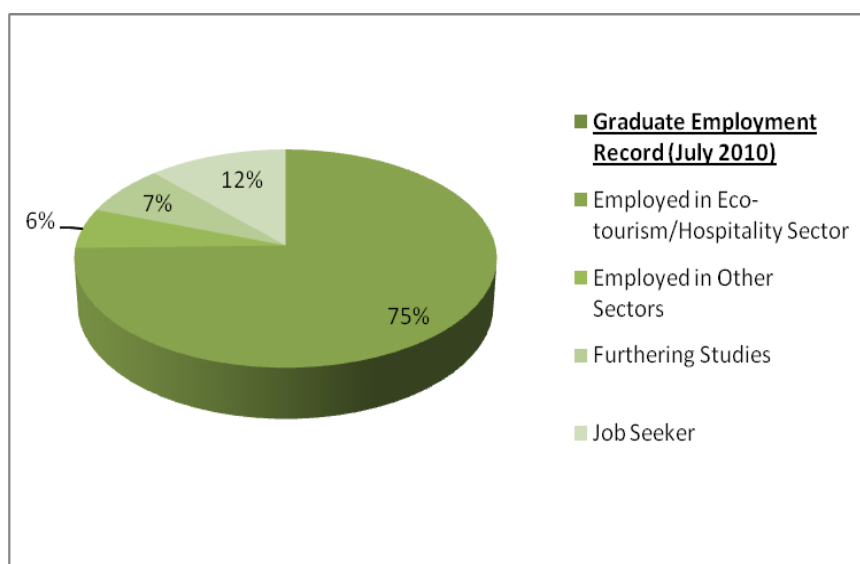
Certificate, and a Code 8 driver's license. Field Ranging and Guiding students spend half of their training time out in nature learning the values of conservation and fundamentals such as plant and animal species and various techniques, for example, how to remove invasive plants that endanger the ecosystem.

Once students have completed the training programme, their job aptitude and skills are assessed. They are also given an overview of their potential employers and asked to list their preferences. In some cases, students have an opportunity to visit their future job sites. The location of the job placement is also taken into account. Graduates from a particular area of the Eastern Cape are encouraged by Umzi Wethu coordinators to return to their area and use their training and life skills to benefit their communities.

Umzi Wethu staff meet with employing partners often to verify the training and skills requirements they have of Umzi Wethu graduates. In addition, the Umzi staff and employers work together to ensure each student is placed according to their skills, abilities and temperament. Students are also interviewed individually by each prospective employer. All of the information is assembled, and final job placements are decided by the employers. As such, student placements are always done on merit with the employer having the final say having interviewed a group of Umzi students. To date, 97% of graduates have been placed in a first job by Umzi Wethu. In some instances internships are created for graduates to gain essential experience.

As shown in the graph, current statistics for the seventy Umzi Wethu graduates of the 2007, 2008 and 2009 classes are:

81% of graduates are employed with 75% in eco-tourism and hospitality and 6% in other sectors, 7% of graduates are furthering their studies and 12% are job seekers. Many employed graduates have also been promoted and some are already in management positions.²²



The most important activities promoting economic well being

There are many important elements to this component of the programme. One is that all graduates leave with recognized professional qualifications. As one student proudly stated '*I now have seven certificates*'. Another is that the programme identifies potential employers and prepares graduates for interviews with them. In addition the programme periodically follows up with graduates for two years after they leave the academy to see how they are doing. Should the need arise programme staff provide advice and

²² These figures are for the 70 people that graduated from Umzi from 2007 through 2009. The 37 people that graduated in July 2010 are all currently involved in interviews. The Umzi staff are confident that these graduates will all be employed or get an internship.

support to graduates to remain in employment and or pursue other work positions with other employers. For these reasons the majority of graduates are able to access full time employment in skilled positions from which they receive a steady income with which to support their families.

The immediate changes brought about by economic development activities

The impact on graduates of having a permanent job and earning a salary is significant both for the graduate and their family. In South African Black culture, children provide a part of their income to their families in order to support them financially. All the graduates we spoke to said they are or, they will be breadwinners in their family so that their family will be better off financially. Some reported that this will reduce the stress of generating a livelihood on other family members.

Most graduates, without prompting, spoke about how much they loved their job and their passion for the work that they are now doing. Some graduates had been promoted and were taking on more responsibility at work and one graduate spoke about starting their own business, in time. Many graduates had set goals or had dreams to either further their studies in their chosen field or were exploring continuing their studies in the future.

Family members also reported that they knew that their child would assist the family financially because they will be employed soon.²³ They said that they are willing to support their child and assist them in finding employment by *'buying newspapers with job advertisements and providing bus fares for them to go to interviews'*. Partners also recognized that the impact on the family of having a family member in steady employment in a skilled job will be great.

Graduates want the programme to continue and offer it some support

Graduates interviewed were surprised when asked whether the programme should continue and all recommended it do so because *'there are many vulnerable youth that could benefit from this programme'*. All of them offered to provide some support to ensure programme continuation. This included briefing new students and providing practical training to new students in their areas of expertise such as cooking, driving or field guiding. Three graduates said that once the financial situation in their family is stable, they would like to support Umzi financially. One said that in future they would like to be a mentor to a new student.

