

Evaluating the Effectiveness of Youth Development Programmes in Cape Town: A Case Study of the Chrysalis Academy, Lavender Hill (2007-2017)



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Submitted to School of Government (SOG), University of the Western Cape (UWC), Cape Town, South Africa, in partial fulfilment of the requirements for the degree of Master's in Public Administration in Faculty of Economic and Management Science (EMS),

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DECLARATION

I, Keshia Hoaeane, hereby declare that this mini thesis entitled: *Evaluating the Effectiveness of Youth Development Programmes in Cape Town, a Case Study of the Chrysalis Academy, Lavender Hill (2007-2017)*, has not been previously submitted for the award of any degree. It is my own work. Each contribution and quotation in this dissertation has been acknowledged and referenced.

Signature:

Date:

Keshia Hoaeane
(Student Number: 3744125)



DEDICATION

To the memory of my late grandmother, Yulinda Ann Hoaeane.

For her advice, her patience, and her faith.

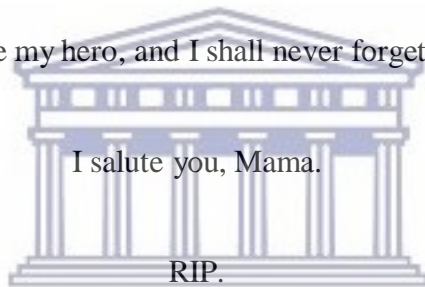
Because she always understood.

Even though she did not have a formal education, she never stopped sharing her wisdom, guidance, support and encouragement to study.

Now I am a woman, and I know who I am.

You never gave up on me.

You are my hero, and I shall never forget you.



I salute you, Mama.

RIP.

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You are my angel.

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This one is for you, Mama! Keshia Hoaeane

ABBREVIATIONS AND ACRONYMS

Term	Explanation/Definition
CA	Chrysalis Academy
CAYDP	Chrysalis Academy Youth Development Programme
M&E	Monitoring and Evaluation
NGO	Non-Government Organisation



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ABSTRACT

The importance of the youth to the future of a country is acknowledged in the frequently used maxim that the youth of today represents the leaders of the future. If we want future leaders of high quality, it stands to reason that we should invest in the youth today, with a view to empowering them to become competent leaders. Across the world, the issue of youth unemployment is regarded as a major challenge, especially amongst countries in the developing world. The research problem in this study refers to the high rate of unemployment amongst the youth in a certain township in a metropolitan area in South Africa. It is acknowledged that unemployment affects all sectors of society and is prevalent everywhere, but the rate of unemployment amongst the youth in this township is unacceptably high. An attempt was made to conduct research on the matter, but was confined to one secondary school within the said township. This research project focuses on the selected community and involves graduates from a youth development programme that aims to address both the dearth of leadership in the community and unemployment, and is run by a non-government organisation (NGO). The research follows a mixed method approach, making use of a questionnaire survey and interviews with a sample of graduates and staff members of the NGO. The NGO was evaluated with regard to its effectiveness, relevance and sustainability. The finds revealed that the youth benefitted from the youth development programme, which prepared them for the challenges of their political, social and economic environment. The research makes a number of recommendations for the improvement of the programme, and also recommends that government be informed of the benefit of such programmes and be requested to consider improving its support for such programmes.

KEYWORDS

Chrysalis Academy, Youth, Youth Development, Beneficiaries, Monitoring, Evaluation, Lavender Hill.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Despite decades of global effort aimed at addressing the issue of youth unemployment, the phenomenon remains a challenge globally, especially in the developing world. Youth unemployment has deep manifestations in communities and in the lives of those from low-income households. In South Africa, the phenomenon particularly affects rural areas, regional cities and peri-urban areas or townships, where young people have been exposed to multiple forms of suffering and have very limited resources to facilitate personal growth and effective decision making (Flude, 2000:6).

It is estimated that 70.9 million young people were unemployed in 2017 (International Labour Organisation (ILO), 2017:2) across Africa. According to a report by the World Bank, youth account for 60% of all of Africa's jobless people. In North Africa, the youth unemployment rate is 25%, and is even greater in Botswana, the Republic of the Congo, Senegal and South Africa. A major factor contributing to the problem in South Africans is a lack of quality education and poor family backgrounds. The segregation of races in the education system under the apartheid government before the introduction of democracy in 1994 prevented black people from attaining the same level of education as whites, which impacted on their ability to hold jobs of any significance. In general, the legacy of apartheid lives on, affecting the spatial distribution of people and the cycle of poverty. The majority of youth reside in areas where unemployment and hence poverty is abnormally high. These barriers have contributed significantly to the inability of youth to find meaningful employment.

Over the years, many youth programmes have attempted to change the employment status of youth in disadvantaged communities. This research focuses on the impact of youth development programmes in general and on one programme in particular, Chrysalis Academy, in relation to the many challenges facing the youth in the Lavender Hill township in the Cape Town metropolitan area. The objectives are to explain the origin of the Chrysalis Academy, evaluate the effectiveness of the programme and of its monitoring and evaluation function, highlight the achievements and failures of the programme, and identify problem areas that adversely affect the implementation and monitoring of the programme.

The literature confirms the importance of youth development programmes in preparing the youth for the challenges of the world of work. Specific emphasis is placed on the rapid changes occurring in the industrialised world and the accompanying demands on the political, economic and social environment. Unemployed youth should be supported through youth development programmes that empower them to understand the challenges they face.

1.2 BACKGROUND OF THE STUDY

Youth unemployment in South Africa is a social phenomenon that consistently demands the attention of social groups and government, all of whom acknowledge that the youth represents the leaders of tomorrow. It is incumbent upon the government to show that it is committed to lay the foundation for a prosperous society by establishing an infrastructure that supports the development of the youth. In this study, the issue of youth unemployment in South Africa is investigated both locally and internationally with a focus on what causes youth unemployment, as well as which interventions are most likely to address the challenge effectively.

In the Cape Town area, poor communities include Khayelitsha, Delft, Bonteheuwel, Lavender Hill, Manenberg, Parkwood Estate, Hanover Park, Langa, and Gugulethu (City of Cape Town, 2001; Esau & Nleya, 2008; Sacks, 2012). Many young people in these communities are without jobs, have a low standard of education, fall into chronic poverty, are socially excluded, live in unhealthy and dirty environments, and grow up in troubled households (Bloch, 2009; Kekana & Richter, 2003; Ramphele, 2002).

Lavender Hill, a suburb in the Southern Peninsula of Cape Town, is no exception. It was constructed under the Group Areas Act of 1969, together with other communities such as Manenberg, Bontehewel, Parkwood Estate and Hanover Park (Wonnacott, 2005). Coloured and Indian people were forcibly removed from their homes around the Cape Peninsula and relocated to these areas (Salo, 2004). According to the City of Cape Town (2011:2) census, the total population of Lavender Hill is 32 598, with 95% of the population regarded as coloured. In total, 29.1% of the residents are children under the age of 14 and 20% of the residents are youth between the ages of 14-24 (The City of Cape Town Census, 2011). The unemployment rate in Lavender Hill community was 42,03% in 2011, according to Statistics South Africa (2011). Given the annual growth rate of the population, the youth unemployment rate in Lavender Hill is currently considered to be above 60% (Kanengoni, 2016:1).

Lavender Hill is characterised as a vulnerable community, undermined by domestic violence,

drug and alcohol abuse, gangsterism, crime, poverty, a high rate of unemployment, and poor urban households (Watson & Ryan, 2012:77). The community consists predominantly of low-cost council housing in the form of double- and triple-story blocks of flats, known as courts, with limited access to social services and recreational facilities (Watson & Ryan, 2012:77). Violence in the home and neighbourhood is common, with many children having witnessed gang-related violence.

The majority of the youth in this community come from families which are not supportive enough regarding the achievement of goals. Older family members are often battling their own social problems caused by gangsterism, alcohol and drug addiction, high levels of assault and murder in the area, and the failure to complete schooling or access tertiary education (Watson & Ryan, 2012:76; Bowers, August & Swart, 2005:77). Most family members lack educational qualifications or work experience. In many cases, young people who attain a matriculation certificate are the first in the families to do so. Lavender Hill is exposed to ongoing domestic and gang conflict, and physical and sexual abuse within dysfunctional families, while the rest of the population is in constant danger from gangs (Waston & Ryan, 2012: 78).

It was against this background that the Western Cape Provincial Government established the Chrysalis Academy, which now forms an integral part of the overall strategy of the Western Cape Provincial Government to combat poverty and support the youth. The overall purpose of Chrysalis Academy is to provide livelihood support for extremely poor and vulnerable youth in the Western Cape, and to become a global leader in holistic youth development. It is a programme aimed at youth aged 18–25, who must have no criminal record, reside in the Western Cape and have a minimum Grade 9 education. The three-month programme comprises various phases aimed at fostering leadership, cultivating resilience and facilitating active citizenship (Meyer, 2017:69). Its foundation was a response to the high crime rate in the Western Cape, one of the highest among the provinces in South Africa, especially due to substance abuse and the active gang culture in Cape Town's mainly disadvantaged communities (CA, 2017:9). The programme has been in operation since its formation by the Western Cape Provincial Cabinet in 2000 at Porter Estate in the suburb of Tokai.

Through a combination of qualitative and quantitative strategies, the study examines the extent to which the programme has succeeded in its goal of improving the quality of life and the livelihoods of beneficiaries in the case study area. The study will provide a useful insight

into the effectiveness of youth development programmes in Cape Town and is likely to be relevant for all stakeholders in youth development.

Over the years, various programmes have been implemented to deal with some of the challenges of disadvantaged communities. However, the extent to which these programmes are effective is unknown. To this end, the researcher selected the Chrysalis Academy Youth Development Programme with the aim of evaluating its effectiveness for beneficiaries (graduates) in Lavender Hill. Lavender Hill was selected as a site because high unemployment and gangsterism have characterised this neighbourhood for many years.

1.3 PURPOSE STATEMENT

The main purpose of this study was to evaluate the effectiveness of youth development programmes in Cape Town, using the case study of the Chrysalis Academy, and the graduates from the Lavender Hill community over the past few years (2007 to 2017).

1.4 STATEMENT OF THE RESEARCH PROBLEM

Working with youth in the 21st century raises many complex challenges. The persistently high youth unemployment in South Africa has long been one of the most pressing socio-economic problems facing the government (Van Aardt, 2012:54). This persistent and far-reaching socio-economic problem has worsened recently around the world, as policymakers struggle to come up with strategies to address the problem (Turton & Herrington, 2012).

It is a very sad fact that after 25 years of democracy, South Africa is still faced with debilitating social ills such as teenage pregnancy, substance abuse and alcohol abuse, gangsterism, domestic and gender violence and homelessness, exacerbated by an unacceptably high unemployment rate, especially amongst youth aged between 17 and 35 years. Many children and youth live in homes without parents, while others grow up in broken families. This often results in a lack of formal schooling, a lack of fundamental life and technical skills, and no formal work experience (Chrysalis Academy, 2018:2).

Our country's most valuable asset is its youth; hence intervention strategies have to be comprehensive, integrated and multi-facilitated in order to address the literacy, numeracy, basic education and skills challenges faced by the youth. The use of information technology and innovative educational tools is fundamental to this process (Chrysalis Academy, 2018:2).

There is a great demand on development interventions to bring about healing, resilience and

sustainable transformation. As a deliberate step towards alleviating the harsh conditions of youth unemployment, most governments in the developing world have introduced policies and strategies intended to address youth unemployment, either on their own or in collaboration with donors, non-government organisations (NGOs) and development partners. It is envisaged that through these social programmes the youth will be able to lift themselves out of extreme poverty and become economically active and empowered. Young people continue to be marginalised in a variety of ways, and it is vital that their voices are heard and that they are afforded opportunities for growth and development.

1.5 RATIONALE FOR THE STUDY

Previous research on youth development in the Lavender Hill area was confined to one secondary school (Kanengoni, 2016). This research broadens the scope to include the entire Lavender Hill community. It is envisaged that the study will contribute to an understanding of effective monitoring and evaluation practices for NGOs and will inform the both theory and practice in this area of inquiry. From an organisational perspective, this study may also inform staff of the programme on how they may improve and develop more favourable practices for effective planning and implementation of youth-related activities.

1.6 RESEARCH QUESTIONS

This research study will investigate the following main questions:

1. What are the origins of the youth development programme at Chrysalis Academy?
2. What have been the major operations of the identified youth development programme?
3. What have been the achievements of the youth development programme?
4. What are the main shortcomings and opportunities in the practice of M&E in the programme?
5. What can be done to improve the efficiency of the Chrysalis Academy's M&E framework for the benefit of their practice?

1.7 OBJECTIVES OF THE STUDY

The overall purpose of the study was to evaluate the current monitoring and evaluation (M&E) systems applied by the Chrysalis Academy and evaluate the effectiveness of the Youth Development Programme for the graduates from the Lavender Hill community. The specific objectives were to:

1. Explore the concept and origin of the Chrysalis Academy youth development programme (CAYDP);
2. Evaluate the effectiveness of the CAYDP;
3. Identify and highlight key achievements of the programme;
4. Identify problem areas that adversely influence the optimal implementation of the programme's monitoring and evaluation; and
5. Conduct an empirical study with a view to providing appropriate recommendations in terms of the effective implementation of the programme.

1.8 SIGNIFICANCE OF THE STUDY

As indicated above, the problem of youth unemployment in South Africa is acute and has worsened significantly over recent years. The high unemployment rate, particularly in Lavender Hill, partially explains why young people are drawn to gangs and a life of crime. The research project could generate information that the community could use to motivate requests to government for more assistance in the form of youth development programmes.

1.9 RESEARCH METHODOLOGY

Creswell (2009:15) describes research methodology as the research method that researchers apply in their studies for data collection, analysis and interpretation. This study uses the mixed method approach, a combination of qualitative and quantitative methods. The quantitative component consists of a questionnaire survey, while the qualitative component takes the form of an interview schedule. Creswell (2009:4) states that the mixed method combines or integrates both qualitative and quantitative data in order to provide a comprehensive analysis of the research problem. In the study, the researcher used purposive sampling to select the beneficiaries of the programme and to select the five Chrysalis Academy staff whose work involves an element M&E.

1.10 DELIMITATION OF THE RESEARCH

The research is confined to staff and graduates of a single NGO youth development programme in Porter Hill Estate, Tokai. Graduates of the programme selected for participation all reside in Lavender Hill Township.

1.11 CONCEPTS CLARIFICATION

The following section describes and clarifies the key concepts central to this study:

Monitoring: According to the Organisation for Economic Co-operation and Development (OCED), monitoring is the repeated and regular collection of data on specified indicators to specify to management, and key stakeholders, how a development intervention is progressing and whether goals are being achieved by means of allocated funds (OCED, 2008:27).

Evaluation: According to Kusek and Rist (2004:21), evaluation is the systematic and objective assessment of an ongoing or completed project, program, or policy that includes its design, implementation, and results. The purpose is to determine the importance and success of goals, development efficiency, effectiveness, impact, and sustainability. An evaluation has to make available information that is reliable and valuable, allowing the combination of lessons learnt into the decision-making process of both beneficiaries and donors.

Effectiveness: Effectiveness, as defined by Ile, Eresia-Eke and Allen-Ile (2019:68) is “a measure of the extent to which intended results have been realised.”

Lavender Hill: Name of a predominantly coloured township in Cape Town

NGOs: NGOs are non-profit making organisations that are independent of government and provide voluntary work to the general public or the world at large through the provision of advocacy or services (Panel, 2004, UNDP, 1993 & Willetts, 2011:9).

Project/Programme: A project is an event that addresses a particular programme within a confined space of time. A programme is often very broad and may be a collection of events addressing a common theme and likely to continue for several years (Ile, Eresia-Eke & Allen-Ile, 2019:61).

Beneficiaries: Beneficiaries may be person or a group of people who benefit or receive welfare assistance as a result of a service. Within the M&E context, beneficiaries are those people who benefit from the services available by NGOs as a result of a project or programme.

Youth: Youth represents a category of people defined in terms of their phase of development between childhood and adulthood (National Youth Policy 2009-2014:10).

Youth development: The National Youth Policy (2015-2020:4) defines South Africa’s youth

development on the basis of the historical conditions that have shaped the country and its democratic goals. Youth development is based on the principles of social and economic justice, human rights, empowerment, participation, active citizenship, the promotion of public benefit, and distributive and liberal values. Youth development determines South Africa's future and should be at the core of its development priorities. The National Youth Policy responds to the social and economic forces that shape global and regional development in the 21st century. It seeks to support the development of young people through government's approach to addressing poverty and underdevelopment, as identified in the National Development Plan (The National Youth Policy, 2020:4).

1.12 STRUCTURE OF THE STUDY

The study is structured in the following manner:

Chapter 1: Introduction and Background to the Study

Chapter 1 gives the background of the study and the geographical location of the research. It highlights the research problem, rationale and significance, the research question, and the aims and objectives of the study. It also provides a definition of terms central to the study.

Chapter 2: Literature Review

Chapter 2 gives an outline of the literature consulted and presents a discussion on the topic from the perspective of various researchers. Its aim is to provide a theoretical overview of existing international and South African policies and legislation, and on monitoring and evaluation. This overview serves as a basis for conducting empirical research.

Chapter 3: Getting to know Chrysalis Academy

This chapter discusses Chrysalis Academy (CA), outlining the organisation's history and rational stance on youth development. Various principles on which the programme is based are examined and discussed, as are entry requirements for participation and the phases of the programme.

Chapter 4: Research Methodology

This chapter focuses on the research methodology used to generate data. The chapter presents the research design, research methods, target population, sample size, sampling procedure and data collection techniques. The chapter ends with the limitations of the study and the ethical considerations.

Chapter 5: Presentation and Discussion of Findings

Chapter 5 explains the major findings of the empirical study based on information obtained from the qualitative data gathered in the case study area of Lavender Hill and Chrysalis Academy.

Chapter 6: Conclusions and Recommendations

Chapter 6 presents the conclusion and recommendations of the study.

1.13 SUMMARY

The frequently heard statement that “development is all about people” implies that people (the intended beneficiaries of development) are the most important role players in their own development. Development promoting institutions need effective management to ensure that people are kept continually at the forefront of the initiatives they undertake. In this regard development management, as an interdisciplinary field, plays an important role, since one of its main goals is to equip managers in various institutions with professional knowledge, skills and techniques to enable them to operationalise the statement that development is all about people (Davids, Theron & Maphunye, 2009:30). South Africa has millions of people who live in poverty and who experience inequality as far as access to economic opportunities is concerned (Davids, Theron & Maphunye, 2009:37). These people must be made the focus of development action, as the statement “development is all about people” makes clear.

This chapter states that the research problem is youth unemployment and the role of youth development programmes in addressing this phenomenon. The research objectives is to examine a youth development programme, its achievements and the role of monitoring and evaluation in enhancing its effectiveness. The research methodology used was the mixed approach, taking the form of a questionnaire and interviews. The research is limited to a single township within the metropole of Cape Town, and a single youth development agency. It is envisaged that it may generate information that government could use with a view to improving its current support of youth.

The following chapter reviews the literature on the topic.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review section is important in research as it enables the researcher to acquire an understanding of the topic; what has already been researched and what the key issues are (Hart, 2001:1). A review of the literature refers to the sources that contain information on a particular subject on which research is being conducted (Hart, 2001:13).

This chapter identifies the relevant literature pertaining to the topic of youth development, indicating the theoretical and legislative framework relevant to youth development in the South African context. Information was collected from journal articles, annual reports and books published within the last seven years to ensure that the information used was relevant and topical. Where it was necessary to substantiate further, older sources were consulted. In presenting the literature review, the conceptual framework is presented first, followed by a presentation of applicable theoretical models. This is followed by a discussion on the work of various researchers pertaining to monitoring and evaluation, and lastly by a discussion on policy documents related to the research study objectives.

Triangulation involves using more than one theoretical framework in the interpretation of data. In triangulation, the perspectives used in the study may be related to or shown to contrast with other viewpoints (Tuner & Tuner, 2009:1). According to Flick, Von Kardoff and Steinke (2004:178), triangulation refers to the process of combining different sources, at different times and at different places or from different people in the same study. In this study, triangulation is used in the presentation of the theoretical framework that follows.

The triangulation of the theoretical framework is an attempt to illustrate the contribution of NGOs towards youth development in relation to the theory. NGOs have many programmes, functions and roles which assist communities to become empowered and to develop sustainably (Nikkhah & Redzuan, 2010). In capability theory, the focus is on the well-being of individuals through programmes that enhance abilities, skills and knowledge. The capability approach assesses an individual's or group's well-being, examining what motivates them to take part in activities that leads to lives they value.

Empowerment theory contributes to youth development through its emphasis on encouraging youth to make changes that improve their own conditions and give them mastery over their lives. Empowerment theory is interested in what motivates a community to participate in the developmental activities and seeks to help community members to improve the quality of their own lives.

Social exclusion theory focuses on the conditions in which people find themselves, and the barriers which make it difficult or impossible for people to participate fully in society or to obtain a decent standard of living, due to lack of resources such as income generation or job creation.

NGOs exhibit aspects of all of these theories in their efforts to contribute towards sustainable youth and community development. Most NGOs support communities in becoming self-reliant, assisting communities to discover their own potential and to rely on their own resources. The use of these theories helps an NGO to understand the conditions in which it works and to make meaningful contributions toward the realisation of youth development.

2.3 THEORETICAL FRAMEWORK

According to Lederman and Lederman (2015:597), the theoretical framework refers to the theory chosen by a researcher to justify the importance and significance of the phenomenon or research problem. This study was informed by the following theoretical perspectives; the Capabilities Approach, Empowerment Theory and the Social Exclusion Theory, each of which is discussed in detail below.

2.3.1 The Capabilities Approach

Capabilities theory was developed within the context of understanding individual well-being and is based on a recognition that a combination of factors enable the individual to achieve a lifestyle which he or she values. Capability theory seeks to explain the link between development, quality of life, and freedom, where people have access to better opportunities and contribute to the decisions made in their daily lives.

According to Walker (2005:103), capabilities refer to the opportunities that individuals have to access and execute tasks and activities which they value. More specifically, it refers to what people can really become and do in order to achieve different functionings.

Functionings refer to the various activities a person may value which are essential to the

person's well-being. It encompasses what people are able to do and to be with a view to choosing the life which they desire (Walker, 2005:104).

This theory questions the impact of policies on people's abilities, and examines whether people have access to the necessary resources to achieve the things they value as important in their everyday lives (Walker, 2005:104). Capability theory is concerned with whether people are in good physical health, whether they are doing well economically, whether they have a good basic education, and the extent to which they actively take part in political and social activities (Walker, 2005:105).

According to Robeyns (2006:351), the capability approach maintains that assessments of the well-being or quality of life of a person, or the level of development of a community or country, should not focus primarily on resources or on people's mental states, but on the effective opportunities that people have to lead the lives they have reason to value. Robeyns, (2006:352) further describes the capability approach as relevant to aspects of an individual's or group's well-being, such as inequality and poverty, the design of the welfare state, level of affluence and development policies implemented by governments and non-government organisations in developing countries. NGOs provide services in communities enabling individuals to progress to realise their capabilities. The development of society's capabilities depends largely on NGOs to deliver capability services and provide livelihood support to the extremely poor and vulnerable members of society.

2.3.2 Empowerment Theory

Empowerment theory is based on the observation that people are capable of evaluating and taking control over the decisions, abilities and opinions that influence and affect their lives, and the quality of community life (Perkins & Zimmerman, 1995; Rappaport, 1981; Zimmerman & Warschausky, 1998). Zimmerman (2000:44), refers to empowerment as a psychological phenomenon in which individuals think positively about their ability to make changes and improve conditions that affect them at an individual and social level. This includes a belief in self-efficacy and a positive sense of self-worth. Rappaport (1984:43) seems to suggest that empowerment may occur at various points and that it may be seen as a process by which people, societies, and organisations gain control over their way of life.

According to Mechanic (1991:43), empowerment may be seen as the manner in which individuals learn to see the connection between their goals and how to achieve them, and

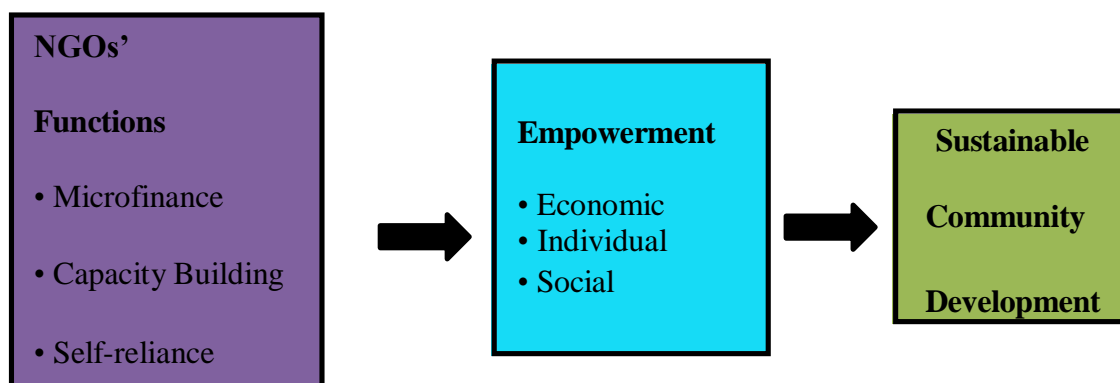
between their efforts and the results of their efforts in their lives. Perkins and Zimmerman (1995:571) argue that participation with others is important to accomplish goals and to gain access to resources. It requires a critical understanding of the socio-political environment as well as of the basic components of the theory. At the community level, empowerment may refer to collective achievement to improve the quality of life of all in a community and the ability to join community organisations and agencies.

According to Streeten (1997), cited in Nikkhah and Redzuan (2010:85), NGOs' functions and advantages, are (1) they are good at reaching and mobilising poor and remote communities; (2) they help empower poor people to gain control of their lives, and they work with and strengthen local institutions; (3) they carry out projects at lower cost and more efficiently than government agencies do and (4) they promote sustainable development (Nikkhah & Redzuan, 2010:85). These services help people to develop abilities, skills and knowledge, and take control over their own lives and finally become empowered.

Stromquist (2002), on the other hand, cited in Nikkhah and Redzuan, (2010:86) notes three major functions for NGOs: (1) service delivery (e.g. relief, welfare, basic skills); (2) educational provision (e.g. basic skills and based on an often critical analysis of social environments); and (3) public policy advocacy. Baccaro, (2001) cited in Nikkhah and Redzuan (2010:86), shows how certain NGOs can promote the organisation and "empowerment" of the poor, mainly poor women, through a combination of micro-credit, awareness-raising, training for group members, and other social services. Empowerment is the ability of individuals to gain control socially, politically, economically and psychologically through (1) access to information, knowledge and skills; (2) decision-making; and (3) individual self-efficacy, community participation, and perceived control (Rappaport 1987; Zimmerman & Rappaport 1988).

The authors conclude that empowerment theory focuses on the competencies of people to build the kinds of lives they want for themselves (Zimmerman & Perkins, 1995:571). This theory is appropriate to use in analysing the kind activities needed by Lavender Hill youth in order to become employed and what competencies they need to develop. The theory is also relevant because it is concerned with how people are enabled to improve the quality of their own lives.

Figure 1: The relationship between NGOs’ functions, empowerment and sustainable community development.



2.3.3 Social Exclusion Theory

Social exclusion theory focusses on the non-financial aspects of life which cause people to become excluded from the mainstream. In modern society, employment is a central feature of daily life and the main source of financial independence, status, prestige, identity, and social participation (Caroleo & Pastore, 2003:2). According to Muyonjo and Theron (2003; 2002), cited in Davids, Theron and Maphunye, (2009:39) the social exclusion perspective derives from the concept of the “First World”. In these societies most people’s basic needs have been met and there is little income poverty, yet there may still be deprivation and vulnerability. Social exclusion refers to the fact that despite welfare services and general wealth, there remains a group that is excluded from the mainstream benefits of a society and is prevented in some way from fully enjoying prosperity. In the social exclusion literature there is a focus on economic indicators, especially employment. Employment is seen as serving the function of providing an income and granting individuals access to full citizenship rights; in other words, inclusion in the system (Davids, Theron & Maphunye, 2009:40).

