

UNIVERSITY OF THE WESTERN CAPE



**UNLOCKING HUMAN AGENCY THROUGH YOUTH DEVELOPMENT
PROGRAMMES: AN EXPLORATORY STUDY OF A SELECTED NGO
WORKING IN YOUTH DEVELOPMENT ON THE CAPE FLATS**

BY

DEIDREE DIANNE SCHIPPERS

MINI-THESIS

**SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER IN DEVELOPMENT STUDIES IN THE
INSTITUTE FOR SOCIAL DEVELOPMENT, FACULTY OF ECONOMIC
AND MANAGEMENT SCIENCES, UNIVERSITY OF THE WESTERN
CAPE**

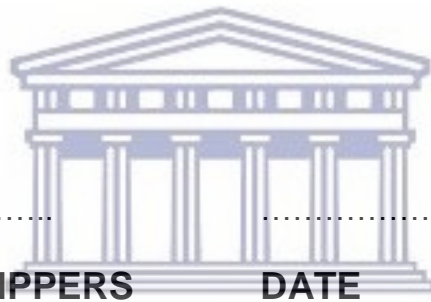
SUPERVISOR: DR CATHARINA CONRADIE

CO-SUPERVISOR: PROF VENICIA MCGHIE

AUGUST 2019

DECLARATION

I hereby declare that **Unlocking Human Agency through Youth Development Programmes: An exploratory study of a selected NGO working in Youth Development on the Cape Flats** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.



.....
DEIDREE DIANNE SCHIPPERS

DATE

UNIVERSITY *of the*
WESTERN CAPE

For those who stayed through it all



UNIVERSITY *of the*
WESTERN CAPE

ABSTRACT

This study explored how human agency could be unlocked through youth development programmes using a case study of a selected NGO working in youth development on the Cape Flats in the Western Cape Province in South Africa. The aim of the study was to explore whether the selected youth development organisation encourages and unlocks young people's aspirations and agency in its program design. The objectives of the study were, firstly, to determine if the organisation provided the students with opportunities and spaces in which the young people could exercise their agency in the development process in order to pursue their goals and aspirations. Secondly, to identify challenges that could inhibit the students from exercising their agency; and lastly, to arrive at recommendations on how the challenges could be overcome or prevented. The argument in this study was that youth development organisations should empower and help to develop the youth in such a way that they could realise their full potential in order to make a positive and constructive contribution to their communities and the South African economy.

Human development interventions, the kind that is instrumental to youth development, stresses the importance of helping people to expand on their existing capabilities and strengthening human values such as democracy and agency (Conradie & Robeyns, 2013). As such, the Capability Approach as pioneered by Amartya Sen (1988), was used as the theoretical framework because individuals, specifically young people's well-being, is often dependent on the extent to which they have the aspirations, freedom and capabilities (in other words the opportunities) to live the lives which they value (Robeyns, 2005). Human agency is thus necessary to translate aspirations, freedom and capabilities into actions that could assist individuals to achieve their desired states of well-being. The six dimensions of agency that the study focused on were reflective judgement, motivation, goal pursuit, autonomy, relatedness and competence as conceptualised by Conradie (2013).

The study was located in a qualitative research paradigm and used a case study design. The research participants consisted of two groups. The first group were the two programme managers of the selected organisation. The second group was 40 Grade 10

learners who participated in the youth development programme offered by the selected organisation at a high school on the Cape Flats. The research instruments used included a biographical information sheet, a self-reflective questionnaire and a focus group discussion for the student participants, and individual interviews conducted with the programme's two staff members. The quantitative data consisted of the students' biographical information and were analysed through Excel software. Content analysis was used to analyse the qualitative data through a three-stage open coding process.

The importance of the findings of the study was that the youth development organisation added value to the students' development by assisting them to identify their aspirations and unlock their agency role. The findings also showed that being part of a community characterised by poor households, alcohol and drug abuse, violence and crime, and disadvantaged public schooling; the students' chances to succeed against those odds were slim. Based on the findings, recommendations were proposed for the Department of Social Development, youth development organisations, post-school institutions, families and communities, and young people, on how the different role players could engage collaboratively in order to empower and assist the youth to realise their full potential; and in so doing, enable them to make a constructive contribution to South Africa at large.



UNIVERSITY of the
WESTERN CAPE

ACKNOWLEDGEMENTS

I would like to firstly, thank my Heavenly Father for His grace, mercy and love. I would not have been able to get to this point without it.

I would also like to extend my sincerest and heartfelt appreciation:

To the German Academic Exchange (DAAD) organisers for awarding me a scholarship to complete my master's studies. I am forever grateful to have had your financial support.

To my supervisors, Dr Conradie and Prof McGhie - your patience, wisdom and cheers have carried me through this study. Thank you for giving me access to your brilliant minds and hearts, and for never giving up on me. I cannot thank you enough for your support and everything you have done to make this study possible.

To Mrs Kippie and the staff of ISD -thank you for your patience, encouragement and support throughout my study journey. I appreciate it very much.

To my parents, Johnny and Jeanette - thank you for giving me the gift of education. Thank you for supporting and loving me unconditionally, and for allowing me to aspire without limitations. Your sacrifices will never be in vain.

To my family - thank you for understanding when I was not available (so many times!). Thank you for being my biggest supporters and for being a refuge when 'Theresa' became too overwhelming.

To my friends and colleagues - thank you for lending your ears to venting, for experiencing the frustration and tiredness with me, for doing life with me and rooting for this finish.

Finally, to the organisation and young people who made this study possible - thank you for your participation in this study and for reminding me of the transformative power of aspirations. Without you, none of this would have been possible. I Thank You All.

LIST OF KEY CONCEPTS

The key concepts and explanations listed below are the meanings understood and used throughout the discussions in this thesis.

Agency

As argued by Conradie (2013a), agency is activated and manifests itself in the form of the following dimensions: increased abilities to apply reflective judgement, increase feelings of relatedness, autonomy of choice, success in goal pursuits, values, improved skills and competence, increased abilities and motivation.

Aspirations

Aspirations signify people's hopes, dreams and ideas about a good life and relate to how people want to be in the future, and how people use their opportunity sets available to them to achieve their valued functionings (Nathan, 2005). Due to the oppressive nature of poverty and deprivation, Appadurai (2004) argues that disadvantaged people need to be provided with opportunities and spaces to develop the 'capacity to aspire'.

Autonomy

Autonomy refers to having the freedom to be able to do what you want to do, one's ability to have control over personal decisions, and having the freedom and opportunity to make decisions or change aspects of one's life both at individual and communal level (Drydyk, 2008; Ibrahim & Alkire, 2007).

Basic care and services

As argued by Pittman, Irby, Tolman, Yohalem & Ferber (2003), one of the elements necessary for positive youth development is basic care and services. Basic care and services refer to access to basic care and services that are appropriate, affordable and, if necessary, confidential. Examples include social services such as parental care, health, education and infrastructure (Pittman et al, 2003).

Capabilities

Capabilities reflect the freedom of/or opportunity for individuals to achieve their valued functionings, and also represent the opportunities they have to undertake the actions and the activities that they want to engage with in pursuit of who they want to be (Conradie, 2013a; Robeyns, 2005).

Challenging experiences and opportunities to participate and contribute

Another essential component for the facilitation of positive youth development as discussed by Pittman et al (2003) is for young people to have access to challenging experiences and opportunities to contribute. This term refers to opportunities given to young people for real participation and involvement in the full range of community life; not just menial activities such as picking up litter campaigns (Pittman et al, 2003; Theokas, Phelps, Lerner & Lerner, 2006)

Competence

As Conradie (2013a:120) points out, “ When aspirations are reflected on, translated into goals, and contemplated in a way which enhances autonomy and intrinsic motivation, the person can attempt to achieve these goals, usually in a step by step way”. This process may lead to individuals pursuing opportunities in which they will reach competencies that could help them achieve their goals and assist them in building the ability to connect steps in the immediate with mid-term and future goals in line with their hopes and dreams (Nathan, 2005). Competence thus refers to the pursuit of opportunities in order to acquire skills necessary to develop competencies in line with the identified aspiration.

Healthy relationships with peers and adults

The concept ‘healthy relationship with peers and adults’ is understood as the support and opportunities offered to young people to develop sustained, caring relationships that are characterised by protection and a sense of belonging. Examples include relationships with parents, friendships and intimate relationships (Pittman et al, 2003; Pittman & Irby, 1996)

High expectations and standards

Pittman et al (2003) recognise that young people need guidance in order to set high expectations and standards for themselves and argue that this element is also essential to positive youth development. As such, the concept 'high expectations and standards' refer to the process of guiding or encouraging young people to have high expectations and standards for themselves.

High-quality instruction and training

The concept ' high-quality instruction and training' refer to interventions aimed at exposing young people to opportunities to learning and building skills, opportunities for exploration and reflection, expression and creativity, and leisure and play (Pittman et al, 2003).

Motivation

As part of an agency assessment, it is important to understand what drives people to pursue their aspirations once they have reflected upon them. In this regard, it is important to note that people are both intrinsically and extrinsically motivated to act on their identified goals. An individual is intrinsically motivated when he or she engages with activities that they find interesting or that is of value to them (Deci & Ryan, 2000). On the other hand, when individuals are motivated extrinsically, they pursue activities that are not inherently interesting to them, they are motivated by possible rewards or that completing the activity or behaviour might make them feel more connected with their family, peers or society (Ryan & Deci, 2000). Motivation is thus understood as the driving force for people to pursue their aspirations after they have reflected on them. It could be intrinsic or extrinsic in nature.

Networks

Networks refer to opportunities, activities or relationships that broaden one's outlook and expose one to diverse experiences. Networks could be financial or social or informational in nature (Adler & Kwon, 2000).

Positive Youth Development Approach

The concept 'Positive Youth Development Approach' refers to a youth development approach that is focused on understanding, educating and engaging young people in productive and meaningful activities, as opposed to correcting, curing, treating them for maladaptive tendencies or disabilities (Damon, 2004; Roth & Brooks-Gunn, 2003).

Pursuit of Goals

Once an individual has reflected and set their aspirations, goals and reasons for pursuing these, in order for them to materialise, they have to be followed to become real (Conradie, 2013). An individual will thus use their agency in line with the aspirations and goals they set for themselves and this, in turn, will affect the choices that they choose to make or the opportunities that they pursue (Sen 1992). For young people, this means transforming their goals or aspirations for the future into present actions which will enable them to carve out a positive pathway into adulthood (Schmid, Phelps & Lerner, 2011). As such, the concept 'pursuit of goals' refer to the act of putting steps and action plans in place to achieve the identified aspirations.

Reflective Judgement

Reflective judgement on aspirations is an important component of agency achievement. Sen (1999) argues that in order to act in line with one's conception of the good, one needs to go through a process of reflection on one's aspirations. Thus, the concept 'reflective judgement' represents the process of reflecting and deciding on what one's aspirations are.

Relatedness

External support networks in the form of family, community and school level play a vital role in facilitating positive development and psychological well-being in adolescence (Search Institute, 2007). These networks relate to human beings' need to feel relatedness, which concerns feeling connected to, and cared for by others, which is vital for continuous development and well-being in individuals (Deci & Ryan, 2009; Deci & Ryan, 2000). In this regard, the concept 'relatedness' is understood and referred to as human beings' need to feel connected and be cared for in order to develop.

Resources

The concept 'resources' is understood to refer to a stock or supply of money, materials, staff, and other assets that could be drawn on by a person or organisation in order to function effectively (Resource, 2019).

Role models

The concept 'role models' is understood as serving as an example which inspires young people to live meaningful lives and acts as an example of what is attainable. Role models show young people how to live with integrity, optimism, hope, determination, and compassion (Chen, Lee, Cavey & Ho, 2013).

Stable places

Pittman et al (2003) highlight that young people need stable places as part of their development. Consequently, the concept of 'stable places' is understood to refer to places and environments where young people feel safe. For example, their homes, religious organisations, schools and community centres amongst others (Pittman et al, 2003).

Youth

The National Youth Policy 2009-2014 (Office of the Deputy President, 2009) defines youth as people between the age of 14-35 to account for the historical imbalances which have not been fully addressed; and to account for the present-day conditions in South Africa. While this is important, international common practice views youth as people between the ages of 15-24 (Youth Explorer, 2018). Pittman et al (2003) further recognise that the adolescent years (9-21) are characterised by "uneven, ongoing and profoundly influenced by the quality of the relationships, environments and commitments in which young people are involved". As adolescence present an opportunity for the further development of key emotional abilities in the form of self-control, sense of responsibility and goal driven behaviour which could assist young people to learning how to deal with life's challenges (Heckman, 2006; Larson & Angus, 2011), in order to align with international common practice and to focus on the age

grouping which aligns to the needs of this study, the term “youth” in this study refers to people between the ages of 15-24.

Youth Development

The concept ‘youth development’ refers to a set of principles, a natural process of development which adolescents go through, or a range of practices used in programming (Hamilton, Hamilton & Pittman, 2004). Both meanings are understood in this study.

Youth Development Programmes

Youth Development Programmes refer to initiatives targeted at providing young people with opportunities and platforms to interact with and influence their social structures in their communities, as well as the promotion of healthy, positive and future-orientated behaviours amongst young people. It also refers to spaces where young people could cultivate confidence and the ability to translate goals into action (Larson & Angus, 2011; Pittman et al, 2003).



LIST OF ABBREVIATIONS

UNESCO: United Nations Educational, Scientific and Cultural Organization

SWPAY: United Nations System-Wide Action Plan on Youth

AU: African Union

CA: Capability Approach

PYDA: Positive Youth Development Approach

NGO: Non-Governmental Organisation

NPO: Non-profit Organisation

CWP: Community Works Programme

SASSA: South African Social Security Agency

SA: South Africa

UCT: University of Cape Town



LIST OF TABLES

| TABLES | PAGE |
|--|-------------|
| Table 2.1 Theoretical Differences between Sen and Nussbaum | 22 |
| Table 2.2 Augmented Model of the Dimensions of Agency, Aspirations and PYDA | 37 |
| Table 3.1 Summary of Empirical Research Phases | 51 |
| Table 4.1 Students' Biographical Information | 55 |



UNIVERSITY *of the*
WESTERN CAPE

LIST OF FIGURES

| FIGURE | PAGE |
|---|-------------|
| Figure 2.1 Relationships between Aspirations and the Dimensions of Agency | 33 |
| Figure 3.1 Selection Process for Research Site | 47 |
| Figure 3.2 Programme Model of Organisation X | 49 |

Table of Contents

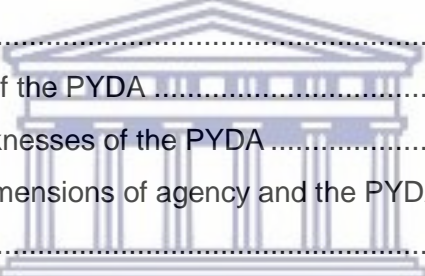
| | |
|------------------------------------|------|
| DECLARATION | ii |
| ABSTRACT | iv |
| ACKNOWLEDGEMENTS | vi |
| LIST OF KEY CONCEPTS | vii |
| LIST OF ABBREVIATIONS | xiii |
| LIST OF TABLES | xiv |
| LIST OF FIGURES | xiv |

CHAPTER ONE: THESIS INTRODUCTION

| | |
|--|---|
| 1.1 Contextualising the study | 1 |
| 1.2 Aim and objectives of the study..... | 3 |
| 1.3 Problem Statement | 3 |
| 1.4 Main research question and sub-questions | 4 |
| 1.5 Focus of the study..... | 5 |
| 1.6 Research Methodology | 7 |
| 1.7 Research site and research participants | 7 |
| 1.8 Data collection instruments and analysis..... | 8 |
| 1.9 Thesis structure | 8 |

CHAPTER TWO: LITERATURE REVIEW & THEORETICAL FRAMEWORK

| | |
|--|----|
| 2.1 Introduction | 10 |
| 2.2 Contextualising Youth in South Africa | 10 |
| 2.2.1 Being young in South Africa: The Apartheid Era | 10 |
| 2.2.2 Being young in South Africa: Post-Apartheid Era..... | 12 |
| 2.3 The Youth Policy Context..... | 13 |
| 2.3.1 Global Youth Policy | 14 |
| 2.3.2 Regional Youth Policy..... | 15 |
| 2.3.3 National Youth Policy..... | 16 |
| 2.4 Youth Development Programmes in Review | 17 |
| 2.4.1 Global Trends in Youth Development Programmes | 17 |

| | |
|---|----|
| 2.4.2 Youth Development Programmes in South Africa | 19 |
| 2.5 Theoretical Framework..... | 20 |
| 2.5.1 The Capability Approach (CA) | 21 |
| 2.5.1.1 The Capability Approach as an Alternative Framework for Well-being Assessment..... | 21 |
| 2.5.1.2 Sen vs Nussbaum: Important considerations | 21 |
| 2.5.1.3 Core Principles of the Capability Approach | 22 |
| 2.5.1.4 Functionings, Capabilities and Freedom..... | 24 |
| 2.5.1.5 Strengths and Weaknesses of the Capability Approach | 25 |
| 2.5.2 Conceptualising the concepts ‘aspiration’ and ‘agency’ within the Capability Approach.... | 26 |
| 2.5.2.1 Aspirations..... | 26 |
| 2.5.2.2 Agency | 27 |
| 2.5.2.3 Relationship between aspirations and agency | 32 |
| 2.5.3 Positive Youth Development Approach (PYDA) | 33 |
| 2.5.3.1 Nature of the PYDA..... | 33 |
| 2.5.3.2 Core Assumptions of the PYDA | 34 |
| 2.5.3.3 Strengths and Weaknesses of the PYDA..... | 36 |
| 2.6 Relationship between the dimensions of agency and the PYDA..... | 36 |
| 2.7 Chapter Summary | 38 |
|  | |
| UNIVERSITY of the WESTERN CAPE | |
| CHAPTER THREE: RESEARCH METHODOLOGY | |
| 3.1 Introduction | 39 |
| 3.2 Restatement of Study Purpose..... | 39 |
| 3.2.1 Aim and objectives of the study | 39 |
| 3.2.2 Main research questions and sub-questions..... | 40 |
| 3.3 Situating the study in a Qualitative Research Paradigm | 40 |
| 3.3.1 Defining the qualitative research paradigm | 40 |
| 3.3.2 Characteristics of the qualitative research paradigm..... | 41 |
| 3.3.3 Strengths of qualitative research..... | 42 |
| 3.3.4 Critiques of qualitative research paradigm | 43 |
| 3.4 Case Study Design | 45 |
| 3.4.1 Exploring the case study design | 45 |
| 3.4.2 Applicability of the case study design | 46 |
| 3.4.3 Challenges associated with a case study design | 46 |

| | |
|---|----|
| 3.5 Research Process..... | 47 |
| 3.5.1 The Research Site..... | 47 |
| 3.5.2 The Research participants and actual research site..... | 49 |
| 3.5.3 Data Collection Instruments..... | 51 |
| 3.5.4 Data Analysis Process..... | 52 |
| 3.6 Chapter Summary..... | 53 |

CHAPTER FOUR: RESULTS, DISCUSSION & INTERPRETATION

| | |
|---|----|
| 4.1 Introduction..... | 54 |
| 4.2 Results of Three Data Sets..... | 54 |
| 4.2.1 Quantitative data results..... | 54 |
| 4.2.2 Qualitative data results..... | 56 |
| 4.2.2.1 Responses from one of the managers of the organisation..... | 57 |
| 4.2.2.2 Responses of the youth participants to the remaining nine questions of the questionnaire..... | 58 |
| 4.2.2.3 Responses from the focus group discussion..... | 61 |
| 4.3 Discussion and Interpretation of Results..... | 64 |
| 4.4 Relating the discussion to the theoretical framework..... | 84 |
| 4.5 Synthesis of Findings and conclusion..... | 86 |

UNIVERSITY of the

WESTERN CAPE

CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSION

| | |
|--|----|
| 5.1. Introduction..... | 89 |
| 5.2. Summary of Findings..... | 89 |
| 5.3. Interpretations of Findings..... | 92 |
| 5.3.1 Sub-question 1: Has the youth development program of the selected NGO been designed to unlock and encourage the participants' aspirations and agency?..... | 93 |
| 5.3.2 Sub-question 2: Were participants able to exercise their agency in order to fulfil their aspirations?..... | 94 |
| 5.3.3 Sub-question 3: If the answer is no, how could the challenges be overcome so that the participants in the youth development program can use their agency to achieve their objectives?..... | 95 |
| 5.4. Recommendations..... | 97 |
| 5.4.1 For the Department of Social Development..... | 97 |
| 5.4.2 For Youth Development Organisations..... | 97 |

| | |
|---|------------|
| 5.4.3 For Post-school Institutions..... | 98 |
| 5.4.4 For Families and Communities | 98 |
| 5.4.5 For Young People..... | 99 |
| 5.5 Limitations of the study | 100 |
| 5.6 Recommendations for Future Research..... | 100 |
| 5.7 Conclusion | 101 |
| | |
| REFERENCES | 103 |
| APPENDIX 1: LIST OF REGISTERED NPO'S IN WESTERN CAPE FOCUSING ON YOUTH..... | 114 |
| APPENDIX 2: LIST OF NARROWED DOWN YOUTH ORGANISATIONS IN WESTERN CAPE..... | 128 |
| APPENDIX 3:ORGANISATION X'S DREAM TOOLKIT | 133 |
| APPENDIX 4:ETHICS CLEARANCE LETTER..... | 134 |
| APPENDIX 5:CONSENT FORM FOR STAFF | 135 |
| APPENDIX 6:INFORMATION SHEET FOR STAFF..... | 136 |
| APPENDIX 7:INFORMATION SHEET FOR STUDENTS | 139 |
| APPENDIX 8:CONSENT FORM FOR STUDENTS | 142 |
| APPENDIX 9:INTERVIEW QUESTIONS FOR STAFF..... | 143 |
| APPENDIX 10:STUDENTS' SELF-REFLECTIVE QUESTIONARRE | 145 |
| APPENDIX 11:STUDENTS' FOCUS GROUP DISCUSSION QUESTIONS | 148 |
| APPENDIX 12A:INTERVIEW TRANSCRIPT OF INTERVIEWS WITH PROGRAMME MANAGER..... | 149 |
| APPENDIX 12B:INTERVIEW TRANSCRIPT OF INTERVIEW ORGANISATION FOUNDER..... | 153 |
| APPENDIX 13:OPEN CODING STAGE 1: STUDENTS' SELF-REFLECTIVE QUESTIONARRE..... | 155 |
| APPENDIX 14:OPEN CODING STAGE 2: STUDENTS' SELF-REFLECTIVE QUESTIONARRE..... | 176 |
| APPENDIX 15:OPEN CODING STAGE 3: STUDENTS' SELF-REFLECTIVE QUESTIONARRE..... | 182 |
| APPENDIX 16:FOCUS GROUP DISCUSSION TRANSCRIPT..... | 187 |

CHAPTER ONE

THESIS INTRODUCTION

1.1 Contextualising the study

Globally, young people represent a quarter of the world's population but remain an often-untapped source of innovation and enthusiasm (Goldin, Patel & Perry, 2014). In South Africa, young people between the ages of 15-34 represent 37% of the total population of the country (Statistics SA, 2013). On the sole basis of numbers alone, young people symbolises a vital component of the future socio-economic and demographic development of the country (Statistics SA, 2013). Youth presents an opportunity for the further development of key emotional abilities in the form of self-control, sense of responsibility and goal-driven behaviour which could assist young people to learn how to deal with life's challenges (Heckman, 2006; Larson & Angus, 2011). While young South Africans generally feel optimistic about their future, the reality is that young people in South Africa are faced with the challenge of high youth unemployment and poverty without the benefit of being supported by social security safety nets available to other vulnerable groups in society (Statistics SA, 2013; Steyn, Badenhorst & Kampher, 2010). The onus thus falls on youth-targeted social development programmes, public employment schemes and social assistance services to provide young people with the necessary support to navigate their way through adolescence towards their aspired futures (Statistics SA, 2013; Steyn et al., 2010).

Moreover, human development interventions, the kind that is instrumental to youth development, stresses the importance of helping people to expand on their existing capabilities and strengthening human values such as democracy and agency (Conradie & Robeyns, 2013). The Capability Approach as pioneered by Amartya Sen realises that an individual, specifically young people's well-being is often dependent on the extent to which young people have the aspirations, freedom and capabilities (in other words the opportunities) to live the lives which they value (Robeyns, 2005). As Nussbaum (2011) suggests, the capability approach is focused on ascertaining whether individuals have

the freedom and choice necessary to achieve their valued lives. As this study focused on youth wellbeing, the following questions become essential to understand:

- What do young people aspire to do and be?
- Do they have the opportunities available to achieve their aspired lives?
- Is enough being done to assist young people to achieve their aspired lives?
- Do young people have the capabilities to achieve their aspired lives?
- What role does human agency play in young people realising their aspirations?

In light of the socio-economic realities of high youth poverty and unemployment facing young people in South Africa, answering these questions and finding ways to realising them is of the utmost importance. It is not only important for the overall well-being of young people, but it is equally significant for empowerment and the economic growth of South Africa as a whole. In addition, enabling and supporting young people will result in creating an environment and conditions where they can 'freely' do or be and use opportunities available to them (Centre for Development and Enterprise, 2007).

In this regard, as part of acknowledging the importance of youth development in South Africa, several legislative documents¹ have been promulgated to promote youth development. A common theme in these documents highlights the need to treat young people as "agents for change" as opposed to seeing them as passive receivers of government services (Office of the Presidency, 2008; The Presidency: Republic of South Africa, 2015). Vital then to assisting young people to become "agents for change", is that attention should be given to promoting interventions that seek to develop young people's capacities, their asset potential, and on expanding their capabilities in order to help them to effectively deal with life's challenges (The Presidency: Republic of South Africa, 2015). In this regard, attention has to be given towards developing and promoting interventions and spaces, which will allow young people to use their agency to achieve their aspired lives, while simultaneously focusing

¹ See White Paper on Reconstruction and Development (Office of the President of the Republic of South Africa, 1994), National Youth Commission Act (Office of the Deputy President, 1996), White Paper on Social Welfare (Office of the Presidency, 1997), National Youth Policy 2015-2020 (The Presidency: Republic of South Africa, 2015), African Youth Charter (African Union, 2009), The National Youth Development Policy Framework (Office of the Presidency, 2002), National Youth Development Act 54 of 2008 (Office of the Presidency, 2008)

on assisting young people to overcome the challenges facing their integration into mainstream society.

Based on the above discussion, many different youth development organisations worldwide and in South Africa aimed to provide the youth with developmental opportunities and spaces in which they can freely function and be. This study explored one such NGO that is providing a youth development programme to students at public high schools on the Cape Flats in the Western Cape Province.

1.2 Aim and objectives of the study

Based on the discussion in the previous section, the aim of the study was to explore whether the selected organisation encouraged and unlocked young people's aspirations and agency in its program design.

The objectives of the study were, to:

- Determine if the organisation provided the students with opportunities and spaces in which the young people could exercise their agency in the development process in order to pursue their goals and aspirations; and
- Identify challenges (if any) that could prevent the students from exercising their agency, and how the challenges could be overcome or prevented.

The argument in this study was that youth development organisations should empower and help to develop the youth in such a way that they could realise their full potential in order to make a positive and constructive contribution to their communities and the South African economy.

1.3 Problem Statement

Youth development programs are considered fertile contexts where young people should be provided with the opportunity to learn skills and experiences that could help them to better deal with future challenges they might face while assisting them to unlock their latent agency role (Morrow, Panday & Richter, 2005; Pelser & Chirinda, 2013). To this end, youth development policy legislation in South Africa emphasise the need to develop initiatives in which young people are considered as agents of their own

development and prescribes the necessary practices which should be in place to assist young people to become central to their own development (The Republic of South Africa, 2009; National Youth Development Agency, 2011). While this emphasis is good, available literature on youth development is generally related to the general state of well-being and health relating to substance abuse and HIV/AIDS (Morrow et al., 2005; Makiwane & Kwizera, 2009; The Kaiser Family Foundation, 2001). Thus, the focus is more on health issues rather than on exploring the role of existing youth development programs plays in emphasising the agency role of young people in their programmes.

Furthermore, because of South Africa's apartheid past, and the fact that many African and Coloured communities are still disadvantaged and underprivileged, it was important to investigate the role that youth development organisations could play in the lives of these young people. The aim was to determine if the organisation was able to uplift, empower and assist these young people to believe in themselves, to have goals and dreams, and to exercise their agency in order to achieve their aspirations and dreams. Doing so would contribute to the eradication of the socio-economic realities that these young people had to face on a daily basis. Therefore, youth development organisations should offer hope, empowerment and skills development to young people, which are imperative to the holistic development of the youth in South Africa today.

1.4 Main research question and sub-questions

Given the context described above, the main research question of the study was:

Did the organisation's youth development programme unlock and encourage the youth participants' aspirations and agency?

Three sub-questions guided the data collection process and the discussions, namely:

1. Was the youth development program of the selected NGO designed to unlock and encourage the participants' aspirations and agency?
2. Were participants able to exercise their agency in order to fulfil their aspirations?
3. If the answer was no, how could the challenges be overcome so that the participants in the youth development program could use their agency to achieve their objectives?