Recommendations of graduates

When invited to make programme recommendations, most graduates said the programme is fine the way it is. Some did offer recommendations which are described below.²⁴

- Four recommended that the amount of practical training experience be increased.
- Two recommended that the number of women in the conservation section of the programme be increased.
- Other recommendations noted by one graduate only were:
 - Keep the circle of support going across the graduates.
 - Continue to focus on vulnerable youth and involve communities more in discussions on selection.
 - Extend Umzi to more places.
 - Increase wellness activities.

²³ Both families interviewed were of recent graduates.

²⁴ During the evaluation Umzi staff described how they continue to address all these recommendations.

- Set study times for working on assignments.
- Be stricter and ensure discipline is maintained with students. Don't give in to all their demands.
- Ensure that strict confidentiality of students/graduates personal issues is maintained.

6.6 Partner views of the programme

There are three main partners for the programme. They are selection partners which include government agencies and NGOs; employing partners which include private businesses and government parks; and training providers that provide services at a cost. All three types of partners reported that their relationship and communications with Umzi Wethu is good and they felt able to call up and make a suggestion or ask a question and they would get a response.

Partners said the programme is a success

The majority of partners spoke of how they were involved in the initial programme design and said that the detailed planning process with multiple stakeholders and community leaders prior to programme start up had ensured the programme's success. All spoke of various aspects of the programme that they liked with the comment made most often being that *'the programme is growing, changing, learning from experience and using a holistic approach to work with vulnerable youth'*.

Programme strengths noted by partners

- The ability to produce graduates that many agencies want to employ.
- Graduates get support to cope well in the job and at home.
- Some graduates are advancing quickly into higher level job positions.
- *'Umzi Wethu is producing mentors, trainers and future community leaders'*

Three different types of partners noted that the financial cost of the programme is high but they all said it was justified given the high social return or impact the programme is making. They noted that the programme is producing competent and self assured graduates and that with a stable job these graduates are supporting their families and encouraging their siblings to stay in school and strive for a career in life.

Partners acknowledge that they gain from engaging with Umzi Wethu

The main benefit for employing partners is that Umzi Wethu provides them an easy source from which to get skilled employees. In addition engagement with Umzi Wethu helps them to meet their social responsibility requirements of employing Black youth and providing them opportunities to advance further up the career ladder.

The benefit for the NGO partners that identify Umzi candidates is that the programme enables them to provide opportunities for young people from the communities in which they work. This they welcomed because their programmes often only focus on children up to eighteen years of age. In addition one partner reported that they invite Umzi Wethu graduates to speak at various functions and that graduates are always willing to accommodate such requests. One selection partner also reported that *'Graduates*

go back to primary and high schools in their communities to give talks with children that provide children hope for their future'. This was welcomed by the NGO.

Partners want the programme to continue and offer it some support

All partners currently involved in the Umzi Wethu programme want the programme to continue and they are willing to be involved. Employing partners reported that they are willing to:

- Continue to provide employment or internship opportunities.
- Provide practical experience for students or, allow use of their facilities for practical training purposes.
- One partner said they would serve as an ambassador and speak to private sector peers about the benefits of employing Umzi Graduates.

In addition, two partners currently without businesses said they would employ Umzi graduates if they ever set up their own businesses. This provides an indication of the high esteem they have for Umzi graduates.

Recommendations from partners

Growth: Everyone recommended that ways to expand and roll out the programme be developed with this happening both within the current employment areas and some said in other employment areas such as the artisan and agricultural sectors. On ways to support the growth of Umzi Wethu:

- Four recommended that government and the private sector be encouraged to be more involved.
- One recommended that the community be encouraged to be more involved.
- One recommended that the programme get better known so that it is easy for it to get support.

Monitoring and evaluation: four recommended that Umzi continue to monitor and evaluate impact and asked that outcome reports on graduates be provided to them. In addition one recommended that Umzi start to measure the social return of programme investment.

Better trained students: all employing partners had recommendations on areas in which to better train students. These included more practical training of hospitality students on restaurant work; driving code 10 licenses and more practical experience for field guides; and increased computer and job application skills development for all graduates.

6.7 Some challenges

Government collaboration: The Umzi Wethu programme remains well connected to government social service offices in various parts of the Eastern Cape. The department helped to conceptualize the programme and continues to recommend vulnerable youth. In 2009 the Cacadu District municipality, for the first time, provided six scholarships for Umzi Wethu students. These scholarships are under review. They may be renewed though such processes often take time due to the on-going staff changes in most GOSA offices.

Umzi Wethu has also applied to the National Skills Fund for funding support but was advised that it must be an accredited institution and graduating hundreds of students to qualify for funds. In Somerset East

government has provided facilities for the field guide/rangers academy. In addition, programme staff continue to invite government staff to visit the academies and see how they work in order to share their practice and possibly influence GOSA's policies on youth training and development. However, uptake of this invitation has so far been low. While staff plan to continue to encourage greater support of the programme by the GOSA, the process is expected to take time.

