

**EVALUATION OF THE OUTCOMES OF THE
YOUTH EMPOWERMENT NETWORK
“FACING THE FUTURE WITH COURAGE”
PROGRAMME**

SUBMITTED TO

SWISS-SOUTH AFRICAN CO-OPERATION INITIATIVE

SEPTEMBER 2002

TABLE OF CONTENTS

Acronyms	3
List of Tables and Figures	3
1. INTRODUCTION.....	4
2. EVALUATION METHODOLOGY	4
a. The Researchers	4
b. The Evaluation Process	5
c. The Respondents.....	6
d. The Interview Schedule	6
e. The Interviews	8
3. STATISTICAL ANALYSIS OF RESEARCH RESULTS	8
a. Overall results.....	8
b. Results by course	16
c. Results by area	17
d. Multiple variables analysis	18
e. Analysis of respondents' demeanour	20
f. Summary of statistical analyses.....	22
4. ILLUMINATIVE ANALYSIS	23
a. A sense of responsibility for behaviour in relation to themselves, others and the world.....	23
b. A strongly enhanced sense of self-confidence and self esteem	24
c. Proactively and creatively "take charge" of their own lives	24
d. Overcome feelings of being mere victims of circumstance	27
e. Transform the lives of young people, as well as the prevailing youth culture... 28	
f. General comments on the Programme	29
g. Summary of illuminative analysis	31
h. Some final comments from respondents.....	32
5. RECOMMENDATIONS.....	33
APPENDIX A: THE INTERVIEW SCHEDULE.....	34
APPENDIX B: INSTRUCTIONS TO INTERVIEWERS	36
APPENDIX C: INYANDA YOUTH ORGANISATION FLYER	38
APPENDIX D: EMPLOYMENT DETAILS OF RESPONDENTS	39

Acronyms

SSACI	Swiss-South African Co-operation Initiative
THIRD WAVE	Third-Wave Human Development Enterprises (Pty) Ltd
YEN	Youth Empowerment Network

List of Tables and Figures

Tables:

Table 1: Respondents interviewed by area and course	5
Table 2: Activities of respondents before Programme	7
Table 3: Activities of respondents at time of interview	7
Table 4: Time of interviews / before Programme cross tabulation	8
Table 5: Types of activities of respondents before Programme	9
Table 6: Types of activities of respondents at time of interviews	9
Table 7: Activity type at time of interviews / activity type before Programme cross tabulation	10
Table 8: Time of interviews / before course cross tabulation	15
Table 9: Activity type at time of interview / group cross tabulation	16
Table 10: Time of interviews / area cross tabulation	17

Figures:

Figure 1: Activity tracking of all 178 participants	11
Figure 2: Activity tracking of 2001 course participants by area	12
Figure 3: Activity tracking of 2002 course participants by area	14
Figure 4: Chaid Analysis of before / after Programme activity, areas and courses	18
Figure 5: Chaid Analysis of types of before / after Programme activity, areas and courses	19

1. INTRODUCTION

The Youth Empowerment Network (YEN) and the Swiss-South African Co-operation Initiative (SSACI) commissioned this evaluation of the *Facing the Future with Courage* Programme run in Joubert Park, Alexandra and Thokoza during the periods September – December 2001 and February – May 2002.

The Aims of the Programme¹ are:

1. to instil in participants a powerful sense of responsibility for their own behaviour in relation to themselves, others and the world;
2. to develop in each person a strongly enhanced sense of self-confidence and self esteem;
3. to develop in each person the ability to proactively and creatively “take charge” of his/her own life;
4. to overcome feelings of being a mere victim of circumstance and
5. ultimately, to transform the lives of young people, as well as the prevailing youth culture.

This tracker study of the participants’ lives after completion of the two Programmes evaluates to what extent the above five aims have been met.

Up to now YEN has been tracking the graduates. Three field workers have kept track of 160 of the original 180 participants (20 participants have lost contact with the field workers, moved away or for some other reason have become uncontactable). These records are unsystematic and differ widely in their quality across the three areas.

This evaluation is therefore aimed at gathering a systematised set of data that can be used to evaluate the Programme.

2. EVALUATION METHODOLOGY

a. The Researchers

Tom Swart of Third Wave carried out the evaluation. He has wide experience of evaluation, having done evaluations of organisations, institutions and systems.

Three field workers assisted him with the interviews of the graduates:

¹ Adapted from *Facing the Future with Courage: Overview 2002*

-
- **Nankie Kgoale** who completed the Programme in June 2000, is an Assistant Facilitator in the Programme and has been employed by YEN to do tracking interviews with the graduates in Alexandra;
 - **Mavula Momfungana**, a Lead Facilitator in the Programme, employed by YEN to interview graduates in Thokoza;
 - **Skumbuzo NtshaliNtshali**, who is an Assistant Facilitator in the Programme in Joubert Park.

Thus all three field workers were well acquainted with the respondents and with the areas in which they were working.

b. The Evaluation Process

The evaluation process took place from 3 August to 6 September 2002.

1. The researcher analysed existing data to become acquainted with the aims of YEN and the expectations of the graduates after they had completed the Programme (including YEN information and mission statements, the Khulisa research report², application forms that contain information about the participants on the Programme and previous interview data).
2. Together with the field workers, the researcher critically analysed the interviewing process to date.
3. A workshop was held with the three YEN fieldworkers to gain an understanding of their work to date and to design a semi-structured interview schedule that they were comfortable to use and that provided information around the five YEN aims. At this workshop, the fieldworkers were trained in the administration of the interviews.
4. The fieldworkers then interviewed 151 graduates (or someone close to the graduates with knowledge of their activities, where the graduates were not available to be interviewed).
5. The responses to the questionnaires were analysed and subjected to statistical analysis.
6. These data were triangulated with existing data.
7. A draft report was presented to David Liknaitzky of YEN for comment.
8. A final report was presented to SSACI incorporating his comments.

² *Evaluation of the Youth Empowerment Network "Facing the Future with Courage" Programme, July 2002*

c. The Respondents

A total of 151 respondents out of the original 178 graduates were interviewed in the three areas:

COURSE	ALEXANDRA	JOUBERT PARK	THOKOZA
2001	28 (93%)	25 (86%)	15 (56%)
2002	24 (92%)	20 (74%)	39 (98%)
TOTALS	52 (93%)	45 (80%)	54 (81%)

Table 1: Respondents interviewed by area and course

The percentages in brackets in the table indicate the percentage of the original 178 graduates. This 85% overall response was dictated by those persons who could be contacted. Some have moved away from the area while others have changed contact numbers. Where relatives or friends of uncontactable graduates could be interviewed, the data thus gathered were included in the responses.

However, a contact rate of 85% is commendably high and it redounds to the credit of the interviewers who persisted in the difficult task of tracking down graduates (or at least people close to them).

d. The Interview Schedule

A semi-structured interview schedule was used (See [APPENDIX A](#) for the full schedule). The researcher and the three field workers devised the questions in the abovementioned workshop. Care was taken to link the questions to the five aims of the YEN Programme.

- 1. Instil in participants a powerful sense of responsibility for their own behaviour in relation to themselves, others and the world.**

Responses to questions 1 and 3 elicited information around this aim.

- 2. Develop in each person a strongly enhanced sense of self-confidence and self-esteem.**

Responses to questions 1, 3 and the interviewers' rating on 7 gave information on this aim.

3. Develop in each person the ability to proactively and creatively “take charge” of his/her own life.

Responses to 5a and 5b compared with responses to 1a and 1b gave an indication of this ability.

4. Overcome feelings of being mere victims of circumstance.

The interviewers' rating on 7 and the respondents' responses to 1 and 3 examined this.

5. Transform the lives of young people, as well as the prevailing youth culture.

Responses to 5a and 5b compared with responses to 1a and 1b gave an indication of this.

The evaluation of the Programme:

Here we explored what the perceptions of the graduates are about the Programme, after having returned to the “real” world. Is there a difference between those who completed the 2001 Programme and those who completed the 2002 Programme? Are there differences among the three areas? How do the graduates' perceptions change over time?

a. In the light of their experience, what specifically has been useful?