According to Daly and Silver (2008:558), the concept of social exclusion leads directly to the poor and marginalised. Burchardt, Le Grand and Piachaud (2002), for example, cited in Daly and Silver (2008:549), work with four sets of indicators that include consumption, production, political engagement, and social interaction (operationalised as lack of support). Barnes’s (2005) cited in Daly and Silver (2008:549), considers social exclusion in terms of seven dimensions: financial situation, ownership of goods, the quality of housing, neighbourhood perception, personal social relationships (operationalised as social support), physical health, and psychological well-being. Barnes et al. (2002) measured exclusion as the result of multi-dimensional disadvantages in the areas of housing, health, education, social

relations and participation. The theory typically reflects the degree to which the economically deprived suffer from multiple forms of social deprivation.

This perspective recognises that the potential of some young people is constrained by a lack of resources available to them because of the conditions of society. In particular, the many social exclusion scholars refer to structural factors, pointing out that social exclusion is often depicted as a condition in which people find themselves (Daly & Silver, 2008:558). According to Stanley (2007:2), social exclusion theory examines the barriers which make it difficult or impossible for people to participate fully in society or to obtain a decent standard of living due to lack of educational opportunities, inadequate housing, unemployment, age, and lack of transport. Essentially the concept implies an absence or deprivation of some kind (Daly & Silver, 2008:558).

In Lavender Hill and around South Africa, it is certainly a fact that disadvantaged youth are experiencing social exclusion which diminishes their ability to meaningfully participate in society. This directly feeds into inequality and poverty. Many aspects of social exclusion apply in Lavender Hill. This theory states that “an individual is socially excluded if (a) he or she is geographically resident in a society but (b) for reasons beyond his or her control he or she cannot participate in the normal activities of citizens in that society and (c) he or she would like to participate” (Burchardt, Le Grand & Piachaud 1999:229).

As may be expected in a community where youth unemployment is high, residents who live around Lavender Hill generally lack support structures. In this sense the location of Lavender Hill, somewhat removed from centres of work, geographically excludes residents from meaningful job opportunities, quality educational facilities, and suitable housing conditions. These factors make it essential that youth involvement in society is actively promoted.

The capability theory of Walker, the empowerment theory proposed by Zimmerman and the Social Exclusion theory of Burchardt all form part of the theoretical framework that informs this study. Together these theories provide important insights into the complex matter of whether people have access to health services and education, and whether or not they participate in community activities. They raise the question of whether people are in good physical health and are able to cope with stress and adapt to the changes that shape their community. They recognise that many social problems exist due to the unequal distribution of, and access to, resources. They also question whether people can access financial resources

and economic production. In other words, they look at people's well-being and personal development in light of access to what is needed.

Many NGOs exist to address a widespread lack of capabilities, low levels of personal and community empowerment and community-wide social exclusion, but their effectiveness may be greatly hampered by a lack of effective monitoring and evaluation (M&E).

What follows is an overview of perspectives on M&E as elucidated by various scholars over the latter part of the 20th century. These perspectives are critical for an understanding of M&E.

2.4 THE CONCEPTS MONITORING AND EVALUATION (M&E)

The literature on monitoring and evaluation suggests that the concepts have many definitions rather than a single definition. This section provides a review of the concept as defined by various authors.

2.4.1 Monitoring in Perspective

Ile, Eresia-Eke and Allen-Ile (2012:127) describe monitoring as the collection and analysis of information about a project or programme, undertaken while the project/programme is ongoing. Shapiro (2007:3) explains monitoring as the systematic collection and analysis of information regarding a project's progress aimed at improving the efficiency and effectiveness of a project or organisation. It is based on targets set and activities planned during the planning phases of work. It helps to keep the work on track and can inform management when things are going wrong. If done properly, it is a valuable instrument for good management, and provides a useful base for evaluation. It enables one to determine whether the available resources are sufficient and are being well used, whether the capacity one has is sufficient and appropriate and whether one is doing what one planned to do.

Lemay (2010:4) mentions that monitoring is used to regularly track changes in the measurable markers or indicators over time in order to manage the implementation of a programme. Monitoring measures progress toward results and involves collecting information on inputs, activities, outputs, and sometimes short-term outcomes. For the manager, this may involve monitoring progress against operational plans and/or monitoring the services provided. According to the World Bank (2007:1), monitoring is a continuous function that aims primarily to provide management and stakeholders of an ongoing intervention with early indications of progress, or a lack thereof, in the achievement of

results. An ongoing intervention might be a project, programme or other kinds of support to an outcome. Monitoring helps organisations track achievements through the regular collection of information to assist timely decision making, ensure accountability, and provide the basis for evaluation and learning.

A generic definition of monitoring would be the systematic collection and analysis of information to determine the progress of an activity.

2.4.2 Evaluation in Perspective

As with monitoring, evaluation is defined differently by different authors. Evaluation is an evidence-based assessment of a strategy, policy, programme or project outcomes, done through determining their relevance, impact, effectiveness, efficiency and sustainability. An evaluation should provide information that is useful for decision-making for both beneficiaries and donors (ILO, 2018:2). Furthermore, “evaluations provide programme managers with the information needed to make strategic decisions about necessary changes in design, planning or implementation. By examining how and why certain results were achieved, evaluations complement monitoring systems and results-based management practice” (ILO, 2018:2).

In the view of Lemay (2010:5), evaluation is used to assess the effectiveness and sometimes the cost of efforts to improve services and to prevent and manage problems. Evaluation is an activity that measures outcomes and impact. It assesses the extent to which an organisation achieves its desired results and helps managers to understand why the results were or were not achieved. The evaluation also provides an opportunity for continuous learning from experience. A further development of the concept was established by the Organisation for Economic Co-operation and Development (OECD, 2002:21) which refers to evaluation as a systematic and objective assessment of an ongoing or completed project, programme or policy that includes its design, implementation and results. The purpose is to determine the importance and success of goals, development efficiency, effectiveness, impact and sustainability. An evaluation has to make available information that is reliable and valuable, allowing the combination of lessons learnt to affect the decision-making process of both beneficiaries and donors.

Uitto (2014:9) defines evaluation as a systematic and independent assessment. Evaluations are not one-time events but are used to assess the relevance, development efficiency,

effectiveness, impact and sustainability of the programmes or projects at several points during the lifetime of the intervention.

To give clarity to this definition, Ile et al. (2012:130) point out that evaluation is an assessment of value in which one identifies problems in order to make a judgment. According to their view, evaluation is, therefore, a process of investigation and decision making. These scholars note further that the idea is to reveal if a design is poor and to save unnecessary expenditure in the implementation of various development initiatives.

A generic definition of evaluation would therefore be an assessment over the long term of the worth of an activity or process. The differences between monitoring and evaluation make them unique while their commonalities provide a basis for combining the two activities. It is clear that there is no universally accepted definition of the two concepts, since no single definition can serve all researchers, disciplines, countries or policies. The concepts are recognised as elastic in multiple ways. Therefore, they are explored only in a manner that aids understanding of their role and relevance for this study.

2.5 THE MONITORING AND EVALUATION PROCESS

According to Kusek and Rist (2004:23), building an M&E system that responds to the results in an organisation's strategy is a 10-step process, as summarised below:

- **Step One: Conducting a Readiness Assessment**

This step determines the capacity and willingness of the government/organisation and its development partners to construct a results-based M&E system. This assessment addresses such issues as the presence or absence of champions, the barriers to building a system, who will own it, and who will oppose the M&E system.

- **Step Two: Agreeing on Outcomes to Monitor and Evaluate**

The key requirements are to develop strategic outcomes that focus on and drive resource allocation and activities. These outcomes should be derived from strategic priorities (goals).

- **Step Three: Developing Key Indicators to Monitor Outcomes**

This step determines the degree to which the outcomes may be assessed. Developing clear, well-defined indicators is a core activity in building an M&E system, and drives all subsequent data collection, analysis and reporting. The political and methodological issues

involved in creating credible and appropriate indicators should not be underestimated.

- **Step Four: Gathering Baseline Data on Indicators**

This involves describing and measuring the initial conditions being addressed by the outcomes. It is the first measurement of the indicators and defines the starting point.

- **Step Five: Planning for Improvements**

The essence of this step is the setting of realistic targets and the recognition that most outcomes are long term, complex, and not quickly achieved. It is helpful to establish interim targets that specify how much progress towards an outcome is to be achieved each year (or some other time period) and the resources needed. Measuring results against targets can involve both direct and alternative indicators and the use of both quantitative and qualitative data.

- **Step Six: Monitoring for Results**

This step involves the administrative and institutional task of establishing data collection, analysis and reporting guidelines; designating who will be responsible for activities; establishing quality control processes; establishing timelines and costs; working through roles and responsibilities; and establishing guidelines on transparency and dissemination of the information and analysis. In constructing an M&E system, the challenges of ownership, management, maintenance and credibility need to be thoroughly addressed.

- **Step Seven: Evaluative Information to Support Decision Making**

This step focuses on the contributions that evaluation studies and analyses can make throughout this process to assess results and move towards outcomes. Analysis of programme theory, evaluability assessments, process evaluations, outcome and impact evaluations, and evaluation syntheses are among the strategies that may be employed in evaluating a result-based M&E system.

- **Step Eight: Analysing and Reporting Findings**

This is a crucial step that determines what findings are reported to whom, in what format, and at what intervals. It has to address the existing capacity for producing the information, and focuses on the methodologies for accumulating and assessing information, and preparing analyses and reports.

- **Step Nine: Using the Findings**

The point of the entire M&E process is not simply to generate results-based information, but to get the information to the appropriate users in a timely fashion so that they may take the information into account when making decisions. This step affects development partners and civil society, strengthening accountability, transparency, and resource allocation procedures.

- **Step Ten: Sustaining the M&E System**

This step recognises the long-term process involved in ensuring the efficiency and effectiveness of an M&E system. Sustainability is crucial to the M&E system, involving a review of demand, overall structure, accountability, incentives and capacity, and relying on trustworthy and credible information. Each aspect needs constant attention over time to ensure the viability of the system. As noted earlier, an effective M&E system does not have to be conducted according to these ten steps. One could define a more detailed number of steps, or fewer. The issue is to ensure that key strategies and activities are recognised, clustered together in a logical manner, and then assessed in an appropriate sequence.

2.6 CHALLENGES OF MONITORING AND EVALUATION

Many scholars have highlighted the fact that the NGO environment in which social services are implemented and delivered presents complex challenges (Van Slyke, 2007:157). These challenges include the monitoring and evaluation of programmes. Unless the monitoring and evaluation function is systemically and regularly undertaken it has little long-term effect. NGO practitioners face so many demands on their time and resources that the function may be undertaken haphazardly or not at all, preventing optimal functioning of the organisation.

Below are some of the challenges associated with the design and implementation of M&E systems in local NGOs as identified in the literature.

- **Lack of Monitoring and Evaluation Expertise**

The M&E system cannot function without skilled people who effectively execute the M&E tasks for which they are responsible (Görgens & Kusek, 2010:94). Monitoring and evaluation requires specific skills and expertise, including monitoring and evaluation design skills, particularly long-frame designs, an understanding of both qualitative and quantitative indicators, and the ability to design an appropriate data collection instrument. Many NGOs lack adequate monitoring and evaluation experience or capacity among the staff involved in M&E. This is one area that is highlighted by most scholars.

Van Rensburg (2008:26) notes that various challenges exist for NGOs, especially smaller NGOs, in monitoring activities and performance. They lack skills and human resource capacities, and also lack clear indicators to monitor and evaluate. While some evaluative skills may present among staff, the tendency is that few possess all the skills, which results in uneven and incomplete monitoring and evaluation, to the detriment of the organisation.

- **Resource Limitations**

Another challenge is that NGOs tend to work in resource-limited settings, lacking the financial and human resources to carry out proper monitoring and evaluation. This weakness is linked to another challenge pointed out by Lu (2003:7), who states that NGOs are frequently unable to carry out their activities owing to a lack of stable, reliable funding from government and private sources. The few resources available are necessarily channeled to the implementation of programmes; monitoring and evaluation are regarded as an expense that cannot be afforded. Lack of funds means that NGOs may not be in a position to bring in external evaluators, nor adequately collect all the necessary data, nor acquire the technology to aid the monitoring and evaluation function. Furthermore, Ile et al. (2012:46) point out that in situations where there is an M&E skills shortage, the quality of research conducted by an internal or external research team is compromised, since they receive inadequate administrative and data support. This negatively impacts on the quality of the M&E exercise.

- **Multiple Donor Requirements**

Another challenge is that NGOs face multiple monitoring and evaluation requirements, both where NGOs have more than one donor and where they have one donor with stringent reporting requirements. This translates into an excessive burden on the NGOs to conform to requirements, which aggravate the problem of stretched capacity on the programme in terms of staff and finances. These stringent donor funding requirements also perpetuate the practice of emphasis on upward accountability to the donor, with minimum or no accountability to other stakeholders including the beneficiaries.

Different stakeholders bring different agendas to the programme. Conflicting demands between donors and beneficiaries, whose needs are pressing and the very reason the NGO exists, makes the NGO decision-making process difficult. The continuing pressure for NGOs to secure funding sources can lead to their adopting donor-driven goals, policies and standardised procedures (Rauh, 2010:35).

- **The Technical Difficulty in Demonstrating the Long-Term Impact of Programmes**

It is not easy for NGOs to demonstrate attainment of their long-term objectives. It may take a long time to demonstrate that a project achieved its objective and even then, it is hard to demonstrate that the particular programme undertaken by the NGO in the community is responsible for the observed impact in the community. For example, it is not easy to evaluate whether or not the Expendable Public Works Programme (EPWP) – a key component of the government’s drive to alleviate poverty and unemployment in South Africa – has made an appreciable difference to the overall prosperity and well-being of communities. Even if it can demonstrate a temporary reduction in unemployment it becomes difficult to point to any observed, longer-term change, as people become unemployed again after a few months.

Ile et al. (2012:46) state that NGO programmes can be negatively affected by technicality issues, especially if there is a lack of quality baseline information, if goals and objectives are unclear, if poor record-keeping is practised, and if indicators are inappropriate or irrelevant. We see therefore that NGOs face various challenges in performing monitoring and evaluation activities. They are often seen as time-consuming and a waste of resources that could be better applied to provide for the needs of the beneficiaries (Henderson, 1997:27).

2.7 GUIDELINES FOR EFFECTIVE MONITORING AND EVALUATION OF NGOS

2.7.1 Four Monitoring and Evaluation Tools

Non-government organisations are increasingly challenged to demonstrate accountability and relevance through their reporting, monitoring and evaluation. The four main monitoring and evaluation guidelines used by NGOs in practice, as recorded by various researchers, are reports and disclosure statements, performance assessments and evaluations, participation, and monitoring of outcomes and impacts.

- **Reports and Disclosure Statements**

According to Ebrahim (2003:816), reports are one of the most commonly used tools of accountability for NGOs. This method provides detailed information on finances, organisational structure and programmes through an annual information dissemination effort. These reports enable some degree of accountability to donors, clients and members who wish to examine an NGO more closely. However, donors, beneficiaries and key stakeholders of non-profit organisations generally have limited legal standing to challenge an NGO for falling short in delivering on their primary responsibilities. Apart from the annual report legally

required in order to remain registered as an NGO, donors require regular reports from NGOs that they fund. The nature of these reports varies considerably among funders and programmes and may be subject to some degree of negotiation. These detailed quarterly and annual reports are intended to provide evidence of concrete achievements resulting from funds received. Such reports and legal disclosures are significant tools of accountability in that they make available (either to the public or to key stakeholders) basic data on NGO operations (Ebrahim, 2003:816).

- **Performance Assessment and Evaluation**

Another widely used set of tools for accountability are various kinds of evaluation, including performance and impact assessments. Donors commonly conduct external evaluations of NGOs' work near the end of a grant or programme phase. These evaluations typically aim to assess whether and to what extent programme goals and objectives have been achieved, and are pivotal for determining future funding to NGOs. Performance assessments and evaluations should clearly state what the milestones of the programme are and what the final outputs are. Well-written and transparent performance assessments enable the donor to assess the partial and final results of the programme, keeping lines of communication open and going some way to ensuring continued funding.

- **Participation**

According to Ebrahim (2003:818), participation is a process rather than a tool, and ought to form part of the routine of an organisation. In discussing participation, it is helpful to distinguish between different levels or kinds of participation. Ebrahim (2003:818) draws from Adnan (1992, as cited in Gardner & Lewis (1996: 111) and Arnstein (1969) in identifying four general types of participation.

At one level, participation refers to information about a planned project being made available to the public in the form of public meetings or hearings, surveys, or formal dialogues on project options. In this form, participation includes consultation with community leaders and members, but decision-making power remains with the project planners. The second level of participation includes public involvement in actual project-related activities, taking the form of community contributions concerning labour and funding for a project, and possibly maintenance of services or facilities.

At the third level, citizens are able to negotiate and bargain over decisions with NGOs or

state agencies, or even hold power over decisions. At this level, citizens are able to exercise greater control over local resources and development activities. Finally, the fourth level of participation refers to people's own initiatives which occur independently of an NGO or state-sponsored project. Examples of this kind of participation include social movements.

- **Monitoring of Outcomes and Impacts**

Outcomes and impacts are difficult to assess. If an organisation regularly monitors the impact of a programme on a community, it may, during the process, find ways to monitor what happens around the programme. By designing a monitoring strategy able to assess outcomes and impacts, the organisation may well succeed in proving to donors and key stakeholders that the implemented programme has a positive, long-term effect on the community. Organisations can draw on the results of their monitoring practice to design new follow-up projects or to ensure potential new donors of the NGO's capacity to proactively engage with real problems and positively affect the lives of those with whom it works.

2.7.2 Monitoring and Evaluation of Programmes

McCord (2007:7) explains that the achievement of job creation programmes is conventionally measured in terms of their impact on the well-being of beneficiaries while they are enrolled in the programme, and/or after they have left the programme. In the case of Chrysalis Academy, the youth development programme is reviewed in terms of its immediate impact on beneficiaries and their outcomes on employment, unemployment and studying, while overall programme performance is reviewed in terms of the employment and skills acquisition of graduates after leaving the programme. Which approach is adopted depends on the perceived role of the programme in closing the gap of unemployment, and in enhancing youth employability.

The literature is clear on the importance of monitoring both processes and outcomes in order to assess the value of programmes. The impact and effectiveness of Chrysalis Academy's youth development programme is measured in terms of skills acquisition, beneficiaries' employability prospects and the recruitment statistics.

According to Ile, Eresia-Eke and Allen-Ile (2019:60), before one can begin to monitor and evaluate development interventions such as programmes and projects, it is necessary to establish a common understanding of what the programme really represents. From a development perspective these programmes are created to deal with specific problems and

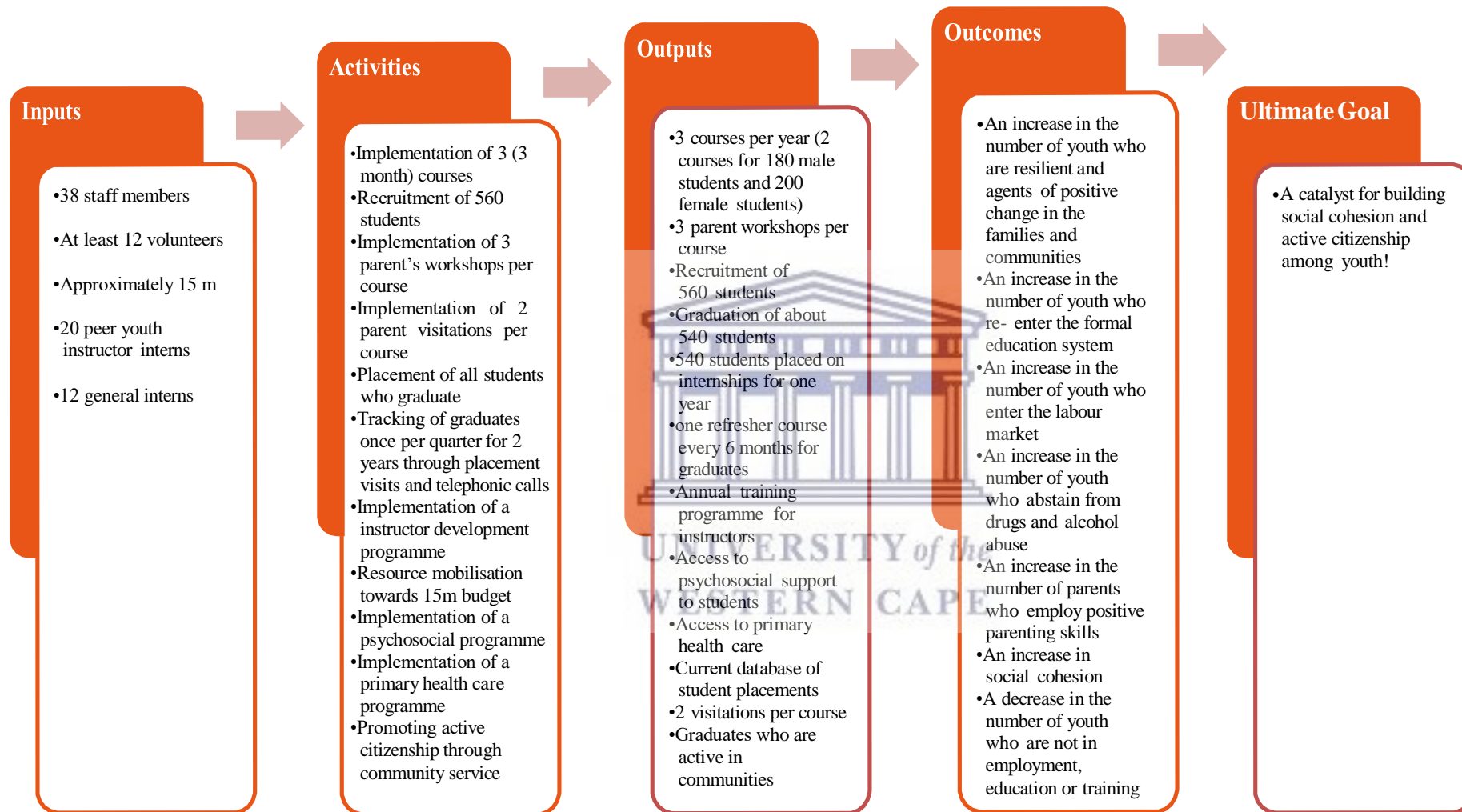
challenges with a view to addressing certain unsatisfactory conditions. The ultimate goal is to bring about an improvement in the current state of affairs.

To ensure that managers of programmes and projects remain results focused, it is advisable to construct what is known as a “results chain”. A results chain shows the logical order in which results are expected to be realised. It depicts in graphical manner the relationship between results and the resources necessary for achieving those results. The results chain is made up of five key elements, as shown in Figure 2, which depicts the results chain for Chrysalis Academy. These elements are the inputs, the activities, the outputs, the outcomes and the impacts (Ile, Eresia-Eke & Allen-Ile 2019:73).

Inputs are the resources (generally human, material, physical or financial) that are required for the execution of the programme activities. The input is what will be put in to achieve activities. Activities refer to the process of transformation or consumption of the inputs, aimed at generating an output. Activities simply means what will be done that will lead to the desired output. Outputs are the immediate results that come from the completion of the programme activities. Output means what has been produced; what has been “put out” there by undertaking the activities. Outcomes refer to changes in the lives of the target beneficiaries. They are what happens in a community as a result of the development intervention that has been implemented by the NGO.

The final level is the impact; the broadest result of the activities, in terms of overall improvements in a community. The impact is related to sustained changes among the targeted beneficiaries (Ile, Eresia-Eke, and Allen-Ile2019:73).

Figure 2: Results Chain for Chrysalis Academy Youth Development Programme



According to Ile, Eresia-Eke and Allen-Ile (2019:158), there are various ways in which institutions can set up their M&E structures; there is no best way. The idea is to develop one that best fits the intentions and purpose of the organisation. Since M&E is a learning activity, there should be some level of flexibility should the need arises to adjust the structures. This allows the M&E system to be responsive to the needs of the organisation and to remain relevant and useful.

2.8 THE PLACE OF STAKEHOLDERS IN M&E

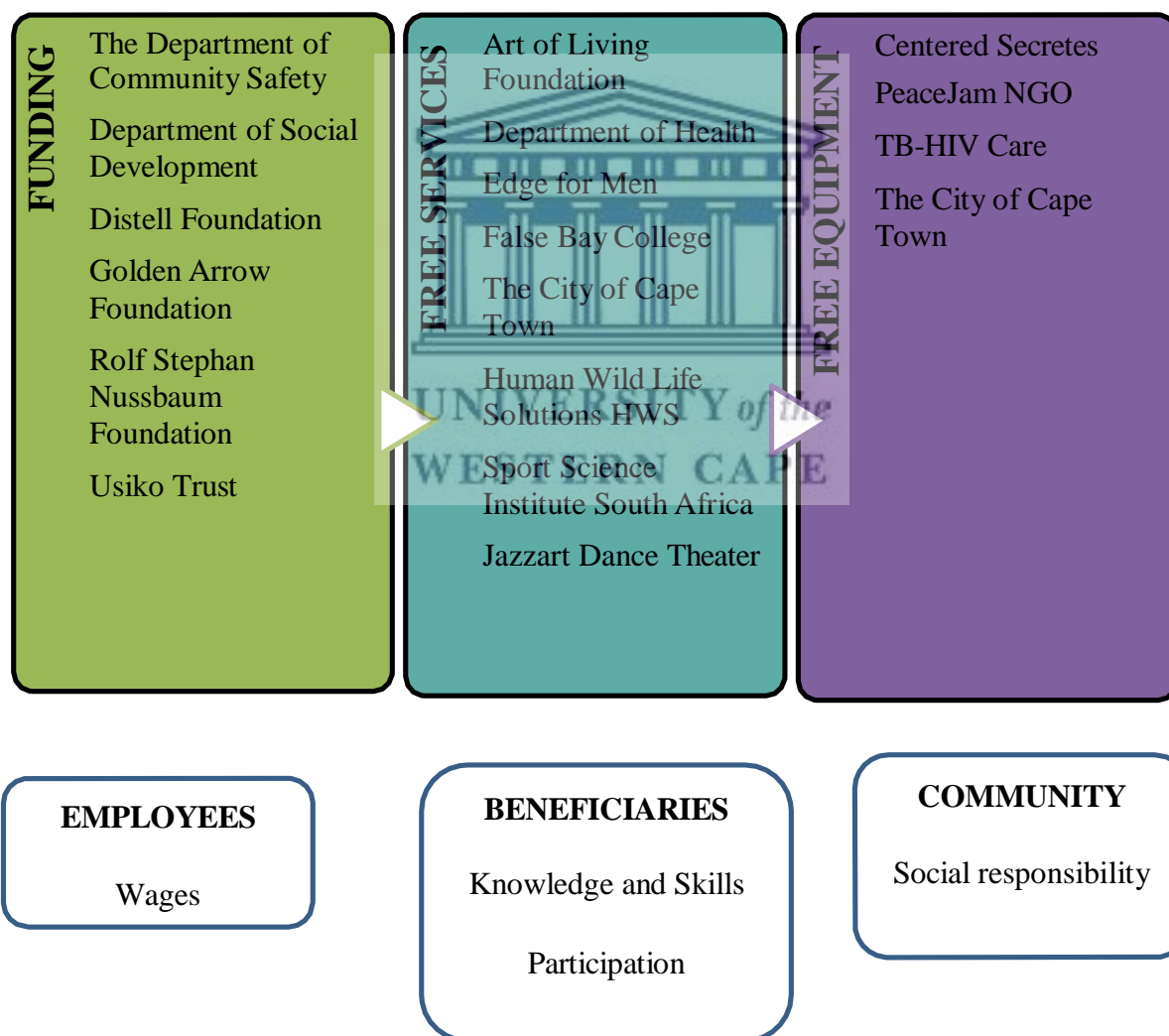
South Africa's NGOs have significantly influenced public policy in relation to service delivery in the country. The role of the NGO sector in helping to dismantle apartheid cannot be denied and remains one of its greatest achievements. Throughout, the world, however, NGOs have been and are still under pressure to justify their existence and prove that they contribute to development. To maintain their relevance to the reconstruction and development effort in South Africa since 1994, NGOs actively participate in development efforts in partnership with various stakeholders (Davids, Theron & Maphunye, 2009: 68-84). Stakeholder engagement and collaboration has become increasingly important in a complex, interconnected world that recognises the value of diversity and partnerships. In this section I examine the role of stakeholders more closely.