Coverage: The number of young people reached so far is small. However, the success rate for graduation is high²⁵ with the majority of graduates going into gainful employment. These graduates serve as examples for their peers and they are beginning to provide financial stability for their families. As the numbers that can be served each year are few, it has required diligent selection of participants. This, the Umzi Wethu team has done well working with partners to select vulnerable young people who show interest in the eco-tourism and hospitality sectors plus a commitment to work hard to complete the training. It is largely because of this rigorous selection process and the quality of the training and support provided to students that 91% have graduated from the programme.

Once the latest group of graduates²⁶ are in jobs, the total in employment will be at least 91 people, with a five others furthering their studies and eight seeking employment. It is expected that all graduates in employment will support their families financially bringing the total number of people significantly benefiting from the programme to around 535 people²⁷. In addition, Umzi students act as peer educators in Pride and facilitate Grassroots Soccer courses. These two outreach activities reach around 1000 school children annually. There are wider social benefits of having vulnerable youth from townships complete the Umzi programme and enter skilled and respected jobs and professions though these benefits are less tangible and more difficult to measure e.g. as providers of hope and inspiration. However, in a few years time, it should be possible to verify how Umzi graduates are perceived in their communities and better understand the type of coverage and community impact the programme is achieving.²⁸

Dependence on external donors: The programme has depended on external donors. Fortunately, the support has been forthcoming. Recognizing that this may not always be the case, UW is planning to develop profit generating businesses that can help to cover operating costs though staff know that the creation of profit making ventures will take time.

Engagement with families: Over the last five years the programme has focused on the young person. The involvement of their families was limited to their participation in the student's graduation. Over the last two years, Umzi Wethu has increased its direct contact with the families of students. Umzi staff from each academy visit each family individually in order to assess the basic needs and ensure that families are connected to the relevant social services in their areas. More recently a new approach to family

²⁵ As of 2010, a total of 118 students entered the programme and 107 graduated or, 91%.

²⁶ In July 2010, 37 people graduated and are in the process of completing job interviews.

²⁷ The estimated household size in the Eastern Cape is five people.

²⁸ It would have been premature to have tried to verify the wider community benefits earlier as not enough graduates were in employment and engaging with their communities. As this number increases it should be possible to do so though a process for verification will need to be designed.

engagement has been established. This involves groups of parents of current students gathering together in a central venue with key programme staff. These group meetings allow parents to connect with other parents as well as to get valuable feedback and input from programme staff. It is this group approach which will be continued into the future; ensuring that the views of families can help inform the development of the Umzi programme in future.

7. Conclusions

The conclusions are based on all the evidence gathered both from documents, and interviews and workshops with external stakeholders and staff. The conclusions relate to six criteria: relevance, effectiveness, coordination, efficiency, sustainability, replicability and immediate impact of the programme.

The Umzi Wethu programme is relevant.

The need for programmes that work with vulnerable youth to ensure that they have a sustainable positive livelihood for their future is great. At present the youth unemployment rate in South Africa is 74%. HIV/AIDS rates remain high, affecting many households and putting strain on family resources. While youth from many such households want to further their education beyond secondary levels, the opportunities to do so are small. Rather, the environment in which many of them live leads some youth to fall into a life of crime, gangs, drugs, drink and prostitution.

While there are youth training schemes being run by government and other civil society agencies, most only focus on either technical skills development or life skills development. Few programmes provide a holistic approach that will ensure that the person maintains a positive and successful career path and remains positively connected to their community and the natural environment.

The Umzi Wethu programme is effective at bringing about positive and profound change.

Feedback from all stakeholder groups, including graduates and staff, is that the programme is succeeding in achieving its goal. Currently 107 young people have graduated or 91% of those who entered the programme. Of the 70 young people that graduated from 2007 to 2009:

- 97% of them were successfully placed by Umzi Wethu in internships and jobs after graduation.
- 81% of these graduates are still employed in full-time positions and providing a livelihood for themselves and their families.
- 7% of these graduates are furthering their studies.
- 12% are seeking work.

Youth graduate with both personal and professional skills and maturity. This enables them to be employed in skilled jobs in the hospitality and eco-tourism sectors. Such employment changes their lives for the better and some of those employed are already moving into management positions or pursuing further education. The outcomes set by the programme in terms of improvements in a graduate's overall well-being; knowledge and respect for conservation, and economic well-being are all being achieved.

There was less evidence related to achievement on the social responsibility outcome, which was only introduced into the programme in 2008. However, some graduates reported ways that they are giving back to their community such as by mentoring and talking with young people in schools.

Collaboration with partners is effective.

All selection, employment and training partners report that there is effective collaboration. Most were involved in the initial feasibility and planning of the programme. They spoke positively about the relationship they have with the Umzi Wethu team and said they could call and discuss issues when the need arises. All want to continue to be involved with the programme in the future. While programme engagement with student's families and communities was limited in the past, the Umzi Wethu team is developing ways to strengthen these relationships now that the programme has matured. In addition, the staff feels that with the maturity of the programme it is timely to try and influence South African government youth development and training policies.

Changes brought about by the programme are expected to be sustained.