1.5 Focus of the study

The focus of the study was on youth development in a public high school on the Cape Flats, in the Western Cape Province in South Africa. In particular, the study sought to investigate if the youth development organisation's program was able to unlock and encourage the students' aspirations and agency. As such, the literature that was reviewed and discussed in Chapter 2 centred on the role that aspirations play in unlocking agency. The premise in the study was that people need both freedom and opportunities to pursue their valued functionings in pursuit of their well-being and fulfilment of their goals and dreams. In this regard, one's agency could be considered as being the driver in this pursuit. While many authors suggest that agency inherently relates to autonomy of self and being involved in activities affecting one's life (Alkire, 2009; Drydyk, 2008), agency also relates to the action taken in pursuit of one's goals. However, as Larson (2011:318) argues agency also relates to "... [the] abilities to organise and regulate actions over time to work towards a long term goal as an individual or with others, in complex real-world context". Thus, agency is also related to goal pursuit and could be associated with the goals of an individual or a group.

Another concept that is closely related to agency is aspirations. Aspirations as a concept conjure images of one's hopes, dreams and ideas about a "good life". Aspirations are essentially context-dependent and are influenced by many factors including the experiences, achievements, ideals or even role models of an individual in addition to one's social environment, the experiences one has had and interactions with others (Ray, 2006; Appadurai, 2004; Conradie & Robeyns, 2013). While aspirations have an element of 'dreaming' to it, it also relates to the ability to connect steps in the immediate with mid-term and future goals in line with one's hopes and dreams (Nathan, 2005). Thus, aspirations are also inextricably linked to one's goals; which could be an individual goal such as becoming a nurse, or it could be linked to a moral cause such as working to ensure a world free from poverty and inequality, or it could be expressed collectively (Conradie & Robeyns, 2013). In this regard, aspirations relate to how people want to be in the future and how people use the opportunity sets available to them to achieve their valued functionings (Nathan, 2005). Taking inspiration from Nathan's (2005) definition of aspirations, this study considered aspirations as reflecting

people's desired future lives, which influence how people will use the opportunities available to them to pursue their desired states of being and doing.

A third concept that was central to this study was the Positive Youth Development Approach (PYDA). PYDA advocates that youth development interventions should seek to expose youths to experiences that will "...promote a sense of personal identification with one's civic society [and] provide a young person with a positive set of aspirations that point the way to a socially and personally productive future" (Damon, 2004). As such, the approach considers the importance of cultivating and nurturing a culture of aspirations amongst young people. In addition to focusing on the potentialities of youths, the approach highlights that promoting healthy and positive outcomes in youths, youth development programs should seek to create an atmosphere that is supportive and encouraging while exposing youths to challenging situations which will enable them to act out their agency role (Roth & Brooks-Gunn, 2003). The approach also argues that youth development interventions should seek to provide youths with activities that will present both formal and informal learning opportunities that will help them to broaden their perspectives, develop new skills while nurturing their talents and interests.

Based on the above discussion, the argument in this study was that youth development programmes should provide spaces and opportunities for young people to develop and realise their agency role. However, as was problematised in Section 1.3, young people who are coming from disadvantaged and underprivileged communities face many challenges that could prevent them from having aspirations and exercising their agency. Consequently, the Capability Approach was used as the study's theoretical framework. Sen (2003) argues that capabilities reflect "...the various combinations of functionings [and] what the person can achieve" and that one's capability set represents one's freedom to choose between different ways of living. Therefore, one's capabilities reflect the freedom of, or an opportunity for an individual to achieve their functionings, but also represents the opportunities one has to undertake and the actions and activities that they want to engage with in pursuit of who they want to be (Conradie, 2013a; Robeyns, 2005). What is important when conceptualising capabilities is that one thinks of it as having two components, on the one hand, one has to have the freedom to achieve one's valued beings and doings (functionings). On the other hand, one also has to

have valued opportunities (capabilities) to pursue and act on one's valued functionings. Capabilities were understood in the study as the opportunities available to individuals to achieve and expand on their valued functionings in order to realise their aspirations and exercise their agency role. The literature review and theoretical framework are further discussed in Chapter 2.

1.6 Research Methodology

The study was exploratory and qualitative in nature. It utilised a qualitative research methodology with the distinct purpose of exploring the topic of unlocking agency and encouraging aspirations in high school students. This approach allowed for an improved understanding of exactly how youth development programs could be structured and implemented in order to ensure that the needs and aspirations of young people are met. Secondly, it allowed for an investigation of how the youth development organisation unlocked their youth participants' aspirations and agency role (Babbie & Mouton, 2001). A qualitative research methodology allowed the researcher to understand the youth participants' account of meaning, experiences and perceptions in their natural setting (Bailey, Hennik & Hutter, 2011). The research designed of the study was an exploratory, case study design. Both the qualitative research paradigm and the research design are further discussed in Sections 3.3 and 3.4.

1.7 Research site and research participants

The youth development organisation that was selected as one of the research sites of the study was working with public high schools on the Cape Flats in the Western Cape Province. It was a registered non-profit organisation (NPO) that focuses on the empowerment of black youth with regard to further training and skills development. The organisation was selected based on the following criteria:

- Organisation type
- Vision/Mission/Objectives
- Location of organisation
- Focus areas

In addition, the actual research site where the student research participants were based was a public high school in Manenburg on the Cape Flats.

The study had two research participant groups. The first participant group was two program managers of the NGO. They were the two persons involved in executing the program and facilitating the sessions with the students at the schools that they were involved in. The second participant group was a Grade 10 class of 40 students. Their selection was based on a convenient sampling method as the organisation was asked to identify a group and that was the group that they worked with at the school. The research site and participants are further discussed in Sections 3.5.1 and 3.5.2.

1.8 Data collection instruments and analysis

The study used three data collection instruments. The first was semi-structured interviews with the two managers of the organisation. The second was a questionnaire that was administered to the student participants, and the last instrument was a focused group discussion also administered to the student participants at the school.

All the responses of the participant groups were categorised into quantitative and qualitative responses. The quantitative responses were analysed through noting the learners' biographical information from the self-reflective questionnaire and summarising the responses in a table, using Excel software.

The qualitative responses were analysed through content analysis, using a three-stage open coding process (Henning, Van Rensburg & Smith, 2004). During open coding stage 1, all the qualitative responses were noted on a separate Word document. In open coding stage 2, the responses were sorted and similar responses were grouped together, again on a different Word document. This stage is referred to as data reduction. In open coding stage 3, the responses were analysed and categorised into the six themes based on the combined six dimensions of agency and aspirations, and the seven critical factors of the PYDA (again, on a separate Word document). The instruments and the analysis process are further described in Sections 3.5.3 and 3.5.4.

1.9 Thesis structure

This chapter contextualised the study and provided an outline of what is comprehensively described and discussed in the four chapters that follow. Chapter Two is the literature review and theoretical framework chapter. It provides a contextual background of the youth in South Africa, the youth policy context and youth

development programmes in review, and the theoretical framework. The theoretical framework was based on Sen's (1988) Capability Approach because the argument in this study was that young people should be provided with spaces and opportunities to achieve and expand on their valued functionings in order to realise their aspirations and exercise their agency role.

Chapter Three is the research methodology chapter that provides a detailed account of the qualitative research approach, the research design, the research site and participants, the data collection instruments and the analytical process followed in the study. In each instance, the different decisions for actions taken are explained and justified based on existing literature in the field of qualitative research.

Chapter Four is the results, discussion and interpretation chapter. The chapter is divided into three sections. Section 1 presents the results of the data collected. Section 2 presents the discussion and interpretation of the results based on the study's three sub-questions, while Section 3 concludes the chapter with a synthesis of what was discussed.

Finally, Chapter Five, the concluding chapter of this thesis, draws together the discussions of the previous chapters. The findings are synthesised, compared and related to the literature and theoretical framework discussed in Chapter Two. These findings enabled recommendations for the Department of Social Development, Youth Development Organisations, post-school institutions, families and communities, and young people. I conclude the thesis by noting the limitations of the study, commenting on possibilities for future research, and a final reflection on the study's contribution to the body of knowledge, and what it meant to me as a novice researcher.

CHAPTER TWO

LITERATURE REVIEW & THEORETICAL FRAMEWORK

2.1 Introduction

As stated in the previous chapter, this study seeks to explore how youth development programmes can help young people to voice their aspirations and realise their agency. In line with this aim, this chapter contextualises the study through a review of relevant literature. I begin with a discussion on the context of youth development pre- and post-1994 in South Africa. Thereafter, I proceed to examine youth development policies at the global, regional and national level, as well as the role and importance of youth development programmes. Lastly, I conclude this chapter with a discussion of the theoretical framework that underpins this study.

2.2 Contextualising Youth in South Africa

This section discusses the concept of 'being young' in South Africa and the youth policy context globally, regionally and nationally.

2.2.1 Being young in South Africa: The Apartheid Era

Before the freedom and opportunities that came with South Africa's democratisation, Black young people were exposed to a harsh socio-economic and political climate driven by the segregation policies of the Apartheid government (Bhana, Swartz, Taylor, Scott, Dlamini & Vawada, 2011).

The apartheid era sought to significantly limit the life chances of Black South Africans. The Group Areas Act of 1950 created divided urban areas of South Africa along racial lines and, as a result, people and their activities which included living areas, businesses, professions, extra-mural activities were all racially segregated (Van der Ross, 2015). The act allowed white people to be drawn to towns and cities and created a spatial legacy where a large part of the South African population still continue to live outside of the periphery of cities and have to commute to their workplaces (Amoateng & Richter, 2007; National Planning Commission, 2011).

Additionally, young Black South Africans also did not have an opportunity to gain access to a high-quality education that could enable them to break the cycle of poverty that was entrenched on them by the apartheid government. As Reynolds (2013: 160) recalls, black children were seen as "... remainders, rejects, undesirables, servants, labourers". Reflective of this view, in 1953, the Bantu Education Act was passed to significantly limit the life opportunities for black people through restrictive and basic education (Deegan, 2001; Amoateng & Richter, 2007). Black schools had higher-pupil teacher ratio's, lower expenditure on their schooling system with regard to teachers and textbooks, and inferior facilities than their white counterparts which led to black learners receiving inferior education and no chance to compete with their White counterparts (Fedderke, de Kant & Luiz, 2000; African National Congress, 1994).

Deprivation in the areas of education, health, social welfare, transport and employment led to Black people being ill-equipped to respond to the needs of the South African economy or being included in the global economy. White people, on the other hand, were prepared and equipped to gain access to the different sectors of the economy and to compete on a global scale (Amoateng & Richter, 2007). Cultural and social deprivation meant that Black people were denied resources and facilities to develop their own cultural and social expressions and norms (African National Congress, 1994).

As noted by Mandela (1964, par. 107), the conditions faced by black people stretched across multiple domains. He explains:

Poverty and the breakdown of family life have secondary effects. Children wander about the streets of the townships because they have no schools to go to, or no money to enable them to go to school because both parents (if there be two) have to work to keep the family alive. This leads to a breakdown in moral standards, to an alarming rise in illegitimacy and to growing violence which erupts not only politically, but everywhere

Experiencing multiple barriers in the areas of education and employability while being exposed to uncondusive community and family environments can negatively affect the growth prospects of young people. It also affected their ability to become productive

citizens that could be integrated into the mainstream economy. As Swartz & Croudin (2015) assert, if young people do not receive quality schooling it will affect their ability to access tertiary education which in turn will affect their ability to enter the labour market in order to become productive citizens. In addition, Wild & Swartz (2012) argue that environmental stresses created through the apartheid government could have an effect on the physical, cognitive and emotional development of the youth. As such, the conditions outlined above prove that the apartheid era was not conducive to the well-being and development of Black people in South Africa.

2.2.2 Being young in South Africa: Post-Apartheid Era

With the advent of democracy, the democratic new government realised the importance of addressing the needs of young people as it plays a significant role in the development of the country. It was argued that with more than half of the South African population under the age of 25, not addressing their developmental needs would be detrimental to the country with regard to economic productivity and growth (Cooper, De Lannoy & Rule, 2015). This realisation led to several key legislative and policy frameworks being drafted and implemented in order to create the correct climate for youth development both at national and provincial level (Bhana et al, 2011)(see footnote 1)

While gains have been made to prioritise youth development through policy and legislative frameworks, young people in South Africa still face challenges far greater than young people in more stable societies (Smith & Stones, 2001). This is evident as Black young people between the ages of 15-24 are more likely to live in poor households, face increased pressure amidst dwindling employment opportunities (52.4% of young people in that age bracket being unemployed) (Youth Explorer, 2016). Furthermore, poor Black young people in South Africa still continue to experience challenges in the area of education. Frame, De Lannoy and Leibrandt (2016) note that the overall educational outcomes remain low, and literacy and numeracy levels are especially weak amongst poorer African and Coloured youths. This might be attributed to the fact that young people "...typically attend compromised and struggling schools; acquire neither skills nor qualifications; enter an labour market that offers no prospects

for unskilled workers and struggle to access healthcare when they fall sick” (Smith & Jones, 2001 (as cited in Steyn, Bardenhorst & Kamper, 2010).

Unfortunately, the above situation is still a reality today for a large segment of the Black population in South Africa (Bray, Gooskens, Kahn, Moses & Seekings, 2010; Western Cape Youth Development Strategy, 2013). The result is that only 8% of young people aged 15-24 are attending college or university while 33% are not in employment, education or training (Frame et al, 2016).

Even with the odds firmly stacked against them, young people in South Africa still remain highly optimistic about their futures. In a study conducted by Lovelife (2012) 97% of young people surveyed expressed certainty about what they want out of life. Similarly, Swartz, Harding and De Lannoy (2012) found that “...black South African youth related a feeling of agency that drew attention to their drive to be part of the New South Africa with its promised era of opportunity”. However, without opportunities to improve on their education, access to gaining opportunities to become employable, building their social capital and being exposed to opportunities to participate meaningfully in decision-making and policy-making, the potential of young people to be drivers for change will go unexploited (Morrow et al, 2005; Panday, Ranchod, Ngcaweni & Seedat, 2012).

2.3 The Youth Policy Context

As noted in the previous section, the democratic government embarked on a transformation process in order to empower Black youth in South Africa. This they have done through policies and youth development programmes. As such, this section discusses the global, regional and national policy context in which youth development is situated and how that contributes to creating an enabling environment for especially Black young people in South Africa.

2.3.1 Global Youth Policy

Governments worldwide have realised the value and importance of young people being central to the development and prosperity of the world². While this is an important step, in reality, few concrete prescripts on the design of policies that can capitalise and enable youth development exist globally. This is evident as there is not a single integrated global framework that guides the design, implementation and evaluation of youth policies and the youth sector (Bacalso & Farrow, 2016). There is a growing consensus, however, that contemporary youth policy practices are rooted in the UN Lisbon Declaration on Youth which highlights that young people have the potential to drive development and can positively contribute to growth of their societies and that centred attention should be given to disadvantaged and marginalised young people (UNESCO, 1998). The declaration recognised that youth policies should reflect the diversity, socio-economic conditions and values of young people and that all programmes, policies and strategies in favour of young people are ultimately the responsibility of governments (UNESCO, 1998). Thus, the consensus is that youth policies should be realistically constructed in line with the realities young people are faced with. In particular, young people should actively contribute to the formulation, implementation and evaluation of national and local youth policies, programmes and action plans and young people should have an active voice in policies and programmes that ultimately affect their lives (UNESCO, 1998).

Reflective of the values and principles outlined in the Lisbon Declaration, the United Nations System-Wide Action Plan on Youth (SWPAY) (United Nations, 2013) has also contributed to influencing the global youth sector. Highlighting the importance for young people to have access to opportunities that will help them engage in their own development and promoting holistic development of young people in the areas of economic opportunities, promotion of rights, education, health and wellbeing and ensuring that young people are part of decision making bodies at national, regional and international levels (United Nations, 2013). The next section will discuss how these global trends have influenced regional youth policies on the African continent.

² This is evident as Of 198 countries, 122 countries have a national youth policy- 50% increase compared to 2013 reflecting awareness of the importance of youth centred legislation (Bacalso & Farrow, 2016).

2.3.2 Regional Youth Policy

In line with the guidelines set in the global policies highlighted above, regional youth policies reflect similar principles. The African Union (AU) Commission promulgated Agenda 2063 (African Union, 2015) which emphasises the centrality of youth empowerment to the development of the African continent and recognises that in order for the continent to reach its potential, an environment has to be created in which young people can flourish. To further this view, support for young people as drivers of African growth through investments in education, health, increased access to technology, opportunities and capital, reduction in youth unemployment and mobility for young people across the continent has been placed as on the fast track (African Union, 2015). While the focus on the speeding up of various vital components have been mentioned in the policy, provision has not been made for the role that youth development organisations and programmes will play in supporting young people as drivers of African Growth which has proven to have a significant effect on enabling young people to become productive citizens³

Where Agenda 2063 does not clearly specify the role of Youth Development organisations, the African Youth Charter (African Union, 2009) on its part emphasises the importance of youth organisations responsible for youth programmes but makes an important point that funding should be aligned to this goal. Furthermore, in line with global trends, the AU Youth Charter makes provision for young people to be included in all aspects of civic life. Interestingly, the charter also highlights that education should be centred around the holistic development of young people and should be geared towards their cognitive, emotional and creative abilities in order to help young people reach their full potential (African Union, 2009). This is important as these abilities influence what aspects of one's potential one explores and which one leaves unexplored (Bandura, Barbaranelli, Vittorio-Caprara & Pastorelli, 2001). Thus, if these abilities are formed and strengthen, it could contribute to a positive development in young people which might assist them to become productive citizens

³ See Larson and Angus (2011); Larson, Jarret, Hansen, Pearce, Sullivan, Walker, Watkins, Wood (2004); Lerner, Dowling & Anderson (2003) & McLaughlin (2000)

2.3.3 National Youth Policy

Nationally, the South African National Youth Policy (The Presidency: Republic of South Africa, 2015) realises the importance of unlocking young people's agency in order to enable them to take charge of their future. The policy emphasises the role of "economic participation, education, skills, behavioural changes and solidarity of self and country" (The Presidency: Republic of South Africa, 2015) as being vital to ensuring positive development in young people in South Africa. Importantly, the policy recognises the importance of after-school programmes in youth development. The policy prescribes that early intervention should

Target children and the youth to foster a sense of rights and responsibilities while nurturing self-respect. These programmes should be delivered through sustained after-school programmes that improve academic performance and combat substance abuse by keeping children occupied with constructive activities like education and personal development" (The Presidency: Republic of South Africa, 2015:23)

The policy furthermore suggests that activities in these programmes could include tutoring, life skills, leadership programmes, career guidance and expo's and sports and recreation. Thus, it leaves room for youth organisations to set their own programmes in line with the prescripts of the policy but it does not fully account for how young people can inform the programme objectives of youth development organisations.

From the policy context discussed above, it is clear that holistic development aimed at placing young people on a positive growth trajectory is important to ensure that they reach their full potential. Furthermore, it shows that attention should be given to ensuring that young people have a voice in the policies and programmes which affect their lives in order for them to become drivers of their own development in the societies that they live in. However, as Frame, et al (2016) note, even though the youth policies in South Africa have a strong policy focus on economic inclusion, education, skills and training, health and social cohesion, little is done to track the progress policy aims to achieve and to understand the deprivation young people face. Furthermore, the above-mentioned policies do not elaborate on the role that youth development organisations

and programmes can play in young people's development, and how young people, their needs and aspirations can inform the objectives of youth development organisations.

In order to make a case for the importance of youth development organisations and the role that they can play in unlocking the agency emphasised in the policies, existing literature on youth development programmes and their contribution to positive youth development is discussed in the next section.

2.4 Youth Development Programmes in Review

The discussion starts with a review of literature pertaining to global trends in youth development programmes, and thereafter, what has been happening nationally in South Africa.

2.4.1 Global Trends in Youth Development Programmes

Youth development programmes play an important role in the development of young people. Using a narrative outlining the life experiences of young people who have been involved in civil society structures from a young age, Barran (2001) found that youth organisations provide an environment in which young people can cultivate confidence and feel secure while developing skills that are not necessarily taught in school or practised at home. Participating in civil society structures from a young age allowed the respondents to illustrate a strong sense of agency when given responsibility or space to act in decision-making bodies which in turn motivated them to set personal goals and work towards achieving them (Barran, 2001). Thus, proving that participation in a youth development organisation could help young people make positive decisions that will affect what they believe they can do or be, which in turn could influence their "aspirations and strength of commitments to them, the quality of analytic and strategic thinking, level of motivation and perseverance in the face of difficulties and setbacks, resilience to adversity, causal attributions for success and failures and vulnerability to stress and depression" (Bandura et al., 2001: 187-188). Wood, Larson & Brown (2009) support this view and argue that youth programmes could assist young people in taking ownership of programmes related tasks and roles through access to opportunities where young people can demonstrate that they could be depended on in meaningful situations. These authors found that exposure to situations which allow young people to

act out their agency and develop a sense of responsibility could assist young people to cultivate cognitive skills which, in turn, could enable young people to anticipate the long term and future consequences of their actions, which might assist them to deal with challenging situations in the future. Having agency capacities will help them to make decisions informed by their future goals that they have for themselves, which in turn could contribute to having hopeful expectations of the future and thus constructing positive pathways to adulthood (Schmid, Phelps & Lerner, 2011).

In line with this view, Larson & Angus (2011) examined how youth in arts and leadership programmes develop skills for organising actions over time to achieve programme goals. They suggested that there are three features of youth development programmes which could facilitate the development and realisation of agency skills amongst youth. These include settings which emulate challenges young people will face in real-life situations, activities which encourage them to take ownership over their involvement in the programme and activities which allow young people to engage in personal reflection and conversation in their work. Youth who participated in the study reported having learnt the link between setting a goal and the required action necessary to achieve that goal. Through this participation, young people gained abilities to organise their efforts to achieve their set goals thus exercising their agency (Larson & Angus, 2011).

Dworkin, Larson & Hansen (2003) assessed the developmental processes which take place when adolescents participate in extracurricular and community-based activities. The study found that youth participants described themselves as “agents of their own development” reporting having realised their agency role through trial and error, continuously learning from their mistakes and evaluating how things could have gone better (Dworkin, Larson & Hansen (2003). In support of this premise, Kalish, Voight, Rahimian, DiCara & Sheehan, (2010), in their study about effective youth programmes, found that only by listening to the opinions of young people who participated in the youth programme can organisations find out to best help young people to make positive life choices. Therefore, as noted by Theokas et al. (2006) in their evaluation of the configuration and changes in young adolescents’ participation in structured after-school activities, “youth need to be able to choose what interest them and have the opportunity to participate in effective, growth promoting programmes irrespective of curriculum”.

2.4.2 Youth Development Programmes in South Africa

As part of a study to provide a snapshot of the state of youth development and well-being in South Africa, Morrow, Panday & Richter (2005), through a secondary review of available data and literature, attempted to assess the well-being of South African youths specifically related to the areas of education, economic and civic participation and health and well-being. They concluded that a need exists to provide opportunities for youths to engage with activities in which they can participate in civil society structures which allow young people to act on their agency role by becoming shapers of priorities and influence service delivery in their respective communities. The authors contend that youth development interventions should be centred around assisting young people to affirm their worth and draw on their own resources (Morrow et al, 2005). This study, similar to the international studies cited in the previous section, highlights the need for youth development programmes to focus on creating opportunities and platforms for young people to interact with and influence their social structures in their communities, as well as the promotion of healthy, positive and future –orientated behaviours amongst young people.

Larson, Jarrett, Hansen, Pearce, Sullivan, Walker, Watkins & Wood (2004) on their part sought to understand the development processes which transpire within organised youth activities. The authors found that youth respondents participating in activities of this nature reported high levels of motivation, attention and reported feeling challenged. The study suggested that youth programmes reviewed in this study provided adolescents with opportunities to develop and practice initiative which allows for the development of goal-orientated behaviour which assists in the development of initiative skills in individuals as they set out to overcome the challenges in pursuit of their goals. Being exposed to environments which challenge and provide young people with the opportunity to be exposed to environments emulating the challenges that they might face in real life, changed how young people in this study thought and how they acted on the world. Furthermore, this study showed that programmes that expose young people to real-world environments assist in developing young people's capacity and insights that assist them to better reach their goals. The study also found that organised youth activities could be a fertile ground for the positive development of young people by

allowing youth to take ownership of their own development with the help of supportive adult figures.

In this regard, Peltzer & Chirinda (2013) supports the findings as purported by Larson et al (2004) in their evaluation of a popular youth development programme in South Africa to ascertain whether it has improved participants access to opportunities, value add and motivation amongst young people and found that participation in the Lovelife programme had increased opportunities available to young people, influenced their personal development and increased positive behaviours in young people. The findings from the study also highlight the need to further focus on combating low self-esteem and lack of direction as it discourages young people from accessing and pursuing opportunities in life. Thus, proving that when young people have opportunities to interact with their social structures, it could translate into opportunities for growth and positive development.

From the discussions thus far, an inference could be made that youth development programmes can be fertile grounds for young people to realise their agency while gaining skills that will enable them to make positive life choices. Youth development programmes can also provide spaces where young people can cultivate confidence and the ability to translate goals into action. More importantly, the discussion also highlighted the importance of allowing and encouraging the youth to take ownership of and be involved in the decision making process with regard to the type of activities and programmes on offer to youth. Therefore, the findings in the different studies discussed above prove that when young people have opportunities to interact with their social structures in a supportive and encouraging environment, it could translate into opportunities for positive development and the acquisition of healthy behaviours.

2.5 Theoretical Framework

Based on the discussions in the preceding sections, and given the fact that many Black young people in South Africa are still economically and socially disadvantaged, the Capability Approach (CA) and the Positive Youth Development Approach (PYDA) are used as the theoretical framework for this study.

2.5.1 The Capability Approach (CA)

2.5.1.1 The Capability Approach as an Alternative Framework for Well-being Assessment

The Capability Approach (CA) was first conceptualised by Amartya Sen in 1979 during his famous Tanner lectures on human values (Robeyns, 2005; Alkire and Denuelin, 2009). Sen posited that welfarist theories which consider opulence (income and commodity command) or utility (happiness, desire or fulfilment) as the basis for well-being valuations cannot adequately represent human well-being and deprivation. Instead, he argued that a need exists for a more direct approach which focuses on what people are able to achieve with the means and opportunities that they have at their disposal (Robeyns, 2003, Clark, 2005). In this regard, Sen intended the Capability Approach to serve as an alternative way of thinking about socio-economic evaluations as opposed to solely evaluating human well-being on the basis of income and expenditure or utility (Gasper, 2006) but rather evaluating what people can do or be with the opportunities at their disposal in line with their conception of “a good life” (Sen, 1985)

2.5.1.2 Sen vs Nussbaum: Important considerations

While the approach was pioneered by Sen, philosopher Martha Nussbaum in recent times also significantly contributed to the development of the capability approach. Sen chose to develop the capability approach broadly to mould to the purpose and context of the evaluation while Nussbaum opted to use the capability approach as the foundation for constructing a partial theory of justice which argues for basic universal political principles that should be embedded into every constitution (Robeyns, 2003; Robeyns, 2005). As Nussbaum’s aim is to create a partial theory of justice, she endorses a well-defined list of basic capabilities which she argues are valuable to all human beings (Clark, 2005). This view is contrary to that of Sen, who argues that it is not the work of a theorist to select valuable capabilities but should rather be decided through a democratic process depending on the context and purpose of the evaluation (Sen, 2004). The differences in Sen and Nussbaum’s approach to the capability approach can be summarised as follows:

Table 2.1: Theoretical differences between Sen and Nussbaum (Clark, 2005; Conradie, 2013; Sen, 2004)

| Core Principles | Sen | Nussbaum |
|--|--|--|
| Basis of the capability argument | Rooted in economic reasoning, social choice theory and liberal philosophy | Enters from a moral-legal-philosophical perspective |
| Goals for the capability approach | Serve as an alternative framework to evaluate social arrangements | Develop a partial theory of justice |
| Views on the capabilities | Real or effective opportunities that people have the freedom to pursue | People's skills and personality traits as aspects of capabilities |
| On listing capabilities | Selection of capabilities not the task of a theorist Valued capabilities should be decided via a democratic process | Provides a list of central capabilities valuable for all human beings Provides citizens with justification for constitutional; principles citizens have a right to demand from their government. |
| On agency | Important to understanding what is intrinsically important to individuals Important in assessing what people can do in line with their agency objectives and conception of what is good. Relates to how people use their freedom to select valued capabilities and act on one's goals in order to turn it into actual beings and doings. | No need for agency/well-being distinction; all important distinctions can be made within the capability/functioning distinction. Not important but it is rather having the freedom to do/be or not that is important. |

2.5.1.3 Core Principles of the Capability Approach

One of the core arguments of the capability approach is that the purpose of development interventions should be on evaluating people's well-being in terms of their functionings and capabilities. The approach stresses that in social evaluations and social policies, focus should be given to people's functionings (this is what people can already do or be) and whether they have the capability (in other words opportunity) to explore what they could potentially be or do and whether they have the opportunities to be/do in line with the life that they aspire to have (Robeyns, 2005; Qizilbash, 2011; Robeyns, 2003). While income is crucial for human development, Sen argues that assessing the quality of life requires one to take into consideration that people are different and that they differ "...in their capacity to convert income and commodities into valuable achievements" (Clarke, 2005). Thus, it becomes important to consider how

well people are able to function with the goods and services at their disposal (Clark, 2005).