According to Davids, Theron and Maphunye (2009, 68:84), stakeholders are interested groups that seek to improve the conditions of their beneficiaries through joint actions to address the needs of communities unreached by official development programmes. Ile et al. (2019:99) note that a stakeholder is a person or group that has an interest in an intervention and consequently can affect or be affected by the initiative.

As Ile et al. (2019:99) point out, stakeholders form an important component of programmes and projects, and can make or break a development intervention. To achieve results through M&E, stakeholder participation is essential because development results have to be defined from a stakeholder perspective. The authors further explain that the extent to which results are achieved can only be established with the cooperation of the stakeholders involved. This is because some stakeholders are best positioned to provide information pertaining to the original problem of concern and whether it was addressed by the developmental intervention (Ile et al. 2019:100).

In programmes and projects, M&E systems are effective when they are developed and implemented with the broad participation and commitment of all stakeholders. By involving stakeholders, managers of the M&E process help ensure that the performance information generated is comprehensive and relevant, which in turn allows for more detailed reporting and potentially better decision-making regarding future projects. Over the years Chrysalis Academy has managed to build dynamic partnerships and very successful collaborations with public and private sector organisations. Stakeholder participation takes the form of participation in meetings, contributions of time and money, the provision of information, the delegation of some responsibilities and overall control of some aspects of the programme. Figure 3 shows all the stakeholders of Chrysalis Academy.

Figure 3: Stakeholders of Chrysalis Academy



2.9 GLOBAL TRENDS IN YOUTH UNEMPLOYMENT

Youth unemployment is one of the biggest issues affecting societies around the world. A few decades ago, youth unemployment was largely a problem of developed countries (O’Higgins:

2001). It is now a rising trend worldwide. In the early 20th century, the World Bank was the first to draw attention to the increase in youth unemployment. In the last twenty years, many studies have been carried out to examine trends of world unemployment and youth unemployment.

Msigwa and Kipesha (2013:67) assessed world youth unemployment trends by analysing the determinants of youth unemployment in developing countries using evidence from Tanzania. The aim of the study was to examine the factors which determined youth unemployment in Tanzania and to suggest ways of reducing the problem. The study found evidence that gender, geographical location, level of education, skills and marital status are all significant factors in explaining youth employment status in Tanzania.

A comparative study of youth unemployment in Germany and the United Kingdom found evidence of high youth unemployment rates in both countries and identified gender, education and experience as the key determinants of youth unemployment. Interestingly, female youth were at a disadvantage when job seeking in Germany while males were at a disadvantage in the United Kingdom (Isengard, 2003:366-370). A study by Awogbenle and Iwuamandi, (2010:831) examined the constraints that impede young people in search of non-existing jobs in Nigeria. The study reported that facilitating self-employment, bringing alienated and marginalised youth back into the main economic stream, facilitating skills and work experience, and promoting innovations are some of the solutions to the youth unemployment problem in that country.

A study by Klasen and Woolard (2005) examined the problem in South Africa. The study found that the most effective way youth could gain access to any resources at all was to be part of an existing household and that unemployment prevented young people from establishing their own households. Causes of unemployment – low levels of education, lack of skills, poverty – were found to be similar across all studies.

Global youth unemployment trends vary by country and region. South Africa is an important case study of the problem, having had a pervasive unemployment problem for the last forty years (Lam, Leibbrandt & Mlatsheni, 2009:3). According to the ILO (2011), youth unemployment is related to a low school-leaving age, various aspects of microeconomics and the general business environment. When the minimum age at which a person is legally allowed to leave a compulsory education is lower than the minimum full-time employment

age, the statistics for youth unemployment will naturally be inflated. On the other hand, a country with low economic activities, where the regulatory environment does not support the easy start-up of businesses, exacerbates the problem, as is the case in South Africa.

Most experts believe that the prevalence of youth unemployment is related to family background (Pozzoli, 2009), country aggregate demand (O'Higgins, 2001), the experience gap (Caroleo & Pastore, 2003: 109-133) and demographic factors (Green, Machin, Wilkison, 2001). However, there is a need to review the current policy and legislative landscape in most countries to ensure that the interventions are indeed making a sustainable impact on the lives of young people (O'Higgins, 2001:6). Previous studies on the youth unemployment rate around the globe have provided significant evidence on the magnitude of the problem. A study by Dimian (2011) investigated the determinants of youth labour market performance and their influences on the future economic and social development of the Central and Eastern European Countries (CEEC). The study reported that youth unemployment has a negative impact on the country's gross domestic product (GDP). It also reported that unemployment benefits, the tax burden and labour costs has an impact on youth unemployment. The study also found that countries that employ a high number of youth in agriculture have a lower overall youth unemployment problem.

A study by Ekon and Ekon (2016:1) investigated how the unemployment problem is tackled through skills acquisition courses given by the National Directorate of Employment (NDE) in Akwa Ibom State, Nigeria. The study found that the impact of NDE on graduate employment in Kaduna State had not been particularly positive and that much still needed to be done. Results for the employment of graduates of the programme were modest. According to Ogundele, Akingbade and Akinlabi, cited in Ekon and Ekon (2016:3), the contribution of skills acquisition and training to reducing unemployment would be much enhanced if it were implemented across all levels, especially at the local and community level.

Uloko and Ejinkonye, cited in Ekon and Ekon (2016:3), observe that when youth are empowered through the acquisition of entrepreneurial skills, there is the possibility that they will use the skills to create new avenues for wealth. Empowering the youth to set up businesses involves proper acquisition of skills through education and training.

The study states that various measures adopted by the Nigerian government to tackle the challenge have had very little result. The study recommends that more training centres be established in local government areas of jurisdiction, to focus more intently on skills

acquisition for beneficiaries.

A number of scholars over the last few decades have emphasised the importance engaging with youth in efforts to solve their problems (UN, 2018:1). The empowerment of youth at a vital, formative stage in their life allows young people to avoid the cycle of poverty and to lead better, more fulfilled lives. Without adequate preparation, youth are ill-equipped to face an ever-more demanding economic future and to resist the many social ills that derail people when they are impoverished and without a daily structure to their lives.

2.10 POLICY AND LEGISLATION

The cornerstone and the premise for all policies and legislation in South Africa is the Bill of Rights of the South African Constitution, Act 108 of 1996, which enshrines the rights of all people in the country and affirms the democratic values of human dignity, equality, and freedom. This research is guided by the legislation that underpins youth development in South Africa and the legislation which underpins M&E practice in South African non-profit organisations.

2.10.1 Explaining the Concept “Youth”

The term “youth” is defined in different ways by different organisations. The United Nations General Assembly (2005:23) defines “youth” as the population between 15 and 24 years. South Africa’s National Youth Policy 2015-2020 has a broader definition, considering youth to be anyone between 14 and 35 years. This is based on the mandate of the National Youth Commission Act (1996) and the National Youth Policy (2000). These documents state that even though much has improved for young people since the start of democracy in 1994, the motivation for the age limit of 35 years has not changed because historical imbalances in the country have yet to be fully addressed. This definition is also consistent with the definition of youth contained in the African Youth Charter, which refers to youth as being between the ages of 15 and 35 years. The policy therefore acknowledges the fact that youth are not a homogeneous group and that different approaches should be adopted when dealing with them (NYP, 2020:10). For the purpose of this study, the definition of youth adopted by Chrysalis Academy is used; the term youth refers to the age category of 18 to 25 years.

2.10.2 Legislation Underpinning Youth Development in South Africa

South Africa has been shaped by the national government’s goal of meeting society’s needs, promoting democracy and rectifying past imbalances. Different international commitments

such as the Millennium Development Goals, national legislation such as the South African Constitution (Republic of South Africa, 1996) and policies such as the White Paper for Social Welfare, 1997, the National Youth Policy 2015-2020, the African Youth Charter, 2006, all place unemployment squarely at the forefront of government's mandated list of priorities.

Youth unemployment debates have been ongoing for several decades. Over the years, institutions and governments have made some strides in finding common, workable solutions to the problem, yet it persists. As a developing country, one of the central issues South Africa faces is unemployment and poverty. Two reasons often cited in the literature for this high unemployment rate are the lack of available jobs and the lack of applicants with the right skills for the jobs that are available. This scenario has led to a situation where the government is seeking to meet the needs of an increasingly vulnerable population with limited resources. The various pieces of legislation and policies that have been promulgated to underpin youth development show that the issue is a priority to the government. They also form a cornerstone for conceptualising and defining the role of youth in the development of South Africa.

In line with the national mandate of the National Development Plan (NDP), which is primarily to address unemployment problems in South Africa, the South African government has introduced a number of policies, legislation and intervention programmes designed to mitigate or reduce the scourge of unemployment. Several are articulated by the government as specifically aimed at supporting young people. The following section aims to articulate a number of legislations aimed at providing opportunities for young people, and support youth and youth development.

2.10.2.1 Constitution of the Republic of South Africa, Act 108 of 1996

The Constitution of 1996 is regarded as the highest law in the land and contains the rights to which all citizens are entitled and which all are bound to protect. Chapter 2, section 7 (1) of the Constitution is the Bill of Rights which enshrines the fundamental rights of all people in South Africa. The Constitution recognises the right to basic education as stated in section 29

(1) (a). Basic education is an important socio-economic right, aimed at promoting and developing a child's personality, talents and mental and physical abilities to his or her fullest potential. Basic education also provides a foundation for young people's lifetime learning and work opportunities (McConnachie & McConnachie, 201:15).

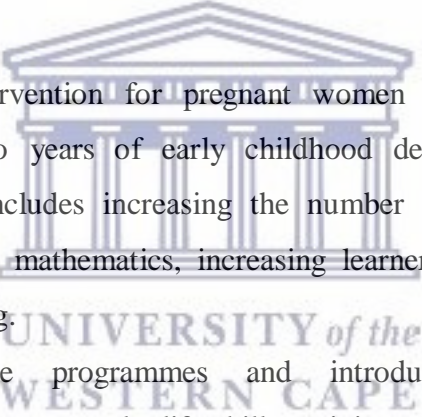
South Africa is one of the few countries in the world that guarantees socio-economic rights in

its Constitution. Socio-economic rights recognise a human's entitlement to basic goods and services that are necessary for a decent standard of living. The right to basic education is one of these socio-economic rights, alongside the rights to further education, housing, healthcare, food, water and social security (McConnachie & McConnachie, 201:23).

2.10.2.2 National Development Plan 2030

In 2012, the National Cabinet adopted the National Development Plan (NDP) to serve as a blueprint for the work required in order to substantially reduce poverty and inequality in South Africa by 2030. The plan recognises the importance of building a future for South Africa's youth, and that currently young people bear the burden of unemployment. The plan presents an opportunity to boost economic growth, increase employment and reduce poverty (National Development Plan, 2030:30).

Through its vision for youth, the NDP highlights the following proposals:

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- Provide nutritional intervention for pregnant women and young children, ensure universal access to two years of early childhood development and improve the school system, which includes increasing the number of students achieving above 50% in literacy and mathematics, increasing learner retention rates to 90% and bolstering teacher training.
 - Support youth service programmes and introduce new community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development programmes.
 - Strengthen and expand the number of further education and training (FET) colleges to increase the participation to 25%, increase the graduation rate of FET colleges to 75%, provide full funding assistance to students from poor families, and develop community safety centres to prevent crime.
 - Create a tax incentive for employers to reduce the initial cost of hiring young labour-market entrants, provide a subsidy for the placement sector to identify, prepare and place matric graduates into work; expand learnerships and make training vouchers directly available to job-seekers; introduce a formalised graduate recruitment scheme for the public service to attract highly skilled people; and expand the role of state-owned enterprises in training artisans and technical professionals.
 - Capacitate school and community sports and recreation and encourage healthy and active lifestyles (National Development Plan, 2030:30).

The National Development Plan provides an aspirational vision of South Africa in 2030. It seeks to align the development of young people with government's approach to addressing poverty and underdevelopment and forms a framework within which all youth-oriented programmes should be positioned.

2.10.2.3 The National Youth Commission Act, 1996

The National Youth Commission (NYC) is a statutory body that was established by the Government of South Africa on 16 June 1996 by former President Mandela. It was made a regulatory body through the National Youth Commission Act (1996) as a part of the government's plan to develop an all-inclusive strategy to address the problems and challenges facing young people in South Africa.

The NYC's strategic plan lists the following as its goals:

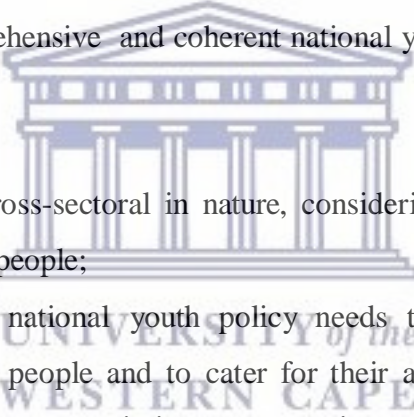
- **Coordination and facilitation:** This is to promote the coordination of youth development services and facilitate the establishment of youth development programmes and initiatives.
- **Monitoring:** To monitor the design, implementation, and impact of government and non-government policies and programmes affecting young people.
- **Advocacy:** To advocate on behalf of young people in various target groups for relevant programmes, services, and facilities.
- **Research and policy development:** To oversee and coordinate research for youth development as well as youth-oriented policies and programmes.
- **Capacity building:** To strengthen the capacity of the youth sector to enable it to effectively plan, design and manage youth development programmes and services and to facilitate and mobilise financial resources.
- **Public awareness:** To promote the cause of young people in South Africa while highlighting the work of the NYC and other youth development organisations (National Youth Commission Act, 1997:7).

The NYC serves as a platform where the efforts of government, employers and training providers are combined to provide initiatives to help place thousands of young, disadvantaged South African youth in employment. The NYC ensures that youth development efforts in the country are integrated by promoting cross-sectoral partnerships of all stakeholders for the advancement of young people.

2.10.2.4 African Youth Charter, 2006

The African Youth Charter (AYC) is one of the policies which points out the main aspects that need to improve for African youth across the continent. The African Youth Charter is a policy document endorsed by the African Union (AU). It was adopted on July 2006 and serves as a strategic framework for youth empowerment. The Charter compels governments to protect the rights and duties of the youth and focuses on youth participation in society and the youth's role in development. The Charter has a commitment to young people regarding education, health, employment and the eradication of poverty. The Charter also addresses issues specific to subgroups that should be targeted for development, including young women and girls, and disabled young people.

The document is meant to serve as the strategic framework for all African states, giving direction for youth empowerment and development at continental, regional and national levels (African Youth Charter, 2006:7-11). The AYC article 12 (2015:7) indicates that all state parties should develop a comprehensive and coherent national youth policy and that the policy should include the following:

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- The policy should be cross-sectoral in nature, considering the interrelatedness of the challenges facing young people;
 - The development of a national youth policy needs to be informed by extensive consultation with young people and to cater for their active participation in decision making at all levels of governance in issues concerning youth and society as a whole;
 - A youth perspective needs to be integrated and mainstreamed into all planning and decision-making and programme development;
 - Mechanisms to address these youth challenges should be framed within the national development framework of the country;
 - The policy should provide a definition of youth and specify subgroups that will be targeted for development;
 - The policy should advocate equal opportunities for young men and women;
 - A baseline evaluation or situation analysis should inform the policy on the priority issues for youth development;
 - The policy should be adopted by parliament and enacted into law;
 - A national youth coordinating mechanism should be set up and provide a platform and a linking agent for youth organisations to participate in youth policy development, and should implement, monitor, and evaluate related programmes;

- National programmes of action should be developed that are time-bound and connected to an implementation and evaluation strategy for which indicators must be outlined;
- Such programmes should be allocated with an adequate and sustained budget (African Youth Charter, 2006).

The Charter provides an opportunity for active youth participation in the development process. The key issues of youth development are endorsed in the Charter, and it calls on members of signatory states to unite with the youth movements in Africa to speak of youth-related issues at a continental, regional and national level. This policy bears special relevance to this study as it lists many of the crucial aspects of youth development with which this study is concerned. It also indicates the consequences of ignoring the challenges that are faced by the youth, such as a continuation of poverty and inequality.

2.10.2.5 National Youth Development Agency Act, 54 of 2008

Many young people especially black South Africans are doubly disadvantaged, having been raised in homes shaped by apartheid and now finding themselves unemployed and unemployable. However, since 1994 government policy has been to ensure inclusive participation in the economy through access to employment for the majority of black South African youth.



The National Youth Development Agency (NYDA) was established by an Act of parliament, (Act no 54 of 2008). The institution was established to promote the coordination of youth development efforts and address youth development issues at national, provincial and local government level. The primary functions of the agency are to provide career guidance services, facilitate access to information regarding products and services of the National Youth Fund, create and administer databases of employment opportunities, and provide financial assistance to youth to enable them to further their careers. Above all, the agency is there to give significance to the development of youth in South Africa.

The NYDA activities may be summarised as follows:

- Provide access to information regarding products and services of the National Youth Fund;
- Create and administer databases of employment opportunities;

- Make available financial assistance to youth;
- Arrange for financial assistance to small, micro and medium enterprises, and cooperatives owned by youth;
- Offer mentoring and career guidance services;
- Deliver bridging programmes for youth between school and the training or work environment;
- Provide training and principles of entrepreneurship to youth;
- Provide training and guidance relating to the establishing and managing of businesses for youth; and
- Provide training for unemployed youths to enhance their life and professional skills which will enable them to be integrated into the economy (National Youth Development Agency Act, 2008: 9).

The existence of the NYDA should be located within the broad context of South Africa's development dynamics. Similar to many developing countries, South Africa has a large population of young people between the ages of 14 and 35, many of whom are school dropouts and unemployed. Given the youthful nature of the South African population, many of the socio-economic challenges faced by the nation – poverty, inequality and joblessness, poor health, and many others – are borne by the youth. The gravity of the challenges South Africa faces demands a multi-pronged effort that simultaneously promotes the development of sustainable livelihoods, reduces poverty and inequality, and prioritises policies which create an enabling environment for youth development.

The NYDA plays a leading role in ensuring that all major stakeholders, including government, the private sector, and civil society, prioritise youth development and contribute towards identifying and implementing lasting solutions which address youth development. Furthermore, the NYDA designs and implements programmes aimed at improving the lives and opportunities available to youth.

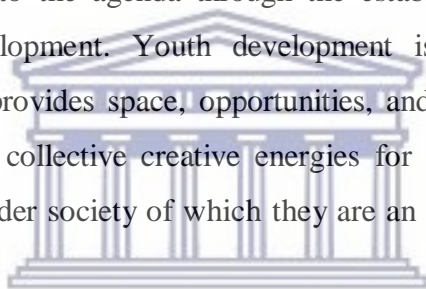
These programmes could be clustered as follows: At an individual (micro) level, the NYDA provides direct services to youth in the form of information-provision, career guidance services, mentorship, skills development and training, entrepreneurship development and support, health awareness programmes and involvement in sport. At a community (meso) level, the NYDA encourages young people to be catalysts for change in their communities through involvement in community development activities, social cohesion activities,

national youth service programmes and dialogues.

At a provincial and national (macro) level, through its policy development, partnerships, and research programmes, the NYDA facilitates the participation of youth in developing key policy inputs which shape the socio-economic landscape of South Africa. The National Youth Development Agency derives its mandate from legislative frameworks such as the NYDA Act 54 of 2008, the National Youth Policy (2009-2014) and the draft Integrated Youth Development Strategy as adopted by the Youth Convention of 2006.

2.10.2.6 National Youth Policy 2015 - 2020

South Africa is characterised by poor participation of youth in its economy with a prominent feature being youth unemployment, despite numerous youth policies developed to promote youth development. Post-apartheid South Africa witnessed the evolution of a strategy aimed at bringing the youth back onto the agenda through the establishment of youth institutions with a focus on youth development. Youth development is defined as “an intentional comprehensive approach that provides space, opportunities, and support for young people to maximise their individual and collective creative energies for personal development as well as the development of the broader society of which they are an integral part” (National Youth Policy 2009-2014: 11).



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The National Youth Policy (NYP) 2015-2020 is directed toward young males and females aged 14 to 35 years. This policy is based on the understanding that young people are a major human resource for development, and should act as key agents for social change, economic expansion and innovation. The overarching goal of the policy is to capacitate the youth to take part in society and the economy through absorbing youth into employment opportunities, on-the-job training, internships, volunteer opportunities and entrepreneurship (NYP, 2015:2). The policy represents a major and historical cornerstone of youth development, addressing the major concerns and issues critical to young people and giving direction to youth programmes and services provided by government and non-government organisations.

2.10.2.7 National Youth Development Policy Framework NYDPF 2002 - 2007

Youth development is an integral part of addressing the challenges of post-apartheid South Africa. Within policies and programmes designed for the development of all South Africans, it is essential that various issues be integrated and that the specific challenges faced by young people are kept at the forefront. The National Youth Development Policy Framework

(NYDPF), 2002-2007, stated that there was a need to develop a holistic national youth policy. The establishment of the policy occurred but was never adopted (National Youth Policy 2009/2014, 2009: 5). However, it paved the way for the National Youth Development Policy Framework (NYDP) in 2002. The NYDP provided the background for the government's youth action, arguing for an integrated and holistic youth development strategy. It further articulated the values of “equity, diversity, redress, responsiveness to the needs and contexts of young people, and an orientation that is sustainable, participatory, inclusive, gender-sensitive, accessible and transparent” (National Youth Development Policy Framework, 2002-2007: 9-10).

The NYDP indicated that a more focused policy direction was required to respond to the varying needs of young people. The NYDP (2002-2007) sought to ensure education, economic participation, social cohesion, civic participation, a national youth service, youth work and health and well-being for the youth. Once the NYDP term ended, the National Youth Policy came into being which provided a platform for a systematic implementation of youth interventions.

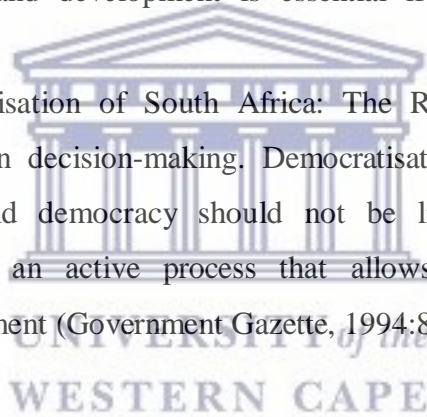
2.10.2.8 White Paper on Reconstruction and Development Programme, 1994

The Reconstruction and Development Programme (RDP) is a policy framework for integrated and coherent socio-economic development. It strives to unite all South Africa's people and the country's resources toward ending the eradication of the harsh consequences of apartheid. Its primary goal is to build a democratic, non-racial and non-sexist future and it represents a vision for the fundamental transformation of South Africa. The need for the RDP arises from the history of South Africa which was dominated by colonialism, racism, apartheid, sexism and oppressive labour policies.

The six basic principles that underlie the whole RDP are as follows:

- Firstly, it is an integrated and sustainable programme: The RDP brings together strategies to harness all resources in a sustained way for the future. These strategies are to be implemented at national, provincial and local levels by government, parastatals, and organisations in civil society, working within the framework of the RDP.
- Secondly, it is a people-driven process: The RDP is focused on people's most immediate needs, regardless of race or sex, or whether they are rural or urban, rich or poor. The people of South Africa must collectively shape their own future.

- Thirdly, it promotes peace and security for all. To begin the practice of reconstruction and development there must be security forces that reflect the national and gender characteristics of the country. Such forces must be non-partisan and professional, uphold the Constitution and respect human rights.
- Fourthly, nation-building: There should be no further perpetuation of divisions and inequalities, or separation of people in South African society. Nation-building is the basis on which to build a South Africa that can support the development of the country. Nation-building is also the basis on which to ensure that the country takes up an effective role within the world community.
- Fifthly, link reconstruction and development: The RDP links reconstruction and development. This, it was envisaged, would lead to increased output in all sectors of the economy, partly through modernising the infrastructure and prioritising human resource development. This in turn would enhance the country's export capacity. Success in linking reconstruction and development is essential if South Africa is to achieve peace and security for all.
- And finally, the democratisation of South Africa: The RDP requires that the people affected must participate in decision-making. Democratisation must transform both the state and civil society and democracy should not be limited to periodic elections. Democratisation is rather an active process that allows everyone to contribute to reconstruction and development (Government Gazette, 1994:8).



The central objective of the RDP is to improve the quality of life of all the people in South African and in particular the poorest and most marginalised sections of society. This objective ought to be realised through a process of empowerment which gives the poor control over their lives and increases their ability to mobilise sufficient development resources. The RDP reflects a commitment to grassroots, bottom-up development which is owned and driven by communities and their representative organisations (RDPPF, 1994:19).

2.10.2.9 White Paper for Social Welfare, 1997

South Africa has adopted a developmental approach to social welfare in line with the United Nations World Declaration on Social Development in 1995 (United Nations 1996). The state of social welfare inherited by the current government from the past was inequitable and discriminatory in the allocation of resources, and service delivery was largely inaccessible to the black population (Lombard, 2008:155).

The adoption of a development policy for social welfare in the form of the White Paper for Social Welfare (RSA, 1997) was a response to this situation and embraces a social welfare system that is more just, equitable, participatory and appropriate in meeting the needs of all South Africans (Patel, 2005). In this policy paper, the government of South Africa, in partnership with other stakeholders, outlines an approach for addressing the country's social needs. The White Paper highlights the following key principles of a developmental social welfare approach for South Africa:

- **Accountability:** All legislation, policy, and regulations should be complied with.
- **Accessibility:** Accessibility of services in terms of physical and geographical conditions, time, languages and needs should be ensured.
- **Appropriateness:** Appropriate services should respond to social, economic, cultural and political conditions.
- **Efficiency and effectiveness:** Objectives should be achieved in the most cost-effective manner.
- **Empowerment:** Power relations should shift towards people so that they can achieve greater control and influence over decisions and resources that impact on the quality of their lives through increasingly interdependent relationships.
- **Equity:** The allocation of resources should be based on need, priorities and historical imbalances.
- **Partnership:** Government, civil society and the business sector should accept collective responsibility to deliver services.
- **Participation:** People should be fully engaged in their own process of learning, growth and change, starting from where they are and moving at their own pace.
- **Self-reliance:** People should be connected to each other and their environment in ways that make them more effective in their individual and collective efforts towards achieving a better life and developing leadership, decision-making and planning skills, among other things (Social Welfare Framework, 2013:10).

The considerations listed above provide a basis for a review of the Framework for Developmental Social Welfare Services.

2.10.2.10 World Programme of Action for Youth, 2000 And Beyond

Young people represent agents, recipients, and victims of major societal changes and are mostly confronted by a paradox: they seek both to be integrated into an existing order and to

serve as a force to transform that order. Young people in all parts of the world are living in countries at different stages of development and in different socio-economic settings, and aspire to full participation in the life of their society.

The World Programme of Action for Youth provides a policy framework and practical guidelines for national action and international support to improve the situation of young people. It contains proposals for action to the year 2000 and beyond, aiming at accomplishing the objectives of the International Youth Year and at adopting conditions and mechanisms to promote and improve the well-being and livelihood of young people.

The programme of action focuses in particular on measures to strengthen national capacities in the field of youth and to increase the quality and quantity of opportunities available to young people for full, effective and productive participation in society. This includes the ten priority areas identified therein; namely education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, leisure-time activities, girls and young women and the full and effective participation of youth in the life of society and in decision making (UN, 1996:4).

2.10.2.11 Provincial Strategic Plan 2014 - 2019

The quality of education is the responsibility of all spheres of government. While much of South Africa's education policy has been set at a national level, the provinces do have competencies over policy and legislation functions for basic education. The Western Cape Government, for example, has a commitment to improve education outcomes and opportunities for youth development (Provincial Strategic Plan, 2019:23). The Western Cape's Provincial Strategic Plan is informed by the Trends in International Mathematics and Science Study (TIMMS), the Progress in International Reading Literacy Study (PIRLS), and studies by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ).