It is expected that the depth of personal change brought about in those completing the programme will be sustained well into the future. In terms of employment, the programme assists graduates to find a job and monitors them for two years after graduation, providing them with support during that period if difficulties occur. The team knows that the true test of success of the approach will be whether the graduates stay in employment over the long term, with some moving into higher management positions and continuing education. Such achievements are starting to happen and all graduates we interviewed have long term goals they are striving towards.

The Wilderness Foundation has multiple sources of funding for the Umzi Wethu programme. It is committed to fully supporting the programme over the coming years and hopes that the evaluation findings on impact will inspire others to support this effort as the social returns from this programme in the Eastern Cape are high. With the Umzi Wethu approach now fully developed, the team is ready to develop a strategy for sustainability that defines ways for them to add profit making sections that will help to cover more of the programme's operational costs and employ some graduates in the future.²⁹

The UW approach is worth replicating.

Given the impact and the need for such youth development programmes, it is definitely worthwhile to replicate the Umzi Wethu approach in other parts of South Africa and beyond. However, it would be important to replicate all aspects of the programme from the selection process, through the personal and skill development processes, community outreach activities, the wilderness trails, and the job placement and support phase. In addition it is important to provide students with residential accommodation while in training. This provides them a safe environment, away from risks and stress which they may confront if they remain in their communities during the one year period of the programme.

The efficiency is significant; the programme is well-worth the investment.

The financial cost of selecting, training and placing a graduate in a job is well worth the investment. There are huge social returns as graduates are confident, employable, and help their families financially

²⁹ In 2009 Umzi Wethu established a catering unit that currently employs 3 graduates and generates income that covers some operational costs.

and psychologically (this is in terms of pride and reduction of stress because there is someone in the household with a steady job and income). The costs are low in comparison to other programmes. For example it currently costs R70, 000 for each person to complete the programme and be employed whereas it costs R130, 000 for the government of South Africa (GOSA) to keep a youth in jail for a year.³⁰ Instead, an Umzi Wethu graduate is expected to be employed for many years and generate an income within the first two years of their employment of at least R60, 000.³¹

The immediate impacts of the programme are positive.

Graduates described the immediate impacts of participating in the Umzi Wethu programme. Many of the impacts cited are those intended by the programme. The most significant changes were the growth in graduate confidence, maturity and leadership skills. These personal and professional skill developments have enabled graduates to enter sustainable employment. This is leading to immediate impacts on the family in terms of increased income, pride and ambition. We assume that these changes are producing positive effects in the communities but due to time constraints the team did not verify them especially as it may be too early to do so. We assume that the impact in the communities of having an Umzi graduate in their midst are positive especially if graduates return to their communities as peer educators³² bringing motivation and hope to their peers and younger siblings.

A positive unintended impact is that the programme is changing attitudes and mindsets about gender roles of both the young men and young women involved. There were no other unintended impacts identified.

8. Recommendations

The recommendations presented here are those prioritized with the Wilderness Foundation senior management team and endorsed by the independent evaluator.

Strategy: Develop a strategic plan with stakeholders that define ways of expanding the programme so that a greater number of vulnerable youth are reached in South Africa and in other African countries. Within the strategy, define ways to increase the number of selection and employing partners that participate, and define ways to ensure their engagement over the long term.

Financial sustainability: As part of the strategy, develop plans that can ensure the long term financial sustainability of the programme and increase employment opportunities for the youth who complete the Umzi Wethu programme.

Communications: Better communicate the full scope of the programme to all stakeholders. This includes selection and employing partners as well as families of graduates. In particular, provide reports to selection partners on the graduation and employment success rates of the candidates they recommend.

³⁰ During an interview the evaluation team was informed that it costs a government economic development agency a million Rand to create a skilled job in the Eastern Cape.

³¹ At the time of writing the exchange rate was R7.30 to US\$1 making the cost of the programme for one student US\$9,589.

³² Training of Umzi Wethu students as peer educators was introduced in 2008.

For families, provide them sufficient information so that, if they wish, they can support their child during their year with Umzi Wethu and after.

Community involvement: Strengthen the involvement of graduates, families and their community in the programme.

Replication: Identify agencies that want to replicate the Umzi Wethu approach and help them to conduct a feasibility study on programme establishment.³³ In addition, extend this Wilderness Foundation programme into the most marginalised communities in the Eastern Cape.

Employment sectors: Complete a feasibility study to identify other employment sectors that need skilled employees and businesses that would be willing to collaborate with Umzi Wethu in ensuring that graduates are employed or have access to internships.

Monitoring and evaluation: Start developing case studies or social histories with interested graduates that describe the transformation and experience for them from the time before they entered the academy through their first year of employment. Use these studies to communicate the value of the programme to funders and to influence South African government policies on youth training and development programmes.

Work with some of the selection partners to set up a system to measure the social returns of the programme for graduates and families. Within the process identify ways to assess the benefits for the wider community of having Umzi Wethu graduates in their midst.

Periodically complete an impact evaluation to verify the changes taking place, positive and negative, intended and unintended.

³³ Such a process is already underway with a partner in Cape Town.