Sen argues that because people's choices and lives are shaped and constrained by social conversion factors reflective of their contextual and personal environments⁴, one needs to take into consideration how these social environments influence their ability to function (Conradie, 2013a, Steward, 2005). Due to the diversity of people's abilities to transform goods into valuable functionings, the capability approach believes that people should be equal in terms of their freedom to achieve their valued lives. Development initiatives should, therefore, be focused on assessing whether people have equal access to the means needed to achieve the life which they desire (Gasper, 2007). As such, people should have equal access to opportunities which might help them pursue their valued states of being and doing.

Consider the following example. In the South African context, when children graduate from crèche or Grade R⁵, they are often asked to mention what they want to be when they grow up. The occupations frequently include (while not limited to) the aspiration of becoming policemen, doctors, nurses, preachers, lawyers etc. On closer inspection, some of these occupations require formal schooling (primary and secondary) and often tertiary education⁶ as pre-requisite in order to be qualified in the above-mentioned occupations. Considering the above-mentioned example, as part of the capabilities approach, I might be interested in whether all the children in the graduating class have equal access to both formal (primary and secondary) and tertiary education opportunities. If not, the capability approach might require me to evaluate which factors inhibit learners of the graduating class from accessing formal and tertiary education opportunities. The capability approach thus allows the focus of the evaluation to centre on creating equal realisable opportunities as the approach acknowledges that access to real opportunities is often not universal but dependant on social barriers such as race,

⁴ These environments are shaped by amongst others gender, physical and mental attributes and personal relationships, affiliation to social and political groups (Conradie, 2013a, Steward, 2005)

⁵ Grade R is defined as the year before learners in South Africa start their formal schooling (Van Rensburg, 2015)

⁶ Tertiary education refers to post-school studies.

class, gender or culture, which in turn might constrain or improve people's access to real opportunities (Conradie, 2013a).

2.5.1.4 Functionings, Capabilities and Freedom

As mentioned above, the idea of functionings is a central concept in the capability approach. Sen argues that functionings are a set of beings and doings which could be thought of as either being actual or potential and could include a wide range of activities (Sen 2003, Robeyns, 2005, Conradie, 2013a). Examples of functionings might include the academic achievements of a person, being able to read and write, being healthy, being part of a community or being respected (Robeyns, 2005; Sen, 2003). Functionings are influenced by one's socio-economic environment, personal history and economic means amongst other things (Robeyns, 2005). Functionings then contribute to one's well-being to the extent that one is able to achieve one's valued activities or functionings (Conradie, 2013a).

Capabilities, on the other hand, represent the opportunities to expand on one's valued functionings. Sen (2003) argues that one's capabilities reflect "...the various combinations of functionings [and] what the person can achieve". Sen further argues that one's capability set represents one's freedom to choose between different ways of living. One's capabilities therefore reflect the freedom of or opportunity for an individual to achieve their valued functionings but also represent the opportunities one has to undertake, the actions and the activities that they want to engage with in pursuit of who they want to be (Conradie, 2013; Robeyns, 2005).

The idea of freedom is a value that is carried throughout the Capability Approach. Due to the central focus of the approach being on assisting people to identify the things that they value doing and being, the focus is placed on promulgating policies and interventions that enable people to be free to enjoy their functionings which, in turn, allow them to expand on the opportunity sets available to them (Alkire and Deneulin, 2009) . Sen (1992:31) aptly argues that freedom is "...the real opportunity that we have to accomplish what we value". Freedom, therefore, has both opportunity and process components. The opportunity aspect pays attention 'to the ability of a person to achieve

those things that she has reason to value', and the process aspect pays attention 'to the freedom involved in the process itself' (Sen, 2002:10). By emphasising freedom throughout the approach, it allows "...attention [to be drawn] to social development and the value of empowerment, responsibility and informed public action." (Alkire and Deneulin, 2009:36).

2.5.1.5 Strengths and Weaknesses of the Capability Approach

In order to ascertain the usefulness of the CA for this study, the strengths and weaknesses of the approach are briefly discussed. Firstly, the framework is flexible as it allows researchers to develop and apply it in many ways (Clark, 2005). For example, in poverty analysis, the focus might be on evaluating basic capabilities while evaluating well-being or human development might require a much more detailed and diverse list of capabilities to consider for evaluative purposes (Clark, 2005). In this regard, the CA has allow researchers to broaden the informational base for evaluation refocusing attention to the people, both as ends and means of development (Clark 2005; Conradie, 2013a). Therefore, allows the focus to be re-shifted to the importance of making people and their well-being essential to any developmental endeavour (Clark 2005; Conradie, 2013a). Furthermore, the approach allows researchers to recognise the diversity of human nature, acknowledging that different societies, cultures and people will have different aspirations and different values which will impact differently on their ability to transform goods and commodities into valuable functionings and capabilities (Clarke, 2005).

The Capability Approach is however not without criticism. One of the main critiques that have been levelled against the approach revolves around operationalisation. Babic, Graf and Castro (2010) note that consensus has not been reached on how to identify the relevant functionings/ capabilities in a given context. Even amongst the two most prominent writers on the approach, namely Sen and Nussbaum, consensus on which functionings/capabilities are important for measurement has not been reached (Robeyns, 2005, 2017). Similarly, Sugden (1993:1953) argues that "given the rich array of functionings that Sen takes to be relevant, given the extent of disagreement among reasonable people about the nature of the good life, and given the unresolved problem

of how to value sets, it is natural to ask how far is Sen's framework is operational". This view might represent a misunderstanding of the debate around the operationalisation of the capability approach. It is exactly the versatility of the approach however, that allows the researcher to determine and select which functionings are useful to the purpose of the study (Clarke, 2005).

Another line of critique against the approach has been towards the 'individuality' of the approach. Some authors have argued that the approach deals with the measurement and assessment of the functionings and capabilities of individuals (Robeyns, 2000), while others have called for the approach to pay more attention to social influences as human beings are embedded in relationships; consisting of family, social, cultural and political groups, who inextricably influence our choices (Steward, 2005). However, Conradie (2013) points out that it is exactly the individuality of the approach that allows for the 'emergence of the rich human being' which makes the CA a suitable theory to use in studies involving human beings' overall well-being and capabilities. Furthermore, recent studies has also highlighted the the CA takes into account groups of people and the influences of social arrangements on things like collective agency and collective capabilities (Robeyns, 2017) and that is why it is used as theoretical framework in this study.

2.5.2 Conceptualising the concepts 'aspiration' and 'agency' within the Capability Approach

2.5.2.1 Aspirations

Aspirations signify people's hopes, dreams and ideas about a good life. It is by nature context dependent and influenced by many factors including the experiences, achievements, ideals, role models of an individual, their social environment, the experiences they have had and interactions with others (amongst others) (Appadurai, 2004; Conradie & Robeyns, 2013; Ray, 2006). While aspirations have an element of 'dreaming' to it, it also relates to the ability to connect steps in the immediate with mid-term and future goals in line with one's hopes and dreams (Nathan, 2005). Aspirations are also inextricably linked to one's goals; which could be an individual goal such as becoming a nurse, it could be linked to a moral cause such as working to ensure a world free from poverty and inequality or could be expressed collectively (Conradie &

Robeyns, 2013). As such, aspirations relate to how people want to be in the future and how people use their opportunity sets available to them to achieve their valued functionings (Nathan, 2005). An individual's aspirations will, therefore, affect the opportunities he/she explores and might affect which they leave unexplored, and has an influence in how an individual uses his/her agency to achieve their aspired states of well-being (Ibrahim, 2011). Placing aspirations at the centre of a development intervention could yield positive changes in increased functionings as individuals would act in relation to their aspirations. For example, if an individual's aspiration is to drive a car, it might influence the type of activities he/she engages in. The individual might take driving lessons or read textbooks related to driving which in turn might contribute to him/her being able to acquire the skill of driving. This example illustrates that the concept 'aspiration' is the element needed for human beings to take action and the question would thus be – do Black young people in South Africa have the freedom and the opportunity to act on their aspirations?

2.5.2.2 Agency

Building on the premise that one needs both the freedom and the opportunities to pursue one's valued functionings in pursuit of one's well-being; agency could be thought of as being the driver in this pursuit. Sen (1985:203) highlights this by arguing that

A person's agency freedom refers to what the person is free to do and achieve in pursuit of whatever goals or values he/she regards as important. A person's agency aspect cannot be understood without taking note of his/her aims, objectives, allegiances, obligations –in a broad sense– the person's conception of the good

Agency is thus having the freedom and autonomy to make one's own choices and act in line with these choices. While many authors suggest that agency is inherently related to autonomy of self and being involved in activities affecting one's life (Alkire, 2009; Drydyk, 2008), agency also relates to the action taken in pursuit of one's goals. Larson & Angus (2011:318) in this regard views agency as "... [The] abilities to organise and regulate actions over time to work towards a long term goal as an individual or with others, in complex real-world contexts". Agency is therefore also related to goal pursuit and could be associated with the goals of an individual or a group. Moreover, agency is

also manifested through a freedom component. While autonomy and goal pursuit is an important part of agency, having the freedom to change components of one's life and the ability to act on the things one values is an essential part of agency (Ibrahim & Alkire, 2007; Alkire, 2009)

Agency, moreover, has an element of choice to it. Agency is only activated once the individual decides to act on his/her capability set (opportunity set of achievable functionings available to them), which in turn is influenced by an individual's social context, institutional systems available to them, different conversion factors and many other things (Conradie, 2013a). As agency relates to being autonomous, being involved in pursuing one's goals and having the freedom to engage in activities that are in line with one's well-being, it is up to the individual to make a choice to act. This is important within the context of youth development as it is vital for young people to be able to translate their goals for the future into present actions and behaviours that will set them on positive paths towards adulthood. (Schmid, Phelps & Lerner, 2011:1127). Once agency is activated it manifests itself in the form of the following dimensions, namely: increased abilities to apply reflective judgement, increase feelings of relatedness, autonomy of choice, success in goal pursuits, values, improved skills and competence, increased abilities and motivation (Conradie, 2013a). These dimensions are discussed below and were used as the basis for the analysis of the data gathered.

Dimension 1: Reflective Judgement

Reflective judgement on one's aspirations is an important component of agency achievement. One's aspirations are shaped by one's "aspirations window [which] is influenced by one's cognitive world, one's zone of similar, attainable individuals on whom one relies to assess what is feasible for oneself which in turn is influenced by the size and composition of one's network of contacts [it] is also conditioned by the personal life experience of the individual" (Ray, 2006). Due to the influence contextual and social factors have on one's aspirations, in order to act in line with one's conception of the good, one needs to go through a process of reflection on one's aspirations (Sen, 1999). A focus on reflective judgement is vital to young people as the choices made during adolescence can shape the course of young people's lives and "determine which aspects of their potentialities people cultivate and which they leave underdeveloped and

forecloses some types of options and makes others realizable” (Bandura et al., 2001:187). In this study, it was important to explore whether the selected youth development programme allowed young people to apply reflective judgement in their aspiration formation and how that has been translated into their programme design.

Dimension 2: Motivation

As part of an agency assessment, it is important to understand what drives people to pursue their aspirations once they have reflected upon them. In this regard, it is important to note that people are both intrinsically and extrinsically motivated to act on their identified goals. Intrinsic motivation occurs when “doing of an activity for its inherent satisfactions rather than for some separable consequences” (Ryan & Deci, 2000:56). An individual is intrinsically motivated when he or she engages with activities that they find interesting or that is of value to them (Deci & Ryan, 2000). This is in line with the view that one’s aspirations are often personal and related to the goals and dreams of an individual he or she values or finds important (Conradie & Robeyns, 2013; Conradie, 2013b). Furthermore, when people are intrinsically motivated their behaviour is rooted in their need to feel competent and self-determined (Deci, 1975). This, in turn, could be essential to creating an environment where an individual is motivated into exploring opportunities where they are able to act autonomously, where they have control over their lives and are able to pursue activities that will help them to achieve their aspirations. Studies have shown that providing choice and acknowledging peoples experiences enhanced intrinsic motivation and augmented people’s confidence in their performance (Zuckerman, Porac, Lathin, Smith & Deci, 1978; Tafarodi, Milne & Smith, 1999).

On the other hand, individuals could also be motivated extrinsically. As noted by Deci & Ryan (1985) and Ryan & Deci (2000:60), extrinsic motivation is “a construct that pertains whenever an activity is done in order to attain some separable outcome”. When individuals are motivated extrinsically, instead they pursue activities that are not inherently interesting to them, they are motivated by possible rewards or that completing the activity or behaviour might make them feel more connected with their family, peers or society (Ryan & Deci, 2000). Research has shown that extrinsically motivated individuals report having “less loving, more conflicted relationships with friends and

romantic partners and are more competitive” (Kasser & Ryan, 2001; Sheldon, Sheldon & Osbaldiston, 2000). Extrinsic motivation thus is more likely to distract individuals from achieving their internal goals which they have reason to value as it does not directly contribute to need satisfaction but is rather “more related to obtaining contingent approval or external signs of worth...” (Deci and Ryan, 2000:244).

Thus, for the purposes of this study, intrinsic motivation was considered as vital to agency achievement. As intrinsic motivation allows one to act on the activities or behaviours that are of intrinsic importance to the individual, it is in line with Sen’s (1992:51) view that agency is intrinsically valued because it allows for “acting freely and being able to choose and is directly conducive to well-being”. This means that youth development programmes that focus on incorporating the aspirations of young people in their programme design will allow for the facilitation of intrinsic motivation in young people which could assist them in developing the capacity to change their circumstances and help them to develop the capacity to become resilient (Swartz & Cooper, 2014).

Dimension 3: Pursuit of Goals

Once individuals have reflected and set their aspirations, goals and reasons for pursuing these, in order for them to materialise, they have to be followed/acted on in order to become real (Conradie, 2013a). This is in line with Sen’s (1992:72) view where he argues that a person’s actual use of her/his agency freedom will depend inter-alia on her/his agency objectives since these will influence her actual choices. This means that individuals will use their agency in line with the aspirations and goals they set for themselves and this, in turn, will affect the choices that they choose to make or the opportunities that they pursue. For young people this is even more important that their goals are in line with what is inherently important to them as it could contribute to their ability to transform their goals or aspirations for the future into present actions, which will enable them to carve out a positive pathway into adulthood (Schmid, Phelps & Lerner, 2011)

Dimension 4: Autonomy

Autonomy is another fundamental component of agency achievement. Having control over personal decisions, having the freedom and opportunity to make decisions or change aspects of one's life both at individual and communal life is essential to reaching one's agency (Ibrahim & Alkire, 2007, Drydyk, 2008, Alkire, 2009). Being autonomous also relates to the "...capacity of actors to critically shape their own responsiveness to problematic situations" (Emirbayer & Mische, 1998:971). Furthermore, as Deci & Ryan highlights when, choice, acknowledgement of feelings, and opportunities for self-direction are present, they were found to enhance intrinsic motivation because they allow people a greater feeling of autonomy (Deci & Ryan, 1985). Thus, in an agency assessment such as this study, it is important to explore how the selected youth development programme encouraged and facilitated autonomy in their programme activities and design and whether it helped young people realise their agency.

Dimension 5: Relatedness

The need for relatedness concerns feeling connected to and cared for by others. It is vital for continuous development and well-being in individuals (Deci & Ryan, 2009; Deci & Ryan, 2000). Research has found that feelings of relatedness are associated with psychological well-being (La Guardia, Ryan, Couchman & Deci, 2000; Deci, Ryan, Stiller & Lynch, 1994). This is true of adolescence too. In their study, Ryan & Grolnick (1986) found that students, who experienced their educators as warm and caring, displayed greater levels of intrinsically motivated behaviours. External support networks in the form of family, community and school level is an important part of facilitating positive development and psychological well-being in adolescence (Search Institute, 2017). As such, for the purposes of this study, it was important to explore how the selected youth development programme facilitated and strengthened relatedness through their programme design and how that contributed to young people realising their agency.

Dimension 6: Competence

As Conradie (2013a:120) explains, "When aspirations are reflected on, translated into goals, and contemplated in a way which enhances autonomy and intrinsic motivation, the person can attempt to achieve these goals, usually in a step by step way". This

process may lead to the individual pursuing opportunities in which they will reach competencies that can help them achieve their goals and assist them in building the ability to connect steps in the immediate with mid-term and future goals in line with their hopes and dreams (Nathan, 2005). This view corresponds with Larson & Angus (2011) who found that youth development programmes can help young people associate between action and goals and learning the skills to observe the short term and long term consequences of their actions. Youth Development programmes can thus act as a facilitator for young people to be exposed to competencies that will enable them to engage in activities and behaviours that can assist them to act in line with their aspirations. For the purposes of this study, it was essential to explore whether the selected youth development programme exposed students to opportunities to build their competencies. The relationship between aspirations and agency is discussed next.

2.5.2.3 Relationship between aspirations and agency

Focusing development interventions on people's aspirations have proven to be essential to assisting poor people to overcome their social exclusion (Sinclair, Mc Kendrick and Scott (2010). However, as discussed in the sections above, aspirations have to be reflected and acted on in order for it to become real. In order to facilitate this process, human agency is necessary to translate aspirations into actions that can help individuals achieve their desired states of well-being. I thus put forward the following view as adapted from Conradie's (2013a) conceptualisation of the dimensions of agency that was used to evaluate whether the selected youth development organisation stimulated aspiration formation and allowed youth participants' spaces to exercise their agency. I proposed that development interventions, such as a youth development programme, which allow young people to reflect on their aspirations, could help young people to become motivated to act in line with their identified aspirations, which in turn could lead to pursuing goals related to their identified aspirations. As aspirations is inherently an intrinsic concept because it is in line with the goals and dreams that an individual has reason to value, this process will be underpinned by the need to feel competent, related and the need for autonomy. The relationship between aspirations and the dimensions of agency is visually presented in Figure 2.1 below.

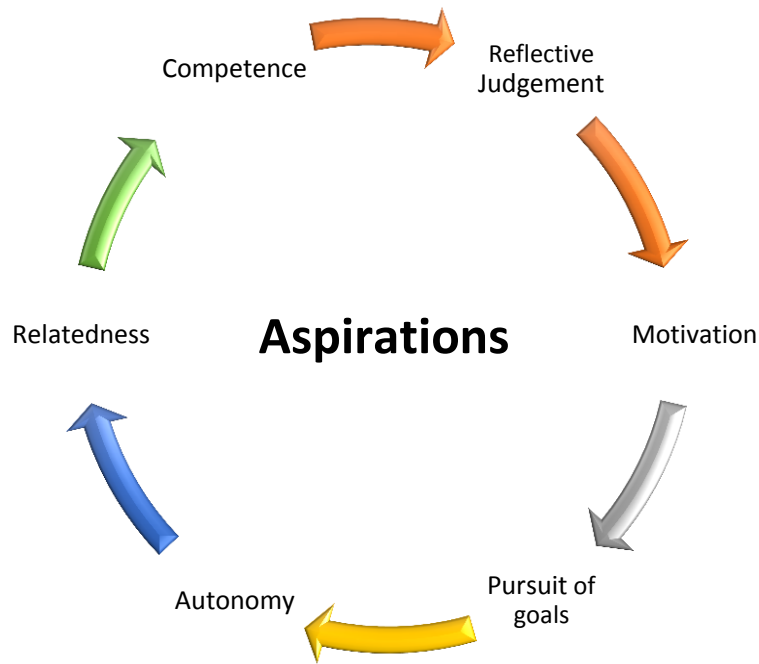


Figure 2.1: Relationship between Aspirations and the Dimensions of Agency (as adapted from Conradie (2013))

These dimensions were used as the basis for the discussion and interpretation of the findings in Chapter 4. The Positive Youth Development Approach is discussed next.

2.5.3 Positive Youth Development Approach (PYDA)

The nature of the PDYA is discussed first, and thereafter, its core assumptions.

2.5.3.1 Nature of the PYDA

The Positive Youth Development Approach (PYDA) has its roots in academic research, the voice of youth workers, social policies and interventions aimed and designed towards promoting the healthy and holistic development of young people and families (Lerner, Almerigi, Theokas & Lerner, 2005). Central to this approach is its emphasis that the developmental system can be directed to promote positive outcomes and not only to prevent undesirable behaviours amongst young people. It argues that youth should have mutually beneficial relationships and interactions with people and institutions which form their social environments (Lerner et al, 2005).

Furthermore, the approach sees young people as resources as opposed to viewing them as problems which need solving including young people from disadvantaged and

troubled histories (Damon, 2004). Recognising that challenges are evident in a young person's life, the PYDA believes that the developmental process young people go through can be used to build young people's capacity and reduce the risks or challenges facing their positive development (Damon, 2004). Moreover, the PYDA advocates that focus should be given to understand, educate and engage young people in productive and meaningful activities as opposed to correct, cure, treat them for maladaptive tendencies or disabilities (Damon, 2004). Thus, the approach promotes the positive development of young people and the conditions which contribute to youth development (Small & Memmo, 2004).

The nature of the PYDA argues that the focus of youth development should be on cultivating the potential of youths rather than focus on their inabilities (Damon, 2004). The PYDA advocates that youth development interventions should seek to expose youths to experiences that will "...promote a sense of personal identification with one's civic society [and] provide a young person with a positive set of aspirations that points the way to a socially and personally productive future" (Damon, 2004). In this regard, the approach advocates for the importance of cultivating and nurturing a culture of aspirations amongst young people and highlights that in order to promote healthy and positive outcomes in youths, youth development programmes should seek to create an atmosphere that is supportive and encouraging while exposing youths to challenging situations, which will enable them to act out their agency role (Roth & Brooks-Gunn, 2003). Furthermore, the approach argues that youth development interventions should seek to provide the youth with activities that will present both formal and informal learning opportunities and in so doing, assist them to broaden their perspectives, and develop new skills while nurturing their talents and interests (Damon, 2004).

2.5.3.2 Core Assumptions of the PYDA

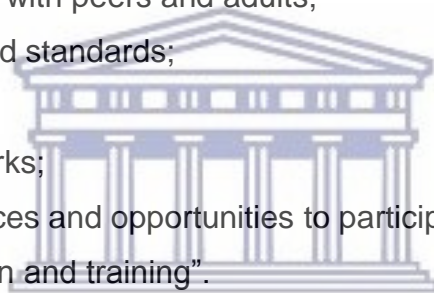
Small and Memmo (2004:7), while drawing on the work of many scholars in the field of youth development, have constructed four core assumptions of the PYDA. These are:

1. "Helping youth achieve their full potential is the best way to prevent them from experiencing problems.

2. Youth need to experience a set of supports and opportunities to succeed
3. Communities need to mobilize and build capacity to support the positive youth development of youth.
4. Youth should not be viewed as problems to be fixed, but as partners to be cultivated and developed”

While Small & Memmo’s (2004) assumptions show the importance of support for youth development, Pittman & Irby (1996) and Pittman et al (2003:12) highlight the basic inputs needed that will enable young people to grow up positively and productively. In this regard, Pittman & Irby (1996) and Pittman et al (2003:12) argued that young people need seven (7) critical inputs, namely:

1. “stable places, basic care and services;
2. healthy relationships with peers and adults;
3. high expectations and standards;
4. role models;
5. resources and networks;
6. challenging experiences and opportunities to participate and contribute; and
7. high-quality instruction and training”.



UNIVERSITY of the
WESTERN CAPE

The list provided by the authors highlights the basic inputs necessary to assist young people to become agents of change and fully prepared human beings and factors necessary for positive youth development. As such, the list is appropriate to the purpose of the study as it represents elements that should be integrated into youth programme designs as opposed to a list representing separate programmes (Pittman et al, 2003). Zeldin, Kimball and Price (1995) on the other hand, suggest that the youth simply need three critical things, (i) Safe places, (ii) challenging experiences, and (iii) people who care for them. However, given the historical context of South Africa where the Black population was marginalised and discriminated against, the seven critical inputs identified by Pittman and Irby (1996) and Pittman et al (2003) are used, together with the Capability Approach, as the theoretical framework of the study. The strengths and weaknesses of the PYDA are discussed next.

2.5.3.3 Strengths and Weaknesses of the PYDA

The PYDA has several strengths which is why it is suitable for the purposes of this study. One of the core strengths of the approach is its promotion of asset development in youth that is relevant to all youth as opposed to catering just for targeted groups (Small & Memmo, 2004). Within the context of this study, this allows for the application of the approach to any youth programme irrespective of its focus, target group or the goals of the programme. In addition, due to the fact that the approach views young people as resources and takes a strengths-based approach to youth development, it provides a conceptualisation of youth development around which different stakeholders from politically and institutionally different groups, programmes and organisations can unite. Additionally, the asset-based framework of the positive youth development approach provides youth practitioners and community leaders with a simple framework for thinking about and planning youth development programmes and policies (Small & Memmo, 2004).

However, PYDA also has limitations. Small and Memmo (2004) note that the approach overlooks the risks associated with adolescence which can affect the development of young people if these risks are not addressed. In this regard, the CA might be able to counter-act this theoretical flaw as it allows the researcher to take into consideration the personal and environmental conversion factors that influence individual well-being (Robeyns, 2003; Robeyns, 2011; Sen, 1992). The relationship between the dimensions of agency and the PYDA is presented below.

2.6 Relationship between the dimensions of agency and the PYDA

Youth development programmes provide ideal conditions for young people to realise their aspirations and agency. The PYDA complements the dimensions of agency (refer Section 2.5.2.3) as it provides insights into the programme characteristics necessary for positive youth development to occur. I thus put forward the following view augmented from the work of Conradie (2013a) on the dimensions of agency and Pittman et al (2003) on the critical inputs necessary for positive youth development. I propose that the process of reflective judgement on one's aspirations could assist young people in setting high expectations and standards for themselves. This, in turn, could assist young people to become more motivated to act in line with their identified aspirations, which in

turn could assist in young people identifying and pursuing goals aligned to their identified aspiration. Furthermore, an environment that exposes young people to challenging experiences and opportunities to contribute, resources and networks, and high-quality instruction and training opportunities could assist young people in their goal pursuit. In order to realise their agency, young people need to have autonomy (that is freedom and choice) to act in line with their aspirations. This autonomy would depend on young people's access to resources, networks, stable places, services and basic care, and be underpinned by the need to feel related and competent. As such, young people (globally and especially in South Africa) would require access to healthy relationships with peers and adults, role models and opportunities to develop competencies aligned with their identified aspirations. This augmented model below, which illustrates the relationship between the dimensions of agency and the PYDA, was used to discuss and interpret the findings in Chapter 4.

Table 2.2 Augmented Model of the Dimensions of Agency and PYDA (Author's Own)

| Dimensions of Agency | PYDA |
|---|--|
| Reflective Judgment <i>Process of reflection of one's aspirations</i> | High Expectations and standards |
| Motivation <i>Understanding what drives a person to pursue their aspirations after they have reflected on them (intrinsic or extrinsically motivated)</i> | Challenging experiences and opportunities to participate and contribute |
| Pursuit of goals <i>Act of putting steps and action plans to achieve your identified aspirations</i> | Resources and networks High-Quality instruction and training |
| Autonomy <i>Having the freedom and choice to do what you want to do</i> | Resources and Networks Provision of stable place, services and basic care |
| Relatedness <i>The human need to feel connected and be cared for in order to develop</i> | A healthy relationship with peers and adults Resources and networks Role models |
| Competence <i>Means provided with the training and skills necessary to develop skills in line with their identified aspirations</i> | Provision of stable place, services and basic care High Expectations and standards High-Quality instruction and training |

2.7 Chapter Summary

This chapter contextualised the study and reviewed relevant literature pertaining to the context of youth development pre- and post-1994 in South Africa. Thereafter, youth development policies at the global, regional and national level were discussed, as well as the role and importance of youth development programmes. Lastly, a detailed discussion of the theoretical framework that underpins this study was presented.

I now move to Chapter Three in which the research methodology of the study is discussed.



UNIVERSITY *of the*
WESTERN CAPE

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature review and the theoretical framework used in the study. This chapter presents a detailed account of the research process followed. I begin by re-stating the aim and objectives of the study, and the main research question and sub-questions. This is followed by a discussion of the qualitative research paradigm within which the study is positioned. Thereafter, an explanation and justification for a case study design are given, and the chapter concludes with a detailed account of the research process followed and the data analysis process.

3.2 Restatement of Study Purpose

The aims and objectives, and the research questions are restated in this chapter to provide the context for the methodological processes followed in the study.

3.2.1 Aim and objectives of the study

In light of the importance of aspirations and agency of the holistic youth development emphasised in the previous chapter, the aim of the study was to explore whether the selected organisation encouraged and unlocked young people's aspirations and agency in its program design.

The objectives of the study were, firstly, to determine if the selected organisation provided opportunities and spaces in which the young people could exercise their agency in the development process in order to pursue their goals and aspirations. Secondly, to identify challenges (if any) that could prevent the students from exercising their agency, and how the challenges could be overcome or prevented. The argument in this study was that youth development organisations should empower and help to develop the youth in such a way that they could realise their full potential and achieve their valued lives in order to make a positive and constructive contribution to their communities and the South African economy. It was also to demonstrate the

importance of the inclusion of young people's aspirations when youth development programmes are designed and decided upon.