Dramatically improving educational outcomes is an imperative not just to achieve the economic growth rates that South Africa needs to end poverty and increase inclusion, but also to tackle social ills such as crime and substance abuse (Provincial Strategic Plan, 2019:23). The plan takes cognisance of the fact that far too many young people remain outside of the school system, many of whom end up either unemployed or without the necessary skills to advance. Higher levels of education are thus a critical pathway to employment (Provincial Strategic Plan, 2019:26). To ensure improvements to educational outcomes and opportunities

for youth development, the Western Cape Government works in partnership with the Departments of Social Development (DSD), Health (DOH), Community Safety (DOCS), Cultural Affairs and Sport (DCAS).

2.10.2.12 Expandable Public Works Programme (EPWP)

The EPWP is a government initiative informed by the Reconstruction and Development Plan (1994), the White Paper for Social Welfare 1997 and the National Development Plan (NDP), Chapter 11. These documents contribute to government policy priorities in terms of establishing a framework for decent work and sustainable livelihoods, education, health, rural development, food security, land reform and the fight against crime and corruption. The EPWP was created at the Growth and Development Summit (GDS) in 2003. The priority of the programme is to provide more jobs, better jobs, and decent work for all. The GDS agreed that public works programmes “can be defined as an instrument to reduce poverty and income relief through temporary work for the unemployed to carry out socially worthwhile activities” (Hemson, 2015:1).

Each provincial government facilitates work opportunities through the EPWP that enable youth to acquire skills through temporary jobs, thus facilitating their entry into the job market. In the Western Cape, this is done through: providing unemployed people access to temporary work; helping unemployed people through skills programmes and work experience; ensuring that unemployed people receive an allowance for any work they have completed as part of the EPWP; enhancing the chances of EPWP beneficiaries of finding jobs or starting their own businesses (Western Cape Government 2019). EPWP beneficiaries are given work opportunities across all four sectors, namely, infrastructure, non-state, environment and culture, and the social sector. Each of these sectors has goals to accomplish. The four sectors are discussed below.

Infrastructure Sector

The infrastructure sector is led by the Department of Transport and Public Works, together with the Departments of Human Settlements and Health and Education, as well as municipalities. Work opportunities within this sector focus on labour-related activities and are funded through different funding sources such as grants and partnerships. The projects under this sector include storm water drains, building low-volume roads, ditching, trenching, and sidewalks graveling and finishing (Department of Public Works, 2005).

Environmental and Culture Sector

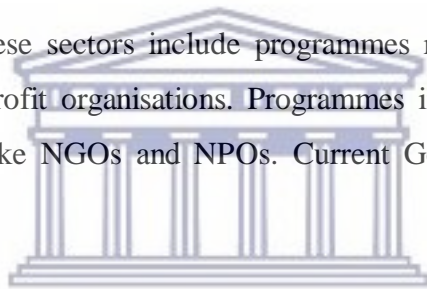
This sector is led by the Department of Environmental Affairs and Development Planning, together with the Departments of Agriculture, Cultural Affairs and Sport, and Tourism, as well as municipalities. This sector creates jobs through alien vegetation clearing projects, wetland rehabilitation programmes, waste management and community tourism projects.

Social Sector

The social sector is led by the Department of Social Development, together with the Departments of Community Safety and Education and Health, as well as municipalities. The sector focuses on increasing the quality of Home-Based Care and Early Childhood Development programmes (ECDP), both of which are in need of huge efforts and commitment.

Non-State Sector

The programmes related to these sectors include programmes run by the Community Work Programme and various non-profit organisations. Programmes in this sector are implemented by non-state sector agencies like NGOs and NPOs. Current Government Policies Regarding NGOs in South Africa



Non-government organisations are rapidly growing in Africa and around the world and have become key actors in the fight against poverty and related suffering. Across Africa, NGOs play a leading role in providing health care and education services to socially and economically disenfranchised people. As with any other sector, laws and regulations govern non-profit organisations.

Non-government organisations are often presumed to be concerned with development, humanitarian work, the environment or human rights (Willetts, 2011:8). A variety of definitions of non-government organisations is reported by scholars in the field of social science research.

According to Swilling and Russell (2002:7-8) and Salamon and Anheier (1998:216), the definition and typology of non-government organisations (NGOs) which are not for profit is that they are privately owned, independent and self-governing organisations. The purpose is to offer voluntary services for the promotion of social welfare and development, and to address the concerns and issues that detrimentally affect the public. Willetts (2011:80) argues

that NGOs “as actors are separate from sovereignty, and they interpret and advocate for global issues as problems that concern humanity.

According to the World Bank (1989:8) as cited in Willetts (2011:8), NGOs include a wide variety of groups and organisations that are entirely or largely independent of government, and characterized primarily by humanitarian or cooperative, rather than commercial objectives. Davids, Theron and Maphunye, (2009:68) concur that NGOs are private, self-governing, non-profit organisations promoting people-centered development. They are responsible to their donors and to the communities for which they work. Their primary objective is to be an alternative service provider to individuals and communities marginalised and unreached by development programmes.

Several points emerge from these definitions. As the term implies, there is general agreement that NGOs are independent from government. It is also agreed that NGOs are not profit making and not engaged in commercial activities (Willetts, 2011:9).

According to Swilling and Russell (2002:9) and Salamon and Anheier (1998:216), the defining features of NPOs are captured in the following five criteria:

- *Organised*: They are institutionalised to some extent; there is relative persistence of goals, structures and activities; the term excludes ad hoc or temporary groups.
- *Private*: They are separate from government structures; they may, however, receive financial support from government; they can carry out government contracts.
- *Self-governing*: NGOs are equipped to control their own activities in accordance with their own procedures; they are not controlled by outside entities, like government or for-profit businesses.
- *Non-profit distributing*: Profits generated are not returned to owners or directors; profits are ploughed back into the basic mission of the organisation; the organisation does not exist to generate profits or make other commercial gains.
- *Voluntary*: NGOs must engage volunteers’ participation in operational management; there may be no compulsory contributions or membership; this definition excludes professions requiring compulsory membership.

The chief piece of legislation pertaining to NGOs in South Africa is the Non-profit Organisations Act 71 of 1997. The Non-profit Organisations Directorate was established by

the Department of Social Development (DSD) in terms of the Non-profit Organisations Act (NPO ACT) of 1997 to essentially administer the practice of non-profit organisations in South Africa. The Act provides a registration facility for organisations to register as non-profit organisations as part of the legal framework to regulate the non-profit sector. The Act was formally enacted on 1 September 1998 and, according to Wyngaard (2013:3), the main aim is to provide a supportive regulatory system for small emerging organisations.

Overall, South Africa's current legal framework for non-profit organisations is rooted in the fundamental human rights culture of our Constitution. The rights to freedom of religion, belief, opinion, expression and association, as contained in the Bill of Rights, are essential for civil society formations. The NPO Act is the foundation of the legal framework that regulates the non-profit sector. The objectives of the Act are as follows:

To record the non-profit purpose and character of NPOs and distinguish them from profit organisations; clarify the legal status of NPOs by recording that the NPO is a body corporate that has an independent legal personality; and always appear in the founding documents of all NPOs because they are essential to the basic functioning of an organisation (RSA, 1997:3).

2.11 MONITORING AND EVALUATION IN PUBLIC ADMINISTRATION

Non-government organisations (NGOs) are increasing under scrutiny for services provided to their beneficiaries and for tangible improvements in the communities they serve. Thus, monitoring and evaluation has become important, both to steer future decisions and to prove that hard-won resources are utilised in ways that bear fruit. Ile et al. (2019:149) stress that monitoring and evaluation are important functions targeted at efficient service delivery and the need to give account to the public. They emphasise that clear policies, organisational structures and management processes and systems are crucial aspects of the monitoring and evaluation process.

Ile et al. (2019:151) state that monitoring and evaluation policies and strategies should contain guiding principles that:

- communicate strategy well across the organisation;
- encourage personnel to adopt the culture of ongoing training;
- promote networking
- provide infrastructure; and

- optimise consistency in procedures.

Furthermore, these authors state that relevant processes and systems need to be developed to ensure that M&E forms an integral part of an institution and is properly managed (Ile et al. 2019:154). The functions in the management process include planning, organising, leading and control. Ile et al. (2019:154) further stress that institutionalisation of the M&E process involves a multitude of actors in the public sector. These actors include public officials, politicians, researchers, think-tanks and recipients of services. The authors state that the most important challenge of M&E include:

- Fragmented implementation;
- Resistance from officials;
- Lack of compliance; and
- A weak culture of involvement.
- The benefits of M&E, according to Ile et al. (2019:157) include:
- Sustainability;
- Various perspectives utilised;
- Validity and authenticity;
- Improved accountability;
- Improved communication, and
- Maximisation of resources.



Furthermore, Ile et al. (2019:158) mention there are different ways that institutions may set up their M&E structures and that there is no best way. The idea is to develop systems and structures that can best serve the goals of the institution. A tremendous advantage of regularly and properly conducted M&E is that the process affords a learning activity for the improvement of practices in the organisation – apart from it being a necessity for reporting purposes. Since the process yields opportunities to learn, flexibility should characterise the organisation’s response, so that as the need for adjustments arise, these may be made.

The above are merely ingredients for conducting proper monitoring and evaluation systems and structures.

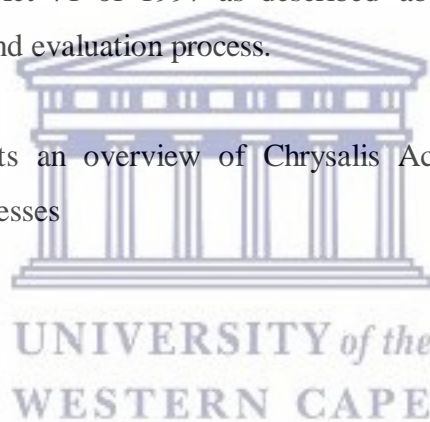
2.12 SUMMARY

At the first democratic election in April 1994 the majority of South Africans gave the government a mandate to implement policies and programmes that would reflect the new

democratic, non-sexist, non-partisan ideals of the struggle that had led to that election. Communities responded eagerly to the government's call to participate in their own development.

The drafting of the above legislation gives South African citizens fundamental rights which the State must protect. This chapter has provided the theoretical and legislative framework guiding this research study. The theoretical framework includes the capabilities approach, empowerment theory and social exclusion theory. The legislative framework consists of the Constitution of South Africa, the National Youth Commission Act 1996, the African Youth Charter 2006, the National Youth Development Agency Act. 54 of 2008, the National Youth Policy 2015-2020, the National Youth Development Policy Framework NYDPF 2002-2007, the White Paper on Reconstruction and Development Programme 1994, the White Paper for Social Welfare, 1997, the World Programme of Action for Youth 2000 and Beyond, and the Non-profit Organisations Act 71 of 1997 as described above. This literature review has also discussed the monitoring and evaluation process.

The following chapter presents an overview of Chrysalis Academy, including its current monitoring and evaluation processes



CHAPTER THREE

GETTING TO KNOW CHRYSALIS ACADEMY

“Development is for people” Coetzee (1989).

3.1 INTRODUCTION

The previous chapter explained the theoretical and legislative framework for youth development and monitoring and evaluation. This chapter describes Chrysalis Academy (CA) and its three-month programme. The content of the chapter presents the reader with a comprehensive picture of Chrysalis Academy.

3.2 CHRYSALIS ACADEMY: THE CASE STUDY

The chapter provides an overview of the CA by discussing the following areas:

- The founding of the Chrysalis Academy
- Core values
- Target criteria
- Geographical areas
- Phases of the three-month programme
- Principles underpinning the programme
- Application process
- Reasons why youth apply to the CA
- Family reintegration
- Meaning of CA name and logo
- Research involving CA as a case study



3.2.1 The Founding of Chrysalis Academy

Chrysalis Academy was set up in the year 2000 by the Western Cape Provincial Government. The Academy is situated on the Porter Estate in Tokai. Its foundation was a response to the high crime rate in the Western Cape, one of the highest among the provinces in South Africa, especially due to an active gang culture in some of Cape Town's disadvantaged communities (Dreke, 2009:4). Chrysalis Academy is a social crime prevention initiative which empowers young people from different communities, reflecting the demographics of the Western Cape Province, to take responsibility for their personal growth. It is a non-profit

organisation, with the Department of Community Safety (DCS) being its largest funder, followed by the Department of Social Development, the City of Cape Town, Distell Foundation, Golden Arrow Foundation, Rolf Stephan Nussbaum Foundation, Usiko Trust Art of Living Foundation, Department of Health, Edge for Men, False Bay College, Human Wild Life Solutions HWS, the Sport Science Institute of South Africa, Jazzart Dance Theatre, Centered Secretes, PeaceJam NGO, and TB-HIV Care.

3.2.2 Vision, Mission and Core Values

The vision, mission and core values of the Academy are as follows.

Vision

To become the leading academy for youth development in the Republic of South Africa.

Mission

To unleash the potential of youth through mental, physical, emotional and spiritual empowerment, enabling them to become positive role models and productive citizens of the Republic of South Africa.



Core Values

- Professionalism
- Excellence
- Integrity
- Accountability
- Respect and dignity
- Passion
- Love for humanity
- Sustainable relations with nature

3.2.3 Target Criteria

The programme used to focus only on young males aged 16 to 22 years who were most at risk of turning to gangsterism. In 2002 the scope was broadened to include females and more recently the age group was expanded to 25 years, in consideration of the worsening conditions for unemployed youth. Only young people from the Western Cape Province, who are unemployed, have no criminal record and who have completed Grade 9 (Standard 7) are admitted to the programme.

3.2.4 Geographical Areas

Applicants reside across the Western Cape from far afield as Beaufort West, Mossel Bay, George, Knysna, Worcester, Plettenberg Bay and Ladysmith, with large numbers applying from Khayelitsha, Gugulethu, Nyanga, Mitchell's Plain, Hanover Park, Manenberg, and Lavender Hill. The majority of students come from poor backgrounds, with many being unemployed at the time of entering the programme (Meyer, 2017:57).

3.2.5 The Youth Development Programme

The youth development programme comprises four phases:

In the first week of the *Orientation Phase*, the students are introduced to a series of life orientation classes to promote resilience, self-awareness and improved interpersonal communication. On the weekends, the students are kept busy with sports and fitness activities, drilling, community and outdoor activities. In the following two weeks of the *Orientation Phase* the students explore lessons offered in Personal Mastery, Interpersonal Relationships, Understanding the Human Body, Health and Nutrition, Anger and Conflict Management, Basic Fire and Life Safety, Problem Solving, Leadership and Environmental Education. This phase takes place at the Academy's premises. This phase can be seen as preparation for the Outdoor Phase, and week three of the orientation phase directly addresses more practical life skills required in the outdoor environment. The orientation phase ensures students are physically fit and ready to confidently embark on their outdoor phase and focuses on life orientation which is essential to holistic development.

The two weeks of the *Outdoor Phase* provide the students with an opportunity to embark on adventurous outdoor fun. For two weeks, the students are off the premises and on the mountains, hills and valleys close to the Academy, doing challenging activities such as camping, hiking, canoeing and others. Through a combination of hard physical outdoor activities, their strengths and weaknesses, teamwork, problem solving skills, leadership capability and discipline are put to the test. They learn to adapt to nature and abide by the rules of the environment as they work together and support each team member. In general, the Outdoor Phase teaches students to develop mental strength, perseverance and time management, and to plan and use resources effectively. This phase affords students the opportunity to apply the lessons and skills they have learnt in the orientation phase to particular context and scenes.

The *Skills Phase* represents a four-week long basic technical and vocational training session in which they can choose options based on their interests, education level and preferred career paths. These include employment in various industries and places of work. The student's complete courses such as basic cookery, office administration, firefighting, child and youth care and a range of other skills depending on the individual student's needs. Practical courses such as welding and woodwork are offered in the Academy's workshops, while the courses in electricity and motor mechanics are provided at the nearby False Bay College in Westlake. The Skills Phase prepares students for entry level work and placements. The lessons learnt during the skills phase afford students the opportunity to choose their career path. It aims to introduce students to the world of continuous learning and development.

The three-week *Community and Exit Phase* bring closure to the course programme. This phase prepares students to return to their communities and homes after graduation. This phase has three primary focus areas: work readiness, preparation for integration back into communities and homes, and celebration.

Work readiness: During the work readiness period, various workshops and learning sessions are presented that include the drafting of a CV, interview skills, financial literacy, goal setting and planning, professional behaviour in the workplace, and a detailed overview of the Academy's Graduates Support and Aftercare Programme.

Preparation for integration back into communities and homes: The programmes for each course make provision for workshops and the sharing of ideas and information to equip each student on their journey, enabling them to work towards becoming productive citizens and positive role models in their homes and communities. Here students participate and volunteer in awareness programmes supported by the Department of Community Safety and the South African Police Services, and various after-school programmes. Celebration: The final and exit phase acknowledges and celebrates the success of the students' achievements in a graduation ceremony. The graduation is a reflection and testimony of the striving towards excellence by students of the Academy. This phase is centred on activities in the community and does not necessarily have to end; graduates are able to continue working in their communities through volunteer work.

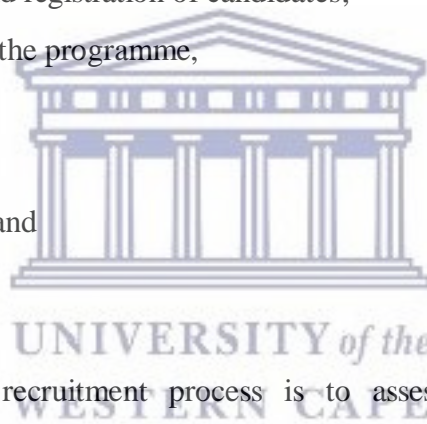
3.2.6 Principles Underpinning the Programme

The CA's programme is underpinned by the principles of discipline and order. This means that the daily programme includes waking up at 04h30 and lights out at 21h30. The students wear a uniform and are taught drilling and making beds, organising their rooms and cleaning their hostels. The reason that the programme is structured in this way is simply to cultivate discipline, as many of the youth entering the programme reside in places where violence and shootings occurred frequently and where personal discipline may not be a high priority.

3.2.7 Application procedure

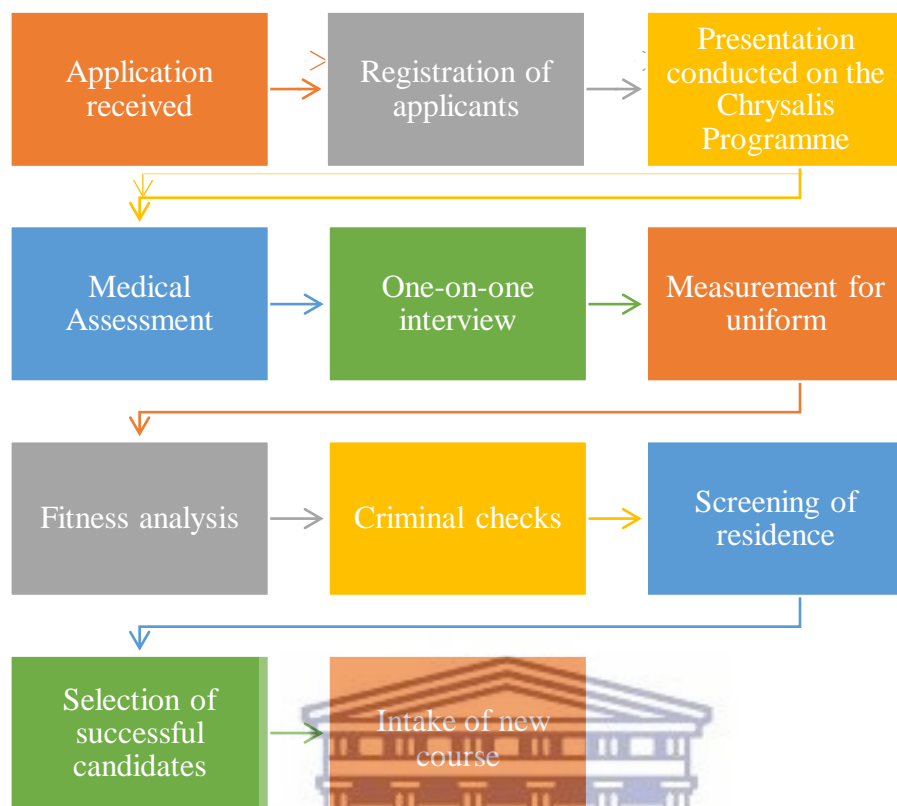
The first step in the selection of candidates for the course is known as recruitment. This results in an invitation to applicants who meet the criteria to be evaluated through a process which includes:

- A screening of document and registration of candidates;
- An in-depth presentation of the programme,
- A medical assessment;
- A one-on-one interview;
- Measurements for uniform and
- A fitness analysis



The overall purpose of the recruitment process is to assess each candidate's level of enthusiasm, literacy, fitness and substance abuse history. Each candidate is assessed to pre-determine their ability to cope academically, physically and psychologically. All identity numbers are verified by the SAPS to ascertain whether candidates who were interviewed have an existing criminal record (Chrysalis Academy 2015:9). Figure 4 shows the recruitment process.

Figure 4: Recruitment Process at Chrysalis Academy



Meyer (2017:62) states that the youth apply to the CA through completing and submitting an application form. Appendix H shows a sample of the most recent application form. Youth who meet the criteria are invited for an interview at the CA over a three- to four-day period to accommodate the large number of applications received for each course. The interview process consists of:

- Forty-five minutes to an hour's presentation on the CA programme so that students are familiarised with the nature of the programme and are able to make an informed decision about their application. The programme is voluntary as the CA believes that youth perform substantially better in a programme if they are aware of the outcomes of the programme and commit voluntarily to the programme.
- An individual (one-on-one) interview lasting between 15 and 20 minutes to ascertain whether the applicant meets the criteria and more importantly to assess motivational levels and willingness to participate in the programme.
- Fitting uniforms to enable the CA to provide the correctly sized uniform for each

candidate.

- A physical fitness assessment to ensure that there are no injuries and that the applicant has the ability to participate in the various physical activities.

The information collected is screened, after which a final selection of applicants is made in accordance with the CA's recruitment policy. All successful applicants are informed timeously of their selection to enable them to purchase toiletries, clothing and basic stationery. Successful applicants pay a non-refundable R400 deposit on arrival; the programme is subsidised by the provincial government through an annual grant to the CA. Preference is given to students from poorer homes and those who display high levels of motivation.

3.2.8 Reasons why Youth Apply to the Chrysalis Academy

The reasons that youth apply to enter the CA programme are varied. In a study completed by Dreke (2008:46), the following reasons were given as to why youth apply to enter the CA programme:

- To sort out their lives;
- To become a positive community leader;
- To discover themselves;
- To get a job;
- To get away from negative peer pressure;
- To improve relationships with family;
- To use their time efficiently until a new job is found or they return to school;
- To get CA certificates;
- To overcome substance abuse.

3.2.9 Family Reintegration

The CA hosts three family workshops a year as it recognises the importance of family as part of the individual's ecosystem. According to Meyer (2017:67), many of the challenges faced by students emanate from within the household and their development is linked to the development of the family as a whole. The workshops focus on strategies to foster effective parenting, how to improve interpersonal communication, and understanding youth development. Families are also kept informed of the progress of the students during these

workshops as students are allowed two face-to-face visits during the three months. In between these visits, they communicate through old-fashioned letter writing. The family reintegration component of the three-month youth development programme is mostly sponsored by the Western Cape Department of Social Development.

The family workshops focus on the adolescent brain, wiser ways of communication, the importance of mindful listening, and strategies to foster reintegration. One of the workshops teaches parents how they can help their young people to sustain the changes they made at CA; parents are also encouraged to go back to CA for additional support. The family integration component of the programme was introduced with the intention of involving parents as critical role players in the development of their children and to promote strong, healthy families that are responsible, responsive and caring.

3.2.10 Meaning of CA Name and Logo

The word “chrysalis” describes the cocoon of the maturing butterfly or moth. According to Meyer (2017:67), youth come into the CA as an “egg” or a “caterpillar” and then step into the three-month cocoon (Chrysalis). The cocoon is the space for transformation. The change within the cocoon or within Chrysalis may be messy as the cocoon has to break up before the butterfly emerges. If the butterfly is separated from the cocoon before it is ready, it may die. It needs to emerge only when it is strong and ready. The symbolism of the cocoon and butterfly highlight how the CA understands the transformation process. It could be different for every individual because of their experiences, but it is anticipated that the three-month programme may meaningfully impact on the youth at a physical, emotional, mental and spiritual level to allow for a self-transformation process to transpire, changing young people into positive community leaders.

3.2.11 Research Involving CA as a Case Study

Various studies have been conducted focusing on a particular aspect of CA’s youth development programme. The first was an evaluation of the CA completed in 2003 by an independent consultant, Mr Herman Kotze. The evaluative study made a number of recommendations for improvements to the programme, but the evaluator indicated that, “in balance the overall finding is that the Chrysalis Academy is an unqualified success and it is deserving of the full support of the people of the Western Cape” (Kotze, 2003:1).

Another study was a master's thesis completed in March 2008 by Dayana Dreke, entitled *Social integration of youth-at-risk through empowerment programmes*. This was a case study focusing on the CA as an empowerment programme through which resilience could be built and youth could be integrated into communities. The researcher confirmed through the data collected that the CA's programme contributed to the social integration of youth at risk. Although her findings were mostly positive, the researcher proposed that there was still room for improvement, mainly in relation to the aftercare follow-up and support of graduates.

The third research involved a communication study by a group of Masters of Business Administration (MBA) students from Henley University in the United Kingdom in 2014. Their study focused on notions of reputation and responsibility in the context of their MBA studies. Their study used qualitative and quantitative methods to interview a number of CA stakeholders to assess, among others, their perception of how the CA communicates with its graduates. They recommended that the CA make specific interventions to improve on its service offering, which mostly related to starting an entrepreneurship phase within the programme, providing graduates the opportunity to do an apprenticeship with a social entrepreneur running small to medium enterprises. This, they felt, would afford the youth more hands-on experience and build their confidence to find useful self-employment (Kipepeo, 2014:25).

The last research, a doctoral degree in education completed in November 2017 by Lucille Yvonne Meyer, was entitled *Youth experiences of a holistic approach to personal transformation: a narrative inquiry*. The main purpose of the study was to explore youth experiences of the holistic approach used in one particular programme or developmental pathway for vulnerable youth. The goal was to explore ways of addressing the current "Not in Education, Employment or Training" (NEET) crisis and simultaneously deepen the theory and practice of youth development. The study made a number of recommendations to improve various components of the programme; the main one was to conduct a longitudinal study on the impact of a holistic approach, as this could generate rich data on the long-term impact of a holistic approach with youth who are not in employment, education or training (Meyer, 2017:164).

3.2.12 Follow-Up and Support Service of Graduates

Following the four phases, the graduates are placed for a 12-month period with various placement partners of the Department of Community Safety (DOCS). In order to ensure the

sustainability of the programme, graduates are supposed to be followed up by the Academy over the five years following the initial three-month residential phase to monitor and assess their progress, to identify their needs for intervention and to explore employment, learnership or volunteer opportunities (Western Cape Government, 2017:4).

The follow-up and support are a five-year long service to graduates. Once the youth graduate, the Academy monitors and tracks them while in the 12-month internship and thereafter. Placement visits enable staff to assess the progress of the graduates in their respective workplaces. During the placement visits, the CA personnel meet with the graduates to discuss the challenges and opportunities in their places of work. In addition, discussions with supervisors also take place. At any time during the five years, former students can access the Academy's counselling services, workshops and other services. Follow-up includes a refresher course six months after graduation. They may visit the offices at any time to make photocopies of CVs, and may call to request letters of recommendation.

The obvious rationale behind such an extensive follow-up programme is to ensure that lessons learnt to not get lost immediately after graduates leave the programme, and that they stand a chance of being successful in their placement and in their lives.