Annexes

Annex 1: Terms of Reference

Terms of Reference for an evaluation of the Wilderness Foundation's Umzi Wethu Programme (14 July 2010)

1. Background

Southern Africa is experiencing an increasing number of HIV/AIDS related deaths, and an associated growth in the number of orphans and vulnerable youth. The Wilderness Foundation has developed a dynamic model called the "Umzi Wethu Training Academy for Vulnerable Youth," relying on the economic promise of eco-tourism to tackle the cycle of poverty and HIV/AIDS head on with skills development and job placement among some of the most vulnerable members of society, youth on the verge of adulthood. Umzi Wethu targets youth that show resilience and ambition, but despair of opportunities to support their households and transforms them into highly employable young adults.

The Umzi Wethu model was initiated by the Wilderness Foundation following a feasibility study and was put into practice with the opening of the founding Umzi Wethu Academy training in hospitality in Port Elizabeth in April 2006 and the launching of the field ranger academy in rural Somerset East in March 2008, both in the Eastern Cape Province, South Africa. The first intakes have graduated successfully and been placed in secure, well-paying hospitality and field ranger jobs on game reserves, hotels, guest houses and restaurants.

As of mid-July 2010 the number of Umzi Wethu programme graduates is 71 young men and 36 young women, a total of 107 people. Of this number, 37 are just graduating in July 2010 and are being provided support to find suitable employment. Of the 70 students that have graduated in previous years, Umzi Wethu successfully assisted 68 graduates to find employment. Currently, 50 graduates are employed in the eco-tourism and hospitality sector and 4 are employed in other sectors outside the ecotourism and hospitality sectors, 8 graduates are job seekers, 5 graduates currently furthering their studies and 3 graduates are deceased.

The donors that have financially supported the programme include: Abax Foundation (SA); BlueKey Software Solutions, SA ; BOE(Hans Hoheisen Charitable Trust); Bruce Rodney & Valerie Southgate, US; Cacadu District Municipality, SA; Chris & Sharon Oliver, UK; DG Murray Trust ; Eastern Cape Provincial Government; ELMA Philanthropies Services (Africa); Ford Foundation; Haberdashers' Company, UK; Joron Charitable Trust, UK; Mai Family Foundation, US; Mayibuye Ndlovu Development Trust, SA; Olive Leaf Foundation, SA; Oxfam Australia; Rand Merchant Bank; Rio Tinto Alcan; Minette Minnaar, SA; Nick Lapham; Peter Davidson, UK; Rand Merchant Bank Fund, SA; Rockefeller Brothers Fund, US; Rufford Maurice Laing Foundation, UK; West Family Foundation, US and Volkswagen of SA (Pty) Ltd.

Other stakeholders that are engaged and contribute to the success of this programme are volunteers who provide individual mentoring support to students; employing partners; the Eastern Cape Aids Council; Eastern Cape Provincial Government; the Endangered Wildlife Trust; International Conservation Caucus Foundation (ICCF); loveLife; the Nelson Mandela Metropolitan University; Siyathetha

Communications; Siya Sebenza; Umzingisi Foundation; The WILD Foundation; Ubuntu Education Fund; Usiko Rites of Passage; University of the Western Cape; Wilderness Foundation United Kingdom; Wilderness Leadership School; Olive Leaf Foundation; Oxfam – Joint Oxfam HIV/Aids Programme (JOHAP); Blue Crane Route Municipality/Blue Crane Development Agency; Eastern Province Child & Youth Care Centre; Ray Mhlaba Training Centre; Conynghams Coffee Shop; African Global Skills Academy (AGSA); Grassroots Soccer and Dulce Group.

2. Evaluation timeframe and purpose

The Wilderness Foundation is commissioning an independent evaluation of the Umzi Wethu programme. The evaluation will be for the period April 2006 through July 15th, 2010. The purpose of the evaluation is to understand how effective the programme is in achieving its goal. The goal of the programme is to *'enable vulnerable youth to sustain a livelihood in the formal eco-tourism and hospitality sector'*. The immediate outcomes expected to achieve this goal are:

- 1) Wellness: Improve overall health and wellness (physical, psychological, social and spiritual) of students to enable them to be economically active and productive.
- 2) Conservation: Improve knowledge and build respect of students for the environment through active engagement in conservation.
- 3) Social responsibility: Umzi Wethu students and graduates are socially responsible and contribute meaningfully to improve the communities they live in.
- 4) Economic: Umzi Wethu graduates attain a level of sustainable financial independence and stability upon graduation and beyond.

The criteria to be used and the main questions to be answered by the evaluation are:

Impact: Has the programme created a definable and meaningful impact in each of the four outcome areas described above? What difference has the programme made to participants, their families and communities?

Relevance: How relevant is this type of programme given the context in the Eastern Cape, Southern Africa?

Effectiveness: How effective are activities for producing the planned outcomes and impact at the goal level for both young men and young women?

Sustainable: How sustainable will the benefits be for the graduates and their families? How sustainable is this type of programme for the Wilderness Foundation?

Replication: What aspects of the programme can be replicated by other socially responsible agencies that are working in environments with similar conditions e.g. high rates of HIV/AIDS infection, high levels of economic poverty, high unemployment rates, etc.?