Question 2 helps the respondents to reflect on useful aspects of the Programme.

b. In the light of their experience, how would they improve on the Programme?

Question 4 asks for their comments around this.

The interviewers were thus well acquainted with the interview schedule by the time they left the workshop. They also took away with them the workshopped instructions on the administration of the interview (See **APPENDIX B**).

This Interview Schedule was more rigorous than the interviews collected previously by YEN. Often these comprised a short paragraph or single sentence of information on a graduate. The information collected previously focused mainly on what activities/work the graduates were doing at the time of the interview.

The interviewers were required to report on the participants' disposition. We felt that this was important to reflect upon, since the graduates had been very fired up after the Programme. What is their state of mind 3 months and 8 months after completing the Programme?

It is also important to get an idea of the graduates' goals. Were they still focused? Had they lost their vision? The previous interviews did not explore this fully.

e. The Interviews

The three field workers administered the interviews between the 4th and the 28th of August 2002. On average, each interview took 19 minutes to administer.

Interviewers reported that most of the participants were willing to share their lives and experiences. Some were very excited about sharing what they had accomplished. In a few isolated cases, people were unwilling to participate. Particularly where a person had not accomplished much, that person tended to be unwilling to open up.

The most difficult part of the process was finding people. Often interviewers had to make a number of cellphone calls to trace a person. People had moved from their original addresses, often in search of work. Distances are great, necessitating in many cases a taxi ride to get to a single person.

The interviewers followed the instructions to obtain information about untraceable people from family or friends, particularly about their activities before and after the course and their goals (Items 1, 3 and 5 of the Interview Schedule – see [APPENDIX A](#) and [APPENDIX B](#), point 7).

3. STATISTICAL ANALYSIS OF RESEARCH RESULTS

a. Overall results

All 151 interview responses were subjected to statistical analysis.

An analysis of the whole group of respondents in terms of their activities before the Programme started and at the time of the interview reveals:

	Frequency	Percent
No activity	70	46.4
Activity	81	53.6
Total	151	100.0

Table 2: Activities of respondents before Programme

	Frequency	Percent
No activity	18	11.9
Activity	133	88.1
Total	151	100.0

Table 3: Activities of respondents at time of interview

The above two tables show a clear shift from 53.6% of respondents involved in some sort of activity before the course, to 88.1% of respondents involved in an activity at the time of the interviews.

The data in Tables 2 and 3 were cross tabulated and subjected to a Pearson Chi-square Test to determine whether the shift could be attributed to the influence of the course or if it is simply due to chance factors. The results of this cross tabulation are:

			Before Programme		Total
			No activity	Activity	
At time of interviews	No activity	Count	14	4	18
		% within Before Programme	20.0%	4.9%	11.9%
	Activity	Count	56	77	133
		% within Before Programme	80.0%	95.1%	88.1%
Total		Count	70	81	151
		% within Before Programme	100.0%	100.0%	100.0%

Table 4: Time of interviews / before Programme cross tabulation

The cross-tabulation table is read by working from the bottom of the columns upward. Thus, of the 70 respondents in the “No activity” column, 56 of these had an activity at the time of the interviews, while the other 14 still had no activity at the time of the interviews. Working backward along the rows, of the 18 who had no activity at the time of the interviews, 4 had an activity before the Programme started, while the other 14 had no activity before the Programme.

The cross tabulation is done by comparing the activity at the time of the interviews, firstly with “no activity” before the programme (and here the percentage of those with no activity at the time of the interviews who fall within the “no activity” group before the Programme is 20%) and then with “activity” before the Programme (here the percentage of those with no activity at the time of the interviews who fall within the “activity” group before the Programme is 4.9%)

When the Pearson Chi-square Test is applied to the cross tabulation, the result is 8.113 (significant at the .004 level, $df = 1$)³. This means that one cannot say with certainty that the change in activity is due to the influence of the course. Given the extraneous factors at play in the lives of the graduates (economic climate, vagaries in job opportunities, family issues, and so forth), over and above the influence of the Programme, this small significance is noteworthy.

³ Chi-square is zero if the variables being compared are independent. It gets bigger as the association gets stronger. The higher the score above zero, the less the probability that any association we find is likely to be due to chance. Or, put differently: the more the probability is that there is an association between the variables being compared.

The type of activity of the 151 respondents before the Programme and at the time of the interviews was tabulated. The categories used are the same as those used previously by YEN, to allow for comparisons with previous data.

	Frequency	Percent
No activity	70	46.4
Own business	5	3.3
Work (full- or part-time)	8	5.3
Study	32	21.2
Community work	17	11.3
Other (looking for work, caring for baby, etc.)	19	12.6
	151	100.0

Table 5: Types of activities of respondents before Programme

	Frequency	Percent
No activity	18	11.9
Own business	4	2.6
Work (full- or part-time)	39	25.8
Study	24	15.9
Community work	42	27.8
Other (looking for work, caring for baby, etc.)	24	15.9
	151	100.0

Table 6: Types of activities of respondents at time of interviews

A comparison of the tables shows that while the number of those with their own businesses dropped from 5 before the course to 4 at the time of the interviews, the number of those in employment rose from 8 before the course to 39 at the time of the interviews. (See [APPENDIX D](#) for employment details) Respondents involved in community work rose from 17 before to 42 at the time of the interviews.

Once again, the data in Tables 5 and 6 were cross tabulated and subjected to a Pearson Chi-square Test to determine whether the shift in activities could be attributed to the influence of the course or if it is due to extraneous factors. The results of this cross tabulation are:

			Activity type before Programme						Total
			No activity	Own business	Work	Study	Community work	Other	
Activity type at time of interview	No activity	Count	14		1	2	1		18
		% within activity type before Programme	20.0%		12.5%	6.3%	5.9%		11.9%
	Own business	Count	1	2		1			4
		% within activity type before Programme	1.4%	40.0%		3.1%			2.6%
	Work	Count	13		3	14	6	3	39
		% within activity type before Programme	18.6%		37.5%	43.8%	35.3%	15.8%	25.8%
	Study	Count	13	2	1	2	3	3	24
		% within activity type before Programme	18.6%	40.0%	12.5%	6.3%	17.6%	15.8%	15.9%
	Community work	Count	18		2	11	7	4	42
		% within activity type before Programme	25.7%		25.0%	34.4%	41.2%	21.1%	27.8%
	Other	Count	11	1	1	2		9	24
		% within activity type before Programme	15.7%	20.0%	12.5%	6.3%		47.4%	15.9%
	Total	Count	70	5	8	32	17	19	151
		% within activity type before Programme	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 7: Activity type at time of interview / activity type before Programme cross tabulation

When the Pearson Chi-square Test is applied to the cross tabulation, the result is 68.510 (significant at the .000 level, $df = 25$). Therefore, one cannot say with certainty that there is a relationship between the Programme and the type of activity at the time of the interviews. This is not surprising, given the external influences such as the fluctuating job market, family influences on the respondents, and so forth – all beyond the control of the Programme. This inconclusive result is borne out by the result of the Chi-square Test for Table 4 above.

The types activities of the participants were tracked over time:

1. Before the Programme started;
2. Between 2 and 6 months after the Programme
3. At the time of these interviews.

All original 178 participants were used as the base for this part of the analysis. The original application forms were used to determine the activities before the programme started of those participants who could not be interviewed in this evaluation. This was done so as to have a full picture of the whole original group and to triangulate data gained in this evaluation.