3.2.2 Main research questions and sub-questions

In order to achieve the objectives stated above, the main research question of this study was, *Did the organisation's youth development programme unlock and encourage the youth participants' aspirations and agency?*

Three sub-questions guided the data collection and analysis processes, namely:

- Was the youth development program of the selected NGO designed to unlock and encourage the participants' aspirations and agency?
- Were participants able to exercise their agency in order to fulfil their aspirations?
- If the answer is no, how could the challenges be overcome so that the participants in the youth development program can use their agency to achieve their objectives?

3.3 Situating the study in a Qualitative Research Paradigm

Due to the nature of the main and sub-main research questions and its exploratory focus, this study is situated within a qualitative research paradigm.

3.3.1 Defining the qualitative research paradigm

The qualitative research paradigm is focused on the study of social phenomena in its natural setting and seeks to understand social life from the perspective of the people who experience it (Mohajan, 2018). Mc Roy (1995) highlights that the qualitative research paradigm "...refers to research that elicits participant account for meaning, experience or perceptions". This thus requires the researcher to study people's interaction from the insider's view (Babbie & Mouton, 2001). The qualitative research paradigm is therefore concerned with understanding the realities of the participants being studied. The objective of qualitative research is aligned to this study as this study seeks to understand the role aspirations and agency play within the selected youth development organisation. The study is purposefully situated within an organisation that is responsible for youth development programming, and the study's participants are the young people who participate in these programmes themselves. I wanted to gain an understanding of the young people's experiences in the programme.

In addition, the qualitative research paradigm is also centred on “induction, holism and subjectivism” (Mouton & Marais, 1996:286). This means that the paradigm is focused on observing social phenomena without inflicting any expectation on the setting (Mouton & Marais, 1996). Qualitative researchers thus utilise an interpretive and naturalistic view of the world as they study objects in their natural settings in order to understand or interpret social phenomena based on the value and meaning people attach to it, as opposed to, using an existing theory or hypothesis as starting point (Denzin & Lincoln, 2005, Babbie & Mouton, 2004). This strategy allows the researcher to obtain “thick descriptions” which “...captures the sense of actions as they occur” (Babbie and Mouton, 2004:272). This view resonates with the theoretical framework discussed in Chapter 2 as the Capability Approach and PYDA argues for understanding to be given to the effect contextual and personal environments can have on an individual’s ability to live their valued life (Conradie, 2013; Steward, 2005).

3.3.2 Characteristics of the qualitative research paradigm

There are distinct characteristics that underpin the qualitative research paradigm. De Vos, Strydom, Fouché & Delpont, (2005:75) highlight that within qualitative studies, “the unit of analysis is holistic...” and focuses on the “...relationships between elements, contexts etc”. Qualitative studies are thus drawn to rich data settings that can produce detailed descriptions and insight into actions or events (Babbie & Mouton, 2001; De Vos, Strydom, Fouché & Delpont, 2005). For this purpose, qualitative studies characteristically produce descriptive data that is captured in the written or spoken words of the participants as it realises that “...reality is socially constructed as people’s experiences occur within social, cultural, historical or personal contexts.” (Hennik, Bailey & Hutter, 2011:9; Mc Roy, 1995). This resonates with the focus of this study as it recognises that an individual’s aspirations and agency are shaped by the social actors’ personal, cultural and environmental contexts (Conradie & Robeyns, 2013; Emibayer & Mische, 1998). The focus of qualitative studies is thus on understanding the social phenomena under study rather than attempting to explain it (de Vos, Strydom, Fouché & Delpont, 2005; Babbie & Mouton, 2001).

In addition, Flick (2009:14) highlights that there are four (4) key features of qualitative research that can be listed as follows:

- Appropriateness of methods and theories,
- Perspectives of the participants and their diversity,
- Reflexivity of the researcher and the research, and
- Variety of approaches and methods in qualitative research.

Similarly, Lofland (1971: 3-4, 7) put forward four elements necessary to qualitative studies and argued that it is essential to be immersed in the social environment under study in order to gain an insider's view of the issues being experienced. Secondly, it is important that during qualitative studies focus should be given on and reporting on the situation the participants are faced with. Thirdly, it is vital that "...focus be given to interactional strategies and tactics of participants to cope or deal with the situation" and finally, it is important that qualitative studies engage in "assembling and analysing an abundance of qualitative data of situations, events, strategies, action, people and activities to convey the reality of the place represented in its mundane aspects." As such, it is thus essential that qualitative studies use appropriate data collection methods that can ensure that the social environment and the participants in the study's views, opinions and beliefs are adequately taken into account. These characteristics discussed provide justification for why the study was placed in a qualitative research paradigm. The study intended to explore and understand whether aspirations and agency can be unlocked through youth development programmes, which by extension requires attention to be given to understanding the participants' realities and contextual influences, and how that enable or hinder their pursuit to realise their aspirations and exercise their agency. Furthermore, the qualitative research paradigm allowed the researcher to access rich data sources that assisted her to understand the 'actions and event's that happened from an 'insider's view' (Babbie & Mouton, 2004).

3.3.3 Strengths of qualitative research

One of the biggest advantages of qualitative research is that it allows the researcher to examine "underlying values, beliefs and assumptions" in participants (Yauch & Steudel, 2003:472). This paradigm allows the researcher to select data instruments that will allow the researcher to discover and adequately experience and report on participants' perceptions and the complexity of their interactions (Atieno, 2009). In this regard, as noted by Atieno, (2009:16) qualitative research is " good at simplifying and managing

data without destroying complexity and context". Qualitative research furthermore helps the researcher to examine the views of homogenous groups in addition to that of diverse groups in order to come to an understanding of different perspectives in a given community (Dudwick, Kuehnast, Jones and Woolcock, 2006). Due to its focus on understanding and exploring the social phenomena and the perspectives of the participants under study, qualitative research allowed the researcher to utilise multiple data collection methods to research the study's purpose, in that way it allowed the researcher flexibility in the choice of data collection instruments (Babbie & Mouton, 2004), and as described the previous section it also allowed the researcher to understand the students' experiences in their specific context and environment.

3.3.4 Critiques of the qualitative research paradigm

While qualitative research has many benefits for an exploratory study such as this, it is also important to note some of the critiques that have been levelled against the paradigm. Joshni (2011) highlights four (4) key criticisms that are often levelled against qualitative studies, (i) concerns around representativeness, (ii) replicability, (iii) reliability, and (iv) reactivity. With qualitative research, the sample sizes are often small, which does not allow for the finding to be generalised. Furthermore, due to the nature of qualitative studies and its subjective matter, it is criticised for not allowing findings to be replicated in other contexts. Reliability is also a factor in qualitative studies as consistent findings cannot be obtained because the data collection instruments are often unstructured or semi-structured. Finally, due to the homogenous and diverse participants who form part of qualitative studies, it brings into question the reactivity effect as participants react differently to mental stimuli and therefore findings cannot be generalised (Joshni, 2011). While these critiques are valid, they are not directly related to the study as qualitative studies as becoming more impact focused. As such, not all studies are designed to be representative, which contributes to capturing individual and/or group uniqueness. In relation to this study, this approach is useful as it focuses on the design of youth development programmes that are inherent to the youth, and therefore, it allowed the researcher to capture the uniqueness of the specific youth population group.

The role and influence of the researcher in qualitative studies have also been challenged. Due to the nature of qualitative research, Malterud (2001) notes that the views and background of the researcher has an influence on how the research focus and research questions are selected and thus it brings into question the neutrality of the research in the research process. This then leads to a situation where “different researchers might, therefore, access different, although equally valid, representations of the situation that is studied” (Malterud, 2001:484). It is thus important at this point to acknowledge that this study was embarked on driven by the researcher’s interest in the topic of aspirations and youth development within South Africa’s apartheid’s context. Beyond the neutrality question, Choy (2014; 101) argues that in order for the study to meet its aims and objectives, the researcher’s ability to get the necessary data for the study is based on skilful interviewers. Furthermore, researchers’ interpretations are limited and because qualitative inquiry is generally open-ended, the participants have more control over the content of the data collected and this could lead to the interviewing process becoming time-consuming and could lead to an intensive categorisation process of the data (Yauch & Steudel, 2003:472, Choy, 2014:11).

The counter-argument for the above critique is that the absence of the traditional measures of validity and reliability, as used within the quantitative paradigm, should not be regarded as a lack of reliability and validity in the findings of qualitative research (Babbie & Mouton, 2007; Creswell, 2007; Silverman, 1993). Babbie & Mouton (2004, 2009) argue that the notion of objectivity; between quantitative and qualitative research is different and should be viewed as such. They explained that “When enhancing validity and reliability in the qualitative paradigm we would be more worried about triangulation, writing extensive field notes, member checks, peer review, reasoned consensus, audit trail, etc” (Babbie & Mouton, 2009). Therefore, these challenges can be overcome by ensuring that there are multiple data sets that are triangulated, and that discussions and interpretations are supported by real-life experiences and well-researched theories (Babbie & Mouton, 2004, 2009; Denzin & Lincoln, 2005, Yin, 2014). It is also important to note that the aim of qualitative research is not to generalise the findings but to study phenomenon within their specific contexts and circumstances (Babbie & Mouton, 2004, 2009; Yin, 2014). I attempted to follow these researchers’ advice in this study.

3.4 Case Study Design

As mentioned in Chapter 1, the study used a case study design and the justification thereof is presented next.

3.4.1 Exploring the case study design

As previously noted in chapter one, this study used a case study design. A case study design is defined as an empirical inquiry that is suitable for studying complex social phenomena (Yin, 1994, 2014). Its defining characteristic is its focus on the individual unit (Babbie & Mouton, 2004). However, case study boundaries of what a “unit” entails can also be varied. De Vos, Strydom, Fouché and Delport (2005:272) argue that “The case being studied may refer to a process, activity, event, programme or individual or multiple individuals...it might even refer to a period of time rather than a particular group of people”. Babbie & Mouton (2004:282) based on the work of Yin (1994) and Stake (1995) in this regard, have noted four key factors that require consideration in case study design. These are:

- The role of conceptualisation in case study research,
- The importance of contextual detail and in-depth description,
- Using multiple sources of data, and
- Analytical strategies in case study research.

The authors argue that when employing a case study method, it is important for the researcher to clarify and state the guiding principles that will assist in the data collection process (Babbie & Mouton, 2004). As with the study, the conceptual framework that will be guiding this study was presented in the previous chapter. Furthermore, case studies are also dependent on contextual data and in-depth description of the environment that the study is located in (Babbie & Mouton, 2004). In this regard, care has been taken to contextualise the research site and selected youth development organisation in the following section of this chapter. The use of multiple sources of data is also a guiding characteristic of case studies as it can “represent aspects of thick description” and “may include interviews, documents, observations or archival records” (De Vos et al., 2005:272).

3.4.2 Applicability of the case study design

As exploratory studies such as this one focuses on studying less known phenomena in an attempt to provide insights that could be used in future research (Marshall & Rossman, 1999), a case study design was deemed appropriate as it allows researchers to obtain a holistic view of the phenomena under study and can provide a complete picture as it utilises multiple sources of data (Gummesson, 1991). Also, it is applicable to this study as it is useful for research that seeks to answer “how” and “why” questions (Yin, 1994, 2014). As explained already, the aim of the study was to explore how the youth development program unlocks and encourages the youth participants’ aspirations and agency, and how that allowed the learners to pursue their goals and dreams. Although case studies are criticised for its lack of generalisation, Noor (2008:1603) notes that generalisation using the case study methodology is possible as the “...results of findings using multiple cases can lead to some form of replication”.

3.4.3 Challenges associated with a case study design

While a case study design has several strengths and its applicability to this study has been argued, it is important to be mindful of the critique that has been levelled against the method. One of the biggest critiques of this method is that it “lacks rigour and reliability” (Johnson, 2005). Furthermore, due to the small number of participants and the focus of case studies, generalisation becomes difficult (Yin, 1994; Johnson, 2005). In response to the latter, Noor (2008) however argues that generalisation is possible through the use of multiple case studies which could validate findings and enable generalisations to be drawn. The case study method is also criticised for having a lack of systematic handling of data as all researchers’ “...interpretations are limited” (Yin, 1994; Choi, 2014). The personal experience and knowledge of the researcher thus have an influence on the observations and conclusions reached in the study. Additionally, this method poses time and capacity challenges as noted by Yin (2014), and Choi (2014) argues that the use of this method might result in the research process being too time-consuming and might result in the researcher being stuck with unreadable documents (Yin, 1994, 2014). I can report that I was not ‘stuck with unreadable documents’, and that I attempted to analyse the data collected from the youth participants’ questionnaire through content analysis, using a three-stage open coding process (refer Section 3.5.4 below), while the focus group discussion was recorded and transcribed in order to

ensure rigour and reliability. In addition, my supervisors verified the data analysis process and checked to determine if it was done correctly.

3.5 Research Process

This section described the decisions that were taken related to the research site, the research participants, the data collection process, and the analysis process. In each instance, I provide justification for the actions taken using recognised theories and expertise in the field of qualitative research.

3.5.1 The Research Site

In order to arrive at the selected NPO as the first research site, a step-by-step process was followed. The process is visually represented in Figure 3.1 below.

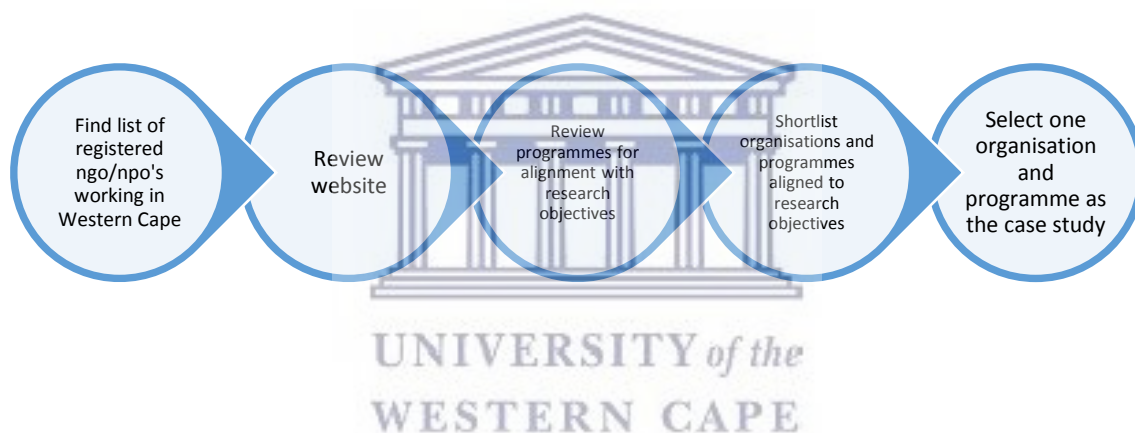


Figure 3.1: Selection process of NPO as the first research site

Firstly, a list of all registered NGO's, and NPO's working in the field of youth development was located on the Western Cape Government website (Western Cape Government, 2003). Secondly, each of the organisations on the list was researched online and all organisations without websites were excluded. This decision was taken because, in order to arrive at a suitable selection, the researcher would have to review the organisation's website in order to ascertain whether the organisation and their programme/s are aligned to the research objectives.

The list of 71 organisations (refer Appendix 1) was narrowed down to 25 organisations who had available websites to review (refer Appendix 2). From the list of 25 organisations, the websites were evaluated based on the following criteria:

- Organisation type,
- Vision/Mission/Objectives,
- Location of organisation, and
- Focus areas.

Organisations who did not explicitly promote holistic youth development were excluded. Additionally, programmes that did not place young people's aspirations first and the ones that were not located on the Cape Flats were excluded. Next, organisations that did not focus on youth aged 15-24 were excluded. This decision was taken to ensure that the selected organisation aligned with the aims and objectives of this study (refer Section 3.2.1). The selection process allowed the researcher to select Organisation X as the first research site of the study because they adhere to the criteria outlined above. The organisation is referred to as the 'first research site' because the school where the learners were based was the 'actual' research site. Organisation X is described next.

Organisation X

The founder of Organisation X explained in her interview that the organisation was conceptualised in 2011 because of the work that she and the co-founder did with underprivileged schools in the Western Cape Province. Through their work with these schools, they were confronted with the challenges of low-quality education, high youth unemployment and a lack of young people being exposed to sustainable livelihoods. Based on these factors, the organisation created their flagship #Bethedream Educational Programme to "...connect learners with caring mentors, curricula that incorporate a sense of purpose and provides entrepreneurial and employment opportunities where they can actualize their dreams" (Dream Factory Foundation, 2017).

The #Bethedream Programme of Organisation X was selected as case study as it suited the purpose of the study. It emphasised the role of aspirations as a means of youth empowerment through their Dream Tool Kit that focused on assisting young people to act on and realise their aspirations (refer Appendix 3). In addition, the programme focused on youth aged 15-25 and operated in areas on the Cape Flats which is known as historically disadvantaged areas (Jacobs, 2010). These were the

elements in the selection criteria that were most important to this study. The organisation's model on which their programme design is based is visually represented in Figure 3.2 below.

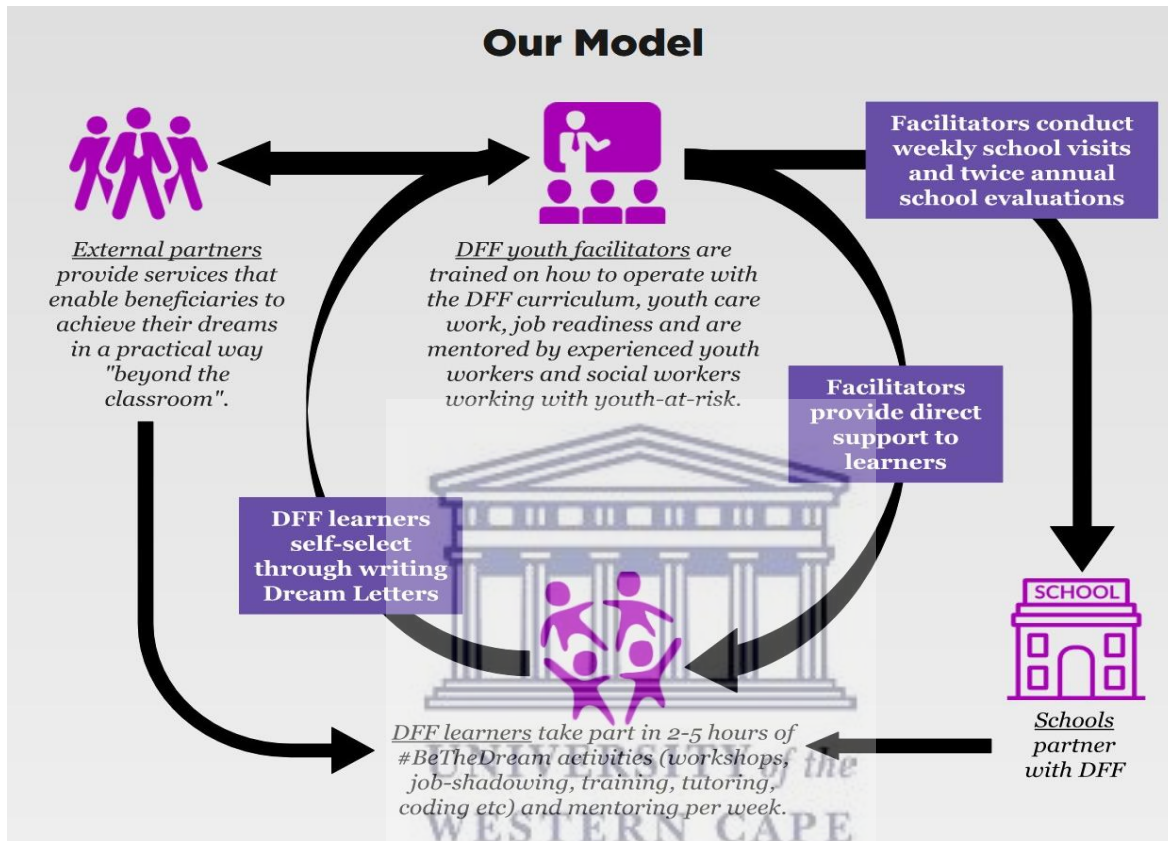


Figure 3.2: Programme Model for Organisation X (with permission)

3.5.2 The Research participants and actual research site

My research proposal was submitted to the Higher Degrees Committee of the Economic and Management Sciences Faculty in accordance with the requirements for a masters' degree before the selection of my research participants and data collection process could commence. I obtained ethical clearance from the Senate Research and Study Leave Committee on 05 December 2014 (refer Appendix 4).

The youth research participants were selected by the organisation. After the formalities with the organisation were discussed and agreed upon. That is, that their organisation would be used as the youth development organisation in the study, and after they signed the consent form (refer Appendix 5), and I provided them with the information

sheet, (refer Appendix 6); we discussed the selection of the learners that would form the youth research participants of the study. I explained that I wanted to work with a group of learners at one of their partnering public schools on the Cape Flats. We decided to look at the 2018 school year to ensure that the data sample would be feasible, but also to allow for the generation of rich information through the data collection methods. The last criterion was that it should be the first time the learners were part of the programme. No specification regarding the demographic, gender, or race was given to the organisation in order for the researcher to making observations about social phenomena without inflicting any expectation on the setting (Mouton & Marais, 1996).

Based on our discussion and my selection criteria as described above, the organisation selected one Grade 10 class with 40 learners in at High School X, located in Manenberg. Thus, the selection of the learners was based on a purposive sampling method. This method of sampling is appropriate for the study as it allowed the research participants to be selected for a "...purpose to represent a phenomena, group, incident, location or type in relation to a key criterion" (Creswell, Ebersöhn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen & Plano Clark, 2016:85).

Manenberg is a township on the Cape Flats that was established in 1966 and has since been plagued by the legacy of apartheid-era spatial and socio-economic development (Jacobs, 2010). One of the challenges facing the community is education with regards to completion rates and its effect on youth employability. According to Omar (2017), a mere 32.7% of Manenburg's youth population aged between 15-25 has successfully completed their senior certificate, and only 15% of young people in the same age grouping is attending an educational institution. Furthermore, youth unemployment and young people living in income-poor households in Manenburg is estimated at 62.4% (Youth Explorer, 2018) which is draped against the backdrop of systemic gang violence and poor service delivery, combined with high levels of teenage pregnancy and limited recreational activities for young people (Swart, 2018; Mullagee & Bruce, 2015). The selected location of the research participants was thus suitable for this research as it provided the environment in which the study could explore whether a development intervention centred on young people's aspirations could assist in helping them to overcome their socio-economic circumstances (Sinclair, Mc Kendrick & Scott, 2010).



One of the managers of the organisation took me to the school and introduced me to the teachers and the Grade 10 class. I met with the learners and I explained to them what the purpose of my study was and what they would be expected to do for me. Thereafter, I provided them with the information sheets, and the consent forms that they signed and returned to me (refer Appendices 7 and 8).

3.5.3 Data Collection Instruments

The study used three data collection instruments. The first was two individual interviews; one with the founder of the organisation and one of the managers of the organisation (refer Appendix 9). The second was a questionnaire that was administered to the student participants (refer Appendix 10), and the last instrument was a focused group discussion, also with the student participants at High School X (refer Appendix 11). Secondary data (literature and statistics) related to the research area was also consulted (refer Section 3.5.1). The use of multiple sources of data is common and inherent to the use of a case study research design as it allows for contextualisation and in-depth description of the study and could contribute to the reliability of the findings presented (Babbie & Mouton, 2004, 2009; Yin, 2014).

The empirical data collection was conducted in three phases: Phase 1: Identification and selection of youth development NGO as a research site. Phase 2: Initial meeting and observation at the selected organisation which took place in August 2017. Phase 3: Conducted interviews and focus group discussions with programme staff and youth participants (30 October 2018, 1 & 13 December 2018). The phases are visually represented in Table 3.1 below:

Table 3.1: Empirical data collection phases

| | | | | |
|--|---|---|---|---|
| Phase 1 <i>(May-July 2017)</i> |  | Phase 2 <i>(August 2017)</i> |  | Phase 3 <i>(October-December 2018)</i> |
| Identification and selection of NGO as research site | | Initial meeting and observation of selected NGO | | Interviews and focus group discussions with youth participants at High School X |

3.5.4 Data Analysis Process

As mentioned in the previous section, the study used three data collection instruments. All the responses of the two participant groups were categorised into quantitative and qualitative responses. The quantitative responses were analysed through noting the learners' biographical information from the self-reflective questionnaire and summarising the responses in table format using Excel software. The table is presented in Chapter 4, Section 4.2.1.

There were three sets of qualitative data. The first set was the responses from the founder and one of the managers of the organisation in the two individual interviews conducted with them. The interviews were recorded and the responses were transcribed (refer Appendices 12a and 12b). The responses from the founder were already reported on in Section 3.5.1 above, as her answers pertained to how the organisation was founded. A summary of the transcribed responses from the manager is presented in Section 4.2.2.1.

The second set of qualitative data was the students' qualitative responses in the questionnaire, and the third set was their focus group discussion. The qualitative responses in the questionnaire were analysed through content analysis, using a three-stage open coding process (Henning, 2004). During open coding stage 1, all responses were noted on a Word document (refer Appendix 13). In open coding stage two, the results from the qualitative instruments were sorted and similar responses were grouped together in another separate Word document (refer Appendix 14). This stage is referred to as data reduction. In open coding stage 3, the responses were analysed and categorised into six themes based on the combined six dimensions of agency and aspirations, and the seven critical factors of the PYDA, also on a separate Word document (refer Appendix 15). These themes are presented in Section 4.2.2.2. Lastly, the focus group discussion was recorded and the responses transcribed. Similar to the manager's transcriptions, the focus group transcription (refer appendix 16) was summarised and presented in Section 4.2.2.3.

It is important to note that the data obtained from the qualitative instruments were not cleaned up to represent the actual responses (verbatim) of the student participants in the discussion chapter (Light, 2010).

3.6 Chapter Summary

This chapter discussed the research process that was utilised in this study. The chapter restated the purpose of this study and then proceeded to place the study within the qualitative research paradigm with a case study design. Finally, a detailed account and justification of the research process followed in this study were presented. This chapter was challenging and required me to be focused, critical and reflective because it dealt with the research process followed. I was mindful that it was the foundation for the actions taken, and I attempted to provide justification based on sound theories and expertise from well-known researchers in the field of qualitative research.

I now move to Chapter Four where the results from the data analysed are presented, discussed and interpreted.



CHAPTER FOUR

RESULTS, DISCUSSION & INTERPRETATION

4.1 Introduction

The previous chapter provided a detailed account of the research process followed in this study. In this chapter, the results of the data collected, the discussion and interpretation thereof, and a synthesis of the findings are presented. The results are presented first and thereafter, the discussion and interpretation of the result based on the six dimensions of agency and aspirations, and the critical factors of the PYDA. Finally, a synthesis of the findings is presented, and I conclude this chapter with a summary of what was discussed.

4.2 Results of Three Data Sets

As explained in Sections 3.5.2 and 3.5.3, I used three data collection instruments and arrived at four sets of data. The first data set contained the responses of the semi-structured interviews with the founder and one of the managers of Organisation X. The second data set entailed the self-reflective questionnaire that the 40 students at high school X completed, and the third and final data set comprised of the focus group discussion held with the 40 learners at High School X. The self-reflective questionnaire consisted of both quantitative data (the first seven questions that focused on the learners' biographical information) and qualitative data (the remaining nine questions). The results of the seven quantitative questions are presented first, and thereafter, the qualitative results of the remaining nine questions of the questionnaire, the focus group discussion, and the answers of the manager of the organisation in the semi-structured interview.

4.2.1 Quantitative data results

The 40 learners' responses to the first seven questions in the questionnaire elicited their biographical information. The results are presented in Table 4.1 below.

Table 4.1: Students' biographical information

| Question | Summary of responses | |
|---|---|-----------------------|
| 1. Please specify your age | Age | No of students |
| | 15 years | 7 |
| | 16 years | 14 |
| | 17 years | 11 |
| | 18 years | 5 |
| | 19 years | 1 |
| 2. Gender: (Please mark the appropriate option) | Gender | No of students |
| | Male | 10 |
| | Female | 30 |
| | Prefer not to say | 0 |
| | | |
| 3. Race: (please mark the appropriate option) | Race | No of students |
| | Black | 9 |
| | Coloured | 26 |
| | White | 5 |
| | Indian | 0 |
| 4. Which grade are you currently in? | Grade | No of students |
| | Grade 8 | 0 |
| | Grade 9 | 0 |
| | Grade 10 | 40 |
| | Grade 11 | 0 |
| 5. What is your home language? | Home Language | No of students |
| | Afrikaans | 2 |
| | English | 26 |
| | isiXhosa | 8 |
| | isiZulu | 0 |
| | Other: | 0 |
| | Bi-Lingual | 3 |
| Tri-Lingual | 1 | |
| 6. Are you: (please mark the applicable option) | Living Situation | No of students |
| | Living with parents | 28 |
| | Living with guardian | 5 |
| | Living with grandparents | 6 |
| | Living with sibling/s | 0 |
| | An orphan | 0 |
| 7. What is your main source of family income? | Source of family income | No of students |
| | Salaries from household members | 20 |
| | Social Grant/s | 9 |
| | Financial Assistance from non-household members | 3 |
| | Foster Care Grant | 2 |
| | Social Grant and CWP | 1 |
| Other: Unspecified | 5 | |

As illustrated in Table 4.1, 30 (75%) of the students were female, with only 10 (25%) males. The group consisted of five (5) African Black students, twenty-six (26) Coloured Black students and five (5) White students. All the students were in Grade 10. When asked about their home language, twenty-six (26) out of the 40 students indicated their home language as English, while eight (8) indicated their home language as isiXhosa and three (3) indicated that they were bilingual. A further two (2) students indicated their home language as Afrikaans while one (1) student indicated that he was trilingual.