3. The evaluation approach

This will be a utilization focused evaluation³⁴ that applies an appreciative approach.³⁵ The **primary users of the evaluation are expected to be the:**

- Umzi Wethu staff that are managing and implementing the programme that will use this evaluation to confirm programme results and understand any improvements needed.
- Wilderness Foundation staff in South Africa, UK and the USA to share learnings with other agencies.
- Stakeholders in South Africa include the ELMA Philanthropies Services (Africa), Oxfam Australia, the Ford Foundation and potential rollout partners.

4. The methods and sampling

The methods that will be used include a document review, focus group discussions (FGD) and semi-structured interviews with key informants.

A detailed monitoring and evaluation framework is in place. Baseline data on graduates is available for the Umzi 5 intake students onwards, when the monitoring & evaluation coordinator was appointed. Data on previous intakes focuses predominantly on employment statistics. Monitoring and evaluation reports are completed annually at graduation for each intake assessing short- to medium-term impact and annually in the February of each year assessing long-term impact.

Existing documentation will provide the quantitative information needed for the evaluation. The evaluation team is expected to review these documents and draw out essential quantitative information needed for the evaluation. This information will include cumulative data against each of the outcome level indicators as set out in the monitoring and evaluation plan.³⁶ This quantitative information will be complemented by the qualitative information obtained from FGDs and interviews.

Due to constraints of time, funding and distances a convenience sample has been chosen. The sample includes: 6-students and 6graduates (3 male and 3 female graduates, 4 male and 2 female students so that a gender analysis can be completed, as it is important for Umzi Wethu to ensure gender equality in all activities). Other stakeholders to be interviewed are staff of the Wilderness Foundation and the Umzi Wethu programme, employers, government officials and partner organisations.

5. The evaluation team

The evaluation team will be composed of an independent external evaluator, the team leader, and the staff member of Umzi Wethu responsible for monitoring and evaluation, Erica Alma- Ferrey. The team will be expected to work together throughout the evaluation process and agree working norms and the evaluation standards they will use prior to beginning the work. The proposed evaluation standards to follow are: usefulness to those involved and the commissioning agent, independence, credibility, respect

³⁴ A utilization focused evaluation follows the principles as developed by Michael Quinn Patton, see his UFE 4th edition, 2008.

³⁵ An appreciative approach focuses on what is working, the successes, and the improvements needed.

³⁶ The monitoring framework has only been finalised recently and so data for the first 4 intakes is limited.

for the confidentiality and the rights and welfare of participants, and quality assurance of the process which includes providing stakeholders the opportunity to comment on findings, conclusions and recommendations.³⁷

6. Accountability

The commissioning manager for this evaluation is **Andrew Muir the executive director of the Wilderness Foundation**. The commissioning manager will chair an evaluation steering committee of two. The committee will be **Pinky Kondlo and Erica Alma-Ferrey**). The evaluation team will be accountable to the steering committee for the evaluation work that it carries out.

The steering committee purpose is to ensure that the evaluation meets the needs of the Wilderness Foundation. In order to ensure this the committee is requested to

- review and agree the terms of reference
- review and agree the questions that will be used in the FGDs and interviews with the various informants and the list of stakeholders that will be interviewed
- participate in a final workshop to agree the findings, conclusions and recommendations
- Review, comment and approve the draft evaluation report.

7. Outputs and deliverables

The team leader is expected to work with the M&E coordinator and

- complete an initial document review and draft questions for use with different informants by July 14
- carry out the field work in Eastern Cape Province from July 19th to 22nd
- complete the data tabulation and analysis on July 23-25
- Facilitate a staff workshop on July 26th to review findings, conclusions and recommendations
- Provide an initial draft report on July 30th
- Complete the report between August 10th and 12th.

8. The report

The evaluation team will produce a report that can be use by the Wilderness Foundation and shared with others. It should be succinct and not exceed 25 pages excluding the executive summary and annexes. The evaluation team should agree the final report layout keeping in mind that the report must be written so that it will be easy to use by Wilderness Foundation and Umzi Wethu staff for the purposes outlined earlier.

9. Timeframe and costs

It is expected that it will take a maximum of 15 days to complete all work related to this evaluation. This includes two days for document review at the consultant's home-base; 8 days for data collection, analysis

³⁷ For details of the standards please refer to the *OECD DAC Evaluation Quality Standards, 2006*.

and presentation and discussion of the findings with the team in South Africa; two days to draft the initial report and three days to complete the report including incorporation of comments and revisions from the management committee.

The Wilderness Foundation will pay the consultant a daily rate of £200 for this work including VAT and cover all expenses while the consultant is in the field as well as all travel expenses to and from the UK. The Foundation will not pay the consultant for travel time to and from the UK.