3.2.13 Refresher Course

The refresher courses play a valuable role in assisting graduates to integrate lessons learnt into their daily lives, creating the space in which to reflect critically on their own progress. It also introduces them to various study and work opportunities and enables them to touch base with peers; to connect and derive inspiration from one another. Young people come for a two-and-half-day experience where they are exposed to key areas of the Chrysalis programme such as drilling. It is basically a reminder of the programme, where they learn of new job opportunities and internships. They reflect of their experience back home and they complete questionnaires. The CA also uses the refresher course as a "dip stick" to find out the challenges that their graduates are facing.

3.3 SUMMARY

This chapter discussed the background, stance, programme and goal of the CA three-month youth development programme. The programme is aimed at youth aged 18–25 who have no criminal record, reside in the Western Cape and have a minimum Grade 9 education. The three-month programme includes various phases aimed at fostering leadership, nurturing

resilience and encouraging active citizenship. On completion of the programme, students are placed in 12-month work placement positions, intended to build a professional work ethic, help with skills acquisition and impart valuable work experience. The CA runs a five-year aftercare programme, as it considers development ongoing and recognises that youth require mentoring and support on their journey. Since its foundation in 2000 approximately 4133 youth have graduated from the Chrysalis Academy.

The following chapter discusses the methodology used in order to understand, evaluate and make recommendations to Chrysalis Academy.



CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapter provided a synopsis of Chrysalis Academy's programmes and functioning. This chapter presents the research methodology followed to evaluate the effectiveness of the youth development programme of Chrysalis Academy, which was conducted among graduates of the programme from 2007 to 2017 who reside in Lavender Hill.

The key areas of the methodology detailed in this chapter are the research design, sampling procedures, study population, data collection methods and data analysis method. The chapter starts with a description of the research setting, Lavender Hill, and then moves on to discuss various aspects of the methodology used to gain information from graduates of the programme who reside there. This includes the validity and reliability of the study, the pilot study, the ethical considerations and the research limitations.

4.1.1 Research Setting

The research setting refers to the place where the study is conducted. Describing the research setting is important because it gives valuable context to the study, detailing the geographical location, the population size, and the socioeconomic characteristics relevant to the study. The research setting of this study was Lavender Hill. The subsections that follow are the geographical location, population size and socio-economic characteristics of this location.

4.1.2 Geographical Location

Lavender Hill is located in the Southern Peninsula of Cape Town. Many people regard the community as unfavourable to human life and business opportunities, for the prevalence of domestic violence, drug and alcohol abuse, gangsterism, crime, poverty, a high rate of unemployment, and poverty in this area. This provides some clue as to the many challenges confronting the residents of Lavender Hill.

4.1.3 Lavender Hill's Population Size

According to the existing data as supplied by City of Cape Town census, Lavender Hill has a projected population of 32 598 people, with 95% of the population regarded as Coloured; 29.1% are children under the age of 14, and 20% are youth between the ages of 14 and 24

(City of Cape Town, 2011:3).

4.1.4 Socio-Economic Context of Lavender Hill

Lavender Hill is an urban township where the population is predominantly Coloured. The unemployment rate is at 42,03% according to the City of Cape Town (2011). In this area, 19% of those aged 20 years and older have completed Grade 12 or higher. Just over half - 58% - of the labour force (aged 15 to 64) is employed. Among the economically active, 59% of the households have a monthly income of R3 200 or less. More than 82% of households live in formal dwellings. In the households, 91% have access to piped water in their dwelling or inside their yard. Furthermore, 83% of households have access to a flushing toilet connected to the public sewer system, while 94% of households have their refuse removed at least once a week. Also, 99% of households use electricity for lighting in their dwelling (City of Cape Town, 2011:2).

There are a few shops in Lavender Hill, providing only basic commodities such as bread, milk, sugar, cooking oil and salt. The closest supermarket is Shoprite, Military Road, in Steenberg which is 30 minutes away on foot. For more specialised services not found in Military Road, Steenberg, people go to the Blue Route Mall, Tokai, 50 minutes away on foot. The demand for employment prospects, social services and recreation facilities in Lavender Hill is higher than their supply.



The above characteristics suggest that there are socio-economic challenges in Lavender Hill that hamper its development. The next section discusses the research methodology.

4.2 RESEARCH METHODOLOGY

According to Babbie and Mouton (2001:75), research methodology refers to the kinds of tools and procedures used to collect data. It focuses on the process of research and the decisions that will be followed to execute the research project in order to answer the research objectives (Brynard & Hanekom, 2006:36).

The first step when embarking on research is to determine the research design. Kumar (2011:396) states that a research design is a plan of how the researcher intends to conduct the research. It is an outline of what will be done, the research methodology to be followed, a description of the proposed method of data collection, the measuring instruments to be used and a plan and procedure for data analysis. Therefore, the research design is a description of

the overall plan for completing the final analysis.

This study took the form of descriptive research, using a qualitative design with some quantitative elements. The main aim of descriptive research is to describe the characteristics of individuals, situations, or groups.

4.2.1 Quantitative Research

Creswell (2009:4) describes quantitative research as a test of the validity of objective theories, in which the researcher examines the relationship among variables using numbers or statistics. In this study quantitative data was collected from both secondary and primary sources. The graduates from Chrysalis Academy were the primary sources from which data was collected and statistically analysed to describe and explain the phenomenon under investigation.

4.2.2 Qualitative Research

Creswell (2009:4) defines qualitative research as an attempt to explore and understand the answers and responses given by individuals or groups to a set of questions. The focus is upon the real-life experiences and views of participants in the situation under review. In this study, qualitative data was collected about Chrysalis Academy's monitoring and evaluation framework from both primary sources (the CEO and implementers of the programme) and secondary sources (institutional documents, annual reports and evaluation questionnaires given to participants regarding their experience of the three-month youth development programme at Chrysalis Academy).

4.2.3 Mixed Method Research

Mixed method research, according to Creswell, (2009:4), is the use of both qualitative and quantitative data in a study. Qualitative data tends to be open-ended, having no predetermined responses, while quantitative data usually includes closed-ended responses such as may be found on questionnaire instruments.

4.3 RESEARCH POPULATION AND SAMPLE

Wiid and Diggins (2013:186) define a population as the total group of people or entities from whom information is required. Brynard and Hanekom (2006:54) describe a sample as a small group (the sample) selected from among the population on the basis of certain characteristics to represent the population. In other words, the sample is selected by the

researcher based on specific characteristics that represent the research population.

4.3.1 Study Population

The targeted population in this research study comprised all former graduates that reside in the Lavender Hill area and who attended Chrysalis Academy in the period 2007 to 2017. In a research study, certain criteria are applied to determine whether or not an individual or entity is eligible to participate in the study (Brynard & Hanekom, 2006:55). In this study, the participants had to be beneficiaries (graduates) of Chrysalis Academy youth development programme (CAYDP), and had to reside in Lavender Hill where data was collected. In addition, they had to be willing to participate in the study.

4.3.2 Sampling Size

The number of subjects in a study is called the sample size (McMillan & Schumacher, 2000:177). Regarding the sample size for this study, the researcher was looking for an in-depth understanding of the issues raised in this study, and therefore decided to work with a small, focused sample. The sample comprised 13 graduates (six females, seven males), between the ages of 19 and 27, and five of the nine management personnel of Chrysalis Academy. Therefore, the sample comprised 18 people in all.

A list of beneficiaries (graduates) who participated in the CAYDP was provided by Chrysalis Academy. The list comprised names and contact details of former graduates and served as the basis for purposive sampling. In the selection process, the beneficiaries (graduates) were purposively selected based on only two criteria; namely, being a graduate of the Chrysalis Academy youth development programme, and their current place of residence being Lavender Hill.

However, the list comprised only 37 former graduates, many of whose details were incorrect or outdated, making it difficult to get hold of prospective participants. Despite this obstacle, the researcher managed to contact thirteen graduates who were still living in Lavender Hill. The researcher sought a gender-balanced sample since experiences could vary on account of gender, but in the end the study sampled more males than females.

The research process was much delayed by the process of trying to reach former graduates, as the researcher was working from an outdated and incomplete database. Having finally contacted thirteen former graduates who indicated some willingness to meet, the researcher

arranged a time and place to introduce herself and explain a little about the research (aim of the research, interview process, access to the final report if desired). Other matters explained included confidentiality, privacy and voluntary participation, and the option to choose aliases for the survey questionnaire.

Once all participants had agreed to participate, there was no need to withhold any information, and the researcher clarified everything for the participants. Interview times were arranged with each one. A follow-up text message was sent to the participants prior to the interview appointment date as a reminder and consent forms were obtained from the participants on the day the survey questionnaire was handed on. It was difficult to secure dates and times with six of the graduate participants as they had a busy schedule at work and kept on rescheduling. The researcher eventually managed to meet with them after working hours. The goal was to administer the questionnaire to each of the beneficiary participants and to follow this up with informal dialogue, rather than a formal interview process. The main data collection tool for beneficiaries of the programme was the questionnaire.

The purposive sampling technique was also used for the selection of personnel from the Academy for the semi-structured interviews. Personnel were selected on the basis of their direct involvement in the programme's M&E activities. The researcher took practical aspects of the research into account, explaining to participants the expected length of each interview, and using a voice recorder during interviews to ensure the collection of accurate data.

4.4 SAMPLING TECHNIQUE

Purposeful sampling, often referred to as purposive sampling, was used to select the respondents who were interviewed. Purposive sampling is a non-probability sampling technique which entails the purposeful selection of particular elements from a population that will be representative or informative about the topic of interest (McMillan & Schumacher, 2001:175). Purposeful sampling was chosen as a sampling method because the researcher was looking for individuals or groups who would be informed about the topic, were available and willing to participate, and would be able to articulate their experiences and ideas clearly. A benefit of this technique is that it provides resourceful information, enabling the researcher to gain a deeper understanding of the topic in order to address the purpose of the research (McMillan & Schumacher, 2001:175). In this study, participants who were finally selected had to fall into one of two categories:

- a) Graduates from the Chrysalis Academy of Lavender Hill
- b) Programme implementers from the Chrysalis Academy

Each of the respondents from Chrysalis Academy was selected to provide information that was required to answer the research questions from the organisational and programme perspective. Those specifically selected consisted of the CEO, the head of training and development and managers who run the Chrysalis Academy programme. Personnel who serve in the monitoring and evaluation aspect were selected to provide information required to answer the research questions from a service delivery perspective. As pointed out earlier, qualitative data was collected from the selected key informants using interviews.

4.5 METHODS OF DATA COLLECTION

4.5.1 Interviews

The interview is alternative method of data collection in which one person (an interviewer) asks questions of another (a respondent). According to Babbie, (2006:267) an interview is usually done by face to face encounter or by telephone. Neuman, (2000:272) states that the interview method is a face-to-face conversation with others and can be used for extensive probes. The purpose is to obtain large amounts of relevant information about the experiences of others that can be collected directly by interviewing people. Nieuwenhuis, (2016:92) feels that the interest in interviewing is to collect data and learn about ideas, beliefs, views, opinions and behaviours of the participant, and can provide information that you will not be able to collect in any other way. The usefulness of interviews is generally that the subject matter can be explored to solicit a more complete answer to questions. Sometimes respondents in an interview will give an inappropriate or incomplete answer in cases that will be informative for analytical purposes (Babbie, 2006:269).

4.5.1.1 Types of Interviews

There are different types of interviews, namely, unstructured, semi-structured, and structured interviews:

An open ended or unstructured interview often takes the form of a conversation with the intention to explore the participants, views, ideas, beliefs and attitude about a certain event or phenomena (Nieuwenhuis, 2016:92). This type of interview does not ask specific or pre-determined questions, rather allow the interview to progress as it goes along (Du-Plooy Cilliers,

Davis & Bezuidenhout, 2014:188). The semi-structured interview follows a conversational approach. Although certain themes are covered by the predetermined questions, this is a very adaptable approach and allows the researcher to adjust the focus of the interview when necessary (Du-Plooy Cilliers, Davis & Bezuidenhout, 2014:188). In the structured interview all the participants receive the same set of questions, asked in the same order or sequences (Nieuwenhuis, 2016:92). The information obtained can be analysed easily and this format allows you to compare notes on the views and opinions of the participants in a more organised manner (Du-Plooy Cilliers, Davis & Bezuidenhout, 2014:188).

The purpose of interviews in this research project was to collect detailed information from the personnel of Chrysalis Academy on the effectiveness of the youth development programme. This technique afforded the researcher the opportunity to gain a deep and fairly comprehensive understanding on the implementation of the programme as well as the institutional challenges confronting the M&E of the youth development programme.

4.5.2 Document Review

According to Creswell (2009:180), document review is one of the methods that can be used to collect qualitative data. A review of documents saves time, is convenient and the material for reviewing is usually easily accessible. Nieuwenhuis (2016:88) observes that document review involves a researcher collecting and reviewing documents to obtain useful information. The documents may be company reports, administrative documents, proceedings, memorandums and agendas, or any written communication that may shed light on the phenomenon under investigation (Nieuwenhuis, 2016:88).

In this study, official documents pertaining to the monitoring and evaluation of the youth development programme at Chrysalis Academy were reviewed. These included evaluation forms and programme and annual reports. These documents were reviewed to collect secondary qualitative data needed to establish the daily operations and nature of the youth development programme.

Other key documents reviewed as part of data collection were the African Youth Charter (2006), the White Paper on Reconstruction and Development (1994), the National Youth Development Policy Framework NYDPF (2002-2007), the National Youth Commission Act (1996) and the Non-profit Organisations Act 71 of (1997). In addition, a wide range of literature was consulted on the monitoring and evaluation of NGOs and programmes

implemented in other countries. Key issues drawn from the literature review may be found in Chapter 2 of this study.

4.5.3 Audio Recording Tool

An audio-recorder was used to collect the data. Bloor and Wood (2006:2) define the recording of sound (typically speech) for the purposes of data collection. The authors explain that audio-recording devices are most frequently used in interviews or focus groups with the recording usually transcribed at a later date.

This recording device was used with the consent of the participants. The use of such a device enabled the researcher to concentrate on exploring the topic, observe the non-verbal cues and attend closely during the interview process. The researcher ensured the confidentiality of the recordings by keeping all recordings in a secured place, and explained that this was the case to the participants so that they could participate honestly and openly. It was vital to test the digital recorder before the start of the interview to avoid the disaster of losing information. Recording the interviews was helpful because data was recorded naturally and the researcher could listen to the audio conversations numerous times for clarification during the transcribing process (Bloor & Wood, 2006:2).

4.6 DATA COLLECTION INSTRUMENTS

A study of this nature and magnitude requires a combination of data collection methodologies. In this research, the primary data was collected from interviews - that is, face-to-face interviews and survey questionnaires.

The following data collection methodologies were applied in this study.

4.6.1 Survey Questionnaires

A survey questionnaire was used to collect the data from former students of Chrysalis Academy. The questionnaire was formulated in simple and clear English with a Likert scale design. It constituted closed-ended questions. Related questions were grouped together depending on the study objective to which each was related. The survey questionnaire led the researcher and participants into in-depth and comprehensive conversations that uncovered important and unique information. According to Kothari (2004:100), questionnaires are a very useful method of collecting data from a large number of respondents for the purpose of statistical analysis.

Close-ended statements were used in the questionnaire to extract information from the beneficiaries of the programme on the programme's success stories, challenges, support structures, monitoring and evaluation function, and socio-economic status of the youth. The rationale behind the use of a survey questionnaire is well expressed by Kothari (2004:103), who states that the questionnaire tool allows all respondents to reply to the same set of statements. In the context of this research, the questionnaire had the advantage of being flexible and simple to understand, so that all respondents easily understood both the study's purpose and the content of each question.

The Likert scale design was selected as it is a convenient instrument for measuring responses. A series of Likert scale questions were asked, to which respondents assigned a number from 1 to 4 depending on level of agreement (Maree & Pietersen, 2016:186). The four response categories were strongly agreed, agree, disagree, and strongly disagree (Maree & Pietersen, 2016:187). The Likert scale assisted the researcher by providing an ordinal measure of the respondent's attitude.

4.6.2 Interview

The semi-structured interview was used as the main data collection tool in this study. One-on-one interviews were held with the following personnel: CEO, secretary, graduate placement officer, the community liaison officer, and head of training and development.

The interviews were administered with the use of an interview guide. The interview schedule was formulated in simple and clear English with the assistance of the university supervisor. It comprised open-ended questions that enabled respondents to reveal detailed information and allowed space for probing. Related questions were grouped together depending on which objective they were most closely related to. The questions enabled the respondents to describe and explain their experiences within the flow of a focused and intimate dialogue. Thus, the interview schedule led the researcher and participants into in-depth and comprehensive conversations that uncovered important and original information. It also assisted the researcher to remain consistent in asking questions.

The researcher communicated to the participants the structure of the interview schedule in a brief introduction outlining the areas to be covered, so that they would know what to expect in the conversation. The interview questions were divided into six categories:

- The first introduced the researcher, the topic and the ethical considerations.
- The second part comprised questions that sought background information on the participants and their involvement in the Chrysalis Academy youth development programme.
- The third part asked for key achievements of the programme.
- The fourth part questioned the nature of the monitoring and evaluation system used by Chrysalis Academy and which stakeholders and beneficiaries were involved in planning the monitoring and evaluation of the programme.
- The fifth part questioned the effectiveness of the monitoring and evaluation system.
- The last section inquired about the challenges encountered during the monitoring and evaluation of the programme.

Through the use of this tool, the researcher was able to capture the perceptions and individual experiences of respondents with regard to the research topic, without limiting responses in any way. Furthermore, it allowed the researcher to probe deeper for further information after the respondents' initial reactions to the topic under discussion. These interviews were expected to take 45 minutes to an hour and were recorded using both audiotapes and written observation notes. For the personnel from the Chrysalis Academy, the interview took place at their place of work. Five personnel were interviewed. In all, a minimum of 50% of the personnel were interviewed.



The interview approach adopted by this current study was deemed an appropriate tool for collecting rich and detailed information. It allowed for probing and helped the researcher to clarify responses that seemed unspecific during the interview session (McMillan & Wergin, 2006:112). The instrument appears in Appendix G.

4.6.2 Demographic Sheet

A demographic sheet which included details about gender, age bracket, highest level of education, population group, employment status and so forth was administered to the participants at the beginning of the survey questionnaire. This was to ensure that the correct information about the participants was captured. Such information was also useful to ensure that the criteria for selection were abided to (see Appendix F).

4.6.3 Pilot Study

A pilot study was undertaken one week before the actual data collection. A pilot study refers to a small study conducted prior to the main investigation to identify shortcomings in the overall design of the research study (Brynard & Hanekom, 2006:51). It involves the proposed area of research and the people at whom the main study is aimed (De Vos et al., 2002:211).

The main purpose of the pilot study was to test the survey questionnaire; to reveal possible difficulties in the design and procedure so that these could be addressed before the main study commenced. Lessons learnt during the pilot study were used to improve the final version of the questionnaire. These included: improving the clarity of questions, avoiding repetition of questions, slightly altering response categories, and shortening the questionnaire. The area visited was an urban area, Lavender Hill, in Retreat. Two people from the area were interviewed as part of the pilot study, based on their availability. The questionnaire was reproduced in English but administered in both English and Afrikaans.

The researcher then set up a meeting with her supervisor to discuss the lessons learnt. As a result of some of the responses given by the two respondents in the pilot study, certain changes to the questionnaire were deemed necessary and were made. The pilot study provided vital information as to the clarity of the instrument. The Likert scale instrument was found to be user friendly and the questions, after slight amendments, flowed in a coherent manner.

4.7 DATA ANALYSIS

Data analysis is a mechanism for systematically organising and matching data. In other words, it is a process of reducing the size of the data, of identifying themes and matching patterns in the data, and bringing order and structure. Mouton (2001:108) describes data analysis as breaking up data into manageable themes, patterns, trends and relationships.

The analysis of the data was carried out by using SPSS (Statistical Package for the Social Sciences), MS Excel, and thematic content analysis; and by looking for patterns and themes as well as similarities in the data. The responses from the personnel of Chrysalis Academy were analysed first.

This was followed by an analysis of the responses from the former graduate (youth). These initial findings were interesting and were supplemented through a series of relevant

documentation. The same method of analysis was used to identify common themes and similarities in the survey questionnaire. The responses to the questions give rise to a discussion of the main findings. Conclusions are drawn using the main findings that were identified from the responses of the Chrysalis personnel, compared and contrasted with those of the graduate (youth) responses.

4.7.1 Qualitative Data Analysis

Qualitative data analysis refers to an analysis of non-numerical information that includes interview transcriptions, video and audio recordings, images and text documents. Qualitative data was analysed according to the identified themes derived from the objectives of the study and the study questions. The themes are the socio-demographic profile of the graduates of the CAYDP, the programme origin, its key achievements, the effectiveness of the programme, monitoring and evaluation, and challenges experienced in the implementation of the programme.

4.7.2 Quantitative Data Analysis

Quantitative data analysis is an analysis of numerical representations and involves describing and explaining data converted from a numerical form into statistical analysis (Babbie, 2007:405). In this study, quantitative and statistical data were computed using SPSS (Statistical Package for the Social Sciences) and MS Excel. Findings from the statistical analysis are presented through graphs, charts and frequency distributions.

4.8 VALIDITY AND RELIABILITY

To ensure the validity and reliability of the survey questionnaire and interview schedule that served as data collection tools, a pilot study was conducted, and comments received were used to adjust the tool that was finally used to collect data.

4.8.1 Validity

Validity refers to the extent to which a research instrument measures what it is supposed to measure (Maree & Pietersen, 2016:239). According to Van den Bos (2007:975), this includes “the degree to which a test or measurement accurately measures or reflects what it purports to measure”. It therefore means the ability of a researcher to vouch for the accuracy of the findings. According to Neuman (2002:167), several types of validity have been developed to ascertain the validity of questionnaires and other research instruments. These include the face validity method, content validity method, construct validity method, and criterion validity

method, amongst others (Neuman, 2002:168).

In this study, the content validity method was used to test the validity of the self-administered survey questionnaire designed to collect quantitative data and the interview guide designed to collect qualitative data. Content validity refers to the degree to which the research instrument completely and accurately measures the variables it intends to measure (Pietersen & Kobus, 2016:240).

4.8.2 Reliability

According to Brynard and Hanekom (2006:48), reliability refers to the accuracy and consistency of a research instrument for measuring. The same instrument that was used or administered must be able to produce the same data at a later stage under similar conditions. In other words, reliability is the extent to which a measuring instrument remains consistent and does not vary because of characteristics of the measurement instrument itself (Neuman, 2002:164). Responses from the same population should remain similar and provide the same score no matter when it is administered or by whom (Pietersen & Maree, 2016:238).

4.9 RESEARCH LIMITATIONS

The following were limitations of this study:

- Due to the beneficiaries of the programme being spread across the Western Cape, this study is limited to Lavender Hill community, a suburb in the Southern Peninsula of Cape Town. The study further focuses only on youth from Lavender Hill that graduated from the youth development programme at Chrysalis Academy, and excludes all other youth programmes within the Cape Metropolitan area.
- Most of the graduates on the list were inaccessible due to incorrect contact details being given and some no longer residing in the community. This reduced the number of participants available to take part in the study. However, the small group of 13 who responded to the questionnaire was quite adequate; the smaller number allowed for more in-depth discussions with each one.
- Difficulties in securing appointments with graduates were also encountered, due to the frequent occurrence of gang violence in and around the community. This simply delayed proceedings but did not prevent them.

As can be seen, the limitations did not prove insurmountable, and the study was able to make

use of a rich and varied source of data.

4.10 ETHICAL CONSIDERATIONS

Before the study commenced, ethical clearance was obtained from the University of the Western Cape Senate, the Economic and Management Sciences Higher Degrees Committee and the School of Government. McMillan and Schumacher (2001:196) emphasise the importance of ethical guidelines in educational research. It is important when conducting research among human beings that ways are found to protect the rights and welfare of the subjects.

Once ethical clearance had been granted for the study, additional ethical considerations were incorporated into this research, as follows:

- The researcher provided willing participants with informed consent forms to read and sign. The consent forms contained an explanation of the nature and purpose of the study, what would be expected of the participants and clear instructions on what to do.
- The form also informed participants of their rights during the study, and assured them that participation was voluntary and that they were free to withdraw from the study at any time if they so wished.
- Complete anonymity and confidentiality were guaranteed by ensuring that the data could not be linked to individual participants by name. Respondents were also told that their personal information would be safely stored electronically and would only be accessible to the researcher and her supervisor, and no unauthorised persons would be given access to the data.
- Fairness was maintained by communicating results to participants for verification purposes to avoid misinterpretation of research findings.
- The researcher adhered to the ethical guidelines specified by the Higher Degrees Committee of the University of the Western Cape, the Faculty of Economic and Management Sciences, and the School of Government. She protected and respected the well-being and desires of the participants while conducting the research study.

A copy of ethical clearance request letters appears in the Appendices A.

4.11 SUMMARY

This chapter has presented the methodology used to generate data in the research study, and the rationale for selecting it. It was explained that the study applied a qualitative method with some quantitative elements, in the form of five face-to-face interviews with Academy staff using a semi-structured interview schedule, and survey questionnaires with beneficiaries (graduates) from the Lavender Hill community. The sample was purposively selected and the data was analysed according to the steps of descriptive statistics for the Statistical Package for Social Science (SPSS). A discussion on the limitations of the study and how these limitations were dealt with was presented. Finally, the ethical considerations used in this study were discussed.

The following chapter presents the findings and an analysis of the findings.



CHAPTER FIVE

DATA ANALYSIS, FINDINGS AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The previous chapter explained that the research methodology used in the study was the mixed approach, taking the form of a questionnaire-based survey and interviews with a sample of the research population. This chapter presents the findings of the empirical study, presented according to the themes that emerged during an analysis of the data. The discussion is guided by the research questions posed in the study, which are in alignment with the research objectives. The discussion of the findings is based on the overall goal of uncovering the effectiveness of the Chrysalis Academy youth development programme, the effectiveness of its monitoring and evaluation function, and the challenges experienced by the personnel in the design and implementation of the M&E system.

The findings reflect both the quantitative data and the qualitative data. Quantitative data was yielded by a Likert-scale-designed survey questionnaire administered to 13 graduates of Chrysalis Academy. Their responses are displayed in the form of tables and graphs. The results of the qualitative data generated through the five face-to-face interviews with personnel of Chrysalis Academy are reported through a thematic and content analysis. The findings are arranged so as to answer each of the investigative questions. The results of the qualitative data gathered are then discussed in light of the quantitative findings of the study. With regards to the semi-structured interviews conducted (the qualitative findings), the participants' names and identities are kept confidential. This was done to adhere to the confidentiality which was assured for all the participants in the study.

5.2 FINDINGS

5.2.1 Context

A number of development interventions have recognised that one of the greatest needs in present-day South Africa is that of reducing the high level of youth unemployment by improving the prospects for jobs. The Chrysalis Academy programme was established to have an impact in this regard. Since its foundation in 2000, the Chrysalis Academy has come to be regarded as the flagship youth development programme of the Western Cape government as it provides temporary job opportunities supported by internships, skills

acquisitions and training to enable unemployed youth to access more permanent employment. When CA was established, it was envisaged that completion of the programme and achievement of its longer-term goals would reduce unemployment in the province. These objectives are stated by Chrysalis Academy as being part of its commitment to youth development.

It is universally agreed there is a great need to reduce the crisis of high unemployment amongst the youth globally, particularly as those who suffer most intensely are those who come from poor family backgrounds and communities already affected by unemployment. According to Stats SA's Quarterly Labour Force Survey (2019:11), South Africa's official unemployment rate stood at 6, 7 million in the third quarter of 2019. Of the 6, 7 million unemployed persons, 56, 1% had educational levels below matric and 34, 1% had attained matric. Only 2, 0% of the unemployed persons were graduates, while 7, 2% had other tertiary qualifications. Amongst the youth, the problem is severe. The unemployment rate for youth aged 15 to 24 is exceptionally high at 58.2% and remains high even for graduates (33.6%). For graduates aged 25 to 34 years, unemployment is currently much lower at 14.3%, while for graduates aged 35 to 64 is 3.8%. In total, approximately 3.3 million out of 10.3 million young people aged 15 to 24 are not in employment, education or training (NEET). Unemployment is particularly high in Lavender Hill, where 60% of employable adults are unemployed (Kanengoni, 2016:1).