Below is a graphic representation of the tracking of all the original 178 participants in both the 2001 and 2002 courses over time:

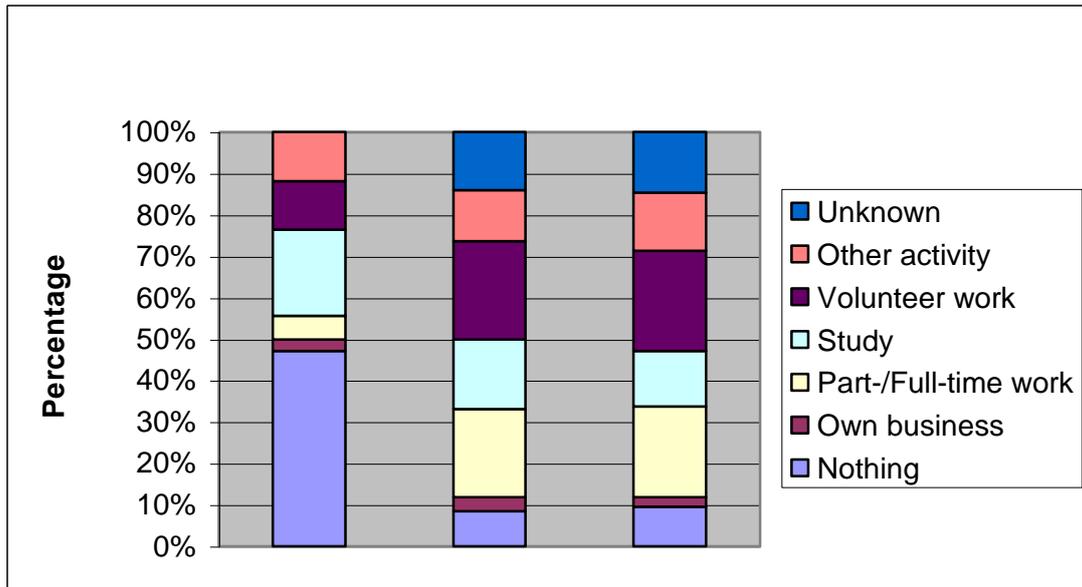


Figure 1: Activity tracking of all 178 participants

The first column indicates the activities of all the 178 participants before the Programme started. The second column indicates the activities from surveys done by YEN between 2 and 6 months after the completion of the Programme. The third column indicates the activities at the time of the interviews done for this evaluation.

The percentage of participants involved in part- and full-time work increased from 5.6% before the Programme to 21.9% at the time of these interviews. The percentage of participants involved in volunteer work increased from 11.8% before the Programme to 24.2% at the time of these interviews. Both these increases account for the sharp decrease in the percentage of those who were doing nothing before the Programme started (from 47% to 9.6%)

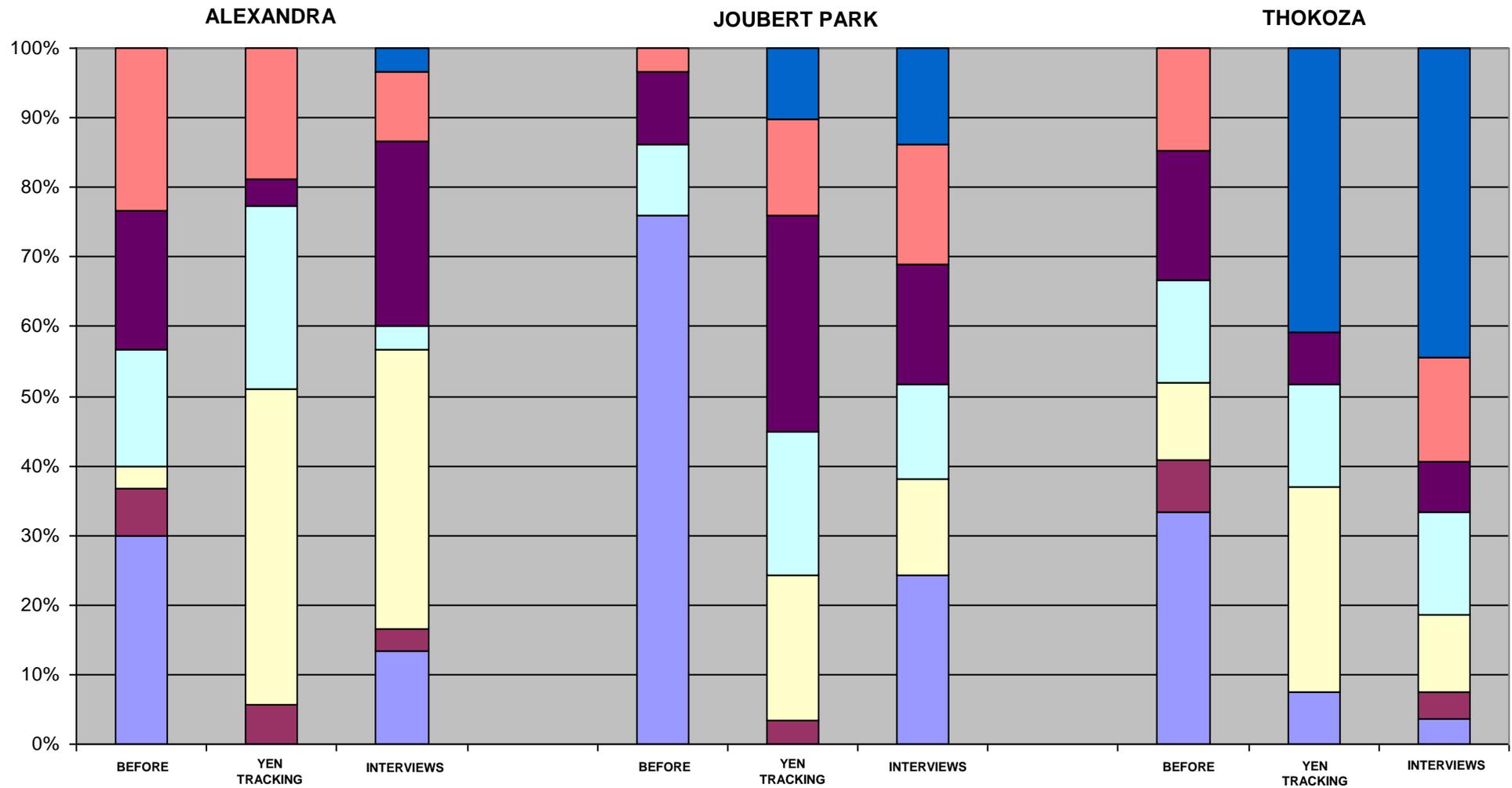
The percentage of participants who owned their own businesses remained fairly constant at between 2.8% before the Programme and 2.2% at the time of these interviews.

A similar tracking analysis was done for the three areas for the two courses. Figures 2 and 3 below give in graphic form the results of this analysis.

The legend for both sets of graphs is the same as that used for Figure 1:



Figure 2: Activity tracking of 2001 course participants by area

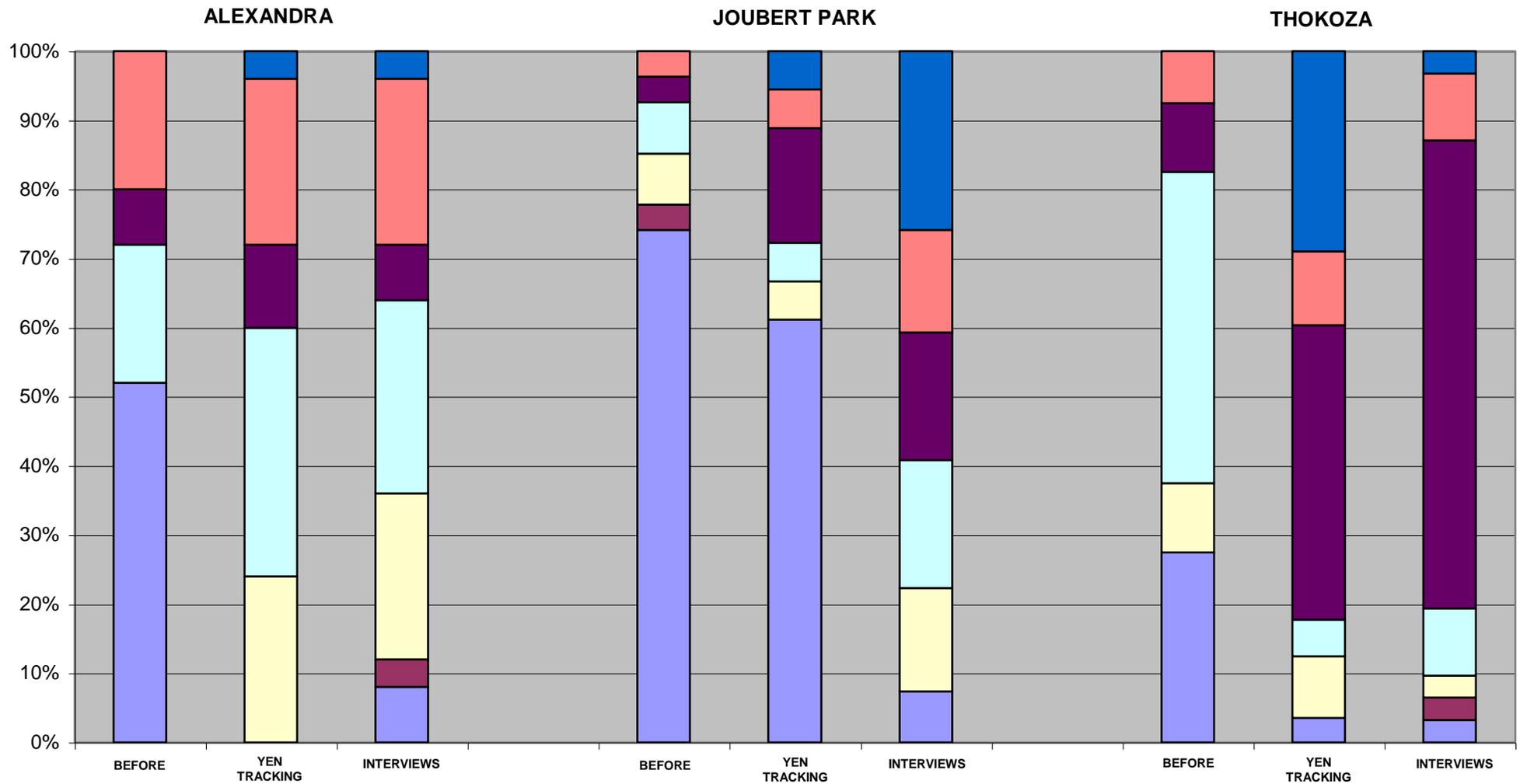


An analysis of the graphs indicates:

- Generally, for the 2001 graduates, from before the course to the time of the interviews, there was a drop in percentage of those doing nothing, with the most dramatic drop in percentage occurring in Joubert Park.
- Full- and part-time employment increased in all three areas (albeit from a base of 0 in Joubert Park, and only a small percentage in Thokoza).
- The graphs indicate the strong sense of volunteerism in Alexandra and Joubert Park.
- The tracking demonstrates the fluctuations in graduates' fortunes over time – which is a barometer of the prevailing economy and job market.

Figure 3 below gives the same tracking of participants, this time for the 2002 course:

Figure 3: Activity tracking of 2002 course participants by area



An analysis of the above graphs indicates:

- As with the 2001 graduates, there was a drop in percentage among the 2002 graduates of those doing nothing, with the most dramatic drop in percentage occurring once again in Joubert Park.
- Among the 2002 graduates, full- and part-time employment increased in Alexandra (this time from a zero base) and in Joubert Park. Employment decreased overall in Thokoza from the beginning of the course to the time of the interviews.
- There was a dramatic increase in volunteer activity in Thokoza and a fair increase in Joubert Park – due largely to the volunteer organisations created by the graduates in these two areas. The percentage of volunteers remained essentially the same in Alexandra.
- As with the 2001 group, the tracking of the 2002 group demonstrates once again the fluctuations in graduates' fortunes over time.

b. Results by course

The data collected were statistically analysed to examine the effectiveness of the 2001 and 2002 courses to bring about activity change. Ideally, one would require that there be no significant difference between the two courses – or put in another way: both courses were equally effective in bringing about changes in activity.

A cross tabulation was done on the activities at the time of the interviews and the activities before the two courses (2001 and 2002):

			Before Course		Total
			2001	2002	
At time of interviews	No activity	Count	12	6	18
		% within before course	17.6%	47.2%	11.9%
	Activity	Count	56	77	133
		% within before course	82.4%	92.8%	88.1%
Total	Count	68	83	151	
	% within before course	100.0%	100.0%	100.0%	

Table 8: Time of interviews / before course cross tabulation

An examination of the table indicates that there is little difference in the percentage of those respondees from the two courses who were involved in an activity at the time of the interviews (82.4% vs. 92.8%). When this cross tabulation is subjected to a Chi-Square Test, the result is significant at the .049 level. This indicates that there is a strong association between the variables. This means that both courses were equally effective in bringing about changes in activities of their participants.

A cross tabulation was done between the activity type at the time of the interviews and the two courses:

			Course		Total
			2001	2002	
Activity type at time of interview	No activity	Count	12	6	18
		% within activity type before course	17.6%	7.2%	11.9%
	Own business	Count	2	2	4
		% within activity type before course	2.9%	2.4%	2.6%
	Work	Count	19	20	39
		% within activity type before course	27.9%	24.1%	25.8%
	Study	Count	9	15	24
		% within activity type before course	13.2%	18.1%	15.9%
	Community work	Count	18	28	42
		% within activity type before course	20.6%	33.7%	27.8%
	Other	Count	12	12	24
		% within activity type before course	17.6%	14.5%	15.9%
Total		Count	68	83	151
		% within activity type before course	100.0%	100.0%	100.0%

Table 9: Activity type at time of interview / group cross tabulation

An examination of the table reveals that while at the time of the interviews there is a clear difference in the percentages of the 2001 and 2002 groups for those that are doing nothing and those that are doing community work, there is a general similarity between the percentages of the other activities.

When these data are subjected to a Pearson Chi-Square Test, the result is 6.769 (significant at the .238 level, $df = 5$). This means that there is a strong relationship between both courses and the type of activity at the time of the interviews. Once again, both courses are equally effective in bringing about changes.

c. Results by area

The question now remains as to how the Programme fared in the three areas of operation. Was the Programme equally effective in the three areas in bringing about changes in activity?

The data collected were statistically analysed to examine the effectiveness of the Programme in Alexandra, Joubert Park and Thokoza to bring about activity change. Ideally, one would require that there be no significant difference among the three areas.

A cross tabulation was done on the activities at the time of the interviews and the three areas:

		Area			Total
		Alexandra	Joubert Park	Thokoza	
At time of interviews	No activity	Count 7	Count 9	Count 2	Count 18
	% within before course	13.5%	20.0%	3.7%	11.9%
Activity	Count	45	36	52	133
	% within before course	86.5%	80.0%	96.3%	88.1%
Total	Count	52	45	54	151
	% within before course	100.0%	100.0%	100.0%	100.0%

Table 10: Time of interviews / area cross tabulation

An examination of the table indicates that there is a similarity in the percentages of those respondents who were involved in an activity at the time of the interviews (86.5%; 80.0% and 96.3%). When this cross tabulation is subjected to a Chi-Square Test, the result is 6.388 (significant at the .041 level, $df = 2$). This indicates that there is a strong correlation between the three areas and the changes in activity. This means that all three areas were equally effective in bringing about changes in activities of their participants.

d. Multiple variables analysis

A Chaid Analysis was done on multiple variables. This analysis looks at the correlation between a number of variables, building a tree of those that are statistically significant (i.e. the association between the variables being compared), using the Pearson Chi-square Test.

Those variables that are strongly associated are branched in the tree, while those that are independent are not branched to other variables. It works at multiple levels, correlating all the variables at once. As such, it is a sharper tool than the single cross correlations done above.