In addition, Table 4.1 reflects that (28) out of the 40 students lived with their parents while six (6) lived with their grandparents. A further five (5) students reported living with a guardian and one (1) reported living with her parents and guardian. When asked to indicate their main source of family income, twenty (20) students indicated that their main source of income comes from salaries of members in the household. Furthermore, nine (9) respondents reported social grant/s as their main source of family income while three (3) respondents reported receiving financial assistance from family members not in their household as their main source of income. Two (2) respondents reported foster care grant as their source of income and one (1) respondent indicated social grant and CWP⁷ as their income source, while five (5) respondents did not specify their main source of family income.

4.2.2 Qualitative data results

As stated in Section 4.2 above, the qualitative data consisted of three sets - the responses from the founder and one of the managers of Organisation X, the youth participants' answers to the remaining nine questions in the questionnaire, and the youth participants' responses in the focus group discussion. The responses of the founder of the organisation were already reported on in Section 3.5.1. The responses from the manager's interview are presented first; and thereafter, the youth participants' responses to the nine questions in the questionnaire (which was analysed through content analysis), and lastly, their responses recorded during the focus group discussion.

⁷ CWP is the Community Works Programme run by the Cooperative and Governance and Traditional Affairs Ministry in the SA government. The programme provides a bridging employment opportunity for individuals by having them do community work (Cooperative Governance Traditional Affairs, 2019).

4.2.2.1 Responses from one of the managers of the organisation

Five questions were asked during the interview with the manager of the organisation. The purpose of the interview was to gain an understanding of the procedure that the organisation follows to recruit students in their #BeTheDream programme.

As such, the first two questions asked the following: *What instruction do you give to learners regarding their Dream Letter? Do you assist them in the formulation of the letter or do they do it all by themselves?*

The manager explained that the programme starts with the organisation's youthful and energetic team performing an inspirational and educating show at the school premises that includes live musical performances, games, a motivational talk and a call for Grade 9 students to join the #BeTheDream Programme through writing "dream letters" at the start of their Grade 10 school year. After the roadshow, the organisation asks the students to write their dream letter where they outline:

- What their dream is
- Why they deserve to have their dream come true.
- Why their dream is important to them
- What steps they can follow to achieve their dreams.

Students are then given a week to compile their dream letters. They complete their dream letters on their own without any assistance from the organisation other than the instructions received. Once they are done, they submit it to their teacher and then the organisation collects the letters at the school. After the letters have been collected, the organisation reads each letter and responds to each letter personally.

The third question was: *How do you select which learners will form part of the programme?* The manager responded that they take all the Grade 9 students in the partner schools that they work with. Thus, nobody is excluded.

The fourth question was: *How many participants are currently in this programme? Are they from the same school or different schools?* The manager responded that there were +/- 300 students from three different schools on the Cape Flats in their programme.

The last question was: *Could you take me through your dream tool kit and what it entails?* The manager explained that after the organisation was done with reading the dream letters, the organisation prepares a personal response to each letter they received. The organisation then takes the students through a 13-session curriculum over the course of their Grade 10 academic year. The 13-session curriculum consists of five units, with the first unit dealing with introducing the students to the organisation and what they do; the second unit takes the students through a process where they draw up a personal bucket list. Unit three focuses on forming the students' identity. Unit four focuses on the creation of a vision board and setting goals (short, medium and long term), while unit five assists the students to work on one specific short-term goal for a six-month period. The 13-session curriculum is attached as Appendix 16.

4.2.2.2 Responses of the youth participants to the remaining nine questions of the questionnaire

As already mentioned, the responses of the youth participants were categorised into six themes based on the six dimensions of agency and aspirations as identified in Chapter 2, and the critical factors of the PYDA (refer Table 2.2). The results from each theme are summarised below.

Dimension 1: Reflective Judgement

Reflective judgement represents the process of reflecting and deciding on what one's aspirations are. For the youth participants, it meant identifying a 'dream' which they aspired to achieve. Two sub-themes were identified from their responses, namely career-related aspirations, and non-career related (other) aspirations. Under the first sub-theme, the students identified sixteen different careers, ranging from being an actor, doctor, teacher, policeman and a netball player. Becoming a doctor was the dream career of nine students (which was the highest), and wanting to be a social worker the second highest (six students). All the other careers had only one or two students who indicated them as their dream career.

The non-career related aspirations included finishing school (seven students) and improving their maths (two students), while one student aspired to travel the world, one to buy a house for his mother, one to start a family, and one student wanted to find out what he was good at.

Dimension 2: Motivation

According to the dimensions of agency, motivation is understood as the driving force for people to pursue their aspirations after they have reflected on them. Three sub-themes emerged from the students' reasons for their respective career and non-career aspirations. These were reasons related to self-improvement, reasons related to families, and reasons related to helping others. Each sub-theme is summarised below.

Sub-theme 1: Reasons related to self-improvement

The reasons relating to self-improvement could be further sub-divided into four categories. The first category denotes intrinsic motivation because the students wanted to improve their marks in order to go to university, get a good job to make a living, being successful and leaving a legacy behind. The second category relates to two students who indicated that they wanted to become a nurse and a doctor since they were small. The third category relates to empowerment (reading is very important, gives you more knowledge of your language, and learning opens up opportunities to experience more things). The last category relates to things that six students loved doing and that was why they identified those specific careers.

Sub-theme 2: Reasons related to family

The family related reasons were centered on three factors. The first was about making their parents proud; the second about assisting their families with an income, and the last was being a role model for their siblings.

Sub-theme 3: Reasons related to helping others

Reasons for wanting to become a doctor, social worker and nurse were to help other people, to take care of other people, to protect and assist other people, and to become a role model so that other people would be motivated to also learning and improve themselves. Four students also said that they wanted to give back to their community and children who were abused, as they knew how that felt.

Dimension 3: Pursuit of goals

The pursuit of goals refers to the act of putting steps and action plans in place to achieve the identified aspirations. In the context of the study, it refers to what the organisation has done to enable the students to act on their aspirations (that is, providing resources and networks, and training opportunities). Two sub-themes were identified from the students' responses, namely positive behavioural changes and no or negative behavioural changes. Each sub-theme is summarised below.

Sub-theme 1: Positive behavioural changes

The students' indicated that being part of the organisation gave them courage, it made them determined to work harder and be focused on their studies in order to be successful. It helped to improve their self-esteem and to become better people; it gave them direction and opened their eyes to other possibilities, and it made them realise that there could be a brighter future.

Sub-theme 2a: No behavioural changes

Two students indicated that they already had confidence in themselves and writing the dream letter did not change anything from them.

Sub-theme 2b: Negative behavioural changes

One student said that he lost focus, and two students said that their marks did not increase. Thus, being part of the organisation did not result in positive experiences for them.

Dimension 4: Autonomy

Autonomy refers to having the freedom to be able to do what you want to do. Thus, the question was - did the organisation provide a safe space, freedom and a supportive environment to the students so that they could pursue their aspirations? The students responded positively and indicated that the organisation encouraged them, was willing to support them, allowed them to do things on their own, directed them to what they could become, and what they needed to do to realise their aspirations. Five students indicated that the organisation did not always come to the school (it seems as if they wanted the organisation to come to the school more regularly).

Dimension 5: Relatedness

Relatedness refers to human beings' need to feel connected and be cared for in order to develop. As can be observed from the student's responses in the previous dimension, the organisation attempted to make them happy, has been doing a good job and that they do not need to improve their programme. The students expressed confidence in the organisation's ability and five (5) students reported that the organisation is great the way it was.

Dimension 6: Competence

Competence refers to the pursuit of opportunities in order to acquire skills necessary to develop competencies in line with the identified aspiration. To facilitate this dimension, the organisation provided the students with a 13-session training programme to develop the students' self-esteem and confidence levels; they assist them to identify goals (short-, medium- and long-term), they allow the students to map out their goals and identify what resources are needed, and they assist the students to reach their goals, as was reported by the manager during her interview with the researcher.

4.2.2.2 Responses from the focus group discussion

Nine questions were asked to guide the discussions in the focus group session with the 40 students. Similar to the responses in the questionnaire, the responses of the students were grouped under the first four dimensions of agency and aspirations. There were no responses to the last two dimensions. The responses are summarised under each dimension below.

Dimension 1: Reflective judgement

The students' responses to questions 1, 2, 3, 4 and 6 reflected this dimension.

Question 1 asked the students to reflect on what they thought aspirations were. Their responses reflected that they associated aspirations with having goals, a dream, being young, having objectives to work towards, being happy and having a good life, being inspired by something or someone, having freedom, and being positive and believing in yourself.

Question 2 asked the students if they thought that aspirations were important, and they said yes. According to them, it was important because it could help them overcome their circumstances; it could strengthen their self-esteem and help them to believe in themselves in order to be positive and to assist them in making the right decisions. All the students emphasised that it was important to believe in yourself because if you do not, then nobody else will believe in you and it meant that you would not be able to help yourself.

Question 3 asked the students whether they thought about aspirations before they wrote the dream letter. 70% said yes, and 25% said no. One student responded that he already had a dream and knew what he wanted to do for a long time. Question 4 asked if they thought that their goals/dreams were realisable. Most of the students said yes, and they indicated that they believed that they have the power to do what they wanted to do.

Question 6 asked the students whether it was difficult to voice/identify their aspirations in their dream letter. The students were somewhat unresponsive to this question at first. Then some approximately 45% said yes, and others said 55% said no. Students explained that the process of writing the dream letter was easy, but it was difficult for some because they have not decided what they wanted to become. They also said that it was not a bad thing to change their minds because if one door opens, another closes – meaning that if you wanted to become a doctor and that is not possible, then you can become something else.

Dimension 2: Motivation

The students' responses to Question 5 reflected this dimension as it asked them what motivated them to achieve/reach their dream career. They indicated that their parents motivate them as they wanted to make them proud, their siblings looked up to them (they were their role models), they were motivated by the prospect of making something of their lives, and having money to buy the things they wanted, and some said that they were motivated by their community. Most of these responses reflect extrinsic motivation (that is, that they are motivated by other people or other things) which is in contrast to

their answers provided in the questionnaire where they also indicated intrinsic motivational factors for wanting to realise their dream career.

Dimension 3: Pursuit of goals

The students' responses to Questions 8 and 9 reflected this dimension. Question 8 asked the students to explain how voicing what they wanted to be in the future helped them to take steps/actions towards reaching their goals. Most of the students were undecided, with only a few indicating yes, and a few no. The students indicated that they had challenges that they needed to overcome. These included negative perceptions from people in their community that label them and that they started to believe, a lack of finances and being dependent on SASSA funding that is very little, a lack of support from some of their families, and negative peer pressure where they are being pressurised to smoke, drink and have sex. A positive was the fact that the organisation was assisting and encouraging them to study further and place education first, instead of engaging with friends and giving in to peer pressure.

Question 9 asked them if they believed that they had the power to change their circumstances. All of them said yes, they did. Their self-belief came through clearly, as they indicated that they are the ones that can change their lives.

Dimension 4: Autonomy

The answers to Question 7 reflected this dimension. Question 7 asked the students how the organisations' programmes contributed to them voicing their hopes and dreams, and aspiring to a better future. The students indicated that the organisation helped them believe that their dreams and goals were realisable, motivated and inspired them to do the right thing, and assisted them to deal with peer pressure and negativity from the community.

In summary, what the manager explained in the interview about what the organisation is doing and what their youth development programme entails echoes the responses given by the youth participants. From the above results, all the students reported that the organisation encouraged, supported and motivated them to set goals in line with their identified aspirations. These results are discussed and interpreted in the next section.

4.3 Discussion and Interpretation of Results

The discussion and interpretation of the results are structured according to the combined six dimensions of agency, namely *reflective judgement*, *motivation*, *pursuit of goals*, *autonomy*, *relatedness* and *competence*. The seven critical factors of the PYDA are embedded within these dimensions and form part of the discussion and interpretation that follows (refer Table 2.2). Please note that the quotes used from the student participant responses are verbatim.

Dimension1: Reflective judgement (PYDA – high expectations and standards)

Aspirations form the basis on which reflective judgment is applied. Dwyer, Hogan & Steward (2014) aptly describe the process of reflective judgment as an individual's understanding of the nature of aspirations, its limitations and an understanding of how aspirations can affect how they defend their judgments and reasoning. It becomes important for young people to undergo a process of reflection as the choices made during adolescences can shape the course of the young people's lives and influence which potentialities young people nurture and which they leave underdeveloped; which makes some opportunities realisable and closes others (Bandura et al., 2001).

In order to ascertain whether the selected youth development programme allows young people to apply reflective judgment in their aspiration formation process and how that has been translated to their programme activities, the following questions were asked to the students in the focus group discussions:

- 1) What do you think are aspirations?
- 2) Do you think having aspirations are important?
- 3) Have you ever thought of aspirations before you wrote the dream letter?
- 4) What was the dream you identified in your dream letter and why?
- 5) Did you find it difficult to voice your aspirations in your dream letter? Why/Why not?

It was clear from their responses that the students' associated aspirations with goals, having dreams, having objectives to work towards, being young, happiness, living a good life and being free. When asked whether aspirations are important, they agreed that having aspirations is important (both on the questionnaire and in the focus group

discussion), and reported that having aspirations could improve their self-esteem, positivity and assist them to make the right choices. The students' premise correlates to Theokas et al. (2006) who state that youth participation is strengthened when young people are able to choose what interests them and when they have the opportunity to participate in effective growth promoting programmes.

The students' responses in the self-reflective questionnaire showed that, for the majority (23 out of 40 which is 57.5%), aspirations were centred on careers that would require them to pursue further education and training. The most reported career path was that of a doctor (7 which is 30.43%). Most of the students who indicated this as their aspiration was female (6 which is 26.08%) and only 1 respondent was male. The aspiration to become a doctor was also most common amongst 16-year old females. Interestingly, in their responses, students showed an understanding that in order for them to realise their aspiration, they needed to complete their studies and pursue further education. The responses from two female students illustrate this point clearly:

I want to become a surgeon. I want to pass all my subjects at school. I want to go to university and study so that I can become a surgeon or dermatologist. (F, A, 15)

My dream was to be a sports doctor to achieve and become something in life and the reason for this is to help and look out for other people in need and to be there for them because some of them needs help they don't get much attention if they see you a nobody for me I would study and work very hard to become what I want to be in life and look out for other people in need as well. (F, C, 16)

In contrast, in Manenberg where high school X is located, 60% of young people aged 15-24 dropped out in 2017 while only 3.8% of the youth in the same age category passed matric in 2018 with bachelors pass (Youth Explorer, 2018). This is not surprising as Case, Marshall, McKenna and Mogashana (2018) found that students who come from underprivileged backgrounds (such as the students in this study) often attend underprivileged and poorly resourced schools where few achieve the academic results necessary for access to higher education institutions. Additionally, there is also high admission grades set for medicine-related tertiary studies, which could make it difficult for these students to gain access to university. However, the fact that the students shows an understanding of the importance of completing Grade 12 and going on to tertiary studies could contribute to improving the throughput statistics of their

community, which in turn could improve the employability and ability to participate meaningfully in society (Morrow et al,2005; Panday et al, 2012).

The second most popular career-related aspiration was becoming a social worker. All 6 respondents (which is 28.57%) who indicated that they aspired to become a social worker were female and they explained that this aspiration stemmed from a desire to help abused and neglected children on the one hand, and to become a role model for them on the other hand. The fact that the six female students wanted to assist abused and neglected children could be an indication of what is happening within the communities where they are coming from. It thus connects with one of the findings from the Optimus Study in South Africa, which highlighted that by age seventeen, many South Africans would have experienced abuse, neglect or high rates of violence (Burton, Ward, Artz & Leoschut, 2015).

Apart from the other fourteen career-related aspirations (ranging from being an actor, teacher, policeman and a netball player), students also identified non-career related aspirations. Their responses represented diverse aspirations – relating to education (finishing school and improving maths) to travelling abroad, being able to buy his mother a house and self-exploration (finding out what he is good at). During the reflective period, young people were allowed to write a dream letter in which they could aspire to anything which was of value to them as there were no restrictions.

Having the freedom to reflect and select an intrinsically valued aspiration through writing their dream letter without any limitations assisted the students to widen their “aspirations window” as conceptualised by Ray (2003) who argues that our aspirations window is drawn from the lives, achievements or ideals of those who exist in our aspirations window. Consequently, for the students in this study, the people in their lives, their experiences and ideals, and their achievements formed their aspirations’ window. In addition, because the organisation allowed the students to reflect and write their dream letter, it provided an opportunity for the students to widen their perspective and aspire to achieve their valued states of being or doing despite their circumstances of living in conditions of extreme poverty, unemployment and social ills (refer Section 3.5.2).

While the process of writing their dream letter has an important role in young people voicing and establishing their aspirations, reflective judgement also requires thought to be given to factors that could make it possible to attain their identified aspirations. When asked whether they have the power to change their circumstances, most of the students reported that they believed that they have the power to do what they wanted to do. This indicates that students were able to identify their agency role in the achievement of their identified aspiration. As the analysis of their responses in the previous section illustrated, students in this study set themselves high expectations and standards, and acknowledged that they can achieve what they wanted to. Their aspirations were inherently theirs and they demonstrated an understanding of their agency role in the achievement thereof. Because the students decided to reflect and focus on pursuing aspirations that were intrinsically important to them, it led to motivation, which is discussed next.

Dimension 2: Motivation (PYDA- challenging experiences and opportunities to participate and contribute)

As stated in Section 4.2.2.2, motivation could be understood as the driving force for people to pursue their aspirations after they have reflected on them. Since underlying motivations have a direct effect on the pursuit of goals, it is important to understand what motivated the research participants to achieve their aspirations (Converse, Juarez & Hennecke, 2018). In this regard, Sheldon, Ryan, Deci & Kasser (2004) argue that greater well-being can be achieved when the focus is on pursuing goals that relate to personal growth, connection and contribution that are interesting and personally valued by an individual, as opposed to goals which relate to obtaining money, popularity, beauty, or goals that an individual might feel pressured to pursue. Intrinsic motivation (which is achieved when pursuing goals of personal value) is essential to unlocking agency as it allows for, in this case, young people to have freedom of choice to use their opportunity sets to pursue goals that are of value to them (Sen, 1992). Thus, focusing on the aspirations of young people in their programme design will allow for the facilitation of intrinsic motivation in young people that might assist them in developing the capacity to change their circumstances and help them to develop the capacity to become resilient (Swartz & Cooper, 2014)

To understand whether the programme design of the selected organisation allowed for the facilitation of intrinsic motivation in young people, the following two questions were asked to the students:

- 1) What was your dream in your dream letter and why?
- 2) What motivates you?

Three sub-themes emerged under this dimension, namely: reasons related to self-improvement; reasons related to family; and reasons related to helping others (refer Section 4.2.2.2). The sub-theme that had the most responses, 21 (which is 52.5%) was reasons related to helping others. Responses were:

.... Doctor, because I want to help people, kids help them get better. I help them maybe they help each other in need for help, or care, taken care of they. (F, C, 16)

My dream is to be a social worker because I love helping people and I am a understandably person and a person who thinks for other. As you can see in our country some people don't have household why because of the society we are living in. (F, A, 16)

My dream in the dream letter was to become a doctor because I love helping other people who are in need of help and I would like to become a doctor and try my best in saving peoples lives because it is not a nice thing to see people losing their family members although we all know everything is in God's hands. (F, A, 15)

These responses illustrate the element of caring for others, which is realised through career aspirations that would place them in a position to help others. The capacity to help others is argued to be an important component of helping young people become thriving adults (Smith & Baker, 2008). It is also interesting to note that out of the 21 responses for this sub-theme (which is 52.5 %), all the aspirations leaned towards careers where people normally help others, notably aspirations of becoming a doctor (7 which was 33.33%), social worker (6 which is 28.56%), and other medical related fields (7 which was 33.33%)

Most of these responses from this sub-theme came from the 16-year olds (9 out of the 21 which is 42.85%) of which seven of the 9 (which is 33.3%) students were dependent on either social grants or financial assistance from family members as their main source of income. An inference could be made that these 7 students were motivated to help

others because they themselves received financial assistance from others (family members and social grants).

Another significant observation was that 4 students (which is 19.04%) reported their motivation came from a place where they can relate and want to pursue a career that would allow them to help especially children, in order to avoid abuse or neglect. For example, three students reported:

My dream is that I become a lawyer and protect children that have been molested cause it a painful thing to go through as a child. And find closure so that you don't feel alone. (F, A, 16)

My dream in my dream letter was to become a social worker helping others where I can and giving back to the community being a social worker is such a good career choice because they helped people especially children who's been abused and neglected. The reason why I would go in the path of a social worker because I can relate to other stories I know how it feels and by becoming one I would help others listen to their stories and help where I can. (F, C, 18)

My dream was to become a social worker and help children who needs mother and father to love and my dream is to show other others a way forward. (F, W, 19)

The first two responses imply that the students reported being motivated to help others because they know how it felt to be neglected (or being abused) and thus opted for helping others. Considering that child abuse and neglect is particularly high in South Africa (Burton, Ward, Artz, Leoschut, 2015), having young people focusing on pursuing careers in order to assist children could assist in the improvement of the development and care of children, and by extension decreases child abuse statistics in South Africa.

The second most reported motivation related to self-improvement. Seventeen students (which is 42.5%) indicated that they were motivated by reasons relating to self-improvement. The majority of the respondents' responses (10 which is 25%) reported being motivated to improve their marks in order to go to university, finding a good job in order to be successful and leave a legacy behind. Examples were:

Of becoming a social worker. I want to be a very successful person in the future so that one day my children can look up to me and also become a successful person one day in future because wanting to become a successful person you got to go throw a lot in order to get what you wanna be. (F, C, 17)

My dream was to become a doctor because I want to save many lives and I want to become something in life to make my parents proud and show them I can do something with my life. (M, C, 16)

My dream is to become a successful novel writer, so that I can write more books coz reading is very important it also gives you more knowledge on your language, the dream team inspires me to finish school and accomplish my dreams to become successful and make a living for myself. (M, A, 17)

As illustrated in these responses, students showed a strong desire to improve their educational prospects in order to be in a position to achieve their identified aspiration. As observed in the discussion under Dimension 1 (reflective judgement), most of the career-related aspirations that students identified, would require them to complete tertiary education. The South African constitution gives all people the right to education (Constitution of the Republic of South Africa, 1996), and as such, students might have the freedom to pursue their valued state of being - in this case, being educated, but could be restricted by the social conversion factors that could prevent them from pursuing their identified aspirations (Robeyns, 2017). These social conversion factors are rooted in the society in which these students live and are reflected, amongst others, in the socio-economic conditions and realities discussed in Section 3.5.2.

While the number of students in higher education has increased two-fold since 1994, it mainly represents students from higher social classes as they often come from richer families who can give them access to better-resourced schools; and thus have better chances to access higher status universities (Case et al., 2018). In contrast, students from poorer backgrounds (such as the students in this study) often have access to poorly resourced schools from which few attain the school results necessary to access higher education - as is the case of Manenberg highlighted in Section 3.5.1.

The third category of responses came from students motivated by reasons relating to family (8 which is 20%). Their responses reported that they are motivated towards making their parents proud, assisting their families with income and being a role model for their siblings. Responses were:

It was about me buying my mother a house to live because my mother did a lot for me I cant even count how many things she did for me and its just to make and keep me

happy. I hope that dream comes true because I owe my mother a lot because the things she did for me (F, W, 15)

My dream letter is to become a lawyer. To study harder to make my dreams come true. So, that I can help my family from all the struggle that they are going through. My dream letter is my goal to success in life so that I can help my people that I've made it this far. To my sisters and brothers that if I can do it they can do it. So my goal levels could go high to leave a legacy behind my name. (F, W, 18)

My dream in my dream letter was/ is to make my parents proud and pass all my grades. The reason why is because I want to become something in life. My parents never got the chance to go study further and I want to make them proud by showing them I made it and that they have raised me very well. (F, C, 16)

Consistent with the responses in the self-reflective questionnaire, during the focus group discussions, students also reported that they were motivated by their parents as they wanted to make them proud and that their siblings looked up to them as their role models. This is not surprising as a recent finding from the Old Mutual Savings and Investment Monitor (2017) found that 70% of young people aged 18-30 expect to be supporting their family either on a planned or unplanned basis in the future. However, in the focus group discussions, the students reported that they were also motivated by the prospect of making something of their lives and having money to buy the things they wanted. Thus, while their responses in the self-reflective questionnaire leaned more to intrinsic motivation, their responses in the focus group discussions had elements of extrinsic motivation as well. Dimension number 3, pursuit of goals is discussed next because aspirations need to be turned into actions.

Dimension 3: Pursuit of Goals (PYDA- Resource, Networks, and High-Quality instruction and training)

Once an individual has reflected and set their aspirations, goals and reasons for pursuing these, action needs to follow (Conradie, 2013a). This is in line with Sen's (1992) view that a person's use of agency and freedom will depend on their agency objectives since this will influence their actual choices. An individual will thus use their agency in line with the aspirations and goals they set for themselves, and this, in turn, will affect the choices that they make or the opportunities that they will pursue.

Being goal driven is an essential navigational capacity for young people to develop. Wood et al (2009) found that goal-driven behaviour could be harnessed in environments

that allow young people to act out their agency, which in turn could contribute to young people developing the capacity to anticipate long term and future consequences of their actions and thus improve their decision-making skills. Improved decision-making skills could, in turn, help young people remain hopeful in the face of adversity and to construct positive pathways to adulthood (Schmid, Phelps & Lerner, 2011).

In the context of the study, the pursuit of goals refers to what the organisation has done to enable the students to act on their aspirations. It is therefore important to understand whether they have provided resources, network and training opportunities to the students to start working on their goals, which is what the critical factor in the PYDA required – that is, access to resources, networks, high-quality instruction and training opportunities. In this regard, the following two questions were asked in the self-reflective questionnaire:

1. Has voicing your dreams in your dream letter influenced your behaviour and/or actions? If yes, could you tell me in which way/s; if no, could you tell me why not?
2. How has voicing what you want to be in the future helped you to take steps/actions that will help you reach that goal?

Two sub-themes were identified from the students' responses to the abovementioned questions, namely: positive behavioural changes related to their goal pursuit; and no or negative behavioural changes (refer Section 4.2.2.2).

Thirty-three students (which is 82.5%) reported that writing their dream letter resulted in positive behavioural changes associated with the pursuit of their goals related to their identified aspiration. These responses mainly came from female students (27 which is 81.81%). This could be attributed to the fact that the majority of the students in the study were female. The three most reported positive behavioural changes were an improvement in confidence (6 which is 18.18%), increased willingness to achieve goals (5 which is 12.5 %) and improvement in marks (5 which is 12.5%). The remaining 38.63% represented single responses (refer Appendix 14)

Six students (which is 18.18%) reported that writing their dream letter resulted in improvement in their confidence. For example, three students reported:

Yes, it helped me because they showed me to go for my dreams. First I wouldn't care about my dreams but they helped me and I'm sure I'm gonna achieve it. (F, C, 15)

My actions due to since the dream factory came in my life a have confidence I have the opportunity to share what I want in life I never had a decision in what I wanna be one day but this helped me thank you god bless! I really appreciate it (F, C, 15)

Yes, because ever since I wrote my dream in the dream letter im willing to achieve all my goals to become one, working harder to achieve and upper all my marks (F, C, 18)

These responses highlight that reflecting and voicing their aspirations enabled the students to attain a sense of confidence in their ability to achieve their goals. This is an important component of goal pursuit as a continuous sense of confidence related to one's goal is reflected in higher levels of engagement and internal regulation (Deci & Ryan, 2000). As discussed in Section 2.4.2, providing young people with spaces and opportunities to build confidence is essential to young people's development. Through the activities of the organisation – specifically writing, reflecting and working on their dream letter, students have been supported and encouraged to confidently pursue their identified aspirations.

In both the self-reflective questionnaire and the focus group discussions, the students also reported that the organisation was assisting and encouraging them to study further and place education first, instead of engaging with friends and giving into peer pressure. Motivating and encouraging the students is equally imperative because it is important for young people to develop the capacity to recognise interconnecting effects of the environment; specifically how social connections derived from their social environments might assist them in future and how to overcome their negative features (Swartz & Soudien, 2015).

As discussed in Section 2.5.3, the positive relationship that the organisation is building with the students is an indicator that they are creating a nurturing environment where students can feel safe and supported, which is an important ingredient for positive youth development (Pittman et al., 2005). In the context of this study, an inference could be made that young people focusing on their aspirations and being encouraged and assisted by an organisation provided a conducive and safe space in which the students could pursue their goals.