Annex 2: Evaluation schedule

July 2 nd	Lead evaluator drafts terms of reference for review and revision by Umzi Wethu Team.
July 3- 14	Umzi Wethu team selects stakeholders and invites them to participate in the evaluation.
July 14 th	Lead evaluator completes initial document review and drafts question guide for interviews with various stakeholders.
July 18 th	Lead evaluator arrives in Port Elizabeth from London
July 19 th	<ul style="list-style-type: none"> • Evaluation team meets with the steering committee to ensure common understanding of the evaluation focus and verify logistics. • Separate interviews completed with graduate families, some graduates and staff.
July 20 th	<ul style="list-style-type: none"> • Separate interviews completed with the Umzi Wethu psychology team, the Wilderness Trails Coordinator, two NGO partners and two training provider agencies.
July 21 st	<ul style="list-style-type: none"> • Separate interviews with two different private employing businesses. • Separate interviews with graduates both employed and newly graduated.
July 22 nd	<ul style="list-style-type: none"> • Interview with staff team at Somerset East Academy. • Interview with government partner in Somerset East. • Interview with recent graduates of the Somerset East Academy.
July 23 rd	<ul style="list-style-type: none"> • Interview with government employing partner. • Interviews with graduates both employed and newly graduated. • Evaluation team starts data tabulation.
July 24 th	Evaluation team completes data tabulation and analysis.
July 25 th	Lead evaluator prepares for staff workshop on July 26 th and begins drafting the report.
July 26 th	Evaluation team facilitates workshop with staff to agree evaluation conclusions and recommendations.
July 27 th	<ul style="list-style-type: none"> • Evaluation team continues drafting the evaluation report. • Lead evaluator travels back to London.
July 28 th - 30 th	Evaluation team completes initial draft of the report and sends to staff for comment.
August	Steering committee provides comments to the lead evaluator on the draft report.
August 10-11 th	Lead evaluator revises and finalises the report and sends it to Umzi Wethu to share widely.

Annex 3: Evaluation participants

Name	Interview perspective as	Current Organization
Alan Nyoni	Registered Counsellor Intern with Umzi July-December 2009	Masters Student at NMMU
Andile Kula	Umzi Wethu Field Guide Graduate 2010	
Andisiwe Zoneleni	Umzi Wethu Hospitality Graduate 2009	Singa Lodge Chef
Andrew Muir	Executive Director	Wilderness Foundation SA
Cacile (CK) Vena	Umzi Wethu Graduate 2008	SANPARKS, Addo
Chantelle Carroll	Programme Coordinator, Umzi Wethu Somerset East	Wilderness Foundation SA
Claudette van der Merwe	Manager of Conynham's Coffee Shop – provider of practical skills training to Umzi Wethu hospitality students	Ray Mhlaba Skills Training
Chris Wilkin	Government Partner in Somerset East	Blue Crane Development Agency
Danny Sauls	Umzi Wethu Hospitality Graduate 2007	Manager, Shamwari Townhouse
Erica Alma-Ferrey	Monitoring & Evaluation Coordinator, Umzi Wethu	Wilderness Foundation SA
Jean Rigby	Administrator, Umzi Wethu	Wilderness Foundation SA
Jo Roberts	Executive Director	Wilderness Foundation UK
Jordan Levy	NGO Partner in Umzi student selections	Ubuntu Education Foundation
Justin Carroll	Conservation Facilitator, Umzi Wethu Somerset East	Wilderness Foundation SA
Katie Jacobs	Housemother, Umzi Wethu Somerset East	Wilderness Foundation SA
Lihle Mbokazi	Experiential Education Manager, Trails and Outreach	Wilderness Foundation SA
Luzuko Mblayi	Umzi Wethu Hospitality Graduate 2010	
Lwazi Xinwa	Umzi Wethu Hospitality Graduate 2009	Team Leader of Umzi Wethu Catering Unit
Megan Tudehope	Registered Counsellor Intern with Umzi July-December 2009	Post-graduate student at NMMU
Mrs Mdoko	Mother of a graduate	Independent
Mrs Shwayi	Mother of a graduate	Independent
Nomaxabiso Manto	Umzi Wethu Field Guide Graduate 2010	
Nomveliso Shwayi	Umzi Wethu Hospitality Graduate 2010	
Norman Johnson	Government employing partner	SANPARKS, Addo
Ntobeko Ngcala	Umzi Wethu Field Guide Graduate 2010	
Ntombi Kungwayo	Senior Housemother, Umzi Wethu	Wilderness Foundation SA
Paul Longe	Academy Manager, Umzi Wethu	Wilderness Foundation SA
Phumeza Lusi	NGO Partner in Umzi student selections	Olive Leaf Foundation
Pinky Kondlo	Programme Director: Social Projects, Umzi Wethu	Wilderness Foundation SA
Richard Pearse	Conservation Manager in Employing Partner	Pumba Game Reserve
Stoffel Goosen	Training and accreditation provider	African Global Skills Academy and Umzi Wethu Executive Member
Tania Plakonouris	General Manager in Employing Partner	Shamwari Townhouse
Thembisa Pilisani	Umzi Wethu Graduate 2009	SANPARKS, Alexandria
Thozama Andries	Umzi Wethu Graduate 2010	
Vuyani Mjadu	Umzi Wethu Graduate 2008	Pumba Game Reserve
Wendy Johnson	Government Employing Partner	SANPARKS, Addo
Zolani Mofu	Chief Ranger in Employing Partner	Pumba Game Reserve