Figure 4 below gives the results of this analysis, which incorporated;

- Activity before the Programme
- Activity after the programme in relation to
 - the three areas (Alexandra, Joubert Park, Thokoza)
 - the two courses (2001 and 2002)

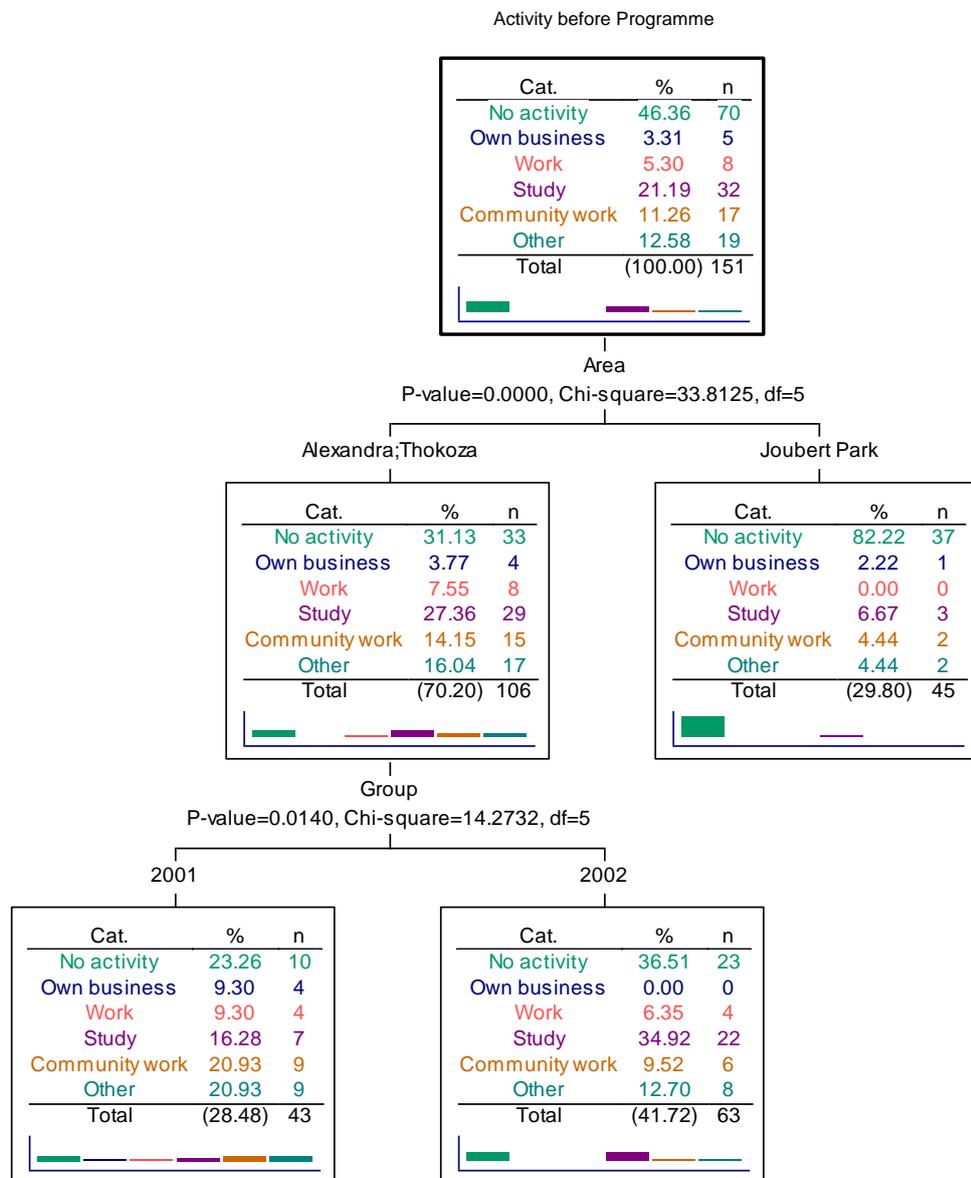


Figure 4: Chaid Analysis of before / after Programme activity, areas and courses

The tree diagram shows a strong correlation between the three areas (33.81; significant at the .004 level, df = 5).

Then within the Alexandra/Thokoza areas there is a strong correlation between the 2001 and 2002 courses (14.27; significant at the .014 level, df = 5). This supports the previous cross-correlation analyses, with the exception of the Joubert Park courses, which are not strongly associated in these results.

When a Chaid Analysis was done on the **types** of activities after the Programme in relation to -

- type of activity before the Programme;
- the three areas (Alexandra, Joubert Park, Thokoza);
- the two courses (2001 and 2002)

the results were:

Activity type after Programme

Cat.	%	n
No activity	11.92	18
Own business	2.65	4
Work	25.83	39
Study	15.89	24
Community work	27.81	42
Other	15.89	24
Total	(100.00)	151

Figure 5: Chaid Analysis of types of before / after Programme activity, areas and courses

No tree diagram was built here, as there was no association between the types of activities after the Programme and the areas and courses. This supports the results of the cross correlation in Table 7 above, which also showed no correlation between the type of activity of the respondents before the Programme and their type of activity at the time of interview.

e. Analysis of respondents' demeanour

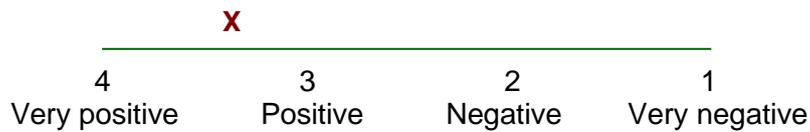
The disposition of those interviewed was measured on a Likert Scale:

Very positive	Positive	Negative	Very negative
(4)	(3)	(2)	(1)

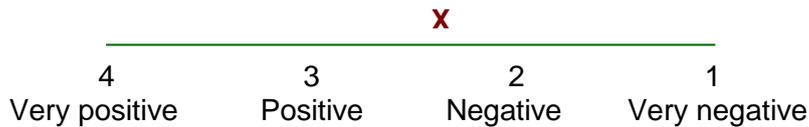
At the time of the interviews, the mean of all 151 respondents was 3.30:

X			
4	3	2	1
Very positive	Positive	Negative	Very negative

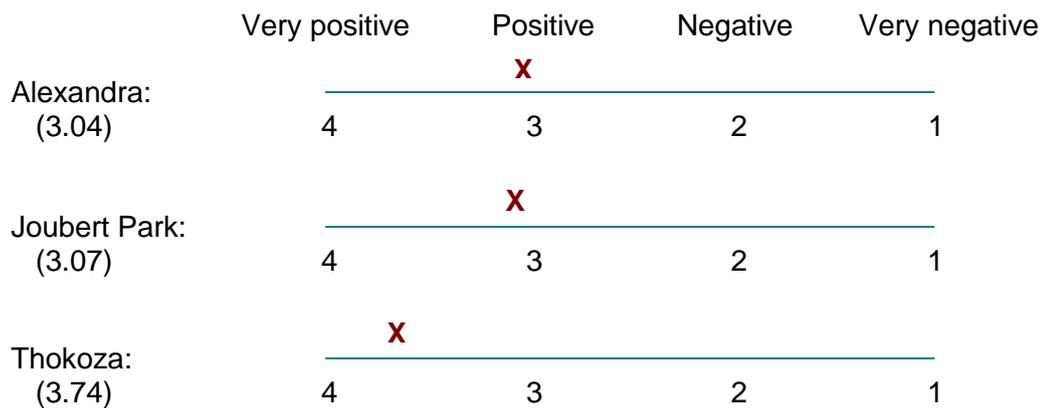
The mean of those respondents who were involved in activities was 3.41:



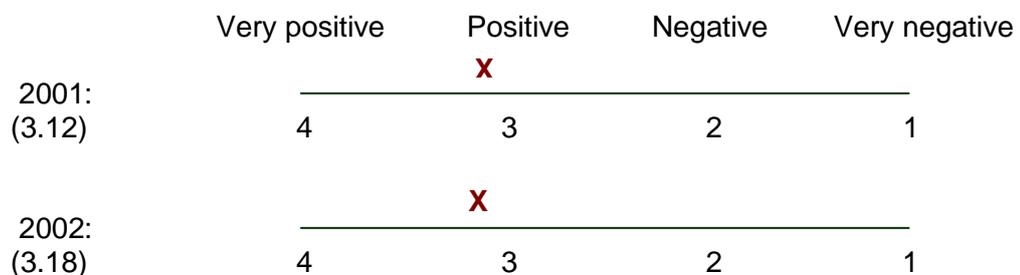
Predictably, those who did not have work or were not involved in an activity had a lower mean of 2.44:



Comparing the three areas, the means of the demeanour among the respondents of Alexandra and Joubert Park was very similar; the mean of respondents from Thokoza was somewhat higher:



There was little difference between the means of the demeanour among the respondents of the two courses in 2001 and 2002:



This indicates that the positive attitudes are maintained over time – from 3 months since the 2002 course, to 8 months since the 2001 course.