As was the case in the previous dimension, the students reported on the challenges that were preventing them from pursuing their goals in the focus group discussions (negative behavioural changes). These included negative perceptions from people in their community that label them and that they started to believe. Pitman et al (2003) recognise that in order for young people to experience positive development, they need to be exposed to healthy and nurturing relationships that build them up and not relationships that seek to break down their self-confidence.

Students also cited the lack of finances and being dependent on SASSA funding that was very little as a challenge. This is not surprising as income poverty continues to plague the Manenberg area with 62% of young people aged 15-24 living in income-poor households (Youth Explorer, 2018). This was visible in the 15 students (that is 37.5% of the sample) who reported that their main source of income comes from social grants or financial assistance from family members. As discussed under the first dimension, 53.3% of the students reported aspirations that would require higher education and training. Given the cost associated with tertiary studies in South Africa, funding their aspirations could understandably be a challenge for these students given their socio-economic circumstances.

The other challenges that students reported on concerning the pursuit of their goals were experiencing a lack of support from some of their families and negative peer pressure. Students reported being pressurised to smoke, drink and have sex. A study conducted by the Unit for Religion and Development Research (n.d) corroborates these reports and sheds light on the environmental conditions of the Manenberg area. The study found that alcohol usage is facilitated by its relative accessibility in the area (there is one liquor outlet for every 850 people). Exposure to drugs is also a challenge because of an exceptionally high number of places where drugs are sold and high numbers of young people reported having seen drug usage in their community (Unit for Religion and Development Research; Mullagee & Bruce, 2015). This combined with the prevalence of gangsterism, high levels of teenage pregnancy and limited recreational activities for young people could negatively affect the students' pursuit of their goals (Mullagee & Bruce, 2015). Therefore, an inference could be made that living in the Manenburg area exposes the young people to conditions that make it difficult not to

succumb to peer pressure. However, for the students in this study, being part of a youth development organisation provided a buffer that assisted them not to give in, but to remain focused and motivated to pursue their goals. Dimension 4 is discussed next.

Dimension 4: Autonomy (PYDA – Provision of a stable place, services and basic care)

Autonomy relates to one's ability to act freely in line with one's aspirations, goals and ideal future state(s) of being (Sen, 1999). It also refers to a person's capacity to act independently as a separate, self-sufficient individual (Wild & Swartz, 2012). Individuals are autonomous when their behaviour reflects their values or when they completely approve the behaviour that they are engaged in (Alkire, 2005). However, autonomy does not signify separateness but rather speaks to a self-endorsement of one's behaviour (Ryan & Sapp, 2007).

As highlighted in Section 2.5.2.2, having control over personal decisions and having the freedom and opportunity to make decisions or change aspects of one's life in both individual and communal life is essential to reaching one's agency (Alkire, 2009; Drydyk, 2008; Ibrahim & Alkire, 2007). This could be attributed to the fact that having more freedom over personal decisions and changing components of one's life allows for increased opportunities to attain that which is of value to oneself (Alkire, 2009). As discussed in Section 2.4.1, youth development programmes such as the one in this study can provide young people with the opportunity to act out their agency skills and develop responsibility, cognitive skills and encourage ownership (Wood, et al., 2009; Larson & Angus, 2011). However, this could only occur when young people are able to select what interests them and participate in programmes that are focused on their growth and development (Theokas et al., 2006).

For the purpose of this study, it is important to explore if and how the selected youth development programme encouraged and facilitated autonomy in young people in their programme activities, and if that contributed to young people realising their agency. In this regard, students were asked the following two questions in the self-reflective questionnaire:

1. Does the programme give you the space and freedom to pursue the dream (your aspirations) that you outlined in the dream letter on your own? If yes, could you tell me why you say so? If no, could you tell me why not?
2. How has the programme contributed to you voicing your hopes and dreams, voicing you're the life that you want to live?

Thirty-nine students (which is 97.5%) reported that participating in the organisation's programme has given them a degree of autonomy, with only one student who said no, because he already had the freedom and space to pursue his dream. As was reported in the results section, the 39 students indicated that the organisation encouraged them, was willing to support them, allowed them to do things on their own, directed them to what they could become, and what they needed to do to realise their aspirations. Responses were:

Yes, they let us decide on our own and gave us space and freedom to pursue the dream what we want. (M,C, 17)

Yes, they give you time to work and also time to enjoy life, they give you plenty of space to think about what you really want and if it's the right choice to make. (M, B, 17)

Yes, they let us decide on our own and gave us space and freedom to pursue the dream what we want. (F,C, 17)

Yes, they encourage you to feel free to talk about anything that makes you feel uncomfortable. (M, C, 17)

Yes, it does give me space and freedom to pursue my dream. (F, A, 16)

Yes, it make me feel free about everything I do and I want to do. It express me more about myself and how I feel about others and their feels. (F, A, 15)

Yes, they do they give you a lot of space. (F, C, 15)

The student responses highlight that the organisation not only gave the students space and freedom to exercise their agency, but they also provided the care necessary for young people to realise their agency as the organisation encouraged and motivated them to speak to their relatives and other people about what they wanted to do. The students' responses corroborate to what one of the managers of the organisation explained during her interview with the researcher. The manager indicated that they gave the students four open-ended questions and allowed the students to think, reflect and respond in their own way (refer Appendix 12a). These questions were:

- What their dream is;
- Why they deserve to have their dream come true;
- Why their dream is important to them; and
- What steps they can follow to achieve their dreams.

These questions indicate that the organisation allows the students the freedom to aspire freely. As discussed in 2.5.1.4, the concept of freedom is important to the Capability Approach and agency. Having the actual freedom and opportunity to decide and achieve the things we value is a core principle of the Capability Approach (Sen 1985; 1992). Consequently, because the organisation offered the students the freedom to decide on and pursue an aspiration that is of value to them, it indicates that they are allowing young people autonomy of choice, which is in line with the principles of the Capability Approach.

The responses from the students also indicated that the organisation visited the school over a period of time, and not every day. Doing so allowed the students time to reflect and act on the skills and information the organisation shared with them and then they come back to check on student's progress. This was corroborated during the interview with the manager where she reported that the organisation visited High School X frequently except during exam and school holiday periods (refer Appendix 12a).

Deci and Ryan (1985) highlight that freedom of choice and providing people with opportunities to self-regulate have been found to enhance intrinsic motivation and lead to greater feelings of autonomy. Therefore, because the organisation allowed the students the freedom of choice and provided them with the opportunity to reflect and act on their identified aspirations, an inference can be made that these practices have strengthened their autonomy.

Lastly, the organisation not only provided the students with space and freedom to exercise their agency, but they also assisted the students through motivation and encouragement to develop self-management. Responses were:

Yes, cause it teaches you to believe in yourself and you should go out there and make your dreams come true and you should live life. (F, W, 19)

Yes, because it helped me to focus more on what I want to become and why. (M, C, 17)

Yes, they are very generous and kind it shows that they care. They give advice to stay positive and not to do what other does. (M, C, 16)

Yes, because now I know what I want to become and what I have got to do to get it. (F,C, 15)

Self-management is important for young people. Swartz & Soudien (2015) acknowledges that young people need to be assisted with developing their self-management capacities but also be given opportunities to act autonomously, so they are able to overcome the disappointments and failure they are likely to encounter in future and to help them plan their time and resources accordingly. To facilitate this process, young people need organisations such as this one, and resources from their families, communities and schools to support their positive development (Pittman et al, 2003).

The support that the organisation provided to the students was consistently reported on in the self-reflective questionnaire and the focus group discussions. The students highlighted that the organisation created the conditions for them to be autonomous. Responses (as reflected above) from the student reflective questionnaire illustrate that the organisation encouraged them, was willing to support them, allowed them to do things on their own, directed them to what they could become, and what they needed to do to realise their aspirations.

During the focus group discussions, students reported that the organisation helped them believe that their dreams and goals were realisable, motivated and inspired them to do the right thing, and assisted them to deal with the pressure of peer pressure and negativity from the community. As discussed in goal pursuit dimension, these types of environments assist young people to widen their “aspirations window” and believing that their aspirations are realisable. This self-belief can assist young people to cultivate the ability to connect steps in the short term and long term towards the achievement of their desired states of being and doing (Nathan, 2005), which in this case, are their identified aspirations. This discussion in this session further illustrates that the organisation allowed youth participants to act autonomously and they created an environment where the young people were supported in their goal pursuit. Dimension 5 is discussed next.

Dimension 5: Relatedness (PYDA - Healthy relationship with peers and adults, resources and networks, and role models)

As discussed in Section 2.5.2.2, relatedness involves the human need to be connected to and cared for by others (Deci & Ryan, 2000; Deci & Ryan, 2009). For adolescence, external support networks provided by family, community and school form an important facilitator of positive development and psychological well-being, and can provide young people with chances to develop long-term relationships and social networks that are caring in nature (Pittman, Irby, Tolman, Yohalem & Ferber, 2003; Search Institute, 2017). It is, therefore, essential for young people to understand how the social connections derived from family, school or extramural activities could help them navigate their lives and their future endeavours (Swartz & Soudien, 2015). Consequently, youth development programmes should seek to create an atmosphere that is supportive and encouraging while exposing the youth to challenging situations that will enable them to act out their agency role (Roth & Brooks-Gunn, 2003).

For the purposes of this study, it is important to understand what type of support networks and relationships the youth participants had access to, and how the organisation facilitated and integrated that as part of their programme. From the students' responses and the interview answers of the manager, three categories were identified, namely: support networks related to the organisation, support networks related to family and friends, and other external support networks.

Support networks related to the organisation

The first external support network that was provided was that of the organisation itself. The involvement of the organisation in the school and the students' lives, created an enabling environment for the students to realise their agency and work on their identified aspiration/s. Responses were:

Yes, they encourage you to feel free to talk about anything that makes you feel uncomfortable (F, W, 19)

Yes, they did they actually did a great job because the organisation meant and still means a lot to me. I have learnt so many things. Even in grade 9 they helped me with my subject choicing it was wonderful. To know you have someone supporting you is really amazing. So yes, they did help me pursue my dream and for that I am grateful. Thank you. (F, C, 16)

Yes. They supported and advised us throughout this year and that has really helped because it opened most of our eyes and most children started working hard and studying in order to pursue their dreams we could see that on our reports (F, A, 15)

Yes, the programme and the members are very willing to help me pursue my dream (F, C, 18)

As noted from these responses, the organisation fostered relationships with students that were characterised by positivity, a willingness to assist students with their identified aspiration, and moral support and care. This is in line with the assertion of the PYDA that young people need access to services and support mechanisms that are sustained and nurturing in nature (Pittman et al, 2003).

Relatedness to family and friends

The students also reported that their participation in the programme has strengthened their relationship with family and friends. As noted by students:

Yes, they did help me a lot because nowadays if I am at home then I will like help clean my grandpa because he is sick. And then they would tell me I think you should become a doctor cause I really love working with children and old people. It is very nice to help them. (F, W, 16)

Yes, it has made my mother and I went to look for someone that could learn me more about my dream (F, C, 16)

Yes, they do, they give you space to think and to talk to other relatives around you about the questions they ask you. (M, C, 17)

Yes, because it has thought me about attitude respect and life challenges. So voicing your dreams has thought me a lot of things that I never experienced before and that has helped me a lot (F, A, 16)

It is clear from these responses that participation in the programme has enabled students to improve their relationships with their families and allowed them to reflect on their identified dream with their family members. While this is an important input for young people to have access to strong family networks, the students also expressed during the focus group discussion that peer pressure is a reality in their community. Students highlighted the pressure to engage in destructive behaviours such as drinking, smoking and sex, but reported that the programme encouraged them to place education

first and helped them to deal with the negative peer pressure from their friends and community.

Relatedness to external opportunities and networks

The last category of the students' responses indicated that the organisation helped them to view the world in a different way and exposed them to experiences that broadened their thinking, which is an important function of agency achievement. As discussed in Section 2.5.2.3, aspirations and the capacity to aspire provide the basis for individuals to pursue opportunities that would enable them to exercise their agency and pursue their desired states of well-being. That being said, the capacity to aspire is contextual in nature. As noted by Nathan (2005), the capacity to aspire is influenced by interactions within groups and the outside world, exposure to different ways of living, access, and control over resources and knowledge.

The manager of the organisation reported in her interview that the organisation took students on three extramural activities based on responses in the dream letters that they received. In particular, they had the following sessions:

- Day in the life of a UCT student where students visited the UCT campus and were paired with a UCT student which gave them a guided tour of the campus;
- The students also experienced the day in the life of a dancer where students gained exposure to the dance industry; and
- Finally, students were introduced to the world of e-commerce and were exposed to a fashion design business where students could gain insight into the business by observing the process from production to delivery of a product and also got the opportunity to design their own bags.

The manager's explanation corresponds with the student's responses that the extramural activities associated with the programme allowed them to broaden their experiences. As noted by the responses below:

Yes, because we went on an outing and you kind see different thing what you wanna become and the say always try your best (F, C, 17)

Yes, because they not losing hope on what we wanna be one day. They teaching as us more about our career and even take us on a trip sometimes. So I think they helped us a lot. (M, A, 17)

Yes, it has made me think about being a chef and taking me to places just to see where I could study. (F, C, 16)

Due to the organisation providing a nurturing environment and networking opportunities that broaden the students' outlook and exposed them to diverse experiences, the organisation assisted the students to strengthen their agency. This is in line with the assertion made by Roth & Brooks-Gunn (2003) that youth development programmes should be focused on creating environments where young people are supported and encouraged while being exposed to challenging environments that could enable them to act out their agency role. As such, the organisation succeed in creating an enabling and nurturing environment in which the students could form healthy relationships with their families, peers, institutions and businesses. This, in turn, assisted the students with their self-development and the motivation to act on their inspiration (which was their dream career and how to achieve that). The last dimension is discussed next.

Dimension Six: Competence (PYDA - Provision of a stable place, services and basic care; high expectations and standards; and high-quality instruction and training)

As discussed in Section 2.5.2.2, competence refers to the process individuals undergo once they have reflected and translated their aspirations into achievable goals, and attempting to pursue their goals (Conradie, 2013). As such, individuals might seek to pursue opportunities to acquire competencies that could assist them in achieving their goals (Nathan, 2005).

For the purpose of this study, it was important to understand whether the organisation acted as a facilitator for young people to be exposed to competencies that will enable them to engage in activities and behaviours that could assist them to act in line with their aspirations. The manager explained in her interview (refer Appendix 12a), that the students were exposed to programme activities that in a large part allowed them to participate in reflective processes which enabled them to think through their identified aspiration and plan and execute how they will achieve it. Her explanation corresponds with the students' responses in the discussions under dimensions 1, 2, 3, 4 and 5.

She further explained that the organisation exposed students to reflective writing skills, encouraged goal pursuit and motivated the students to realise their dream careers. Doing so contributed to the students' expressing feelings of confidence in their ability to achieve their goals. Below are students' responses in this regard:

- *It made me very confident about everything in my life. My life seems so much better (F, C, 16)*
- *Yes, cause now I am working very hard and I want to work harder so my dream can be fulfilled (F, W, 17)*
- *Yes. It has helped me improve my marks at school and it made me be very determined to become a surgeon or dermatologist (F, A, 15)*
- *Yes, at first I used to be shy like to stand in front of the class or give my own opinion. Now I have a little confidence and is not afraid to give my own opinion (F, C, 16)*

These responses are in line with the sentiments expressed by Poulsen, Zivani, Kotaniemi and Law (2014) who argue that individuals display higher levels of engagement when they feel competent and express the belief that they have the necessary skills, resources and support mechanisms to bring about sought after changes. Thus, the organisation assisted young people with opportunities to become more competent and attain behaviours necessary for the pursuit of their aspirations.

In addition, while the organisation did not provide the students with a physically stable place, or services and basic care, or high-quality instruction and training, they did expose the students to organisations and institutions where the students could be in contact with real-life examples of people who are living out their own aspirations. In that way, the organisation provided the students with a space in which they could visualise their aspirations. As such, through the exposure of being on the UCT campus, for example, the students could have been motivated to work harder in order to be in a position to achieve their identified aspirations, as was discussed in Dimensions 1 and 2 above. Therefore, through the exposure of the students to the UCT campus, the organisation instilled high expectations and standards in the students themselves, and hence the students' confident levels increased. An inference could thus be made that the organisation succeeded in their goal to unlock the students' agency in order to achieve their aspirations.

The discussion on all six dimensions of agency and the seven critical factors of the PYDA is related to the study's theoretical framework in the next section.

4.4 Relating the discussion to the theoretical framework

The discussion and interpretation in this chapter have shown that the organisation did allow the young people to reflect on and identified a valued aspiration, and taking steps towards realising their aspirations. In addition, the organisation allowed them to apply reflective judgement in writing their dream letters and assisted them to realise their agency. It was visible through the student's responses that the organisation created value in their lives and provided them with opportunities to reflect and work on their identified aspirations. The students highlighted that the support and exposure given by the organisation contributed to a realisation of something better and future possibilities, which in turn allowed them to realise both their agency on an individual and collective level. This is a central component of the principle of the Capability Approach - that human development interventions should be focused on interventions that will enable people to live the lives which they value (Conradie & Robeyns, 2013).

However, while the organisation provided the young people with a nurturing and caring environment, the discussion in this chapter highlights that students in this study experienced multiple socio-economic challenges that could prevent them from fully pursuing their aspirations and exercising their agency. For example, in Dimension 1, the discussion indicated that students who come from underprivileged backgrounds often attend underprivileged and poorly resources schools (as is the case for the students in this study) where few achieve the academic results necessary for access to higher education. In Dimension 3, the students cited a lack of finances and being depended on social grants, as well as the prevalence of gangsterism, high levels of teenage pregnancies and a lack of recreational activities for young people in their community. These challenges become capability constraints as highlighted by Robeyns (2017) who argues that social conversion factors such as social institutions, other people's behaviour and environmental factors (amongst others) influence and can inhibit an individual's ability and opportunity to live their desired life. This becomes visible through the challenges highlighted above which affects the students' ability to fully pursue their identified aspirations and exercise their agency.

The students also reported being pressurised to smoke, drink and have sex⁸, which create conditions that will make it difficult for them not to succumb to peer pressure. In this regard, Robeyns argues that, because people's choices and lives are shaped and constrained by their contextual and personal environments, one needs to take into consideration how these social environments influence their ability to function (Robeyns, 2003, 2017). As such, the Capability Approach acknowledges that access to real opportunities is often not universal but dependent on social barriers such as race, class, gender or culture, which in turn, might constrain or improve people's access to real opportunities (Conradie, 2013a). For the students in this study, it was exactly the case. The organisation provided the students with the space and opportunity to realise their aspiration and agency, but the students were still constrained by their socio-economic realities, which could prohibit their abilities to function freely in line with their identified aspirations.

Nevertheless, for the students in this study, being part of a youth development organisation provided a buffer that assisted them not to give in, but to remain focused and motivated to pursue their goals. However, that effect could be undermined because the programme runs for a year with limited opportunities for the students to engage with the organisation after their participation in the programme. Thus, the students have the benefit of being exposed to a nurturing and positive environment for a year that places their aspirations in the centre and assists them to work on achieving their identified aspirations. This means that when they pass Grade 10 and move on to Grades 11 and 12, the students would become more vulnerable to succumb to the socio-economic conditions reported in the discussion of the Dimensions 1 and 3 because they are no longer part of the organisation's programme. In the end, being exposed to the pressures and realities of their socio-economic circumstances could limit their ability to realise and achieve their identified aspirations.

⁸ Having sex might not be synonymous with a stable and long-term relationship and could also contribute to the already high teenage pregnancy statistics of the Manenburg community (Mullagee & Bruce, 2015) and influence the career opportunities at this stage of a young person's life.

4.5 Synthesis of Findings and conclusion

The analysis of the data in the preceding sections, according to the results from the data collected and the discussion of the combined six dimensions of agency and the seven critical factors of the PYDA, demonstrated that the youth development programme of the selected NGO did unlock and encourage the youth participants' aspirations and agency. The students' responses further showed that the organisation's program design provided the youth participants with the space to exercise their agency in order to fulfil their aspirations. Therefore, the discussion and interpretation in the previous section illustrated that the answer to all three sub-questions is yes, Organisation X successfully delivered what their program design intended for the learners who participated in their programme at School X in Manenburg.

However, the students' responses in Dimensions 1 and 3 drew attention to their socio-economic contexts and daily-lived realities, which were systemic factors outside of the organisation's control. It was noted in the discussion that these factors could potentially prevent the learners from realising their dream careers and pursuing post-school studies.

Nonetheless, based on the discussion and interpretation in the previous section, the first observation is that the reflective process of writing their dream letters allowed the youth participants to identify and recognise their agency role in the achievement of their aspirations.

The second observation is that the students' associated aspirations with the identification of a dream. For 57.5% of the students, it was a career related dream, while for the remaining 42.5%, it was a non-career related dream.

The third observation is that, for the career-related aspirations, 52.5% of the careers leaned towards helping others, while the remaining 47.5% was a mixture of personal goals and fulfilment, completing Grade 12 to find a job and being free to pursue other opportunities.

Observation number 4 relates to motivation and from the analysis of the students' response, they were both intrinsically motivated (reasons related self-improvement) and extrinsically motivated as they cited reasons to assist their families and helping others.

Observation number 5 relates to the pursuit of goals and behavioural changes. The majority of the students (82.5%) reported that writing their dream letter resulted in positive behavioural changes associated with the pursuit of their goals related to their identified aspiration. The three most reported positive behavioural changes were an improvement in confidence (18.18%), increased willingness to achieve goals (12.5 %) and improvement in marks (12.5%). The remaining (17.5%) responses highlighted the challenges that could stand in their way of pursuing their goals (negative peer-pressure and their socio-economic circumstances).

Observation number 6 relates to autonomy. The majority of the students (97.5%) reported that participating in the organisation's programme has given them a degree of autonomy. Because the organisation offered the students the freedom to decide on and pursue an aspiration that is of value to them, it indicated that they were allowing the students autonomy of choice, which is in line with the principles of the Capability Approach. In addition, the organisation not only provided the students with space and freedom to exercise their agency, but they also assisted the students through motivation and encouragement to develop self-management and in that way, to become self-regulating students who could take charge of their own learning and academic success.

Observation number 7 relates to the provision of networks by the youth development programme. From the discussions, three categories of networks were identified, namely: support networks related to the organisation, support networks related family and friends, and other external support networks. Firstly, the organisation fostered relationships with students that were characterised by positivity, a willingness to assist students with their identified aspiration, and moral support and care. Secondly, participation in the programme enabled the students to improve their relationships with their families and allowed them to reflect on their identified dream with their family members. However, the students also expressed that peer pressure is a reality in their community. They highlighted the pressure to engage in destructive behaviours such as drinking, smoking and sex, but reported that the programme encouraged them to place education first and helped them to deal with the negative peer pressure from their friends and community. Finally, the organisation provided a nurturing environment and networking opportunities that broaden the students' outlook and exposes them to

diverse experiences through the visits to different organisations during the course of the academic year. As such, the organisation succeeds in creating an enabling and nurturing environment in which the students could form healthy relationships with their families, peers, institutions and businesses. This, in turn, assisted the students with their self-development and with exercising their agency, and the motivation to act on their aspirations.

Observation number 8 relates to competence and the provision of quality services and training opportunities. The manager of the organisation explained that they exposed students to reflective writing skills, and encouraged goal pursuit and motivation to become self-regulating students. Thus, the organisation assisted young people with opportunities to become more competent and attain behaviours necessary for the pursuit of their aspirations. In addition, while the organisation did not provide the students with a physical stable place, or services and basic care, or high-quality instruction and training, they did expose the students to organisations and institutions where the students could be in contact with real-life examples of people who are living out their own aspirations. In that way, the organisation provided the students with a space in which they could visualise their aspirations.

A final observation relates to the theoretical framework of this study. The discussion and interpretation in this chapter have shown that the organisation provided the students with the space and opportunity to realise their aspiration and agency, but the students were still constrained by their socio-economic realities, which could prohibit their abilities to function freely in line with their identified aspirations.

I now move on to Chapter Five, the final chapter of this thesis.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

This final chapter begins with a summary of the findings as identified in the synthesis presented in the previous chapter. Thereafter, the findings are related to the literature and the theoretical framework, as discussed in Chapter 2, in order to determine whether the study has achieved its aim and objectives. Based on the findings, recommendations are proposed for the Department of Social Development, Youth Development Organisations, post-school institutions, families and communities, and young people. The chapter concludes by noting the limitations of the study, recommendations for future research, and a personal reflection of my experience as a novice researcher.

5.2. Summary of Findings

The synthesis in Section 4.4 identified nine findings. These are:

Finding One

The reflective process involved in writing the students' dream letters allowed them to identify and recognise their agency role in the achievement of their aspirations.

Finding Two

The students' associated aspirations with the identification of a dream. For 57.5% of the students, it was a career related dream, while for the remaining 42.5%, it was a non-career related dream.

Finding Three

Fifty-two point five percent (52.5%) of the careers leaned towards helping others, while the remaining 47.5% was a mixture of personal goals and fulfilment, completing Grade 12 to find a job and being free to pursue other opportunities. This corresponds with

Sen's idea that agency is not necessarily self-interested but could also be in the interest of others. (Conradie, 2013).

Finding Four

The students' responses reflected that they were both intrinsically motivated (reasons related to self-improvement) and extrinsically motivated as they cited reasons to assist their families and helping others.

Finding Five

The majority of the students (82.5%) reported that writing their dream letter resulted in positive behavioural changes associated with the pursuit of their goals related to their identified aspiration. The three most reported positive behavioural changes were an improvement in confidence (18.18%), increased willingness to achieve goals (12.5 %) and improvement in marks (12.5%). The remaining (17.5%) responses highlighted the challenges that could stand in the way of pursuing their goals (negative peer-pressure and their socio-economic circumstances).

Finding Six

The majority of the students (97.5%) reported that participating in the organisation's programme has given them a degree of autonomy. Because the organisation offered the students the freedom to decide on and pursue an aspiration that is of value to them, it indicated that they were allowing the students autonomy of choice, which is in line with the principles of the Capability Approach. In addition, the organisation not only provided the students with space and freedom to exercise their agency, but they also assisted the students through motivation and encouragement to develop self-management and in that way, became self-regulating students who could take charge of their own learning and academic success.

Finding Seven

The students' responses illustrated that the organisation did expose the students to networks and collaboration opportunities. Three categories of networks were identified, namely:

- Support networks related to the organisation,
- Support networks related to family and friends, and
- Other external support networks.

Firstly, the organisation fostered relationships with students that were characterised by positivity, a willingness to assist students with their identified aspiration, and moral support and care. Secondly, participation in the programme enabled the students to improve their relationships with their families and allowed them to reflect on their identified dream with their family members. However, the students also expressed that peer pressure is a reality in their community. They highlighted the pressure to engage in destructive behaviours such as drinking, smoking and sex, but reported that the programme encouraged them to place education first and helped them to deal with the negative peer pressure from their friends and community. Finally, the organisation provided a nurturing environment and networking opportunities that broadened the students' outlook and exposed them to diverse experiences through the visits to different organisations during the course of the academic year. As such, the organisation succeeded in creating an enabling and nurturing environment in which the students could form healthy relationships with their families, peers, institutions and businesses. This, in turn, assisted the students with their self-development and with exercising their agency, and the motivation to act on their aspirations.

Finding Eight

The findings demonstrated that the organisation exposed the students to reflective writing skills, and attempted to instil goal pursuit and motivation so that the students could become self-regulating students. Thus, the organisation assisted the students with opportunities to become more competent and attain behaviours necessary for the pursuit of their aspirations. In addition, while the organisation did not provide the students with a physically stable place, or services and basic care, or high-quality instruction and training, they did expose the students to organisations and institutions where the students could be in contact with real-life examples of people who are living out their own aspirations. In that way, the organisation provided the students with a space in which they could visualise their aspirations.

Finding Nine

The discussion and interpretation of the findings in Chapter 4 shows that the organisation provided the students with the space and opportunity to realise their aspiration and agency in line with the Capability Approach, but the students were still constrained by their socio-economic realities, which could prohibit their abilities to function freely in line with their identified aspirations.

5.3. Interpretations of Findings

As discussed in Chapter 1, the aim of this study was to explore whether the selected youth development organisation encouraged and unlocked young people's aspirations and agency in its program design. The objectives were to:

- Determine if the organisation provided the students with opportunities and spaces in which the young people could exercise their agency in the development process in order to pursue their goals and aspirations; and
- Identify challenges (if any) that could prevent the students from exercising their agency, and how the challenges could be overcome or prevented.

The argument in this study was that youth development organisations should empower and help to develop youth in such a way that they could realise their full potential in order to make a positive and constructive contribution to their communities and South Africa at large.

To realise the objectives of the study, the main research question was: *Did the organisation's youth development programme unlock and encourage the youth participants' aspirations and agency?*

Three sub-questions were formulated to guide the data collection process and the discussion of the findings. These were:

1. Was the youth development program of the selected NGO designed to unlock and encourage the participants' aspirations and agency?

2. Were participants able to exercise their agency in order to fulfil their aspirations?
3. If the answer was no, how could the challenges be overcome so that the participants in the youth development program could use their agency to achieve their objectives?

The above findings are now interpreted in relation to the literature and the theoretical framework as discussed in Chapter 2, to ascertain if the study attained its aim and objectives. The interpretation is done per sub-question below.