Annex 4: Timeline of Umzi Wethu key events

Date	Events
1980s-	<ul style="list-style-type: none"> • HIV/AIDS spreads in South Africa. The number of orphans and vulnerable youth as a consequence of the spreading pandemic rises.
2005	<ul style="list-style-type: none"> • Research study on eco-tourism employment trends as a consequence of the HIV/AIDS epidemic completed in September by Rhodes University. • Three workshops held with a wide variety of stakeholders including NGOs involved with HIV/AIDS to define a program for vulnerable youth affected by the spread of HIV/AIDS which would link the protection and well-being of young people and that of the environment. • Design of the pilot program.
2006	<ul style="list-style-type: none"> • Umzi Wethu hospitality training academy opened in Port Elizabeth. • First intake of students selected. • Inception of the Umzi Wethu program launched officially in April.
2007	<ul style="list-style-type: none"> • The first intake of 13 students graduate in July. • Second and third Intake of students selected and started in January and June respectively. • Project management unit established and more staff hired. This makes the management structure more formal.
2008	<ul style="list-style-type: none"> • Field Rangers Academy in rural Somerset East opened. This represents an internal replication of the Umzi Wethu approach. • Second and third intake of students graduate in July • Fourth and fifth intakes of students selected and start in August. • Ford Foundation and Oxfam Australia encourage Umzi Wethu to strengthen their M&E system and outreach work with the wider community. • Training of students as peer educators starts to enable them to reach out to the wider community. • An M&E coordinator is hired. • Umzi Wethu wins the Rolex Award. This provides US\$100,000 to the programme. The publicity puts the programme on the international map.
2009	<ul style="list-style-type: none"> • Organizations from across Africa (government and NGO's) that could replicate the approach participate in an Umzi Wethu workshop in Port Elizabeth. • The goal and problem that Umzi is attempting to address is articulated by all members of the Umzi Team. • Fourth and fifth student intakes graduate in July. • Umzi Wethu groups 6 and 7 are selected and start their training in August. • Selection criteria are refined to better meet the requirements of the programme. • Student engagement in PRIDE and support to the Children's centre in Port Elizabeth starts (outreach) for hospitality students. • Grassroots Soccer along with PRIDE outreach activities are carried out by Somerset East students. • A graduate of the 2007 program successfully employed since participates in a student leadership programme in Dubai. • The Umzi catering unit is established. This provides both employment for graduates and an income for future scholarships.
2010	<ul style="list-style-type: none"> • The M&E framework is agreed by the Umzi Wethu team. • Separate wilderness trails for young men and women in the Umzi programme is introduced. • Umzi Wethu groups 6 and 7 graduate in July. • Umzi Wethu groups 8 and 9 are selected. • First scholarship awarded that enables a graduate to complete further studies as a chef. • Umzi Wethu has sufficient staff to do all of its own training facilitation though accreditation services need to be externally purchased. • Roll out options of the Umzi Wethu approach are explored with other organizations. • An external evaluation of the immediate impact of the programme is completed.

Annex 5: Umzi Wethu student referral process

There are twenty different ways to apply and enter the Umzi programme. At present, 4 applicants 'walked-in' or, referred themselves, 1 was recommended by a previous graduate and another 4 were recommended by Wilderness Foundation staff. All other Umzi applicants were referred by partners. Eleven of the partners listed below are NGOs with programmes that work with vulnerable youths, many of whom are affected by HIV/AIDS. Another six of the agencies listed below are government affiliated organizations who work with vulnerable youth.

Table of referring partners

Referring Partner	Government/NGO	Total students referred
Blue Crane Development Agency	Government	3
Child Welfare Somerset East	Government	4
Department of Social Development	Government	28
Dias Church	Faith Based Organisation	11
Grassroots Soccer	NGO	1
Hope Worldwide/Olive Leaf Foundation	NGO	10
Ikhala Trust	NGO	1
Local Schools	Government	5
Loveliflife	Non-profit Organisation	3
Mayibuye Ndlovu Development Trust	Community Based Organisation	4
MTR Smit Children's Home	NGO	1
Municipal Youth Office	Government	3
Oesterland Youth Centre	NGO	1
SOS Children's Village	NGO	1
The Hope Factory	NGO	1
Ubuntu Education Fund	NGO	20
Wilderness Foundation (Pride)	NGO	1

Annex 6: References

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Annex 7: Umzi Wethu Funders

It is through the generous and ongoing support of the following funders, organisations and individuals that Umzi Wethu is able to provide a quality holistic intervention to its students.

- Abax Foundation, SA
- BlueKey Software Solutions, SA
- Bruce Rodney & Valerie Southgate, US
- Cacadu District Municipality, SA
- Chris & Sharon Oliver, UK
- D.G. Murray Trust, SA
- Eastern Cape Provincial Government
- The Ford Foundation
- The Haberdashers' Company, UK
- Hans Hoheisen Charitable Trust (Managed by BoE Private Clients)
- Joron Charitable Trust, UK
- Mai Family Foundation, US
- Mayibuye Ndlovu Development Trust, SA
- Minette Minnaar, SA
- Nick Lapham
- Peter Davidson, UK
- Rand Merchant Bank Fund, SA
- Rockefeller Brothers Fund, US
- The Rufford Maurice Laing Foundation, UK
- Volkswagen of SA (Pty) Ltd
- The West Family Foundation, US