f. Summary of statistical analyses

The statistical analyses indicate that:

- among the 151 respondents, there was a statistically significant shift in activity from before the Programme started (53.6% who did nothing), to the time at which the interviews were done (88.1% who were involved in activities);
- of the 151 respondents, the number of those with their own businesses dropped from 5 before the Programme started, to 4 at the time of the interviews;
- of the 151 respondents, the number of those in employment (part- or full-time) rose from 8 before the Programme to 39 at the time of the interviews (a 487.5% increase);
- if one considers all 178 graduates⁴, the percentage of participants involved in part- and full-time work increased from 5.6% to 21.9% by the time of the final interviews;
- of the 151 respondents, those involved in community work rose from 17 before to 42 at the time of the interviews (a 247% increase);
- on a cross-correlation analysis, there was no correlation between the type of activity of the respondents before the Programme and the type of activity at the time of interview, i.e. the programme did not have a statistically significant influence on the change of types of activity done by the participants from before to after the programme;
- both the 2001 and the 2002 courses were equally effective in bringing about changes in the participants, measured on a Chi-square Test. On a Chaid Analysis, however, this was true in Alexandra and Thokoza, but not in Joubert Park;
- on a cross-correlation analysis, there is no significant difference between the changes in activity of respondents among the three areas – Alexandra, Joubert Park and Thokoza, i.e. it did not matter in which area the participants found themselves as all were equally effective in bringing about changes in participants;
- the disposition of the all the respondents at the time of the interviews was very high: between positive and very positive;

⁴ As explained on p.10, all original 178 participants were used as the base for the tracking analysis. This finding is based on the original 178 for whom there was pre-Programme data. It excludes post-Programme data on the untraceable graduates, which, if they were to be obtained, may increase the figure of 21.9% working at the time of the interviews.

- this positive attitude had been maintained over time – from 3 months to 8 months after the completion of the Programme.

The above results therefore indicate that the two courses under discussion were successful in bringing about change among its participants.

However, the *Facing the Future with Courage* Programme is not only about statistics. It is about people – their hopes, their lives, their circumstances, their relationships and their transformations. The next section looks at these human aspects.

4. ILLUMINATIVE ANALYSIS

This section gives the human face of the research. The comments of the respondents are recorded here against the aims of the Programme.

a. A sense of responsibility for behaviour in relation to themselves, others and the world

A number of respondents spoke about respect for others that they learned in the course:

- "It taught me to be more diplomatic when coming to language and to have respect for other people"
- "Be patient and respect other people's views"
- "Have empathy with other people"
- "I love and trust a fellow person"
- "(I have) stopped judging other people as I used to"
- "Listen to others"
- "Communicate with other people in the right manner"
- "The Programme helped me in my relationship with my son"
- "I have care for children. Before I did not"
- "My relationships with the people at work have improved a lot"
- "The Programme made me to love people and that is what I need for the job I am doing"
- "I learned that if people work as a team, they can achieve their goals or destination"
- "Immediately after the Programme I became a volunteer/reservist in the SAPS"
- "(I joined) the Community Policing Forum – taking responsibility for keeping my community safe"
- (The Taking Responsibility Module) "helped me to stop blaming others for my actions or doings"
- (The Dealing with Your Emotions Module) taught me to
 - "handle and control my anger"
 - "face my fears head-on"
 - "release my anger by finding a personal space"
 - "helped me to seek solutions to my problems. Before I would eat a lot if I had a problem"

b. A strongly enhanced sense of self-confidence and self esteem

When asked what the Programme did for them, by far the majority of respondees spoke about self-confidence. At least 49 spoke in glowing terms:

- "The Programme helped me to know that one needs to stand up for himself"
- "Now I am a real believer in myself and I can stand up for myself"
- "I am more of an extrovert now"
- "I now have the courage to enter an art competition brought to us by Webber, Wentzel, Bowens"
- "I have empowered myself socially, emotionally"
- "I can express my feelings without fear"
- "The Programme helped me to be a proud African woman, and of course to be independent, and to make decisions for myself"
- "I can now stand up and do a presentation in front of a group of people"
- "I am able to socialise or associate with other people; before I was a shy person"
- "I learned how to network with other people"
- "It taught her to be an independent young woman" (Brother)
- "Thanks to the Programme, I am no longer shy. I am outspoken and this will make me an excellent Public Relations Officer"
- "The Programme encouraged him with his poetry and made him love it even more, because now he has improved a lot" (Close friend)

c. Proactively and creatively "take charge" of their own lives

- "The Programme helped her a lot to be more focused in what she is doing" (Cousin)
- (It made me) "self-disciplined"
- "Helped me to be the best I can be"
- "I have found a job for myself"
- "I know how to look for a job in the right way"
- "It taught me not to be afraid of grasping opportunities"
- "I learnt if you can't get a job, you must open your own business"
- "After the Programme I found two jobs – secretary and beautician – but I resigned because I was unhappy there"
- "The Programme taught her to be independent, to stop being never mind and to look out for work, just as she is doing today (working)" (Friend)
- "I learned that you must always look for opportunities and not just sit and wait for things to happen"

The Programme clearly offers graduates skills that they can apply:

- "During my interview I put into practice what I learnt in the Programme and I got the job"
- "It helped me in terms of answering interview questions, because I went for an interview and applied the skills there"
- "I am working at Morkels today (through) the skills I have acquired in the Programme"
- "It helped me to go straight to Linksfield Clinic and to face my employers about employment... I am now working at the Clinic"
- (The Community Research and Story Gathering Module) "helped me to discover my writing skills and see that I am a good researcher and a leader"

A number of people spoke of the entrepreneurial skills they gained from the Programme:

- "the Programme helped me to discover that I can start my own business. It helped me negotiate with my uncle (for financing)"
- "it gave me ideas on starting my own small business: I am now selling yoghurt in my own community"
- "I am selling cold drinks, snacks, sweets"
- "I have an atchaar selling business"
- "I can offer tips and advice to my mother in her business and see how to run it efficiently"

When asked about their goals, respondents had very clear short-term goals:

- 34 respondents wanted to get a job
- 17 would go back to school to finish matric
- A number intended finishing the courses they were busy with:
 - CICI workshops
 - catering
 - IT / computers
 - security officers' course
 - tourism event management
 - design school
 - technical electrical engineering
 - community development diploma
 - fashion design
 - graphic design
 - guitar
 - music and piano
- Others detailed the activities in which they would involve themselves immediately:
 - "become a traditional healer"
 - "bring up my baby in proper way"
 - "apply for a loan"
 - "become a recognised poet"
 - "run my own business as an actor"
 - "do arts, theatre and performance ... at Market Theatre ... with a drama group ... in the Inyanda Youth Organisation"
 - "carry on working and save money"
 - "work and learn more crafts"
 - "establish a production studio for artists"

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- “professional choreographer – run my own dance club”
 - “do freelance work for newspapers and magazines”
 - “get a driver’s licence”
 - “join a soccer team”
 - “play for a provincial football team”
 - “coach provincial rugby teams”
- A number of respondents spoke of assisting their communities:
 - “continue working at the rehab centre”
 - “work at Alex Renewal Project with the elderly”
 - “facilitate workshops for youth in my community”
 - “work as a community development worker (to) uplift my community”
 - “educate my community regarding drama/poetry/music”
 - “help facilitate the next YEN Programme”
 - Entrepreneurship also ranked among some respondents’ goals:
 - “acquire more skills in running a business while continuing to help my uncle in his business”
 - “run my father’s small business”
 - “Work on empowering myself, because I believe that I still need life skills training”

The respondents’ long-term goals fell into four main categories:

- Establishing their own businesses, which included:
 - hair salon
 - fashion design
 - catering
 - bar / tavern
 - telephone business
 - bead shop
 - carpentry and welding
 - laundry
 - car wash
 - wholesaling
 - internet café
 - event management
 - hardware and spares
 - driving school
 - building
 - dairy
 - perfume shop
 - jewellery design & manufacturing
 - advertising
 - “running camps in a deal with Miss Less in Potchefstroom”