Despite government's many policies and programmes, youth unemployment remains a major challenge to the development of the South Africa's economy. Youth unemployment appears to be rising, with many South African youth lacking the skills that would equip them to find meaningful employment. The demand on the various youth development programmes is therefore high. In this challenging context, Chrysalis Academy stands out as something of a beacon, having been in existence for almost 20 years and having served large numbers of unemployed youth with more than simply skills training. The Academy helps reduce youth unemployment in the Western Cape Province, by providing unskilled, unemployed youth who lack secondary education with skills acquisition and life skills so that they may find work and, it is hoped, remain in work.

The following table and figure give background information on the graduates who attended Chrysalis Academy between 2007 and 2017.

Table 1: Participants’ gender distribution, age, marital status, percentage distribution of participant’s education, and employment status

	Respondent Demography	%
A	Number of respondents	13
B	Sex	
	Male	54%
	Female	46%
C	Category of Respondents	
	Graduate	100%
D	Age Range:	
	18-20	8%
	20-25	77%
	26 & older	15%
E	Marital Status	
	Single Married	85%
F	Education	
	Grade 9 Certificates	31%
	Grade 10 Certificates Matric	46%
	Technical or Vocational Training College	23%
G	Employment Status	
	Internship	31%
	Contract	23%
	Full Time & Unemployed	23%

As can be seen, all graduates are aged between 20 and 25 years (77%). This indicates they fall inside the definition given by the National Youth Policy (2015-2020) that describes youth as being 14 to 35 years old, as may be seen in Chapter 2 of this study. All of the participants come from Lavender Hill in Cape Town. Females represent 46% of the graduate respondents, and males represent 54%. The marital status of the participants indicates 85% are single and 15% are married. The vast majority of participants are Christians at 98%, and 2% are Muslim. In total 31% of the graduates have completed Grade 9, 46% have completed Grade 10, while 23% of the graduates completed matric, and none completed technical or vocational training. The majority of the graduates come from single-headed households, mainly headed by females. These households are likely to lack dependable and sustained incomes, which deepens their vulnerability.

A question asked graduates about their current occupation. Their responses were classified and are presented cumulatively in Figure 5. Over 31% of graduates classify themselves as interns, a fairly small percentage of 23% are unemployed (it is not clear whether they are currently seeking work), and approximately 23% are in full-time employment. A further 23% said that they are part-time, temporary or casual employees. These have been classified into the 'contract' category.

Figure 5: Socio-economic status of graduate youth

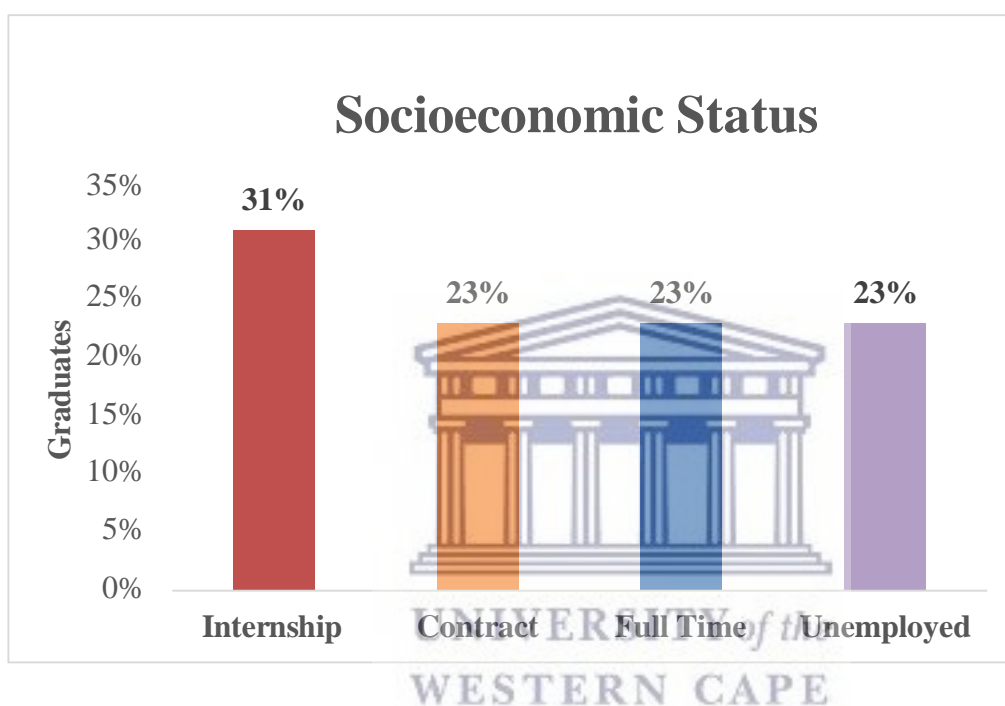
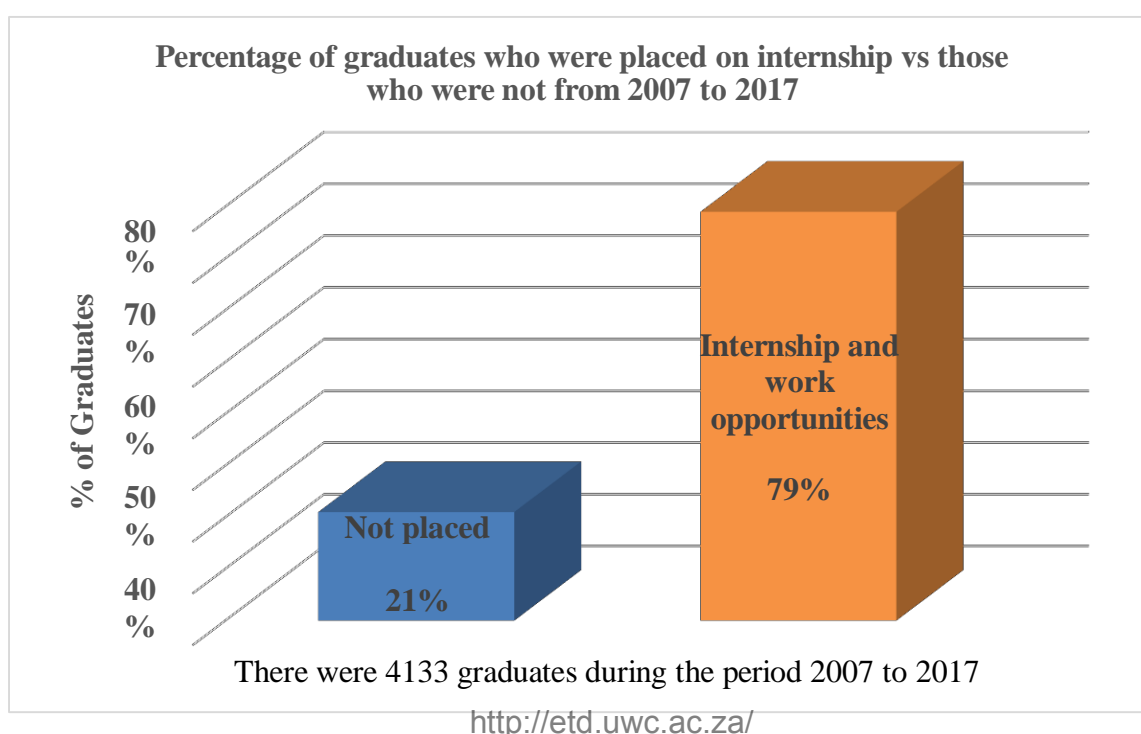


Figure 6: Percentage of graduates placed vs those not placed from 2007-2017



Between 2007 and 2017, nearly 80% of graduates from the CA youth development programme (CAYDP) were placed in internship and work opportunities with the help of the programme. Only 21% graduates had not been placed after completing the programme. The unemployment rates are fairly low amongst Chrysalis graduates in the year immediately after their completion of the programme.

5.2.2 Skills Courses Completed

Compared to other non-government organisations, one of the most unusual features of the CAYDP is its commitment to training, particularly accredited training. The skills phase in the programme introduces students to vocational skills to instill a love of continuous learning and development. The objective here is to provide the youth with some skills to enable them to participate meaningfully in career opportunities and, most importantly, to apply for entry-level work. This phase equips students with skills to enhance their vocational abilities and employability and to provide access to future employment opportunities. This exit strategy of ensuring that most students are placed gives them a tremendous advantage over graduates of programmes that merely equip people with skills. In addition, the skills training is made relevant and, where possible, accredited, so that it carries weight in the commercial world. The four-week skills phase, albeit a relatively short learning time, provides a foundation of useful vocational skills. As far as possible, most courses have NQF-accredited certification. A total of 28 different skills phase courses are offered to students, 64% of which are accredited, while 36% of courses are still non-accredited. Table 2 presents the data on skills courses over the past ten years, broken down into accredited and non-accredited programmes.

Table 2: Skills Courses Offered

Basic Cookery	N
Electric Circuitry	A
Child and Youth Care	A
Fire Fighting	A
First Aid Level 1	A
First Aid Level 3	A
Hair and Beauty	N
Office Administration	N
Public Safety	A
Sports Coaching	N
Welding	A

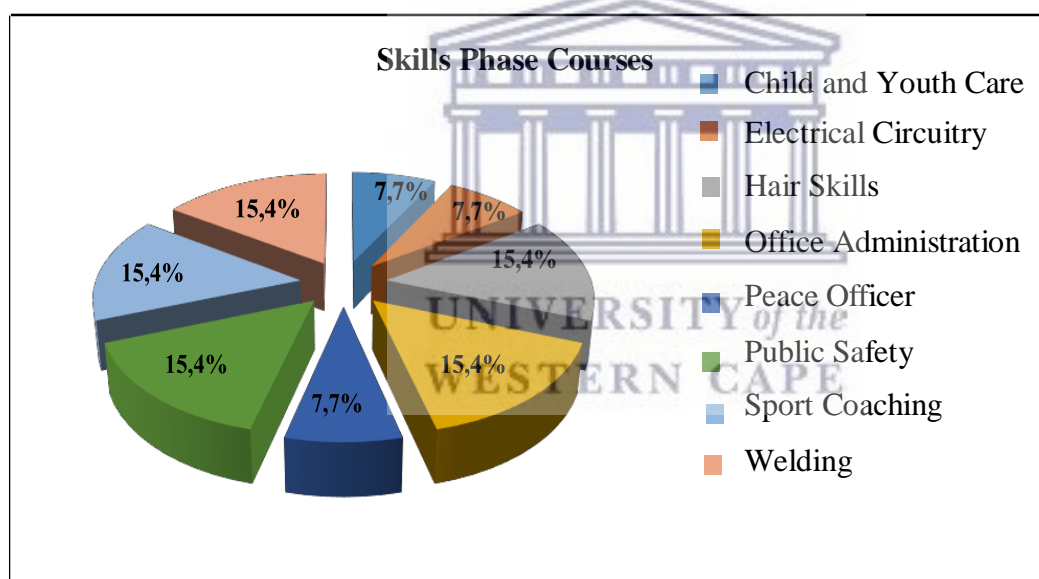
Source: Compiled by the researcher based on information from CA Annual Reports

Table 3: Types of skill acquisition offered by Chrysalis Academy

Types of skills	Examples	Duration
1. Technical skills	Welding, Electricity Circuitry	Four weeks
2. Domestic skills	Basic Cookery, Hair and Grooming, Sports Coaching, Public Safety, Frist Aid	Four weeks
3. Business skills	Office administration	Four weeks

The pie chart below depicts a breakdown of the various skills phase courses offered during the period under review. The study revealed that all youth who served as participants took part in a 4-week skills training in one of courses shown on the pie chart.

Figure 7: Skills phase courses completed by participants in the study



5.2.3 Origin of the Chrysalis Academy Youth Development Programme

As indicated in Chapter 2, Chrysalis Academy was established as a social crime prevention and youth development organisation. South Africa is still faced with the challenge of youth being subjected to lives of unemployment, and the often-attendant problems of drugs and crime. Chrysalis Academy was established in response to this prevailing social ill; to attempt to mould resilient, skilled and positive role models from young people whose lives have been almost destroyed by poverty, drug abuse and crime. These conditions are rife in places like Elsies River, Mfuleni, Hanover Park, Mananberg, Delft, Bonteheuwel, Lavender Hill, Kraaifontein, Cross Roads and Khayalithsa in the Western Cape province. The Provincial

Government of the Western Cape acknowledges that youth carry the future of the country and have placed financial muscle behind the maxim that “young people are our future”. The partnership between Chrysalis Academy and the Western Cape Government seeks to contribute to safer, more empowered communities in the Western Cape and to offer support and opportunities to young people in need.

The investigative question sought to determine the origin of the youth development programme at Chrysalis Academy. One of the Academy personnel articulated the rationale for its foundation:

“The Chrysalis Academy was set up in the year 2000 as a social crime prevention programme. The idea was that if young people were provided with the skills, then they would not necessarily engage in anti-social behavior. For the Academy now, the focus is on holistic youth development because we understand that many youths are currently unemployed and also understand that many have dropped out of school and have not completed Grade 12, and may have lost confidence and self-esteem. Ideally, the main aim of the programme is to help youth become more resilient but also to provide them with the skill which they can use to improve their lives. But most important also to apply for entry-level work. These appear to be the main driving forces behind the origin of the youth development programme” [R2, Chrysalis staff, March 25, 2019].

The CA’s objectives and purpose of the programme are as follows:

- Recruitment of students into the three- month programme.
- Implement a well-structured outcomes-based training programme responsive to the needs of the target audience.
- Secure study, internship, and work opportunities for students after completion of the CA programme.

It is clear that the CA youth development programme was motivated and developed originally as a crime-prevention programme aimed at enabling young people to experience viable alternatives to drugs, crime and gangs (Meyer, 2017:58). As such, it is relevant to reflect upon the Chrysalis programme in respect of its skills acquisition function. To what extent does the provision of training and skills through the Chrysalis programme provide

employment opportunities?

Skills acquisition has been described as the ability to learn or acquire skills. Skills acquisition involves the development of a new skill, practice or way of doing things usually gained through training or experience (Ekong & Ekong, 2016:2).

In the Chrysalis documents there is no explicit mention of skills acquisition; rather it is projected that the provision of temporary employment and skills training will lead to gainful prospects. The provision of short-term employment, training, and successful exit strategies are designed to reduce unemployment not only for the short term but for the long term, too. A common assumption, not explicitly stated in the Chrysalis documents, is that reducing unemployment will alleviate poverty. The link is clear; once graduates of the programme have the skills and practical support to find employment, they are in positions to alleviate their own poverty and that of their families.

Altogether between 2007 and 2017, the CAYDP has led to some 3247 internship and work opportunities for the 4133 young people who completed the programme. This means that not everyone who graduates is placed – nor does the Academy guarantee that this will be the case. There has been debate about the programme targets and the size of the group that really needs to be targeted in order to have an appreciable impact on unemployment. However, it seems that at least in the localised community of Lavender Hill, the difference is still felt, in that 77% of the graduates who participated in this study were either in internships, contract work or full-time work (see Figure 5).

5.2.4 Criteria for Effectiveness

The concepts of relevance, effectiveness and sustainability have been employed in the analysis, with indicators sought from both the data available and interviews with personnel and the youth. The relevance of the CAYDP is assessed in terms of its appropriateness in relation to the objectives to implement a well-structured outcomes-based training programme responsive to the needs of the targeted audience, appropriate to the youth beneficiaries and their backgrounds. Effectiveness is gauged largely in terms of the number of students who access the programme and their skills acquisition. Sustainability refers to the capability of the CAYDP in terms of securing study, internship and work opportunities for students after their completion of the programme.

5.2.4.1 Relevance

Relevance is assessed in terms of the appropriateness of the CAYDP skills offered and its ability to lead to work opportunities for the young people who complete the programme. The design and scale of the programme was found to be minor in relation to the national need but of great significance to some communities in the Western Cape Province, considering the numbers of unemployed youth who enter the programme. The relevance of the programme to beneficiaries was not a particular focus of this study during interviews, but secondary sources the Academy's list of graduates placed in internships and temporary jobs, for example – indicate that the programme led to an improved sense of well-being amongst graduates and increased prospects for permanent employment opportunities.

In order to establish the relevance of the CAYDP, the study sought to establish:

- The objectives of the CAYDP
- The nature of the problem to be solved.

What are the Objectives of the CAYDP?

The overall goal behind CAYDP is to reduce youth unemployment. It does this by creating temporary work opportunities for Chrysalis beneficiaries through internships, skills acquisition, and further education and training related to work opportunities. Skills acquisition, addressing youth unemployment and poverty reduction are all therefore the broad objectives of the CAYDP, although various documents and personnel articulated and emphasised these differently.

The Nature of the Problems to be Solved?

According to a recent EPWP Synthesis Report (2007:19), South Africa faces an ongoing skills mismatch between the country's much needed skills and the levels and types of skills that people actually have. A very large proportion of the currently unemployed do not have the kinds of skills needed in a middle-income economy. Given the country's critical mismatch between an economy that is becoming more skill based, and a rapidly expanding low-skill labour force, a focus on skills acquisition seems a sensible response. NGOs are currently one of the fastest growing sectors in society, and have great potential to provide various kinds of skills training. Therefore, it is reasonable to assume that this is a sector that should be targeted by skills acquisition programmes.

Furthermore, the EPWP report indicates that any skills development programme seeking to make a meaningful contribution to the employment rate needs to be massive, and targeted to provide the kinds of skills for which there is a specific demand.

The CAYDP aspires to be a relevant response to the three priority challenges it seeks to address. However, there are some important limitations to the programme's effectiveness in addressing these challenges in reality:

Poverty: For the CAYDP to be at all effective in poverty reduction, it would have to offer sustained employment or employment guarantees, and create productive assets. The CAYDP design does not effectively meet these criteria.

Unemployment: During the period 2007 to 2010, internship and work opportunities were offered on an ad hoc basis. It was only after 2010 that placement of youth become an integral part of the programme's offering. Between 2011 and 2017, of the nearly 14000 people who applied for placement in the Chrysalis programme, 3533 graduated. It may be assumed that most of these found placements of one sort or another, since that is now the policy of the programme. However, scant records seem to have been kept during the period 2007 to 2010, so the figure for employment is impossible to state with any accuracy. New management after 2011 made placement an integral part of the programme, after which placements almost certainly rose. The figures show, however, that currently the CAYDP is too small in scale to make a significant contribution to alleviating unemployment in the Western Cape.

Skills Acquisition: The CAYDP is based on the principle of increasing the employability of youth through skills acquisition and work experience in the form of internships. In general, it would appear from the research that the skills training offered is too brief (in duration) and too general. There is a high emphasis on life skills and other very basic skills. Participants (beneficiaries) were asked to specify whether they felt that the length of the course was appropriate to their needs. The majority of the graduates (77%) indicated that they strongly disagreed and disagreed, while 23% indicated strongly agree and agree. It would appear that the need to impart higher level skills will hardly be addressed through arbitrary, short-term interventions. Unfortunately, the CAYDP is failing on precisely this point.

Service delivery: The relevance of the CAYDP in contributing to service delivery is dependent on its ability to go beyond its own three-month programme and inject huge

numbers of semi-skilled youth into the workplaces available for public programmes. It is clear that the youth development programme has been able to achieve this in partnership with various other government and private institutions.

5.2.4.2 Effectiveness

According to Ile et al. (2019:29), quality work is undertaken at each phase of programme. In order to attain and sustain a high-quality offering, services really need to exceed expectations and be worth the resources put into them. This section focuses on the effectiveness of the Chrysalis Academy youth development programme by highlighting some of the successes of the programme.

The criteria of effectiveness seek to ascertain whether the purpose or agreed objectives of the programme are being achieved. Foremost among these objectives is that of creating temporary work opportunities for unemployed youth; then to facilitate internship and work placements, then to increase the potential for further education and training for graduates, particularly the youth that lack formal schooling and fundamental life and technical skills; and lastly, to address the matter of skills acquisition and improve the prospect of further employment for beneficiaries of the programme to earn a future income through “getting their foot in the door” during the 12-month internship. All these are the broad objectives of the youth development programme, although various personnel articulated and emphasised different aspects.

The most discussed indicator of Chrysalis youth development programme effectiveness, one that came up again and again in interviews, is the provision of internship opportunities and the programmes’ ability to provide sufficient placements for all their graduates. This analysis has found that progress towards this objective is more or less on track and that the figure of 3247 placements between 2007 and 2017 is high in relation to the number of graduates. Importantly this highlights the commitment of placement organisations that continue to make placement vacancies available to Chrysalis graduates so that they may gain work experience and use their skills (Chrysalis Academy, 2015-2015:18). Without the cooperation of these placement organisations, the work of Chrysalis Academy would be far less effective and of lower overall value to communities.

Another indication of effectiveness is the programme’s ability to make the greatest impact in the areas that really need this kind of support. By concentrating its intake on communities

such as Khayelitsha, Nyanga, Atlantis, Elsies River, Hanover Park, Manenberg, Lavender Hill, Mitchell's Plain and various impoverished rural areas, the programme ensures that its work makes a difference. Youth who hail from rural areas have a particularly high need for social intervention.

The statistics of placement show that the youth development programme has succeeded in providing employment to graduate youth and has already reached this target. The provision of internship and work opportunities indicates sustained placement success, with 79% of graduates placed during the period 2007-2017. While the target of 80% placement in internships is likely to be met on the current basis, there are real difficulties in attaining internships placements for all. Placement in internships is no guarantee of permanent employment, but it does at least give graduates a foot in the door and some experience with which to back up future job applications. This is becoming an increasingly sought-after aspect in the recruitment process. Without experience, few find employment.

When the researcher pursued the matter of whether personnel from the Academy had visited graduates in their places of work in the last five years to determine whether or not they were still employed and how they were doing, responses were discouraging. A total of 62% of graduates of the programme responded negatively to the statement (not visited at all). In total 23% had been visited once a year while only 15% said they had been visited twice a year.

There appears to be a lack of follow-up of graduates after they graduate. This monitoring of graduates and assessments of whether their placements were working out well is an integral part of the programme's effectiveness and yet there is not substantial evidence that it is being carried out. This failing can possibly be explained by a capacity problem.

One of the personnel from the Academy had the following to say about the shortage of funds to recruit additional personnel:

“The Academy faced challenges with inadequate funds to employ more personnel. Funding was available, however, to carry out programme offerings and not to employ more personnel. Without sufficient personnel capacity, the Academy would be forced to scale down on some of the monitoring and evaluation activities they are supposed to be doing. This would have an implication in tracking the progress of the graduates, especially in the five-year aftercare follow-up inspections.” [R3 Chrysalis staff, March 25, 2019].

This clearly contradicts the intention of the programme which aims at providing all graduates with five years of follow-up and aftercare support.

5.2.4.3 Sustainability

Sustainability is defined here in terms of whether the intended positive effects of the programme persist after graduates have left. This may be ascertained for three aspects; firstly, in terms of the ability of the programme to recruit students into the three-month programme, secondly in terms of the ability to implement a well-structured, outcomes-based training programme responsive to the needs of the target audience, and finally in relation to the organisation's commitment to secure study, internship and work opportunities for students after their completion of the CAYDP.

There are a number of elements which enter into the achievement of sustainability in the CAYDP, all of which relate to the ability of the programme to effect a lasting improvement in beneficiaries' lives. There are three levels at which the sustainability of the CAYDP can be considered, as discussed below:

Sustainability of the Programme

One of the most frequently mentioned points made in discussion with personnel was their belief that the CAYDP should be continued into the future. This showed a commitment to the programme which has developed over time and to some extent it may indicate a determination among officials to continue with practices so that they may fulfil the stated aspiration of becoming one of the best academies for youth development in South Africa.

Skills Acquisition

The skills phase remains the center of the CAYDP and is vital for the sustainability of employment for youth. The quality and type of training, however, is open to question. The duration of the skills training and of the temporary jobs does not allow for a significant acquisition of skills. The failure to reach necessary targets to make an appreciable difference in terms in numbers of persons trained and numbers placed in employment substantially diminishes the Academy's achievements.

Sustaining Employment

Whatever the sustainability of the first two aspects, the entire programme rests on the last element; whether or not young people are able to secure study, internship and work

opportunities after completing the Chrysalis programme. The key element here is the ability to use the experience of work and skills training offered by CAYDP to secure longer-term or sustained employment, and to gain further training and work elsewhere.

There are limitations of design in terms of achieving the required beneficiary impact. The study wanted to establish whether graduates thought there could be improvements to the programme. According to the responses, 100% of the graduates strongly agreed and agreed that there could be improvements to the Chrysalis programme.

A number of beneficiaries interviewed during the research study complained of training in life skills rather than the hard skills required for employment, and said that their future employment was still very uncertain. They generally looked to the CAYDP to sustain employment for a longer period.

Despite these very evident weaknesses in the programme, there is evidence from the study that it has a positive impact on beneficiaries. In total 100% of the beneficiaries reported a positive impact in work experience, skills for other employment and greater self-confidence. All strongly agreed and agreed with the statement that they could apply what they had learnt to their future work.

To the question of level of satisfaction regarding the programme, the majority of the graduates (69%) were satisfied (strongly agreed and agreed) and 31% were not satisfied (strongly disagreed and disagreed).

5.2.5 Key Achievements of the Chrysalis Youth Development Programme

As explained in the background to the study in Chapter 1, Chrysalis Academy has played an important role in youth development in the Western Cape, in cooperation with the Western Cape Provincial Government and its placement partners. Its role is principally a mentorship one, guiding the youth to become good citizens.

In some of the previous surveys undertaken, the youth accepted into the programme were asked about previous substance abuse. In some cases, youth were asked to identify which drugs they took; these included the drinking of alcohol and the taking of drugs such as marijuana and tik, and smoking cigarettes.

The participants indicated that these young people were exposed to a great deal of violence, trauma and substance abuse, and that if they could be helped to become more resilient, this alone would be a big achievement. Many of the youth who enter the programme were exposed to drugs and have experienced poor family relationships; during the programme they learnt about mistakes they have made and how to handle relationships more skillfully in the future. In addition, there is a component in the programme where parents reconnect with their children and are encouraged to ask for forgiveness. This component evidently had a real impact and led to a deeper connection between children and parents, which, too, may be recognised as a big achievement.

In addition to the emotional and social skills gained, there is the clear benefit that the programme enables many youth to attain internships and some to find permanent employment. Some youth, having been motivated by the course, attend night school to rewrite their Senior Certificates, whilst others continue to study further part time and fulltime. The participants mentioned that because of the way in which the programme is run, some graduates join the South Africa Police Service (SAPS). These placements may also be recognised as a big achievement.

5.2.6 Challenges in the Implementation of the Programme's Monitoring and Evaluation

The participants described some of the factors that they perceived as contributing to the challenges that impact on the programme's monitoring and evaluation (M&E).

Participants view M&E as an important tool, but something that always needs extra work. They work with what they have, with human resources always insufficient for the Academy's needs. They are spread thin, with some staff having to do far more than what is required of their job. In this respect, M&E at Chrysalis Academy conforms with the observation by Beverly et al. (2012:128) who state that significant financial limitations among NGOs means that many desired resources remain elusive. The authors state that in Kenya, the Isinya division had about 484 community-based organisations (CBOs) of various types, formed to address the poverty and household ill-health experienced in the area. However, only 25% of these CBOs were found to be actively implementing projects at the micro-level; the rest remained inactive due to their inability to mobilise the required resources for executing their mandates.

Another challenge is that the Academy is not in a position to procure the experts it needs with the necessary skills to conduct monitoring and evaluation. Many stated that funding is an enormous problem for the Academy. There are insufficient funds to initiate a monitoring and evaluation unit to oversee the youth development programme, and additional funding is required specifically for the M&E function. Responses from the semi-structured interviews with the Chrysalis Academy personnel are consistent with the literature on challenges faced by NGOs in the area of M&E; namely, lack of skilled staff, lack of monitoring and evaluation experience, lack of clear indicators, insufficient funding and lack of administrative support.

5.2.7 Roles and Responsibilities of Key Role Players in Chrysalis Academy

The study sought to establish the roles and responsibilities of the key role players in the existing M&E system of the CAYDP. The roles and responsibilities of the Chief Executive Officer (CEO), the personal assistant, the graduate placement officer, the manager of community liaison and the head of training and development are defined below.