5.3.1 Sub-question 1: Has the youth development program of the selected NGO been designed to unlock and encourage the participants' aspirations and agency?

Findings number one and nine answer this sub-question. These two findings illustrate that the program design of the selected NGO did unlock and encourage the students' aspirations and agency. The students' responses under these two findings reflected clearly that the organisation's program design succeeded in providing them with the space and opportunities to reflect on and identify their dreams, and aspire to pursue them.

As discussed in Section 2.4.2, youth development organisations should provide young people with opportunities and platforms where they could develop healthy, positive and future-orientated behaviours that will enable them to interact with and influence their social structures in their communities (Morrow et al., 2005; Pelser & Chirinda, 2013). Thus, youth development interventions should be based on assisting young people to affirm their worth and draw on their own resources in order to act on their agency role and becoming shapers of their own priorities and future endeavours. Affirming young people's worth and allowing them to exercise their agency will combat low self-esteem and a lack of direction as was found in the study conducted by Pelser and Chirinda (2013). These findings are directly applicable to the students in this study because their daily realities were of such a nature that they could have negatively influenced their self-esteem and self-worth. Consequently, the youth development organisation not only unlocked and encouraged the participants' aspirations and agency, but also provided the students with a safe and caring environment in which they could freely be and

function as 'normal' young people who could realise their full potential (Pittman et al, 2003; Alkire & Deneulin, 2009; Sen 1992).

5.3.2 Sub-question 2: Were participants able to exercise their agency in order to fulfil their aspirations?

Findings 1 to 8 provide answers to this sub-question. These findings were structured on the combined six dimensions of agency, which were reflective judgement, motivation, pursuit of goals, autonomy, relatedness and competence (Conradie, 2013). The seven critical factors of the PYDA were embedded within the six dimensions and formed part of the discussion and interpretation in Section 4.3. Findings 1, 2 and 3 show that the students were provided with the space to reflect on their aspirations through the writing of a dream letter in which they identified which career they wanted to pursue, what the career was and why they wanted to pursue that specific career. Finding 4 demonstrated that the students were both internally motivated as they provided reasons related to self-improvement, and externally motivated as they cited reasons to assist their families and helping others.

Finding 5 highlighted two factors – positive behavioural changes, and negative behavioural changes. The positive behavioural changes were an improvement in their confidence levels, an increased willingness to achieve their goals and an improvement in their marks at school. The negative behavioural changes identified the challenges that could stand in the way of pursuing their goals. These were negative peer-pressure (being enticed to participate in sex, alcohol and drugs) and their socio-economic circumstances (being financially needy and dependent on social grants and living in poverty-stricken circumstances).

Finding 6 demonstrated that participating in the organisation's programme has given the students a degree of autonomy because the organisation offered the students the freedom to decide on and pursue an aspiration that is of value to them. Finding 7 provided evidence that the organisation did expose the students to networks and collaboration opportunities with regard to support networks related to the organisation, support networks related to family and friends, and other external support networks. Finding 8 illustrated that the organisation assisted the students with opportunities to become more competent and attain behaviours necessary for the pursuit of their

aspirations through exposing the students to organisations and institutions where the students could be in contact with real-life examples of people who are living out their own aspirations.

These findings demonstrate that the youth development organisation allowed the students to exercise their agency in order to fulfil their aspirations. As was discussed in Section 2.4.2, the youth development program that the students in this study were part of, provided the students with a safe haven where they were able to realise their agency while gaining skills that would enable them to make positive life choices. As Larson et al. (2004) propose, when young people have opportunities to interact with social structures in a supportive and encouraging environment, it could translate into opportunities for growth and positive development. Therefore, the findings show that, because the students were part of the organisation, they were able to freely be and function in a supportive and caring environment as the Capability Approach advocates (Alkire & Deneulin, 2009; Sen, 2002). An inference could be made that their involvement in the youth development organisation strengthened the students' chances of being determined and motivated to pursue and realise their aspirations in order to rise above their lived realities in pursuit of a better future for themselves and their families. Therefore, it could be concluded that Organisation X contributed to the empowerment and upliftment of young people in its youth development programme offered to public schools on the Cape Flats. The organisation gave the students' hope and broadened their worldview to aspire and pursue a dream career that could assist them to break the circle of poverty; find good employment, and raise the standard of living not only for themselves but also for their families and their communities.

5.3.3 Sub-question 3: If the answer is no, how could the challenges be overcome so that the participants in the youth development program can use their agency to achieve their objectives?

The answer to this question is yes, but just to a certain extent. The discussion under the previous two sub-questions indicated clearly that the organisation provided the students with the space and opportunities to exercise their agency and realise their aspirations.

However, the latter parts of Findings 5 and 9 provide answers to this sub-question. Both these parts highlighted the challenges that could prevent the students from pursuing their goals (negative peer-pressure and their socio-economic circumstances). Hence, while the organisation facilitated positive development in the students and assisted them with a positive growth trajectory, the students faced tremendous odds in their journeys to realising their identified aspirations.

As suggested by Smith and Stones (2001), young people in South Africa still face challenges far greater than young people in more stable societies. The students in this study experienced this reality and reported on the challenges that they faced. And while the South African constitution gives all people the right to education (Constitution of the Republic of South Africa, 1996), which implies that students might have the freedom to pursue their valued state of being, in this case, to be educated; the social conversion factors stemming from the environment in which they live (refer Section 4.4) poses a restriction to the young people's ability to freely function and be in pursuit of their aspirations and realise their dream careers.

Part of the problem, as discussed in Section 2.2.2, was the heritage of apartheid and the effects that are still felt today. For the students in this study, being part of a community characterised by poor households, alcohol and drug abuse, violence and crime, and disadvantaged public schooling, their chances to succeed against these odds were slim (Frame et al., 2016; Smith & Jones, 2001). It is through the provision of youth development programmes such as the one in this study, that young people's lives could be transformed (despite their circumstances) and that they could be empowered and encouraged to have high aspirations and exercise their agency in pursuit of their goals and dreams in order to contribute positively to the economic growth of South Africa.

In summary, the answer is yes, the study achieved its objectives. The findings, summarised in findings 1 – 9 above, demonstrate that the youth development organisation's program design provided the students with opportunities and spaces in which they can exercise their agency and pursue their goals and aspirations. Moreover, the students themselves identified challenges that could prevent them from exercising their agency and realising their aspirations. Most of these challenges, unfortunately, are

systemic issues that these young people would not be able to solve or overcome by themselves. Overcoming the challenges will require a collective effort from the different role players involved in youth development in the country. Therefore, recommendations on how to overcome or prevent the challenges are proposed in the next section.

5.4. Recommendations

The following recommendations are proposed:

5.4.1 For the Department of Social Development

One of the central challenges for this organisation was funding to expand its programmes to reach more young people. As shown in the discussion in Chapter 4, youth development programmes of this nature have several positive potential effects for all stakeholders involved, including increases in school attendance, improvement in student grades and improved behaviours in students. If the reach of this programme could be expanded to more schools and a greater number of students, it could promote and lead to positive youth development on a much larger scale. Thus, it is recommended that the Department of Social Development provide funding for youth development organisations that specifically focus on aspirations based youth development programming. It is also important for the department to improve linkages with youth development organisations, schools and research organisations, to increase research output on best practices. Doing so will provide youth development organisations with the necessary knowledge and skills to better assist and empower young people in schools and communities.

5.4.2 For Youth Development Organisations

This research has shown that including young people's aspirations in youth development programme design can contribute to unlocking young people's agency. It has shown that doing this could lead to positive behavioural changes, increased motivation and goal-driven behaviour in young people. As such, it is recommended that all youth development organisations should include the unlocking of aspirations and agency as part of their program designs. If this could happen, more young people would be empowered and assisted to develop their self-esteem and confidence levels, which in turn, could result in more young people completing their schooling careers and

continue with post-school education at the various post-school institutions. Ultimately, an educated and skilled youth would influence and contribute positively to the economic growth of the country, and its overall well-being and prosperity.

5.4.3 For Post-school Institutions

Given that youth development organisations assist learners at school to aspire to complete their schooling careers in order to proceed to post-school studies, universities and colleges should work more closely with these organisations in order to create a positive relationship with them. Doing so could result in the schools where the organisations are working becoming their feeder schools where students could be encouraged to apply to study at those specific post-school institutions. Universities and colleges could also become involved in the youth development organisations' programme, and together, they could assist and provide the students with the opportunity to visit their campuses (as was the case of UCT) and in so doing, allowing the students to experience what it would be like to be a student at a university or college. In this way, students would be motivated to pursue their goals and realise their aspirations despite possible challenges that they might encounter along the way.

5.4.4 For Families and Communities

As highlighted in Chapter 4, families and communities play a vital role in young people's aspirations and their pursuit thereof. They assist and create the right conditions for young people to realise and exercise their agency. Some students in this study highlighted a lack of support from their families and communities as an inhibitor to the pursuit of their aspirations. In this regard, it is recommended that parents, in particular, should encourage aspirations in their children and expose their children to as many opportunities as possible that would help them see all that is available to them. This would develop a capacity to aspire in young people (Appadurai, 2004). It is further recommended that parents should support their children once they have identified a valued aspiration. For example, parents can accompany their children to career fairs or open days at universities and colleges so that they can be aware and educated on what is needed for their children to reach their valued aspirations, goals and dreams.

In addition, it is recommended that communities work towards creating an enabling environment for young people. Communities could support and encourage young people to have and achieve their aspirations. Communities should also seek to provide safe spaces where young people are free to focus on their aspirations. For example, community halls and libraries could be used by young people to work on their homework or aspirations under the supervision of members in the community. Communities should also celebrate the achievements of young people in the community so that they can create a culture of aspirations in young people.

It is also recommended that communities give young people opportunities to take ownership and drive initiatives that are of value to them. This would allow young people to build the civic values needed to be productive citizens, and at the same time, allow them to exercise their agency. Finally, it is recommended that communities work hand in hand with the police to rid the communities of crime, violence, alcohol and drug abuse, and unlawful sexual behaviours. Working with the police could result in the decrease of crime and societal evils, which in turn would create a safe and conducive environment for young people to flourish in order to freely be and do.

5.4.5 For Young People

This study provided evidence in favour of reflective judgement and the value it could have for young people voicing and acting on their aspirations. Hence, it is recommended that young people take the time to reflect on their aspirations and develop resilience in pursuit of their aspirations. It is also important that young people seek spaces that could help them on their journey towards achieving their aspirations and unlocking their agency. As shown in this study, once young people have established their aspirations and have spaces that allow them to exercise their agency, it is still up to them to act on and pursue their aspirations. Therefore, it is recommended that young people take their education seriously, be committed and determined to succeed, fight peer-pressure and remain strong so that they will realise their full potential and reach their desired states of being.

5.5 Limitations of the study

This study explored one selected youth development organisation and one group of high school learners that participated in the organisation's program for a year. Consequently, the study's findings are limited, as they cannot be generalised. However, the intention was not to generalise the findings but to explore and understand how one organisation went about unlocking and encouraging young people's aspirations and agency in its program design.

The second limitation was that the data collection process took place during school hours at High School X. It was envisaged at the start of the study that the data collection process with the students would take place after school hours or on Saturday mornings. However, this was not possible because the learners could not remain after hours at the school, nor could they come to the school on Saturday mornings. The duration of a school period is shorter than an hour, which meant that the focus group discussions had to be rushed. Fortunately, due to the relationship that the organisation had with the school, the teacher arranged extra time for the learners to complete the questionnaire. In the end, the data collected from the young people provided sufficient information that I could analyse, discuss and interpret. Based on the findings, recommendations were proposed for the relevant role players in youth development. Thus, the study achieved its objectives, and the findings contribute to the body of knowledge with regard to the role of youth development programmes in unlocking young people's aspirations and agency.

5.6 Recommendations for Future Research

As highlighted in Section 1.1, this research was an exploratory study focusing on understanding how aspirations and youth agency could be incorporated into youth development programming. Accordingly, for future research, longitudinal studies, especially in socially unstable societies such as South Africa, that focused on tracking the students beyond the period of being part of a youth development programme could assess if the students were able to realise their aspirations and exercise their agency in pursuit of their goals and dreams. Such research would then also determine if that did not happen and could make recommendations on how the challenges encountered by

students could be overcome or prevented after they have participated in a youth development programme.

A second possibility for future research would be to measure agency achievement and increases in functionings in youth participants because of being part of a youth development organisation. The behaviour and attitudes of students in such a programme could be compared to a control group of students who were not part of a youth development programme in order to determine if there are differences in their behaviour and attitudes. The findings could assist the Department of Social Services with concrete evidence of the importance of supporting and promoting youth development organisations for the benefit of young people who live in unfavourable socioeconomic circumstances.

Lastly, future research could focus on building a research repository for best practices in youth development programmes. A repository would enable youth development organisations to use the best practices arrived at from empirical research conducted, which could inform their programming decisions. In doing so, youth development organisations would succeed in providing young people with the best possible programmes that would encourage and unlock young people's aspirations and agency fully.



5.7 Conclusion

This study enabled me to understand how aspirations can be incorporated into youth development programming and how they contribute to unlocking latent agency in young people. The findings of this study make a modest contribution to the body of knowledge on the value of youth development organisations that focus on empowering and strengthening young people's chances of a better future. It provided me with insight into the challenges and potentialities that exist in youth development work and organisations such as the one in this study. It gave me a deeper appreciation for the important role that civil society organisations play in driving youth development in South Africa, regionally and globally. Learning about the challenges that young people in this study had to face on a daily basis was disheartening and significant. Observing first-hand

how, giving young people a space to reflect and act on their aspirations, could empower, motivate and change their developmental trajectories, was inspiring.

Finally, conducting research at a master's level was challenging, but enlightening and rewarding. It has inspired me to continue conducting qualitative research that focuses on developing, empowering and uplifting the youth of South Africa in order to create hope and a bright future for their tomorrows, and the country at large.



UNIVERSITY *of the*
WESTERN CAPE

REFERENCES

- African National Congress. 1994. *The Reconstruction and Development Programme: A policy framework*. Johannesburg:Umanyano Publishers.
- African Union. 2009. *African Youth Charter*. Banjul: African Union.
- African Union Commission. 2015. *Agenda 2063: The Africa We Want*. Ethiopia: African Union Commission.
- Alkire, S. 2005. Why the Capability Approach?, *Journal of Human Development and Capabilities*, 6(1), pp. 115-135.
- Alkire, S. 2009. 'Concepts and measures of agency'. In: K. Basu & R. Kanbur, ed. 2009. *Arguments for a better world*. (Vol. 1).Oxford: Oxford University Press, pp.455-474.
- Alkire, S. & Deneulin, S. 2009. 'The human development and capability approach'. In: Deneulin, S. & Shahani, L. eds. 2009. *An introduction to the human development and capability approach: freedom and agency*. London: Earthscan, pp.22-48.
- Amoateng, A.Y. & Richter, L. 2003. The state of families in South Africa. In: Daniel, J., Habib, A. & Southall, R. eds. 2003. *State of the nation: South Africa 2003-2004*. Cape Town: HSRC Press, pp.242-267.
- Appedurai, A. 2004. 'The Capacity to Aspire': Culture and the Terms of Recognition'. In: V, Rao & M. Walton, eds. 2004. *Culture and Public Action*. Stanford: Stanford University Press, pp. 185-209.
- Atieno, O. 2009. An analysis of the strengths and limitation of qualitative and quantitative research paradigms. *Problems of Education in the 21st Century*, 13,pp. 13-18.
- Babbie, E., & Mouton, J. 2001. *The practice of social research*. South African ed. Cape Town: Oxford University Press.
- Babbie,E., & Mouton, J. 2004. *The Practice of Social Research*. Cape Town: OUP.
- Babbie, E. & Mouton, J. 2007. *The practice of social research. South African Edition*. Cape Town: Oxford University Press.
- Babic,B., Graf., G & Castro, O.G. 2010. The Capability Approach as a framework for the evaluation of child and youth care, *European Journal of Social Work*, 13(3), 409-413.
- Bacalso, C. & Farrow, A. 2016. Youth Policies from around the world: International Practices and Country Examples. Youth Policy Working Paper 1. Berlin: Youth Policy Press.

- Bandura, A., Barbaranelli, C., Caprara, G.V. & Pastorelli, C. 2001. Self-Efficacy Beliefs as Shapers of Childrens Aspirations and Career Trajectories. *Child Development*, 72(1), pp.187–206.
- Barran. C. 2001. Pathways to Personal Empowerment. In: J, Foster & Naidoo, K., ed. 2001. *Young People at the Centre: Participation & Social Change*. London: Commonwealth Secretariat, pp. 99-105.
- Bhana, A., Swartz, S., Taylor, S., Scott, D., Vawda, M., & Dlamini, N. 2011. Education and skills development. In Magongo,B. and Motimele, M. eds., 2011. *South African youth context: The young generation*. Midrand, South Africa: National Youth Development Agency.
- Bray, R., Gooskens, I., Moses, S., Kahn, L., Seekings, J. 2011. *Growing up in the new South Africa: childhood and adolescence in post-apartheid Cape Town*. Cape Town: HSRC.
- Burton, P., Ward, C., Artz, L. and Leoschut, L. 2015. *The Optimus Study on Child Abuse, Violence and Neglect in South Africa*. Cape Town: Optimus Foundation.
- Case, J., Marshall, D., McKenna, S. & Mogashana, D. 2018. *Going to University: The Influence of Higher Education on the Lives of Young South Africans*. 1st ed. Cape Town: African Minds.
- Centre for Development Enterprise. 2007. *The struggle for jobs: Evidence from the South African young person's survey*. CDE Focus, no. 13. Johannesburg: Centre for Development and Enterprise.
- Chen, E., Lee, W., Cavey, L. and Ho, A. 2012. Role Models and the Psychological Characteristics That Buffer Low-Socioeconomic-Status Youth From Cardiovascular Risk. *Child Development*, 84(4), pp.1241-1252.
- Choy, L.T. 2014. The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR Journal of Humanities and Social Science*, 19(4), pp.99-104.
- Clark, D.A. 2005. Sen's capability approach and the many spaces of human well-being. *Journal of Development Studies*, 41(8), 1339–1368.
- Conradie, I. 2013a. Aspirations and Capabilities: The Design and Analysis of an Action Research Project in Khayelitsha, Cape Town. Ph.D. Bellville: University of the Western Cape.
- Conradie, I. 2013b. Can Deliberate Efforts to Realise Aspirations Increase Capabilities? A South African Case Study. *Oxford Development Studies*, 41(2), pp. 189-219.

Conradie, I. & Robeyns, I. 2013. Aspirations and Human Development Interventions. *Journal of Human Development and Capabilities: A Multi-Disciplinary Journal for People-Centered Development*, 14(4), pp. 559-580.

Constitution of the Republic of South Africa. 1996.

Converse, B., Juarez, L., & Hennecke, M. 2018. Self-Control and the Reasons Behind Our Goals. *Journal of Personality and Social Psychology*. 10.

Cooper, D., De Lannoy, A. & Rule, C. 2015. Youth health and Well-being: Why it matters. In: De Lannoy A, Swartz S, Lake L & Smith C. eds. 2015. *South African Child Gauge 2015*. Cape Town, Children's Institute, University of Cape Town.

Cooperative Governance Traditional Affairs. 2019. Community Work Programme. [ONLINE] Available at: <http://www.cogta.gov.za/?programmes=community-work-programme>. [Accessed 12 February 2019].

Creswell, J.W. 2007. *Qualitative Inquiry and Research design, choosing among five approaches*. 2nd ed. California: Sage Publishers.

Damon, W. 2004. What is positive youth development? *Annals of the American Academy of Political and Social Science*, 591, pp. 13-24.

Deci, E. L. 1975. *Intrinsic motivation*. New York: Plenum Press.

Deci, E. L., & Ryan, R. M. 1985. *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.

Deci, E. L., & Ryan, R. M. 2000. The "what" and "why" of goal pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), pp. 227-268.

Deci, E., & Ryan, R. 2009. Self-determination theory: A consideration of human motivation universals. In P. J. Corr & G. Matthews (Eds.), *The Cambridge handbook of personality psychology*. New York, NY: Cambridge University Press. pp. 441–456.

Deegan, H. 2008. *The politics of the new South Africa*. 1st ed. Harlow: Longman.

Denzin, N. K., & Lincoln, Y. S. 2005. Introduction: The Discipline and Practice of Qualitative Research. In Denzin, N. K. & Lincoln, Y. S. eds. 2005., *The Sage handbook of qualitative research*. Thousand Oaks, CA: Sage Publications Ltd. pp. 1-32.

De Vos, A.S., Strydom, H., Fouché, C.B. and Delport, C.S.L. 2005. *Research at Grass Roots: For the Social Science Professionals*. 3rd Edition. Pretoria: Van Schaik.

Dream Factory Foundation. 2017. *Dream Factory Foundation Annual Report 2017*. Cape Town: Dream Factory Foundation.

Drydyk, J. 2008. Durable empowerment. *Journal of Global Ethics*, 4(3), pp. 231-245.

Dudwick, N., Kuehnast, K., Jones, V. N., & Woolcock, M. 2006. *Analyzing social capital in context: a guide to using qualitative methods and data*. Washington, DC: World Bank.

Dworkin, J.B., Larson, R. & Hansen, D. 2003. Adolescents Accounts of Growth Experiences in Youth Activities. *Journal of Youth and Adolescence*, 32(1): 17–26.

Dwyer, C., Hogan, M. & Stewart, I. 2015. The effects of argument mapping-infused critical thinking instruction on reflective judgement performance. *Thinking Skills and Creativity*, 16, pp.11-26.

Emirbayer, M. & Mische, A. 1998. What Is Agency? *American Journal of Sociology*, 103(4), pp. 962–1023.

Fedderke, J., de Kadt, R. and Luiz, J. 2000. Uneducating South Africa: The failure to address the 1910–1993 legacy. *International Review of Education*, 46 (3/4), pp.257-281.

Flick, U. 2009. *An introduction to qualitative research*. 4th ed. Los Angeles: SAGE.

Frame, E., De Lannoy, A., Leibbrandt, M. 2016. *Measuring multidimensional poverty among youth in South Africa at the sub-national level*. A Southern Africa Labour and Development Research Unit Working Paper Number 169. Cape Town: SALDRU, University of Cape Town.

Gasper, D. 2007. What is the Capability Approach? Its core, rationale, partners and dangers. *Journal Socio-Economics*, 36, pp.335-359.

Goldin, N., Patel, P. & Perry, K. 2014. *The Global Youth Wellbeing Index: A Report of the CSIS Youth, Prosperity, and Security Initiative and the International Youth Foundation*, Washington, D.C.: Center for Strategic and International Studies and International Youth Foundation.

Gummesson, E. (1991). *Qualitative methods in management research* (Rev. ed.). Newbury Park, Calif: Sage.

Hamilton, S.F., Hamilton, M.A., & Pittman, K. 2004. Principles for Youth Development. In: Hamilton, S.F. & Hamilton, M.A. eds. 2004. *The Youth Development Handbook: Coming of Age in American Communities*. Thousand Oaks: Sage Publications, Inc., pp.3-22.

Heckman, J. 2006. Catch 'em Young. *Wall Street Journal Online*. Retrieved from: <http://online.wsj.com/news/articles/SB113686119611542381>.

Henning, E., Van Rensburg, W. and Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik.

Hennink, M., Bailey, A., & Hutter, I. 2011. *Qualitative research methods*. Thousand Oaks, California: SAGE.

Ibrahim, S. 2011. *Poverty, Aspirations and well-being: afraid to aspire and unable to reach a better life-voices from Egypt*. BWPI Working Paper 141. Manchester: Brooks World Poverty Institute.

Ibrahim, S & Alkire, S. 2007. Agency and Empowerment: A Proposal for Internationally Comparable Indicators. *Oxford Development Studies*, 35 (4), pp. 379-403.

Janse van Rensburg, O. 2015. The school readiness performance of a group of Grade R learners in primary schools in the Gauteng Province of South Africa. *South African Journal of Childhood Education*, 5(1), pp.106-124.

Johnson R. B. (2005). Examining the validity structure of qualitative research. *Education*, 18(2), 282–293.

Kalish, R. E., Voigt, B., Rahimian, A., DiCara, J., & Sheehan, K. (2010). Listening to Youth: Reflections on the Effect of a Youth Development Program. *Health Promotion Practice*, 11(3), pp. 387–393.

Kasser T, Ryan RM. 2001. Be careful what you wish for: Optimal functioning and the relative attainment of intrinsic and extrinsic goals. In: Schmuck P, Sheldon KM. eds. 2001. *Life Goals and Well-being: Towards a positive psychology of human striving*. Ashland, OH: Hogrefe & Huber Publishers, pp.116-131.

La Guardia, J. G., Ryan, R. M., Couchman, C. E., & Deci, E. L. 2000. Within-person variation in security of attachment: A self-determination theory perspective on attachment, need fulfillment, and well-being. *Journal of Personality and Social Psychology*, 79, pp. 367-384.

Larson, R.W & Angus, R.M. 2011. Adolescents' Development of Skills for Agency in Youth Programs: Learning to Think Strategically. *Child Development*. 82 (1), pp. 277-294.

Larson, R., Jarrett, R., Hansen, D., Pearce, N., Sullivan, P., Walker, K., Watkins, N & Wood, D. 2004. Organised Youth Activities as Contexts for Positive Development. In: Lindley, P.A. & Josephs, S. ed. 2004. *Positive Psychology in Practice*, pp. 540-560.

Lerner, R. M., Almerigi, J. B., Theokas, C., & Lerner, J. V. 2005. Positive Youth Development A View of the Issues. *The Journal of Early Adolescence*, 25(1), pp.10–16.

Lerner, R.M., Dowling, E.M. & Anderson, P.M. 2003. Positive Youth Development: Thriving as the Basis of Personhood and Civil Society. *Applied Developmental Science*, 7(3), pp. 172–180.

Light, D. 2010. The final stage? Writing up Ethnographic Research. In Scott Jones, J & Watt, S.eds. 2010. *Ethnography in Social Science Practice*. London & New York: Routledge, pp.173-186.

Lofland, J. & Lofland, L. H. 1984. *Analyzing social settings: a guide to qualitative observation and analysis*. 2nd ed. Belmont: Wadsworth Pub. Co.

LoveLife. 2012. *Talking Points: A study on HIV, sexual risk behaviour, and access to opportunity among young people in South Africa*. Sandton: New Love Life Trust.

Makiwane, M. & Kwizera, S. 2009. Youth and Well-Being: A South African Case Study. *Social Indicators Research: An Interdisciplinary Journal for Quality of Life Measurement*, 91, pp. 223-242.

Malterud, K. 2001. Qualitative research: standards, challenges, and guidelines. *The Lancet*, 358(9280), pp.483-488.

Mandela, N. (1964). *I am prepared to die: Nelson Mandela's statement from the dock at the opening of the defence case in the Rivonia Trial*. [Speech Transcript] Nelson Mandela Foundation, Pretoria.

Maree, K., Creswell, J.W, Ebersöhn, L., Eloff, I., Ferreira, R., Ivankova, J.D, Jansen, J., Nieuwenhuis, J., Pietersen, J. & Plano-Clark, V.L. 2016. *First steps in research*. 2nd edition. Pretoria: Van Schaik Publishers.

Marshall, C. & Rossman, G.B. 1999. *Designing qualitative research*. 3rd ed. London: Sage Publications.

McLaughlin, M.W. 2000. *Community Counts: How Youth Organizations Matter for Youth Development*. Washington, DC: Public Education Network.

McRoy, R.G. 1995. Qualitative research: In Edwards, R. L., & Hopps, J. G. eds. 1995. *Encyclopedia of social work*, 19th ed. Washington, DC: National Association of Social Workers.

Mohajan, H.K. 2018. Qualitative Research Methodology in Social Sciences and Related Subjects. *Journal of Economic Development, Environment and People*. 7(1), pp.23-48.

Morrow, S., Panday, S. & Richter, L. (2005). *Where we're at and where we're going: Young people in South Africa in 2005*. Johannesburg: Umsobomvu Youth Fund.

Mouton, J. & Marais, H. C. 1996. *Basic concepts in the methodology of the social sciences*. Pretoria: Human Sciences Research Council.

Mullagee, F., & Bruce, D. 2015. *Building a good nation in Manenberg: a case study of the Manenberg Community Work Programme (CWP)*. Braamfontein: Centre for the Study of Violence and Reconciliation.

Nathan, D. 2005. Capabilities and Aspirations. *Economic and Political Weekly*, 40 (1), pp. 36-40.

National Planning Commission (2011). *National Development Plan 2030 Our Future-make it work*. Pretoria: Republic of South Africa.

Noor, K.B.M. 2008. Case study: A strategic research methodology. *American journal of applied sciences*, 5(11), pp.1602-1604.