-
- Others looked at extending their businesses:
 - “selling my products overseas”
 - “extend my photography and hair salon business to employ other people”
 - “expand my videography business”
 - “employ other people in my business”
 - Study, which included most of the professions at university and technikon; sports; travel and tourism; the public service; completing school; careers in music, art, drama, literature and sports.
 - Community development and support:
 - “find a stable and good job where I can work with children”
 - “learn more about community work”
 - “open a shelter for homeless people”
 - “(run) a project for orphaned children and disadvantaged families”
 - “work with community to motivate and teach them”
 - “run a poverty alleviation programme in my community”
 - “(become a) community development worker and nation-builder”
 - “uplift my community from the proceeds of my business”
 - “empower youth in my community by running leadership skills workshops”
 - More personal goals:
 - “get my own place to stay” (which was mentioned by a number of respondents)
 - “send my child to school”
 - “give my child the good life that she deserves”

The above list of goals demonstrates that the graduates have a keen sense of their interests and abilities and realistic, goal-orientated behaviour.

d. Overcome feelings of being mere victims of circumstance

- “I did not have any direction, (but the Programme) helped me discover my natural gifts and talents”
- “I think from attending the Programme that’s where I started thinking that I can’t just sit and do nothing”
- “It helped me to discover and recover myself, i.e. my talents, gifts and strengths”
- “Not to judge, blame, criticise myself”
- “The Programme helped me to discover that I’m a good person”
- “Believe in myself”

The Programme assists participants to network and become aware of opportunities, such as training that is available:

- "Through this Programme I learnt about Othandweni Girls Training"
- "I was living in a hotel for prostitutes and life was never good there... Now, through this Programme I got a job at ABSA Bank"
- "I got the job at ABSA through YEN. The Teamwork & Co-operation and Building Confidence Modules played a vital role in my (answering the) interview questions"

The Programme offers participants basic life skills:

- "I experienced two deaths in my family but I became very strong because of the Dealing with Emotions Module"
- "The Programme taught me to be a counsellor"
- "I can now advise or rather counsel people who have problems whether family problems or so forth"

e. Transform the lives of young people, as well as the prevailing youth culture

- "I see life in a more positive way"
- "Programme makes us understand life in a positive way"
- "It taught me to be responsible"
- "I now have focus"

A number of respondents (or their friends and family members) spoke of discernable, dramatic changes in their lives:

- "He was drinking too much before the Programme... just staying at home...but after (the Programme) he was better... he is working now as a chef." (Mother)
- "Taking Responsibility was an excellent module because it helped me to think of going back to school, to be a focused individual and to be serious about life"
- "The Programme has made her to stay indoors. Before, she liked the street very much" (Sister)
- "When she came back from the Programme she was full of energy..." (Close friend)
- "Ever since she came back from the Programme she is a changed person – she talks to people and she is happy" (Close friend)
- "I am a changed person... I am facing my life with a positive attitude or mind. I am free to share my ideas or feelings"
- "The Programme helped to change me a lot: like I am no longer involved in crime like before"
- "I am a changed person. I no longer loiter around, but I do a lot of reading and focusing on my studies"

Two Youth Groups were formed as a direct result of the Programme – the Inyanda Youth Organisation in Thokoza and a Youth Group in Joubert Park. The Inyanda Group combines income generation (cleaning services and baking) with a strong cultural and youth-focused arm. They have partnered with Ubunye Team Challenges to offer life skills camps for the youth:

- “The Programme played a vital role in helping me and other participants to form the Inyanda Youth Organisation ... It helped us to have the desire to help our community ... The organisation organises high school tournaments focusing on netball and soccer ... It also does drama (theatre for development) and singing as well as painting ... The Organisation has applied to the Department of Social Welfare to be registered as a Non-Profit Organisation” (See **APPENDIX C** for the Group’s flyer)
- “As a result of the course, a group of us ... who met at YEN ... has formed a drama and performance group... We learnt drama at YEN... We volunteer our services for things that are happening, like the Ziyabuya Festival.”

Community awareness and involvement is very broad:

- “He is busy in Taung in North-West Province working with other people to come up with a strong structure to open the Taung Community Radio Station.” (Friend)

f. General comments on the Programme

Respondents were effusive in their praise of the Programme. Over 42 respondents said that the Programme was good, using terms like:

- “fine”
- “helpful”
- “extravagant”
- “cool”
- “excellent”
- “super”
- “perfect”
- “great”
- “One had a feeling of belonging. (The Programme) made one feel special”
- “I would like to see the Programme continuing to run for more people to benefit from it”
- “I want to come back and finish the topics I did not complete”

Many felt that the Programme was too short. Various suggestions were made to increase its length:

- Most respondents felt it should be extended to three months
- A few suggested six months
- A number recommended one year “to apply practically what we have learned”
- “Run it three times a year, on-going”
- “Extend afternoon programme by an hour”

A number of people felt that the selection of participants should be more rigorous:

- "There needs to be more discipline / be stricter with those who are not serious about the Programme" (One respondent suggested asking a registration fee to demonstrate commitment)
- "There needs to be strict selection criteria to find those with commitment"
- "Restrict (the Programme) to the 18 – 23-year old group"
- "Participants in the Programme should have completed Grade 12 – for language purposes"
- "Advertise more widely to attract the eye of the youth as a whole"

Many felt that there should be clearer links with the world of work:

- "Outings all need to be educational and developmental (not recreational)"
- "Outings twice a week so one can get more knowledge"
- Suggestions for visits to places of work included:
 - SABC
 - Telkom
 - ABSA
 - A Newspaper
 - Johannesburg International Airport
 - A prison
 - An organisation focusing on sports development
- "Give us a clear picture of the work environment by calling on people from different companies to talk to us, since most of us are not exposed to workplaces"
- "Have interviews with successful business people – to learn from them as role models"
- (We need work placement) "to get used to the working environment"
- "Link outings to the modules e.g. Link Dealing with Emotions with an outing to a centre for abused people; link Team Building with a visit to Kaiser Chiefs to see their team building"

Suggestions for additions to the Programme often reflected respondents' personal interests:

- "Do practical things in the afternoons: sewing, appliance repairs, bricklaying, floor tiling, etc."
- "More art activities"
- "More sport activities to discover the hidden (sporting) talents within us"
- "Add sports administration as a module"
- "More cultural games"

Other suggestions for additions were more general:

- "Add a module on Self Awareness"
- "Add a module on Career Guidance"
- "Offer computer courses / computer literacy"
- "More AIDS education and take participants to visit Hospice"
- "Go to open days at a university/technikon/college to help participants choose their careers carefully"
- "The afternoon session on environmental awareness must be a module on its own"

The need for employment came up often:

- "(YEN should) get jobs for us"
- "Help us with employment"

Many expressed the need to remain connected:

- "People need motivation even after the Programme / support us after the Programme"
- "We should meet with graduates again to share some ideas"
- "Let's have a reunion party"
- "I see past graduates being co-facilitators, to share their experience"

g. Summary of illuminative analysis

There is no doubt from the above testimonies that these graduates have succeeded in the aims of the Programme:

- They demonstrate a powerful sense of responsibility for their own behaviour in relation to themselves, others and the world. This was one of the main themes that emerged from the interviews.
- A second major theme was the respondents' strongly enhanced sense of self-confidence and self esteem. Most respondents placed this at the top of their list of achievements in the interviews.
- There were some moving testimonies of people who had turned away from crime, or who had moved off the streets. They had truly "taken charge" of their lives in a positive, goal-orientated way.
- Through the honouring of the participants during the Programme, they had come to see themselves as persons of worth who could rise above their circumstances. What was noteworthy here was the large number of people that demonstrated an entrepreneurial spirit in their goal setting.
- Most moving of all for the researcher is the willingness of these young people to become involved in community development and care, usually on a volunteer basis. They truly are transforming the lives of young people around them, and through their proactive involvement are changing the prevailing youth culture. This is best demonstrated by their establishing of youth groups and community organisations as a result of the Programme and their networking during the courses.