The findings show that the CEO is responsible for the effectiveness and efficiency of the whole programme, reporting to the Board of Trustees on the performance of the programme. The personal assistant is responsible for the quarterly and annual reports. The head of training and development is responsible for the overall supervision of activities of the programme such as quality control and monitoring, implementing, analysing, and reporting on the overall programme. The head of training and development is also responsible for the development and implementation of the curriculum. The graduate placement officer and the manager of community liaison said they monitored the progress of students in their respective internships and reported on their progress both while they were in the internship and thereafter.

As key stakeholders in their respective roles, it is the duty of the above office bearers to ensure that overall the success of the programme is achieved. The role players are instrumental in the overall success of the programme. As such, the efficient and effective implementation of the CAYDP is likely to be compromised in situations where key role players perform below bar or are insufficient in number for the task.

5.2.8 Monitoring, Evaluation and Reporting (MER) in the Youth Development Programme

This section presents the procedures followed by the NGO regarding monitoring and evaluation. The programme managers indicated that an array of measures is used to gather

information on the programme. Management usually go through the feedback forms collected and make recommendations on how to improve, adapt, modify, and enhance the programme for the next course intake. The programme has a component referred to as “Final Course Review” where personnel from the Academy meet and discuss what has worked and what has not. Chrysalis Academy would then engage in focus group sessions close to the end of the three-month programme, with students where appropriate, to review areas such as technical and vocational skills, life skills, psycho-social care, and socio-economic indicators. This is to determine the extent to which outcomes and impacts are being realised by the programme, and to learn about potential areas of improvement (Chrysalis Academy, 2019).

In relation to the CAYDP’s monitoring and evaluation:

- In terms of performance, CAYDP is not adequately monitored.
- As a result, an accurate assessment of effectiveness is problematic.

The immediate challenge identifiable in respect of the M&E of the CAYDP is the lack of knowledge and skills to conduct the M&E function. Initially the programme was routinely reported on, using standard questionnaires, focus group discussions, workshops, and midterm evaluation forms as a technique.

However, M&E for the programme appears to have been whittled down to the minimum reporting criteria. More comprehensive reporting systems are severely behind schedule. Some underperforming aspects of the programme would appear to have been demoted or abandoned, as no information was available on them to inform M&E.

It is apparent from the study that there is extremely limited capacity for M&E amongst the staff of the CAYDP. Additional support capacity for CAYDP generally, as well as supplementary capacity in the form of knowledgeable outside professionals, needs to be established to facilitate the M&E obligation.

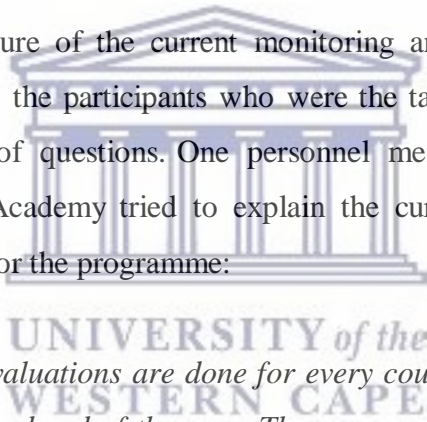
A range of challenges in areas such as capacity, communication and management were identified as impairing the quality of reported data. A review of the CAYDP data shows irregular placement visits and a lack of data validation and verification. There remains a high level of uncertainty with regard to the statistics issued, due to apparent problems with accuracy and the reliability of information given about CAYDP. These constraints coupled with financial and staff limitations are therefore highly problematic to the area of accurate

and effective M&E. Although there have been improvements to the youth development programme itself, the monitoring and evaluation aspect has underperformed and remains underfunded.

5.2.8.1 Chrysalis Academy Monitoring, Evaluation and Reporting from the Perspective of Personnel

Properly conducted M&E can provide unique information about the performance of programmes and projects. It can identify what works and what does not, and show reasons for these. The literature indicates that monitoring and evaluation is becoming a more common functions in the NGO sector (Benjamin, 2008; Carman, 2009; LeRoux &, Wright, 2010). According to Ile, Eresia-Eke and Allen-Ile (2019:71), the purpose of monitoring and evaluation is to provide information on progress and determine whether the right things, as defined by the results, are being done.

In order to understand the nature of the current monitoring and evaluation practice of the youth development programme, the participants who were the target population for this study were probed with a number of questions. One personnel member in the monitoring and evaluation team at Chrysalis Academy tried to explain the current existing monitoring and evaluation practice undertaken for the programme:



“The monitoring and evaluations are done for every course. So, for every three-month course is the midterm, and end of the year. The personnel get together then we feed in what came out of the student evaluation, and that is where we give comments on every aspect of the programme. So, there are several different levels in which we do the monitoring and evaluations. And then, based on all of this information together, we will make changes for the next course. As a result, there is monitoring and evaluation in the programme, we as the personnel do it and then we do the planning of the programme for the next course. And this happens after every course.” [R2, Chrysalis staff, March 25, 2019].

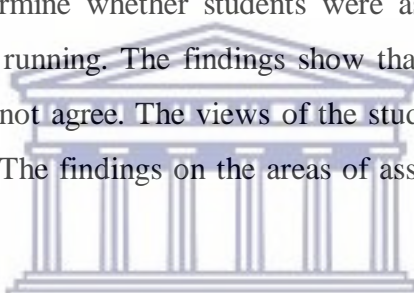
A continuous review of the programme in response to the challenging social conditions is carried out to ensure that the programme remains relevant and target specific. The statement is an indication that the personnel of Chrysalis engage with the programme beneficiaries (youth) to give their feedback and suggest amendments to the programme.

4.2.8.2 Chrysalis Academy Monitoring and Evaluation from the Graduates' Perspective

On a rating scale proposed by Likert, a series of questions were asked on the overall effectiveness of the Chrysalis Academy programme, to which beneficiaries were asked to respond with strongly disagree, disagree, agree or strongly agree. This provided information on the extent to which each beneficiary (graduate) was involved in the M&E process, and data relating to their visitations and other aspects.

In seeking to understand the nature of M&E conducted by the Academy, and the extent to which the graduates are involved, the statement was posed: "I participated in the existing M&E function of this programme." The majority of the beneficiaries (69%) indicated that they were actively involved in the monitoring and evaluation of the programme. Surprisingly, 31% of the participant's gave a negative response to the statement.

The study then sought to determine whether students were asked to assess the programme while the programme was still running. The findings show that 92% of the graduates agreed with the statement and 8% did not agree. The views of the students are supported by those of the personnel of the Academy. The findings on the areas of assessing the programme seem to support each other.



"Students also do an assessment six weeks into the course, then at the end of the programme. Over two years, the Academy telephonically calls to track their progress. This happened once a quarter. At an institutional level, the Academy has an annual plan, with set targets per quarter. This is monitored quarterly and reported on annually" [R2 Chrysalis staff, March 25, 2019].

In a question intended to uncover the extent to which graduates were involved in the existing M&E, they were asked whether they had participated in any meetings or workshops concerning the progress of the programme. The results indicate about 62% of the beneficiaries (graduates) had done so (strongly agree and agree) while 38% adversely responded to the statement (strongly disagree and disagree). As mentioned earlier, when the researcher asked whether personnel from the Academy had visited them concerning their employment status in the last five years, their responses were discouraging. A total of 62% of the graduates responded negatively to the statement (not visited at all). Those in favour of the statement were 23% (once a year) while only 15% said they had been visited twice a year.

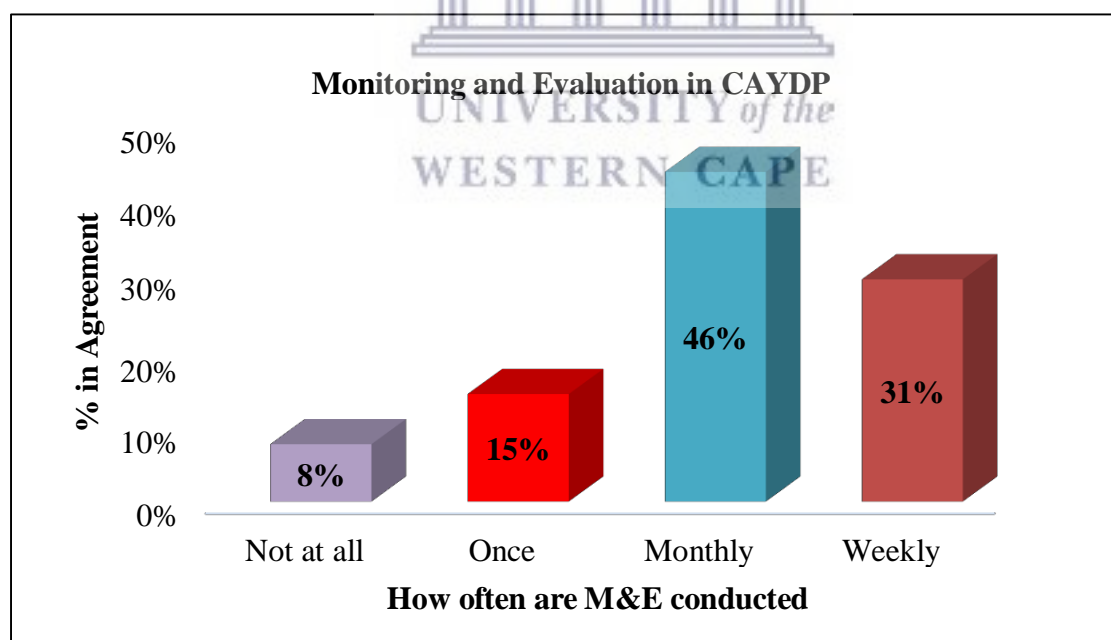
This clearly contradicts the intention of the programme which aims at providing all graduates with five years of follow-up and aftercare support.

5.2.8.3 Different Periodic Assessments of Monitoring and Evaluation Are Applied

The CEO and personnel directly involved in M&E strive to ensure that this function is performed in accordance with the mandate provided by the provincial Department of Community Safety and the provincial Department of Social Development. All of the personnel of the Academy indicated that monitoring of the programme is done on a regular basis.

The study sought to establish whether there was a monitoring and evaluation (M&E) system in place in the CAYDP, and whether the system was applied. The responses show that there is a monitoring and evaluation system in place for the programme. In total 31% of the graduates' responses indicated that evaluation was conducted weekly, 46% said monthly, 15% said once a year, while 8% indicated no evaluations were done at all.

Figure 8: Periodic assessment of Chrysalis Academy M&E



In order to improve governance and implementation processes for better service delivery to the beneficiaries, questions were posed on whether the Academy conducted baseline studies and needs assessments.

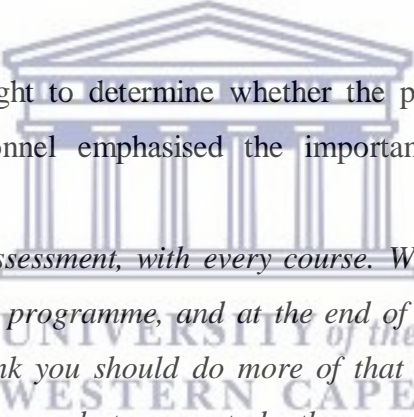
5.2.8.4 Baseline Studies

This question sought to determine how often the Academy conducts baseline studies to collect data on the needs of their beneficiaries before they implement the programme. This practice was inconsistently performed by the Academy. A baseline study provides information against which to monitor and evaluate activities, progress, and effectiveness prior to and after implementation of the activity.

Baseline studies are expected to contribute to the design of a comprehensive youth development programme. In the absence of reliable baseline information, it would be difficult for the Academy to pick up on strong aspects of the programme for purposes of strengthening these. This finding is consistent with findings reported in Mansfield (1996), Riddell et al, (1997) Oakley et al (1998) and Evison (1999), as cited by Davies (2001:4), all of whom state that a lack of adequate baseline information is very prevalent amongst NGOs.

5.2.8.5 Needs Assessment

This investigative question sought to determine whether the participants conducted a needs assessment. One of the personnel emphasised the importance of needs assessments as follows:



“We do conduct need assessment, with every course. When young people come in we test the relevance of the programme, and at the end of the programme young people will say actually we think you should do more of that or less of that. We also meet with parents and ask them what support do they need, as dealing with youth and parents form one ecosystem. So, I would say we do a regular needs assessment. We are regularly trying to find out what is going on in the communities so that we can support youth in that way” [R2, Chrysalis staff, March 25, 2019].

Another participant said:

“Yes, definitely, everything is based on needs assessment. We don’t solicit funding without a needs assessment. Because all funds that come through must be compartmentalised, this is from the Department of Community Safety, and this is from the Department of Social Development” [R1, Chrysalis staff, March 25, 2019].

Clearly, the Academy is fulfilling requirements in regard to needs assessments. According to Marshall and Suirez, (2013: 1035), a needs assessment is a process of collecting information that can be used to improve current performance or to correct a deficiency. This can take

place before the project formally begins. The use of needs assessments as a monitoring and evaluation data collecting tool enables the Academy to understand issues pertaining to the youth. Conducting a needs assessment is valuable to an organisation. It protects the assets of an organisation and ensures that resources are set aside to address issues and used only for that purpose.

The needs assessment can be done using both primary sources (expert opinions, feedback from partners and potential participants) and secondary sources (existing data, reports) (Marshall & Suarez, 2013: 1035).

5.2.9 Chrysalis Academy Instruments of Monitoring and Evaluation

The personnel of CA were probed on the data collection tools they used to collect monitoring and evaluation information. The following tools were mentioned:

5.2.9.1 Questionnaire

The questionnaire was the most frequently used data collection tool in the programme. The questionnaire method is useful for determining the views, perceptions and needs of the beneficiaries. The participants indicated that each student entering the three-month in-residence youth development programme offered by Chrysalis Academy fills out a number of questionnaires, some of which are mandatory. These are: the application questionnaire (A-questionnaire), done before starting the course, the socio-economic profile questionnaire (SEP-questionnaire), filled in on arrival, the psycho-social questionnaire (P-questionnaire) voluntarily done within a week of starting the course, the mid-course evaluation (MCE-questionnaire) and the final evaluation questionnaire (FE-questionnaire).

The objective of these questionnaires is to enhance the staff's understanding of the interests and concerns of the students in order to best serve their needs, as well as to acquire critical information that would assist in curriculum refinement and development. One of the key instruments that determines the nature of the support required by each student is the P-questionnaire. It consists of a number of questions that require honest answers by students who choose to complete it. Almost all students complete the questionnaires. The purpose of the questionnaires is to assess the impact of the programme in achieving its set objectives. However, Chrysalis Academy does not have the capacity to conduct a detailed analysis of the P-questionnaires completed by the students; as a result, staff find it difficult to measure the overall impact of the programme (Western Cape Government, 2019:5).

5.2.9.2 Focus Group Meetings

The use of focus group discussions as a monitoring and evaluation method of data collecting was used inconsistently by the participants. The focus group method is a qualitative data collection method that enables a management team to form a comprehensive understanding of certain issues, using direct feedback from people affected by a phenomenon. The participants indicated that they did not use this method regularly in the programme, due to time constraints and the availability of the personnel and other stakeholders. This implies something of a gap in monitoring and evaluation, as the kind of personal interaction that is generated by focus groups yields richer, more detailed information than a questionnaire does.

5.2.9.3 Workshops

The Academy regularly engages in workshops with various stakeholders. The workshops demonstrate that different stakeholders contribute different perspectives to the programme. These workshops are arranged parallel to the three-month training of the students. The aim is to encourage positive partnering styles, restore relationships within the home by sharing experiences and re-open communication channels.

5.2.9.4 Midterm Evaluations

A midterm evaluation enables the monitoring and evaluation team to assess the phases in the programme before its completion. The purpose of the midterm evaluation is to determine how Chrysalis Academy has influenced the students up to a certain point in the programme; it examines the impact it has had and what they have found good, helpful and positive about the various parts of the programme up to that point. In the midterm evaluations, the students are able to provide some suggestions for improvements or changes to the Chrysalis programme so that they and future students may benefit.

5.2.10 Stakeholders' Involvement in M&E

In this research it was found that multiple stakeholders had an interest in the CA programme. These people included community-based organisations (CBOs), people in the volunteer sector, private sector and public sector, and international development agencies, all of whom were motivated by a genuine desire to see the programme succeed. They planned jointly with the staff of CA for the programme's success. As discussed in Chapter 2, according to Ile et al. (2019:102), the role of stakeholders in a development intervention is a critical one. This is because ultimately the measure of effectiveness of the intervention, or the lack of it, as revealed by the M&E process, relies on information sourced from all stakeholders involved.

The study wanted to obtain information on the stakeholders involved in the implementation of the programme.

The participants were asked which stakeholders were involved in the monitoring and evaluation of the programme they implemented and how often they were involved in the process. All the management personnel participants indicated that stakeholders were regularly involved in the monitoring and evaluation of the programme.

“The involvement of the donors in the monitoring and evaluation of the programme was consistent. This can be explained since donors finance the programme activities of the Academy to a large extent. They are always interested in knowing how the programme is being monitored and evaluated for accountability purposes. This is also their way of keeping track of how resources are being utilised.” [R4 Chrysalis staff, March 25, 2019].

“The management team and the beneficiaries (youth) as they are central to the implementation of the programme, and how monitoring and evaluation are conducted. The monitoring and evaluation are done for every course, where the involvement of beneficiaries (students) is regular, from daily feedback forms to mid-term evaluation debriefs. Their constant involvement in the monitoring and evaluation is to demonstrate accountability to the beneficiaries. Also, the Department of Community Safety, they participate right from the start, because business plans need to be sent to them” [R1 Chrysalis staff, March 25, 2019].

One of the participants elaborated and said:

“The students provide feedback on the programme, so they are regularly saying what is working and what is not, or maybe change that a little bit, so they give quite a bit of input. This provides an idea of how to prepare and improve for the next course. The Department of Community Safety and Social Development is another big funder. They do their monitoring, and when we provide them a quarterly report they will look at to what extent have we met the targets. They have their own template to review and to monitor. For example, if we agreed to recruit 600 new young people they will then do their own checking and we will do joint feedback. The Department of Social Development also has its own template against which they do an inspection. And they do physical checking of documents. They will come and would want to see the minutes

of the meetings, or evaluation feedback forms of the students” [R2 Chrysalis staff, March 25, 2019].

5.3 ANALYSIS OF THE RESEARCH FINDINGS

Based on the analysis of the empirical study, the following main themes were identified as the most important findings of the research study:

5.3.1 The Way Management Practices M&E

The manner in which programme managers design and conduct M&E was discovered to be largely based on their desired outcomes. Programme managers conducted M&E in conjunction with the actual programme phases. This is because they acknowledge the importance of incorporating M&E processes into the weekly activities to provide a clear assessment of the programme and guide future actions. Conducting them in this way – both during and after the programme – influenced the M&E design. The merging of the M&E process into the programme itself was seen as a helpful way to create a more solid, well thought-out programme and of monitoring its achievements.

5.3.2 There Is a Shortage of Professionally Trained M&E Personnel at the Institution

No properly qualified monitoring and evaluation experts had been appointed. The issue of a shortage of professionally trained M&E personnel was highlighted as a critical area in need of attention. Programme managers are overwhelmed with their workload, given that they had to facilitate the programme and conduct M&E within their organisations. As a result, programme managers feel that they have to carry a heavy load, and tend to neglect the more in-depth forms of M&E, such as focus group discussions, that would yield more insight.

5.3.3 The Institution is Generally Understaffed

All respondents indicated that the institution was understaffed and that they would like to see some additional personnel appointed as soon as possible to support the programme administration team.

5.3.4 The Institution Lacks Adequate Funds

Lack of adequate funding to carry out monitoring and evaluation is another challenge faced by the NGO. Many NGOs lack adequate funding for their activities. As with many NGOs, expert and more in-depth monitoring and evaluation is looked upon as an expense that

cannot be borne. They cannot bring in external M&E experts and this may lead to a lack of the crucial information and insight.

5.4 DISCUSSION OF THE FINDINGS

The research problem was to evaluate the effectiveness of youth development programmes in Cape Town with specific reference to Chrysalis Academy. The research was conducted amongst management personnel of Chrysalis Academy and 13 beneficiaries (graduates) from the Lavender Hill community. The research project faced some challenges in that the full sample of 37 beneficiaries earmarked for the study could not be reached, and the study was hence limited to an overall sample size of 18 participants (13 beneficiaries, five staff). It was difficult for the researcher to reach the youth who were selected for the sample due to relocation and contact details that had changed. The threat of gang violence in the area forced the researcher to reschedule some of the appointments.

The main findings of the research study as indicated above are briefly discussed in relation to the relevant literature.

The institution is generally understaffed. Some of the suggestions that participants made to overcome these challenges included recruiting more personnel to ensure that the Academy is well capacitated as a way to enhance its overall functioning. The need for adequate staffing is supported in the literature, which refers frequently to the availability of resources to perform functions. In this regard Ile et al. (2012:46) state that a shortage of staff can stifle the monitoring and evaluation function.

The quality of the monitoring and evaluation function is compromised by a shortage of staff with monitoring and evaluation skills, as well as by an inadequate supply of administrative staff involved in the M&E exercise.

Even though the programme includes an after-care follow-up and support component, the intensive nature of the youth development programme and limited personnel capacity impact on the quality and depth of support services provided to the beneficiaries of the programme. Sufficient capacity is required to ensure that the full range of services is provided to youth who have completed the programme. Many of the youth indicated during the interviews that the follow-up of the programme leaves much to be desired. It was mentioned that the Academy struggled to reach all youth in the Western Cape, especially those in the rural areas,

to conduct follow up visits, citing personnel shortages.

Programme managers felt that there was a gap in the way they conducted M&E within the organisation in comparison with how other organisations do theirs. The literature makes it clear that in order to be effective, monitoring and evaluation need to be undertaken properly. Kusek and Rist (2004:23) suggest a ten-step process for building a system that will ensure effective monitoring and evaluation, as explained in point 2.5.

The study has revealed a shortage of professionally trained M&E experts, an issue in need of attention. Programme managers are overloaded with work as those who facilitate the programme activities within the organisation are also responsible for M&E. This means information that the Academy collects usually comes in a little later, mainly due to the lack of personnel. The need for professionally trained M&E experts is supported in the literature. Görgens and Kusek (2010:94) indicate that the M&E system cannot function without skilled people who effectively execute the M&E tasks for which they are responsible. The necessity of expertise is also supported by Van Rensburg (2008:26). Furthermore, Ile et al. (2012:46) argue that in situations where there is an M&E skills shortage, the quality of research is compromised. Inadequate administrative support for the research teams can also seriously affect the quality of the M&E exercise.

It was mentioned that there is a need to ensure adequate financial resources to employ monitoring and evaluation specialists. The absence of funds was therefore seen as a major challenge, delaying the reporting processes and leading to scantily conducted assessments. Questionnaires on their own do not yield the kind of rich and detailed information needed in order to really get to grips with a programme's strengths and weaknesses. Ile et al. (2012:46) Lu (2003:7) and Van Rensburg (2008:26) concur that especially smaller NGOs lack skills to engage in monitoring and evaluation activities such as focus groups. Alternatively, some who have the funds bring in external evaluators.

The inability to carry out the crucial M&E function as thoroughly as it should be carried out is frequently due to a lack of adequate funding from either government or private sources. The few resources that are available are generally prioritised for programmes, so that monitoring and evaluation is compromised.

5.5 SUMMARY

The need for more and improved development initiatives is rapidly increasing in South Africa due to the many social challenges the country faces. The NGO sector will have to play an important role in this regard, as no government can be expected to bear sole responsibility for the well-being of its people. The number of organisations that contribute to social development initiatives through development programmes is increasing, but funding continues to be a challenge, their numbers remain too low for the needs of the country, and their effectiveness varies enormously. The chapter has discussed the findings of the study based on responses received from the sampled participants. These took the form of responses to a Likert scale questionnaire with discussions, and one-on-one interviews with staff of Chrysalis Academy. All data collection tools were designed in such a way as to address the objectives of the study.

The findings show that NGO programme managers experience various challenges. The programme of Chrysalis Academy clearly yields some distinct benefits for participants in the programme, as it develops resilience, imparts basic life skills and vocational skills, and arranges entry level work and a 12-month internship opportunity. Its greatest weakness is the relative shallowness of the skills imparted, the poor follow-up of graduates over the long term, and the lack of in-depth monitoring and evaluation. The programme experiences several constraints including a shortage of professionally trained M&E personnel and financial constraints.

The following and final chapter summarises and draws conclusions about the findings and makes recommendations for Chrysalis Academy.

CHAPTER SIX

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

The previous chapter presented and analysed the findings of this study, attempting to align the quantitative data and findings from the literature with the empirical evidence. This chapter provides a summary of the findings, recommendations and conclusions emanating from the study, indicating potential areas for future research.

6.2 OVERALL SUMMARY

- Chapter 1 explained the research problem as the challenge of monitoring and evaluating a youth programme in a selected community within the jurisdiction of the City of Cape Town municipality. The purpose of the study is to reflect on the importance of youth development on the one hand and the contribution that monitoring and evaluation have on the efficiency of facilitating youth development. The significance of the study was stated as the possibility that it could yield useful information and recommendations that Chrysalis Academy could consider implementing in its endeavour to improve the quality of its youth development programme.
- Chapter 2 gave an overview of the literature on the topic, covering theoretical perspectives on development, the monitoring and evaluation process, and the legislative framework for youth development.
- Chapter 3 presented a general idea of Chrysalis Academy (CA), outlining the history and rational stance of the youth development programme.
- Chapter 4 explained the methodology used in the research, describing the mixed method used, which took the form of a questionnaire for uncovering quantitative data and an interview schedule for qualitative data.
- Chapter 5 provided an analysis of the responses and discussed the findings of the empirical study in relation to the literature.
- Chapter 6 provides a summary, recommendations and conclusion.

6.3 RECOMMENDATIONS

Based on the above findings generated in this research study, it is recommended that Chrysalis Academy management personnel and programme implementers should consider

the following:

Recommendation 1: Manner of conducting M&E

- The research project showed that youth development programmes such as Chrysalis Academy are helping to prepare the youth for the challenges of modern society, albeit on a very small scale. The study recommends that government provides more financial assistance to institutions running such programmes so that they may expand their reach. The recommendation relates to the research question on the shortcomings in the practice of monitoring and evaluation.

Recommendation 2: Training needs of M&E personnel

- Professional M&E training should be promoted to improve M&E practices and reduce the workload on the currently overworked personnel at Chrysalis Academy. The recommendation relates to the research question on improving the efficiency of monitoring and evaluation.

Recommendation 3: Appointment of sufficient staff

- Appointment of additional personnel should be facilitated. The effectiveness and efficiency with which the youth development function is being performed is deeply affected by the availability of sufficient staff. The recommendation relates to the research objective on evaluating the effectiveness of a monitoring and evaluation system.

Recommendation 4: More Financial Allocations to NGOS for M&E

- Although government is clearly investing in some youth development programmes, very little of the funding is filtering down to an effective M&E function. There is a need for donors to provide more funds to the NGO so that their activities may have greater impact. With more funds allocated to M&E in the programme budget, the NGO would be able train and retain the critical skills they lack, especially with regard to monitoring and evaluation. The recommendation relates to the research objective on problem areas that adversely influence the optimal implementation of monitoring and evaluation.

Recommendation 5: Suggestion for future research

- It has been shown in that countries where young people's development is prioritised by both governments and the public sector, the entire country prospers (Chrysalis

Academy, 2016-2017:6). In view of the fact that the research was confined to one NGO within the jurisdiction of the City of Cape Town municipality, it is recommended that the challenges experienced by Chrysalis Academy regarding monitoring and evaluation be investigated over a broader area, covering a number of NGOs within the jurisdiction.

6.4 CONCLUSION

This chapter has given a summary of the main findings of the research as related to the research objectives stated in the first chapter. The main findings in this study as discussed in the previous chapter highlight the origin of Chrysalis Academy, the effectiveness of its youth development programme, its key achievements and the challenges it faces in its implementation of the M&E function. Many challenges that hinder effective M&E practices were identified by both management personnel and beneficiaries. Some of these problems might not arise if effective M&E systems were institutionalised. Research in this area involving other NGOs within the jurisdiction of the municipality could bring to light better ways in which M&E may be carried out in non-governmental organisations.



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APPENDIX A: ETHICAL CLEARANCE



OFFICE OF THE DIRECTOR: RESEARCH RESEARCH AND INNOVATION DIVISION

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14 December 2019

Ms KLA Hloane
School of Government
Faculty of Economic and Management Science

Ethics Reference Number: HS18/10/12

Project Title: Evaluating the effectiveness of youth development programmes in Cape Town: A case study of the Chrysalis Academy, Lavender Hill (2007 – 2017).

Approval Period: 10 January 2019 – 10 January 2020

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in blue ink, appearing to read 'Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

HSSREC REGISTRATION NUMBER - 130416-049

APPENDIX B: CONSENT FORM TO PARTICIPATE IN SEMI- STRUCTURED INTERVIEW



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

SCHOOL OF GOVERNMENT

CONSENT FORM TO PARTICIPATE IN SEMI- STRUCTURED INTERVIEW

RESEARCH TITLE: Evaluating the Effectiveness of Youth Development Programmes in Cape Town. A Case Study of the Chrysalis Academy, Lavender Hill (2007-2017)

1. I confirm that I have read and understood the information sheet explaining the above research project conducted by Keshia Hloane towards the Master's Degree in Public Administration Programme at the School of Government (SOG), the University of the Western Cape, and I have had the opportunity to ask any questions about the project.
2. I understand that my participation in this study is voluntary. I am free not to participate and have the right to withdraw from the study at any time, without having to explain myself. I am aware that this interview might result in research which may be published, but my name may be/ not be used.
3. As a participant I understand my response and personal data will be kept strictly confidential. I gave permission for members of the research team to have access to my anonymised responses. I understand that the information derived from this research is confidential and treated as such.
4. I agree that the data collected from me to be used in the future research.
5. I agree to take part in the above research project.
6. I agree to let my response be recorded and used in the research and will be treated with confidentiality and translated into English language for further analysis in the research.

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A place of quality,
a place to grow, from hope
to action through knowledge

APPENDIX C: CONSENT FORM FOR YOUTH (GRADUATES)

RESEARCH TITLE: Evaluating the Effectiveness of Youth Development Programmes in Cape Town. A Case Study of the Chrysalis Academy, Lavender Hill (2007-2017)

Instructions: This questionnaire is addressed to respondents from age 18 and above. Please indicate with a cross (X) in the accompanying column to the right the response that resembles your age on the question to the left.

Age – 18 to 25 years

Youth 18 to 20	
Youth 21 to 25	

I have read the information presented in the information letter about a study being conducted by (**Keshia Hoaeane**) towards the **Master's Degree in Public Administration** Programme at the School of Government (SOG), the University of the Western Cape.

This study has been described to me in a language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered.

I understand that my identity will not be disclosed and was informed that I may withdraw my consent at any time by informing the student researcher.

I understand my response and personal data will be kept strictly confidential. I gave permission for members of the research team to have access to my anonymised responses. As a participant, I understand that the information derived from this research is confidential and treated as such.

I agree to the recording of this interview. I understand that the information in this recording will be treated with confidentiality and will only be used for this research purpose, and translated into English language for further analysis in the research.

With full knowledge of all foregoing, I agree to participate in this study.

Participant Name : _____

Participant Signature : _____

Date : _____

Place : _____

Student Researcher : Keshia Hoaeane

Student Researcher Signature : KH _____

Student Number : 3744125

Mobile Number : 0785211772

Email : 3744125@myuwc.ac.za

I am accountable to my supervisor : Professor Isioma Ile School of Government (SOG)

Telephone : +27 21 9593829

Fax : +27 21 9593849

Email : iile@uwc.ac.za

"This research project has received ethical approval from the Humanities & Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, email: research-ethics@uwc.ac.za



UNIVERSITY *of the*
WESTERN CAPE

APPENDIX D: INFORMATION SHEET FOR SEMI- STRUCTURED INTERVIEWS WITH MANAGEMENT STAFF



UNIVERSITY of the

RESEARCH TITLE: Evaluating the Effectiveness of Youth Development Programmes in Cape Town. A Case Study of the Chrysalis Academy, Lavender Hill (2007-2017)

Dear Participant

You are invited to participate in a research study conducted by (**Keshia Hoaeane**). It is in partial completion of the researcher's thesis towards the (**Masters in Public Administration**) Degree at the School of Government, at the University of the Western Cape. Before you decide to participate, it is important for you to understand the purpose of the research and what it would entail. Please take time to read the following information carefully and discuss it with others if you wish. If you are unclear of anything, I would be happy to answer any questions you may have.

PURPOSE OF THE STUDY

The purpose of this research project is to assess the current monitoring and evaluation system for the youth development programme at Chrysalis Academy, and evaluate the level effectiveness's of the programme. Through a combination of both the qualitative and quantitative strategies, the study will focus on unravelling how far the programme has contributed to improving the livelihoods of beneficiaries in the case study area. The study will provide a useful insight into evaluating the effectiveness of youth development programmes within the Cape Town context and thus be very relevant for the stakeholders in youth development. The ethical considerations for the research will be strictly observed. The study is limited to the Lavender Hill community and Chrysalis Academy the non-governmental organisation providing services to the youth in the area.

DESCRIPTION OF STUDY AND YOUR INVOLVEMENT

We are inviting you to participate in this research project because you meet the set criterion for the population of interest and your participation will help other people. You will also be asked (*explain interaction with participants*). The study will be done in Lavender Hill; the interview will last approximately, 45 minutes to 1 hour and will take place at New World Foundation.

CONFIDENTIALITY

Please be advised that the results of the study will neither divulge the organization's particulars nor the individual particulars, as to maintain confidentiality at all times. Any information that can connect the responses to an individual or organization will remain confidential and will be disclosed only with your permission. The researcher shall keep all records and tapes of your participation, including a signed consent form, which is required from you, should you agree to participate in this research study, locked away at all times.

In this research project, the researcher will take notes and record the discussion using audiotapes in order to accurately transcribe the conversation at a later point. All information obtained from the interview and questionnaires will be treated with strict confidentiality and will be used for research purposes only. The recorded notes and audio tapes during the interview will be kept in a secure location. Furthermore, all respondents and me will sign a consent form that binds me to keep to what we would have agreed upon.

RISKS OF THE RESEARCH

The risk involved will be the information shared by all those who are participating in the research project. However, all information obtained from the research participants will be treated with the highest confidentiality and will not be shared among other participants in the research study or other interested parties. The notes and recording discussions will be used only for academic purposes, and will be kept in a secure location. Further, they will be able to contact the researcher on 078 52 11772 or email 3744125@myuwc.ac.za or Chrysalis Academy on 021 712 1023 or email meyerl@chrysalisacademy.org.za if there are any questions regarding the research project, as they have expressly given permission for this study to be undertaken.

BENEFITS OF THE RESEARCH

The Benefits of this research are outlined as follows:

- Bring the importance of monitoring and evaluation in all development programmes.
- The study will enhance the subject matter as well as provide a realistic understanding of the contemporary role of the Lavender Hill youth in the monitoring and evaluation processes at Chrysalis Academy. In this regard, the study will contribute to the already existing body of knowledge on young people participatory, monitoring and evaluation with emphasis on what can be done to improve the efficiency of the Chrysalis Academy's M&E framework for the youth development programme to better their practice.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

Your participation in this research is entirely voluntary, which means that you are free to decline from participation. It is your decision whether or not to take part. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind - and without giving a reason. You may also choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.

PAYMENT FOR PARTICIPATION

There are no costs to the participant for partaking in the study.

INFORMED CONSENT

Your signed consent to participate in this research study is required before I proceed to interview you. I have included the consent form with this information sheet so that you will be able to review the consent form and then decide whether you would like to participate in this study or not.

QUESTIONS

Should you have further questions or wish to know more, I can be contacted as follows: Student

Name	: Keshia Hoacane
Student Number	: 3744125
Mobile Number	: 0785211772
Email	: 3744125@myuwc.ac.za
I am accountable to my supervisor	: Prof. Issy Ile
Department	: School of Government (UWC)
Telephone	: +27 21 959 3861
Email	: iile@uwc.ac.za

"This research project has received ethical approval from the Humanities & Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, email: research-ethics@uwc.ac.za

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APPENDIX E: INFORMATION SHEET FOR QUESTIONNAIRE SURVEY WITH YOUTH

RESEARCH TITLE: Evaluating the Effectiveness of Youth Development Programmes in Cape Town. A Case Study of the Chrysalis Academy, Lavender Hill (2007-2017)

Dear Participant

You are invited to participate in a research study conducted by (**Keshia Hoaeane**). It is in partial completion of the researcher's thesis towards the (**Masters in Public Administration**) Degree at the School of Government, at the University of the Western Cape. Before you decide to participate, it is important for you to understand the purpose of the research and what it would entail. Please take time to read the following information carefully and discuss it with others if you wish. If you are unclear of anything, I would be happy to answer any questions you may have.

PURPOSE OF THE STUDY

The purpose of this research project is to assess the current monitoring and evaluation system for the youth development programme at Chrysalis Academy, and evaluate the level effectiveness's of the programme. Through a combination of both the qualitative and quantitative strategies, the study will focus on unravelling how far the programme has contributed to improving the livelihoods of beneficiaries in the case study area. The study will provide a useful insight into evaluating the effectiveness of youth development programmes within the Cape Town context and thus be very relevant for the stakeholders in youth development. The ethical considerations for the research will be strictly observed. The study is limited to the Lavender Hill community and Chrysalis Academy the non-governmental organisation providing services to the youth in the area.

DESCRIPTION OF STUDY AND YOUR INVOLVEMENT

We are inviting you to participate in this research project because you meet the set criterion for the *population of interest and your participation will help other people. You will also be asked (explain interaction with participants)*. The study will be done in Lavender Hill; the interview will last approximately, 45 minutes to 1 hour and will take place at the home of the youth.

CONFIDENTIALITY

Please be advised that the results of the study will neither divulge the organization's particulars nor the individual particulars, as to maintain confidentiality at all times. Any information that can connect the responses to an individual or organization will remain confidential and will be disclosed only with your permission. The researcher shall keep all records and tapes of your participation, including a signed consent form, which is required from you, should you agree to participate in this research study, locked away at all times.

In this research project, the researcher will take notes and record the discussion using audiotapes in order to accurately transcribe the conversation at a later point. All information obtained from the interview and questionnaires will be treated with strict confidentiality and will be used for research purposes only. The recorded notes and audio tapes during the interview will be kept in a secure location. Furthermore, all respondents and me will sign a consent form that binds me to keep to what we would have agreed upon.

RISKS OF THE RESEARCH

The risk involved will be the information shared by all those who are participating in the research project. However, all information obtained from the research participants will be treated with the highest confidentiality and will not be shared among other participants in the research study or other interested parties. The notes and recording discussions will be used only for academic purposes, and will be kept in a secure location. Further, they will be able to contact the researcher on 078 52 11772 or email 3744125@myuwc.ac.za or Chrysalis Academy on 021 712 1023 or email meyerl@chrysalisacademy.org.za if there are any questions regarding the research project, as they have expressly given permission for this study to be undertaken.

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- Bring the importance of monitoring and evaluation in all development programmes.
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VOLUNTARY PARTICIPATION AND WITHDRAWAL



Your participation in this research is entirely voluntary, which means that you are free to decline from participation. It is your decision whether or not to take part. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind - and without giving a reason. You may also choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.

PAYMENT FOR PARTICIPATION

There are no costs to the participant for partaking in the study.

INFORMED CONSENT

Your signed consent to participate in this research study is required before I proceed to interview you. I have included the consent form with this information sheet so that you will be able to review the consent form and then decide whether you would like to participate in this study or not.

QUESTIONS

Should you have further questions or wish to know more, I can be contact as follows: Student

Name : Keshia Hoaeane
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**APPENDIX F: PROFILE OF PARTICIPANTS UNIVERSITY OF THE
WESTERN CAPE SCHOOL OF GOVERNMENT**



UNIVERSITY of the
WESTERN CAPE

PROFILE OF PARTICIPANTS

Kindly complete the form below. Either write a response or place a circle around the appropriate response:

Pseudonym (please specify):				
Gender	Male		Female	Other :(please specify):
Relationship status	Single	Married	Live together	Divorced Widowed
My age in years	18-20		20-25	26 & older
My employment status	Full-time Employed		Part-time Employed	Self- employed/ Business Other (please specify) ...
If employed:	What is your occupation/profession n? (please specify):			
Population group	Black African	'Coloured'	Asian/Indian	White
Religious grouping	Christian	Muslim	African traditional	Other (please specify):
Current place of residence				
My highest Level of education	Matric (Grade 12)	Post-matric certificate or diploma	Degree	Other post-matric education and/or training.....
Citizenship	South African citizen	Permanent resident	Refugee	

APPENDIX F: QUESTIONNAIRE SURVEY FOR LAVENDER HILL GRADUATES



UNIVERSITY of the
WESTERN CAPE

The University of Western Cape, Cape Town, South Africa School of Government

Dear Participant

The attached questionnaire represents a survey amongst the beneficiaries who are involved with the youth development programme of Chrysalis Academy in the suburb of Lavender Hill Cape Town. The research project aims to **Evaluating the Effectiveness of Youth Development Programmes in Cape Town. A Case Study of the Chrysalis Academy, Lavender Hill (2007-2017)**, with specific reference to monitoring and evaluation practice of the youth development programme of Chrysalis Academy.

This survey is part of a research project towards the completion of a Master's degree, which will be submitted to the University of the Western Cape, School of Government. Your participation in this survey is voluntary, and you are assured that all information shall be treated confidentially. Anonymity is guaranteed. Instructions are provided on each page of the questionnaire. Ideally the questionnaire should take about forty minutes to complete, and I wish to emphasise that the success of this exercise depends on your willingness to be part of this survey.

It is expected that the survey will produce information that could be used by the Chrysalis Academy to improve services to the youth.

Thank you for your cooperation. Yours faithfully

Researcher: Keshia Hoaeane 0785211772

3744125@myuwc.ac.za

QUESTIONNAIRE SURVEY

Instructions: Please indicate with a cross (X) in the accompanying column to the right the response that resembles your opinion on the question to the left.

SECTION ONE: BACKGROUND INFORMATION

5. Completed the Following Course at Chrysalis Academy

1. Gender

Male	
Female	

2. Age

18-20 years	
21-25 years	
26 & older	

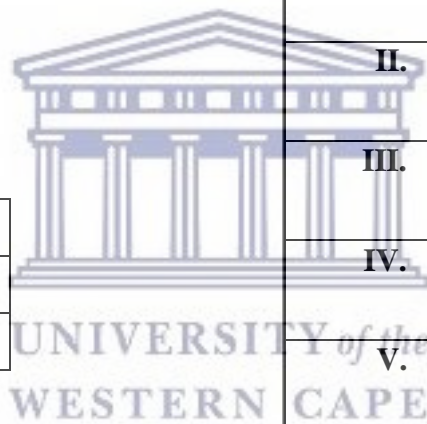
3. Marital Status

Single	
Married	
Separated/ Divorced	
Widowed	

4. Highest Educational Qualification

Higher than Honours	
Honours	
Diploma/ Degree	
Grade 12	
Lower than Matric	

I.	Basic Cooking	
II.	Child and Youth Care	
III.	Electrical Circuitry	
IV.	Fire Fighting	
V.	Hair Skills	
VI.	Life Guarding	
VII.	Office Administration	
VIII.	Peace Officer	
IX.	Public Safety	
X.	Sport Coaching	
XI.	Welding	



SECTION TWO: ACHIEVEMENTS & OF THE PROGRAMME

	STATEMENT	Strongly agree 1	ree 2	gree 3	Strongly disagree 4
1.	I have completed the entire programme.				
2.	I have found the programme beneficial.				
3.	I have gone through career guidance, career planning and/or career consultation to assist in finding a job.				
4	I found an internship immediately on completion of the programme.				
5.	I found the practical/In-service training useful.				
6.	The internship was in line with my course.				
7.	I found employment as a result of my internship.				
8.	The employment was in line with the course.				

SECTION THREE: THE NATURE OF M&E

	STATEMENT	Yes	No
9.	I participated in the existing M&E function of this programme.		
10.	I was asked to assess the programme while the programme was still running.		

11.	How often was monitoring and evaluation of the programme conducted?	Weekly	Monthly	Once	Not at all
-----	---	--------	---------	------	------------

	STATEMENT	Beginning of the programme	Middle of the programme	End of the programme	Not conducted	NA
12.	The periodic Assessment is usually conducted at the...					

STATEMENT							
13.	In the last 5 years, I have been visited by an official(s) of Chrysalis Academy concerning my employment status.	Once a year	Once/twice every 2 years	Once/twice every 3 years	One/ twice every 4 years	One/ twice every 5 years	Not visited at all

SECTION FOUR: QUALITY OF THE M&E SYSTEM

	STATEMENT	Strongly agree 1	ree 2	gree 3	Strongly disagree 4
14.	I was provided career guidance before partaking in the programme.				
15.	I was given the opportunity to participate in meetings/ workshops concerning the progress of the programme.				
16.	The way the course was presented was effective and easy to understand.				
17.	The trainer/s were knowledgeable about the topic.				
18.	The materials were logically organised and easy to follow.				
19.	The length of the course was appropriate.				
20.	The course objectives were clear and met my expectations.				
21.	I think there could be areas of improvement to the Chrysalis Programme activities.				
22.	I have recommended the Chrysalis Programme to others.				
23.	I can apply what I have learnt to my future work.				
24.	Overall, I was satisfied with the course.				

Thank You for Your Participation.

APPENDIX G: INTERVIEW SCHEDULE FOR PERSONNEL PARTICIPANTS



UNIVERSITY of the
WESTERN CAPE

The University of Western Cape, Cape Town, South Africa School of Government

Dear Participant

The attached questionnaire represents a survey amongst the beneficiaries who are involved with the youth development programme of Chrysalis Academy in the suburb of Lavender Hill Cape Town. The research project aims to **Evaluating the Effectiveness of Youth Development Programmes in Cape Town. A Case Study of the Chrysalis Academy, Lavender Hill (2007-2017)**, with specific reference to monitoring and evaluation practice of the youth development programme of Chrysalis Academy.

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It is expected that the survey will produce information that could be used by the Chrysalis Academy to improve services to the youth.

Thank you for your cooperation. Yours faithfully

Researcher: Keshia Hoaeane 0785211772

3744125@myuwc.ac.za

SECTION A: BACKGROUND INFORMATION

Please before the main questions, I would like to take a few questions about yourself and your involvement in the Chrysalis Academy youth development programme.

- ✓ Could you please state your current position here at Chrysalis Academy?
- ✓ In general, what is your role in the existing M&E framework of Chrysalis Academy?
- ✓ What is the rationale for this programme? Why?
- ✓ What courses do you offer?
- ✓ Do you conduct need assessment with the beneficiaries? How?
- ✓ How do you determine the courses in the programme?

SECTION B: KEY ACHIEVEMENTS OF THE PROGRAMME

- ✓ What do you think are the key achievements of the programme? Please elaborate?
- ✓ How do you determine this? Etc. number of people graduated/people found employment.

SECTION C: NATURE OF M&E

The following questions will seek for some answers in terms of the nature of monitoring and evaluation system that Chrysalis Academy has.

- ✓ What monitoring and evaluation data collection tools does Chrysalis Academy use to monitor the progress of the programme? (Type/Forms/system)
- ✓ Questionnaires
- ✓ Participant observation
- ✓ In-depth interviews
- ✓ Material distribution registers
- ✓ Focus group interviews
- ✓ Who are involved in the monitoring and evaluation? Why?
- ✓ How does it work?
- ✓ How often is it done?
- ✓ At what stage (beneficiaries) involved in the current monitoring and evaluation of the programme?
- ✓ Do the beneficiaries have the needed skills to participate in these processes?

- ✓ To what extent are beneficiaries allowed to participate in the existing M&E?
- ✓ What stakeholders are involved in planning the monitoring and evaluation of the programme? And why
- ✓ How sufficient are the resources to conduct monitoring and evaluations?

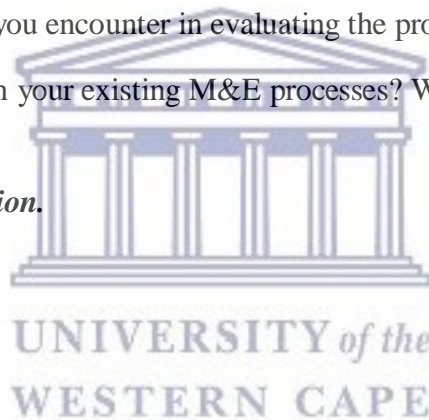
SECTION D: EFFECTIVENESS OF THE M&E

- ✓ Do you provide career guidance before selecting your beneficiaries? How?
- ✓ Do you think after the guidance they were equipped enough to select their internships?
- ✓ Were the beneficiaries allowed to select the internship job they wanted?

SECTION E: CHALLENGES OF THE M&E

- ✓ Have you encountered difficulties in monitoring your programmes?
- ✓ What are the major difficulties you encounter in evaluating the programme?
- ✓ In general, how do you feel with your existing M&E processes? Why?

Thank You for Your Participation.



APPENDIX H: CHRYSALIS ACADEMY APPLICATION FORM

Surname:

First names:

Id number:

Date of birth:

D	D	M	M	Y	Y	Y	Y	Age	<input type="text"/>
---	---	---	---	---	---	---	---	-----	----------------------

Gender:

<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Other	<input type="checkbox"/> Prefer not to answer
-------------------------------	---------------------------------	--------------------------------	---

Race	<input type="checkbox"/> Black	<input type="checkbox"/> Coloured	<input type="checkbox"/> White	<input type="checkbox"/> Indian	<input type="checkbox"/> Other	<input type="checkbox"/> Prefer not to answer
Marital Status	<input type="checkbox"/> Single	<input type="checkbox"/> Married	<input type="checkbox"/> Divorced	<input type="checkbox"/> Widowed	<input type="checkbox"/> Prefer not to answer	<input type="checkbox"/> Prefer not to answer

Home Language	<input type="checkbox"/> Afrikaans	<input type="checkbox"/> English	<input type="checkbox"/> IsiNdebele	<input type="checkbox"/> Sepedi	<input type="checkbox"/> Sesotho	<input type="checkbox"/> Siswati
Xitsonga	<input type="checkbox"/> Setswana	<input type="checkbox"/> Tshivenda	<input type="checkbox"/> IsiXhosa	<input type="checkbox"/> IsiZulu	<input type="checkbox"/> Other	

Disability	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Please specify if yes
<input type="text"/>			

PART B - CONTACT DETAILS

Cell phone:

Email address:

Street address:

Area: City/town:

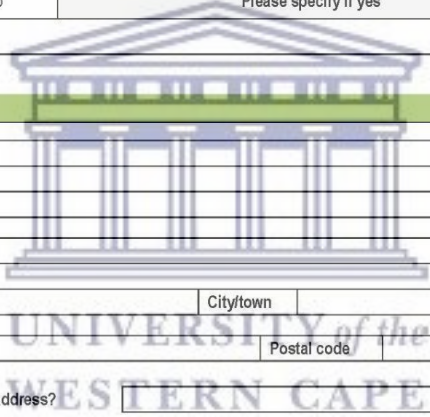
Province: Postal code:

How long have you been staying at your current address?

In which area did you stay previously?

Is your postal address the same as your street address? YES NO

Postal address: (if not)



PART C: DETAILS OF YOUR CURRENT/MOST RECENT STUDIES

What is your highest grade passed?	Grd 7 or lower	Grd 8	Grd 9	Grd 10	Grd 11	Grd 12
Name of last school attended						

What are you doing this year?	In school	Employed	Unemployed	Studying and not employed
-------------------------------	-----------	----------	------------	---------------------------

If in school, what are you studying?	Grd 8	Grd 9	Grd 10	Grd 11	Grd 12
	Part time courses		Diploma	Degree	Other (explain below)
If other, explain:					

Have you completed (passed) any studying after school?	Yes	No	If yes, what studying have you completed		
	Part time courses		Diploma	Degree	Other

How did you hear about the Chrysalis Academy?	Chrysalis Graduate	Community Worker	Municipality	Website	Other
What means of social media platform do you use most?					

Do you have any family members who have been on course before? YES NO

If yes, name and surname of family member			
In which year?		How is the family member related to you?	

PART D: DETAILS OF YOUR FAMILY

Are both your parents alive?	Mother	Yes	No	Father	Yes	No
------------------------------	--------	-----	----	--------	-----	----

How many people including you are living in your home?		Do you live in a female-headed household?	Yes	No
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Name of Mother/ Stepmother/ Legal guardian (Please circle)						
What does your mother do?	Employed	Not employed	Self-Employed	Studying	Other	
Occupation, if employed						
Source of income	Salary	Business Profit	Pension	Disability grant	Child support grant	None
Contact Number	Email					

Name of Father/ Stepfather/ Legal guardian (Please circle)						
What does your father do?	Employed	Not employed	Self-Employed	Studying	Other	
Occupation, if employed						
Source of income	Salary	Business Profit	Pension	Disability grant	Child support grant	None
Contact Number	Email					

PART E: HEALTH HISTORY QUESTIONNAIRE FOR WELLNESS/FITNESS PROGRAMME (to be completed by a Medical Practitioner)

Medical practitioner's judgement on whether the applicant's condition in respect of the following medical conditions will affect his/her ability to participate in and complete the Chrysalis Academy's intensive 3 month residential training and development programme.

1. Has the applicant ever been diagnosed with any of the following? (Please tick and circle condition)

- Heart disease, cardiac surgery Asthma, lung disease, tuberculosis Diabetes
 Epilepsy, muscular, vascular or neuromuscular disease Mental, psychological disorder, phobia, nervous of functional condition Kidney or liver disease
 Cancer, blood diseases High / Low blood pressure Hearing or visual impairments
 Allergies

2. Injuries: Document all injuries and indicate whether Current, Past Acute or Chronic

	Current	Past Acute	Chronic
Concussion			
Fractures / broken bones			
Ligament damage (knee or ankle)			
Foot injuries / issues			
Joint dislocation			
Knee injuries			
Spinal injuries			
Stab wounds or gunshot wounds in the past two years	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Are there any factors that may prevent the applicant from completing a hiking, rock climbing, and/or 2.4km running session? Yes No

Does the applicant have any concerns about the safety of exercise? Yes No

Has a doctor ever told the applicant that he/she should not exercise? Yes No

Females only: Is the applicant currently pregnant? Due date if "Yes" Yes No

Are there any medicines that a medical practitioner has prescribed to the applicant in the past 12 months, which he/she is currently not taking? Yes No

Is the applicant currently on any prescription and/or over the counter medication? Yes No

Medication	Reason for taking	Dosage	Frequency	Any side effects

3. Kindly give full details if the answer to any of the above was "Yes".

I, the medical practitioner declare the applicant **medically fit / medically unfit** to participate in and complete the Chrysalis Academy's intense 3 month residential training and development programme.

Signature: _____

Date stamp of office of Doctor

TO BE COMPLETED BY APPLICANT

- Are you prepared to make yourself available for a consultation and fitness assessment at the Chrysalis Academy should you be contacted for an interview? Yes No
- I am aware that should it be found after being accepted onto the Chrysalis Academy programme that I submitted any false or inaccurate information in connection with this application, I could be dismissed immediately. Yes No

In which capacity are you filling in this application form? Self Mother Father Guardian Other

Signature of Applicant: _____

Signature of parent/guardian: _____

Date: _____

Date: _____

Please do not forget to attach:

- copy of your ID,
- last school report,
- your proof of residence,
- proof of bank account (on acceptance/intake)
- 4 colour ID photos (on acceptance/intake)

Vetting/Criminal checks will be done on interview days at the Chrysalis Academy at a cost to the applicant

Fax or email the completed application form to:

Academy, Porter Estate, Tokai Road,
Tokai, 7945
Private Bag X2
Western Cape 7966

Tel: 021 712 1023

Fax: 021 712 1075

Email: applications@chrysalisacademy.org.za

For online applications, please visit our Website: www.chrysalisacademy.org.za

Kindly note: No applicant should pay any community worker, government official, or anyone any fee to apply to the Chrysalis Academy. The only money that is paid to the Chrysalis Academy is in the form of a non-refundable deposit when you are accepted onto the course.