The last word should go to the respondents:

h. Some final comments from respondents

- "I am glad you (Interviewer) came to visit us"
- "I would love to offer my help in future Programmes and train to become a facilitator"
- "Thank you YEN for this wonderful opportunity I've had"
- "Thanks. I am a mature woman today because of the programme"
- "Thank you for caring"
- "I would like to thank Nankie, because she was my inspiration from day one to the last day" ... "I have learnt a lot from her" ... "A mindset shifter"
- "The programme helped me a lot in achieving most of my goals"
- "I would like to give praise to this noble project"
- "The lead facilitators and all other facilitators empowered me socially and spiritually"
- "I now have a clear vision of my goals/aims in life. Thanks very much to the programme"
- "Mavula, Tshepo and Jimmy built us, motivated us, inspired us"
- "The Programme made me to be stress free and grow emotionally... I am really enjoying myself. Now my life is balanced, like I am working part-time and also involved in community work"
- "The Programme was powerful. My life has changed a lot. I have learned from each and every module. The facilitators were fantastic and excellent. I will miss some of them: Sisi Thози, Teba, Sisi Matlakala"
- "Offer these skills to youngsters still at school, so that they can grow up knowing what they want"
- "YEN needs to spread nationally"
- "I would like to see the Programme continuing to run for more people to benefit from it"

5. RECOMMENDATIONS

1. Both from the statistical analysis and from the illuminative data, it is clear that the Programme has had a major impact on the lives of the young people who participated in it. There is no question about the Programme's excellence and its worth for the participants.
2. We strongly recommend that the Programme continue and, indeed, expand, both in terms of the numbers it serves at present in Gauteng and nationally.
3. YEN should consider lengthening the 9-week Programme in order to include clearer links with the world of work – with more afternoon visits to places of work and more work-related activities in the daily programme.
4. Respondents asked for YEN to help with job placement. The ABSA placements are an excellent example of this and are much appreciated. Perhaps YEN could link up with companies that offer learnerships in terms of the new labour legislation. Administering it would not be too onerous a task as the companies take care of all the logistics.
5. Ongoing support should be offered to graduates. Many appreciated the continuing links with the researchers who tracked their activities and would like to extend this to meeting with other graduates and through ongoing job-hunting support.
6. The above recommendations rely heavily on continued and extended funding. We cannot recommend the Programme too highly to funders: the investment in human capital by the Youth Empowerment Network Programme is certainly producing significant and immediate returns.

APPENDIX A: THE INTERVIEW SCHEDULE

YOUTH EMPOWERMENT NETWORK SEMI-STRUCTURED INTERVIEW

AREA: _____

INTERVIEWER: _____

DATE: _____

TIME STARTED: _____

TIME ENDED: _____

1. What are you doing now?

Own business Part-time / Full-time job Study Volunteer / Community work Other Nothing

Tell me more about it:

2. How has the Programme been helpful in achieving this?
(What parts of the Programme? What things that we did in the Programme were useful?)

3. What are your goals now? Short-term?

Long-term?

4. Given your experience since you completed the Programme, how would you like to see future Programmes run?

APPENDIX B: INSTRUCTIONS TO INTERVIEWERS

1. Engage the interviewee in conversation before bringing out the interview schedule.
2. You can do the interview in the vernacular. Please give a literal translation into English on the back of the form. We want the interviewee's real words! These will be recorded in the research report where appropriate. Go on to extra blank sheets where necessary.
3. You do not need to use the exact wording of the schedule. Put the idea in such a way that the interviewee understands for what you are looking. Re-phrase the questions (if necessary) as in point 2.
4. **DO NOT GO THROUGH THE SCHEDULE POINT BY POINT!** Rather keep the conversation flowing and fill in details where they apply. Let the interviewee lead the conversation.
5. From the conversation, you will be able to fill in one of the blocks in point 1a. Do not list the points for the interviewee to choose an option!
6. It is crucial that you get details of exactly what the person is doing (Point 1b) and what the person did before the Programme (Point 5b). Give as much detail here as possible – this will also be recorded verbatim in the report where appropriate.
7. If you cannot get hold of the graduate, try to speak to a person close to him/her (a family member, friend, spouse, etc.) Then you need to get responses for Points 1, 3 and 5 (The bold-faced points) The person should know the graduate well enough to have information on these points.
8. Probe the person's responses to Point 2: we want specifics here. If the person cannot remember any of the aspects of the Programme – that would be very telling! Do not prompt the person with examples from the Programme.
9. Probe the response to Point 3. Get the person to be as detailed as possible. You need to get what it is the person is aiming to do at present – and how this leads to a future goal. Once again, use language that the person understands – not this high-flown English!
10. Point 4 asks the interviewee to be critical of the Programme. Let the person talk!

11. As mentioned above, get details for Point 5b. Once again, do not give the person the list of possibilities in Point 5a.
12. Point 6 is important. I usually phrase it like this: “Often, when you are being questioned like this, you feel that there is something that you are burning to say; you think to yourself: ‘Why doesn’t he ask about this? I would like to talk about this!’ Is there anything more that I need to take back to the Programme planners? Is there more that you would like to add?” This rather long lead-in is useful for the person to begin thinking around issues, and gives her/him time for the formulation of ideas.
13. Point 7 deliberately has no heading (in case the person sees the form!). Here we want you to make a subjective rating of the interviewee’s **demeanour**, or **attitude to life**, or **feelings about life in general**. Do not do this in front of the person: wait until you have left. You will glean this from all that the person has said, the person’s body language, the person’s use of words (negative or positive), and your gut feel.

APPENDIX C: INYANDA YOUTH ORGANISATION FLYER

INYANDA AT YOUR SERVICE

Inyanda Youth Organization is a group of young people who have come together in an endeavour to create employment.

The following Services are available to you

Inyanda Cleaning Services

- Laundry
- House Cleaning
- Garden Services
- Painting (Houses, walls, Gates e.t.c.)
- Car Washing- These services are offered by young people, you therefore can expect a hassle free service. We come to you we do not disturb your program. We wash you car at you place, yours is just to pick a phone and call us.

Inyanda Confectioneries

- We bake cakes on daily basis.
- We also bake for birthdays and weddings.

Inyanda Cultural Activities

- Do you have a function, show or festival.
- We offer the following:
 1. Chorale Music.
 2. Cultural Dance! Traditional Song
 3. Drama.

Inyanda Educational Camp

- Have you been to a life skills camp if not, call us
- Inyanda have been offered a contract by Ubunye team challenges in a form of partnership.
- If you go to this camp, believe you me that you me that you will come back a changed person (Guaranteed)
- We cater for the following institutions or groups:
 - School
 - Churches
 - Sports Clubs/Teams (Soccer, Netball etc)

Call us for all the above-mentioned services and rest assured, you will receive a hassle and a low cost service.

The number to call is 0833684918 and Speak to Simphiwe Ndlovu Ka Khumalo or 073 1493156 and speak to Sechaba Tsotetsi or 0825125653 and speak to Buti Mofokeng.

APPENDIX D: EMPLOYMENT DETAILS OF RESPONDENTS

Below are the types of jobs the respondents were in at the time of the interviews:

- **Full-time:**

- assistant in a telephone shop
- factory worker in Booyens
- bookkeeper in Midrand
- call centre operator with ABSA bank (x3)
- chef in the Eastern Cape
- chef in a restaurant in Johannesburg
- waiter/waitress in restaurant (x2)
- in a company in Limpopo Province
- 12-month contract with Party Design
- kitchen worker in a pizza shop
- salesperson and administrator with Morkels Furnishers
- 12-month contract as fieldworker with Ikemeleng Centre
- hair stylist at a hair salon
- storeman at Linksfield Clinic
- cashier at motor garage
- cashier at a laundry
- cashier at uncle's store
- cashier at general dealer
- servicing of machinery
- advancee with Proud Advancement Centre in Johannesburg
- national referee with South African Football Association

- **Part-time:**

- modelling
- gardener and cleaner (x2)
- marshall at the World Summit on Sustainable Development (x2)
- cashier at Mell's Tuckshop in Thokoza
- cashier at tavern in Katlehong
- cook and waitress with Extra Dimension catering
- worker in dry cleaners
- domestic worker
- activity organiser with Ubunye Team Challenges
- guarding bond houses for SAFCON Bank
- salesperson
- hairdresser