- Nussbaum, M. 2011. *Creating Capabilities: The Human Development Approach*. Cambridge: Harvard University Press.
- Office of the Deputy President. 1996. *National Youth Commission Act, 1996 [No. 19 of 1996]*. Pretoria: Republic of South Africa.
- Office of the Premier and Social Development. 2013. *Western Cape youth development strategy - 2013*. Cape Town: Western Cape Government.
- Office of the Presidency. 1997. *White Paper on Social Welfare*. Pretoria: The Presidency.
- Office of the Presidency. 2002. *National youth development policy framework (2002-2007): towards integrated national youth development initiatives and programmes*. Pretoria: The Presidency.
- Office of the Presidency. 2008. *National Youth Development Agency Act 54 of 2008*. Pretoria: The Presidency.
- Office of the President of the Republic of South Africa. 1994. *White Paper on Reconstruction and Development*. Cape Town: Government Gazette.
- Old Mutual Savings and Investment Monitor. 2017. *Key Savings and Investment Trends 2017* [online] Old Mutual. Available at: <https://www.oldmutual.co.za/docs/default-source/personal-solutions/financial-planning/savings-and-monitor/latest-research-results/l10719-omsim-report-2017.pdf> [Accessed 4 Apr. 2018].
- Omar, U. 2017. The state of SA's youth. *UCT News*. Available at: <https://www.news.uct.ac.za/article/-2017-06-16-the-state-of-sas-youth> [Accessed September 2, 2018].
- Panday, S., Ranchod, S., Ngcaweni, B. & Seedat, S. 2012. The situation of the youth in South Africa. In Ward, C., Dawes, A. & Van Der Merwe, A. eds. 2012. *Youth Violence: Sources and Solutions in South Africa*. Cape Town: UCT Press, pp. 95-140.
- Peltzer, K. & Chirinda, W. 2013. Access to Opportunities and the Lovelife Programme Among Youth in South Africa. *Journal of Psychology in Africa*, 23(1): 77–84.
- Pittman, K., & Irby, M. 1996. *Preventing problems or promoting development: Competing priorities or inseparable goals?*. Baltimore: International Youth Foundation.
- Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. 2003. *Preventing Problems, Promoting Development, Encouraging Engagement: Competing Priorities or Inseparable Goals?*. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc.
- Poulsen, A. A., Ziviani, J., Kotaniemi, K., & Law, M. 2014. 'I Think I can': Measuring Confidence in Goal Pursuit. *British Journal of Occupational Therapy*, 77(2), pp. 64–66.

Qizilbash, M. 2011. Sugden's Critique of the Capability Approach. *Utilitas*, 23(1), pp. 25-51.

Ray, D. 2003. *Aspirations, poverty and economic change*. [online]. Available at: <http://www.econ.nyu.edu/user/debraj/Papers/povasp01.pdf>. [Accessed on 16 November, 2012].

Ray, D. 2006. 'Aspirations, poverty, and economic change'. In: A. Banerjee, R. Bénabou and D. Mookherjee (eds.) *Understanding poverty*. Oxford: Oxford University Press, pp.409-421.

Republic of South Africa. 2009. *National Youth Policy 2009-2014*. Pretoria: Republic of South Africa.

Resource. 2019. In: *English Oxford Living Dictionaries*. [online] Oxford University Press. Available at: <https://en.oxforddictionaries.com/definition/resource> [Accessed 15 May 2019].

Reynolds, P. 2013. *War in Worcester: Youth and the Apartheid State*. New York: Fordham University Press.

Robeyns, I. 2000. *An unworkable idea or a promising alternative? Sen's capability approach re-examined*. Discussion Paper 00.3. Katholieke Universiteit Leuven: Centre for Economic Studies.

Robeyns, I. 2003. Sen's Capability Approach and Gender Inequality: Selecting Relevant Capabilities. *Feminist Economics*, 9(2-3), 61–92.

Robeyns, I. 2005. The Capability Approach: a theoretical survey. *Journal of Human Development*, 6(1), pp.93-114.

Robeyns, I. 2017. *Wellbeing, freedom and social justice: the capability approach re-examined*. Cambridge: Open Book Publishers.

Roth, J.L. & Brooks-Gunn, J. 2003. What exactly is a Youth Development Program? Answers From Research and Practice. *Applied Developmental Science*, 7 (2), pp.94-111.

Ryan, R.M., & Deci, E.L. 2000. Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), pp. 54-67.

Ryan, R. M., & Grolnick, W. S. 1986. Origins and pawns in the classroom: Self-report and projective assessments of individual differences in children's perceptions. *Journal of Personality and Social Psychology*, 50(3), pp. 550-558.

Ryan, R.M. & Sapp. A.R. 2007. Basic Psychological needs: A self-determination theory perspective on the promotion of wellness across development and cultures. In: Gough, I. & Allister McGregor, J. eds. 2007. *Wellbeing in Developing Countries: From Theory to Research*. Cambridge: Cambridge University Press.

Ryan, R. M., Stiller, J. D., & Lynch, J. H. 1994. Representations of Relationships to Teachers, Parents, and Friends as Predictors of Academic Motivation and Self-Esteem. *The Journal of Early Adolescence*, 14(2), pp. 226–249.

Schmid, K., Phelps, E. and Lerner, R. (2011). Constructing positive futures: Modeling the relationship between adolescents' hopeful future expectations and intentional self-regulation in predicting positive youth development. *Journal of Adolescence*, 34(6), pp.1127-1135.

Search Institute. 2017. *The Developmental Assets Framework* | Search Institute. [ONLINE] Available at: <https://www.search-institute.org/our-research/developmental-assets/developmental-assets-framework/>. [Accessed 23 May 2019].

Sen, A. 1985. 'Well-being, agency and freedom: the Dewey lectures 1984'. *The journal of philosophy*, 82 (4), pp.169-221.

Sen, A. 1992. *Inequality Reexamined*. United Kingdom: Oxford University Press.

Sen, A. 1999. *Development as freedom*. Oxford: Oxford University Press.

Sen, A. 2002. 'Response to commentaries'. *Studies in comparative international development*, 37(2), pp. 78-86.

Sen, A. 2003. Development as Capability Expansion. In: Fukuda-Parr S, et al, ed. 2003. *Readings in Human Development*. New Delhi and New York: Oxford University Press.

Sen, A. 2004. 'How does culture matter'? In: V. Rao and M. Walton(eds.) *Culture and public action*. Stanford: Stanford University Press, pp.37-58.

Sheldon, K. M., Ryan, R. M., Deci, E. L., & Kasser, T. 2004. The independent effects of goal contents and motives on well-being: It's both what you pursue and why you pursue it. *Personality and Social Psychology Bulletin*, 30, pp. 475-486.

Sheldon, K.M., Sheldon, M.S. & Osbaldiston, R. 2000. Prosocial values and group assortment. *Human Nature*, 11(4): 387–404.

Silverman, D.1993. *Interpreting qualitative data: methods for analysing talk, text and interaction*. London: Thousand Oaks, Sage Publication.

Sinclair, S., McKendrick, J. H. and Scott, G. (2010). 'Failing young people? Education and aspirations in a deprived community'. *Education, Citizenship and Social Justice*, 5(1), 5-20.

Small, S. & Memmo, M. 2004. Contemporary Models of Youth Development and Problem Prevention: Toward an Integration of Terms, Concepts, and Models. *Family Relations*, 53, pp. 3–11.

Smith, L. H., & Barker, E. 2009. Exploring Youth Development With Diverse Children: Correlates of Risk, Health, and Thriving Behaviors. *Journal for Specialists in Pediatric Nursing*, 14, pp. 12-21.

Smith, T.B., & Stones, C.R. 2001. Perceptions of social change and cross-cultural differences among South African adolescents. In: Stones C.R., ed. 2001. *Socio-political and psychological perspectives on South Africa*. New York: Nova Science Publishers Inc.

Stake, R.E. 1995. *The art of case study research*. Thousand Oaks, CA: Sage Publications.

Statistics South Africa. 2013. *Social profile of vulnerable groups in South Africa, 2002–2012*. Report No 03-19-00 (2002–2012). Pretoria: Statistics South Africa.

Stewart, F. 2005. Groups and Capabilities. *Journal of Human Development*, 6 (2), 185-204.

Steyn, M., Badenhorst, J & Kamper, G. 2010. Our voice counts: adolescents' view on their future in South Africa. *South African Journal of Education*. 30, pp. 169-188.

Sugden, R. 1993. Welfare, resources and capabilities: a review of inequality re-examined by Amartya Sen. *Journal of Economic Literature*, 31(4), 1947–62.

Swartz, S. & Cooper, A. (2014) *Navigational Capacities for Youth Success in Adversity: A Sociology of Southern Youth*. Paper presented at the XVIII ISA World Congress of Sociology (July 13-19). Yokohama, Japan.

Swartz, S., Hamilton Harding, J., & DeLannoy, A. (2013). Ikasi style and the quiet violence of dreams: A critique of youth belonging in post-Apartheid South Africa. In, Swartz, S., & Arnot, M. eds. 2013. *Youth citizenship and the politics of belonging*. London, UK: Routledge.

Swartz, S. & Soudien, C. 2015. Developing young people's capacities to navigate adversity. In: De Lannoy A., Swartz S., Lake L. & Smith C. eds, 2015. *South African Child Gauge 2015*. Cape Town, Children's Institute, University of Cape Town.

Tafarodi, R. W., Milne, A. B., & Smith, A. J. 1999. The Confidence of Choice: Evidence for an Augmentation Effect on Self-Perceived Performance. *Personality and Social Psychology Bulletin*, 25(11), pp. 1405–1416.

The Kaiser Family Foundation. 2001. *Hot Prospects, Cold Facts: A portrait of young South Africa*. Parklands: Love Life.

Theokas, C. Lerner, J., Phelps, E. & Lerner, R. 2005. Cacophony and Change in Youth After School Activities: Findings from the 4-H Study of Positive Youth Development. *Journal of Youth Development*, 1 (1), pp. 5-14.

The Presidency: Republic of South Africa. 2015. *National Youth Policy 2015-2020*. Pretoria: National Youth Development Agency.

The Unit for Religion and Development Research (n.d.). *Manenberg Area: Transformation Research Project*. [online] Stellenbosch University. Available at: <http://blogs.sun.ac.za/urdr/files/2017/03/Manenberg.pdf> [Accessed 16 May 2018].

UNESCO. 1998. *Final Declaration: 3rd draft proposal of the Lisbon Declaration on Youth*. New York: UN.

United Nations. 2013. *United Nations System-Wide Action Plan on Youth Report*. [Online] Available at: <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/02/Youth-SWAP.pdf> [Accessed 06 May 2015].

van der Ross, R. 2015. *In our own skins: A political history of the Coloured people*. Jeppestown: Jonathan Ball Publishers.

Western Cape Government. 2013. *Finding South African Youth Organisations | Western Cape Government*. [ONLINE] Available at: <https://www.westerncape.gov.za/service/finding-south-african-youth-organisations#3>. [Accessed 23 May 2013].

Wild, L. & Swartz, S. 2012. Chapter 7: Adolescence, In: Hardman, J. ed. 2012 *Child and adolescent development: A South African sociocultural perspective*. Cape Town, South Africa: Oxford University Press.

Wood, D., Larson, R.W. & Brown, J.R. 2009. How Adolescents Come to See Themselves as More Responsible in Youth Programs. *Child Development*. 80 (1), pp. 295-309.

Yauch, C. A., & Steudel, H. J. 2003. Complementary Use of Qualitative and Quantitative Cultural Assessment Methods. *Organizational Research Methods*, 6(4), pp. 465-481.

Yin, R.K. 1994. *Case Study Research: Design and Method*, 2nd ed. Thousand Oaks, CA: Sage Publications.

Yin, R.K. 2014. *Case study research. Design and methodology*. 5th edition. California: Sage Publications.

Youth Explorer. 2018. *Youth Explorer - Explore, visualise and interact with youth-centered data*. [ONLINE] Available at: <https://youthexplorer.org.za/>. [Accessed 16 August 2018].

Zeldin, S., Kimball, M. & Price, L. 1995. *What are the day-to-day experiences that promote youth development?: an annotated bibliography of research on adolescents and their families*. Washington, D.C: Center for Youth Development & Policy Research, Academy for Educational Development.

Zuckerman, M., Porac, J., Lathin, D., Smith, R., & Deci, E. L. 1978. On the importance of self-determination for intrinsically motivated behavior. *Personality and Social Psychology Bulletin*, 4, 443-446.

APPENDIX 1

LIST OF REGISTERED NPO'S IN WESTERN CAPE FOCUSING ON YOUTH

| Number | Organisation Name | Focus Area | Researcher Notes |
|--------|---|---|---|
| 1 | Young Women's Christian Association of South Africa | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No clear website with vision and mission |
| 2 | Salesian Institute Street Youth Projects | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Only focuses on youth at risk, programmes focused on getting youth back to work |
| 3 | SA Youth Exchange | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Focused on education only |
| 4 | Pascap Trust | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy | Holdings company that focused on prescribing after school training programmes |

| | | | |
|----|--|---|--|
| | | Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 5 | Beautiful Gate Ministry | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Religiously centred |
| 6 | The Rali Trust | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Not a clear website to evaluate |
| 7 | Youth Sport Organisation | Youth Sport Promotion & upliftment disadvtgd, , | Only focused on sport promotion for youth |
| 8 | Jeuguitreik | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Focused on homeless children only Age group too low for study |
| 9 | Sea Point Methodist Church Street Children's Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Religiously focused on general community work |
| 10 | Spades Youth | Social Services, Youth services and youth welfare, Services to youth, includes | No website to review |

| | | | |
|----|--|---|----------------------|
| | Development Agency | delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 11 | Hlanganani Community Projects | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 12 | The Far-out Multicultural Youth Organisation | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 13 | Southern Cape Youth Development Services | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 14 | Prosperity Youth Centre | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 15 | Ottery Youth Foundation | Social Services, Youth services and youth welfare, Services to youth, includes | No website to review |

| | | | |
|----|------------------------------|---|--|
| | | delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 16 | Imizamo Yethu Creche | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Educare Facility No website to review |
| 17 | Victoria Mxenge Youth Group | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 18 | Usiko | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review Focuses on youth at risk |
| 19 | Rainbow Youth Interaction SA | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 20 | Masibambisane Youth | Social Services, Youth services and youth welfare, Services to youth, includes | No clear website to review |

| | | | |
|----|---|---|--|
| | Educational Drama Group | delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 21 | Youth Action Team Western Cape | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | De-registered the organisation |
| 22 | Masomelele Celestial Youth | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Appears to be a youth choir |
| 23 | Project Chrysalis Fund Western Cape | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Website was reviewed Chrysalis Academic Programme might be applicable for the study |
| 24 | Lavender Hill Sports and Recreation Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Website not really specifying the kind of services they provide |
| 25 | Azaad Youth Services | Social Services, Youth services and youth welfare, Services to youth, includes | No website to review |

| | | | |
|----|--|---|----------------------|
| | | delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 26 | Adullam Community Projects | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 27 | Western Cape Youth Skills Development Initiative | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 28 | Smart People Youth Development Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 29 | Tygerberg Youth Development Council | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 30 | Life | Social Services, Youth services and youth welfare, Services to youth, includes | No website to review |

| | | | |
|----|--|---|--|
| | | delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 31 | Vulindiela Institute for Youth Empowerment | Economic, Social and Community Development, Social Development, Organisations working towards improving the institutional infrastructure and capacity to alleviate social problems and to improve general public well being | No website to review |
| 32 | Sunshine Youth Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 33 | Free to serve | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Appears to be a religious organisation with a religious focus |
| 34 | Laphumilanga Youth Development | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website Focused on short term specific interventions around employment |
| 35 | Focus Youth (Social and Crime Prevention Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, | No website to review |

| | | | |
|----|--|---|------------------------------|
| | Western Cape) | youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 36 | Kaizen Project for Young women at risk | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 37 | Islamic Youth Empowerment & Welfare | Social Services, Family services, Services to families, includes family life/parent education, single parent agencies and services, family violence shelters and services | No website to review |
| 38 | The Crusaders Gospel Choir | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Youth Choir focused on music |
| 39 | The Steinkopft Social Advancement foundation | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 40 | Phillipi Youth Initiative Development | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy | No website to review |

| | | | |
|----|---|---|----------------------|
| | | Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 41 | African Youth Foundation for Peace and Social Development | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 42 | Elke Danphin Development Trust | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 43 | Zanokhanyo Youth Development Club | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 44 | Northern District Youth Service | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 45 | Special Life Care Centre | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy | Acts as a hospice |

| | | | |
|----|-------------------------------------|---|--|
| | | Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 46 | Mina Nawe Youth Development Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 47 | SA Memory Institute Trust | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Appears to focus on improving study techniques for young people only |
| 48 | Youth Vision | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review Religiously focused organisation |
| 49 | Teen Challenge Western Cape | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Rehabilitation Centre |
| 50 | Oudtshoorn Youth Development | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy | No website to review |

| | | | |
|----|--|---|---|
| | | Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 51 | Ordinary Young People for Christ Depression Resort | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Faith based organisation |
| 52 | Youth for Change | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Think tank between civil society and government |
| 53 | Delft Abandon Youth Association | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 54 | National Independent Youth Association | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 55 | Atlantis Alive Youth for Christ | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy | No website to review |

| | | | |
|----|---|---|---|
| | | Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 56 | Western Cape Community and Youth Projects | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 57 | Zanokanyo Information and Business Youth Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 58 | Port Nolloth Youth Forum: Education and Training Unit | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 59 | Kopanang Youth Club | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 60 | South Cape Centre for Youth Development and Training | Economic, Social and Community Development, Social Development, Organisations working towards improving the institutional infrastructure and capacity to alleviate social problems and to improve general public well being | Not located on the Cape Flats No website to review |

| | | | |
|----|---------------------------------------|---|---|
| 61 | Zimele Youth Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Possibility Women of Worth programme might be applicable for the study |
| 62 | Otherwise media with Youth | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 63 | Youth Incentives South Africa | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 64 | Ikamva Lethu Development Organisation | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Educational Services seems to be their primary focus |
| 65 | Just Africa | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |

| | | | |
|----|--|---|---|
| 66 | Vukuzenzela Youth Organisation | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 67 | South Peninsula Youth Council | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 68 | Kuilsrivier Jeugbedienings Forum Trust | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |
| 69 | SA Mobile Library Association | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Focused on the promotion of literacy only |
| 70 | Zanokhanyo Youth Development Agency | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review |

APPENDIX 2

LIST OF NARROWED DOWN YOUTH ORGANISATIONS IN WESTERN CAPE

| | | | |
|----|--|---|---|
| 1. | Salesian Institute Street Youth Projects | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Only focuses on youth at risk, programmes focused on getting youth back to work |
| 2. | SA Youth Exchange | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Focused on education only |
| 3. | Pascap Trust | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Holdings company that focused on prescribing after school training programmes |
| 4. | Beautiful Gate Ministry | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Religiously centred |

| | | | |
|-----|--|---|--|
| 5. | Youth Sport Organisation | Youth Sport Promotion & upliftment disadvtd, , | Only focused on sport promotion for youth |
| 6. | Jeuguitreik | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Focused on homeless children only Age group too low for study |
| 7. | Sea Point Methodist Church Street Children's Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Religiously focused on general community work |
| 8. | Usiko | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review Focuses on youth at risk |
| 9. | Masomelele Celestial Youth | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Appears to be a youth choir |
| 10. | Project Chrysalis Fund Western Cape | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, | Website was reviewed Chrysalis Academic Programme might be |

| | | | |
|-----|---|---|--|
| | | youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | applicable for the study |
| 11. | Lavender Hill Sports and Recreation Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Website not really specifying the kind of services they provide |
| 12. | Free to serve | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Appears to be a religious organisation with a religious focus |
| 13. | Laphumilanga Youth Development | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website Focused on short term specific interventions around employment |
| 14. | The Crusaders Gospel Choir | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Youth Choir focused on music |
| 15. | Special Life Care Centre | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, | Acts as a hospice |

| | | | |
|-----|--|---|--|
| | | youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 16. | SA Memory Institute Trust | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Appears to focus on improving study techniques for young people only |
| 17. | Youth Vision | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | No website to review Religiously focused organisation |
| 18. | Teen Challenge Western Cape | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Rehabilitation Centre |
| 19. | Ordinary Young People for Christ Depression Resort | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Faith based organisation |
| 20. | Youth for Change | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, | Think tank between civil society and government |

| | | | |
|-----|--|---|---|
| | | youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | |
| 21. | South Cape Centre for Youth Development and Training | Economic, Social and Community Development, Social Development, Organisations working towards improving the institutional infrastructure and capacity to alleviate social problems and to improve general public well being | Not located on the Cape Flats No website to review |
| 22. | Zimele Youth Project | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Possibility Women of Worth programme might be applicable for the study |
| 23. | Ikamva Lethu Development Organisation | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Educational Services seems to be their primary focus |
| 24. | SA Mobile Library Association | Social Services, Youth services and youth welfare, Services to youth, includes delinquency prevention services, teen pregnancy prevention, drop-out prevention, youth centers and clubs, job programs for youth, includes YMCA, YWCA, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters | Focused on the promotion of literacy only |
| 25. | Dream Factory Foundation | Focuses on Social Services, Youth services and youth welfare, Services to youth Not initially part of list but found through internet search | #Bethe dream programme meets selection criteria |

APPENDIX 3

ORGANISATION X'S DREAM TOOLKIT

The organisation's #Bethedream programme utilises the Dream Toolkit (detailed below) as part of their programme

| Session Theme | Purpose/focus of the session | Duration |
|---|--|--------------------------------|
| 1. Induction | <p>Induction to the organisation and the curriculum</p> <p>Learners receive a personal response to their letter</p> <p>Start with "about your dream" where the students unpack their dream</p> | 1 Session |
| 2. Personal Bucket list | Learners go through a process where they draft their personal bucket list where they explore the possibilities surrounded to their dream. | 3 sessions max (could be less) |
| 3. Identity | Learners are expected to decide who they are through pictures and drawings which is always in line with their identified dream | 1-2 sessions |
| 4. Vision Board | <p>Learners are expected to create a vision board in which they in which they outline our breakdown their goals into categories:</p> <p>0-6 months</p> <p>1-3 years</p> <p>4-7 years</p> <p>8+ years</p> <p>The following session, the learners present it to the class (often for a mark in their Life Orientation module)</p> | 2 sessions |
| 5. Working on an identified aspiration | <p>Learners are encouraged to select one aspiration/goal from their vision board in the category 0-6 months. During this stage they are explore:</p> <ul style="list-style-type: none"> • What the goal is • What resources are available in order to help them achieve their goal • How do they plan to achieve it <p>If they have identified what they need to achieve their identified goal, if they are still missing resources to achieve their identified goal, then the organisation will look at whether and/or how they can assist the learners to get the resources they need to complete the goal/aspiration</p> | |

APPENDIX 4

ETHICS CLEARANCE LETTER



OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 4111/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

22 May 2019

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape, at its meeting held on 05 December 2014, approved the methodology and ethics of the following research project by: Ms D Schippers (Institute for Social Development)

Research Project: Unlocking human agency through youth development programmes: An exploratory study of selected NGO's working in youth development in Cape Town.

Registration no: 14/10/73

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

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

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

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

APPENDIX 5

CONSENT FORM FOR STAFF

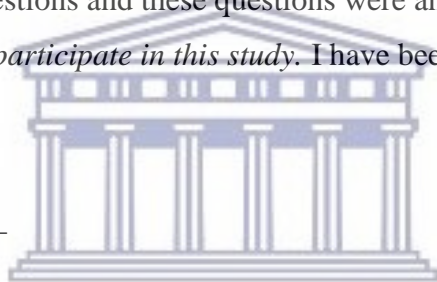
Title of research study:

Unlocking Human Agency through youth development programmes: An exploratory study of a selected NGO working in youth development on the Cape Flats

| |
|---|
| <p style="text-align: center;">SIGNATURE OF RESEARCH PARTICIPANT OR LEGAL REPRESENTATIVE</p> |
|---|

The information above was described and explained to *me, the participant* by Ms Deidre Schippers in *Afrikaans and English* and *I am the participant* in command of this language. I was given the opportunity to ask questions and these questions were answered to *my* satisfaction. *I hereby consent voluntarily to participate in this study.* I have been given a copy of this form.

Name of Participant



UNIVERSITY of the
WESTERN CAPE

Signature of Participant or Legal Representative **Date**

| |
|---|
| <p style="text-align: center;">SIGNATURE OF RESEARCHER</p> |
|---|

I declare that I explained the information given in this document to _____ [*name of the participant*]. He/she was encouraged and given ample time to ask me any questions. This conversation was conducted in *English* and *no translator was used*.

Signature of Researcher

Date

* This form was adopted from the University of Stellenbosch (2009)

APPENDIX 6

INFORMATION SHEET FOR STAFF

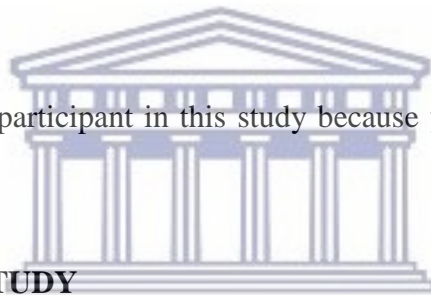
Title of research study:

Unlocking Human Agency through youth development programmes: An exploratory study of a selected NGO working in youth development on the Cape Flats

You are asked to participate in a research study conducted by Deidre Schippers (student number (2846533) a registered student in the Institute for Social Development, Faculty of Arts, University of the Western Cape (UWC).

This research study is partially conducted towards the completion of the researcher's Master's Degree mini- thesis at UWC.

You are selected as a possible participant in this study because you are a staff member of The Dream Factory Foundation.



1. PURPOSE OF THE STUDY

The aim of the study is to explore whether the selected youth development organisation encourages and unlocks young people's aspirations and agency in its program design.

The objective is to demonstrate the importance for the inclusion of young people's aspirations when youth development programmes are designed and decided upon.

3. PROCEDURES

If you volunteer to participate in this study, you will be asked to do the following:

- 1) Complete two short interviews (30 minutes) where you will be asked different questions on your organisations programme design, organisational structure and processes

3. POTENTIAL RISKS AND DISCOMFORTS

No potential risks and discomforts are envisaged at this stage. However, if something might come up, it will be dealt with in a sensible, sensitive and confidential manner.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Potential benefits could be that the organisation itself would benefit directly from the results and recommendations that will be made in that these recommendations could be implemented in the coming years and hopefully, would assist more youth development organisations to use young people's aspirations in their programme design.

5. PAYMENT FOR PARTICIPATION

No payments to the participants will be made.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of referring to learners as learner 1, 2, 3, etc, and by means of themes and categories that will be identified and used in the analysis and discussions of the findings and the outcomes, in the research report, the thesis, and in conference papers and articles that would be submitted for possible publication in academic journals.

The researcher further pledge that any information given by participants will be handled in the strictest confidence, and that the information students give will not be used to reflect negatively on them in any way. The information will be stored in files that will be locked in a filing cabinet of the researcher at home.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The researcher may withdraw you from this research if circumstances arise which warrant doing so such as a result of you not participating over the course of the research period.

8. IDENTIFICATION OF RESEARCHER

If you have any questions or concerns about the research, please feel free to contact Deidre Schippers at 0814951888 (cell); schippersdeidre@gmail.com (email).

9. RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject you may contact my supervisor, Dr. Ina Conradie at cconradie@uwc.ac.za or my co-supervisor Dr. Venicia McGhie at vfmcghe@uwc.ac.za or the Coordinator of the ISD post-graduate students, Dr Karriem at akarriem@uwc.ac.za

| |
|--|
| SIGNATURE OF RESEARCH PARTICIPANT OR LEGAL REPRESENTATIVE |
|--|

The information above was described and explained to *me, the participant* by Mr Khwezi Bonani in *Afrikaans and English* and *I am the participant* in command of this language. I was given the opportunity to ask questions and these questions were answered to *my* satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

Signature of Participant or Legal Representative

Date

| |
|--------------------------------|
| SIGNATURE OF RESEARCHER |
|--------------------------------|

I declare that I explained the information given in this document to _____ [*name of the participant*]. He/she was encouraged and given ample time to ask me any questions. This conversation was conducted in *English* and *no translator was used*.

Signature of Researcher

Date

* This form was adopted from the University of Stellenbosch (2009)

APPENDIX 7

INFORMATION SHEET FOR STUDENTS

Title of research study:

Unlocking Human Agency through youth development programmes: An exploratory study of a selected NGO working in youth development on the Cape Flats

You are asked to participate in a research study conducted by Deidre Schippers (student number (2846533) a registered student in the Institute for Social Development, Faculty of Arts, University of the Western Cape (UWC).

This research study is partially conducted towards the completion of the researcher's Master's Degree mini- thesis at UWC.

You are selected as a possible participant in this study because you are part of the #Bethedream programme offered by The Dream Factory Foundation.



1. PURPOSE OF THE STUDY

The aim of the study is to explore whether the selected youth development organisation encourages and unlocks young people's aspirations and agency in its program design.

The objective of this study is to demonstrate the importance for the inclusion of young people's aspirations when youth development programmes are designed and decided upon.

2. PROCEDURES

If you volunteer to participate in this study, you will be asked to do the following:

- 1) Complete a questionnaire (30 minutes) where you will be asked different questions with the aim of you reflecting on your experiences with the #Bethedream programme

- 2) Participate in (1) short focus group discussion (30 minutes) where you will be asked to share how the programme has influenced your life. Specifically, you will be asked how participating in the programme influenced your hopes, dreams your goals; what you learnt from the programme and what new skills you acquired through your participation in the programme.

The sessions will take place at High School X. Refreshments will be arranged to cater for the extra time you will be spending at school for the purposes of participating in this study.

3. POTENTIAL RISKS AND DISCOMFORTS

No potential risks and discomforts are envisaged at this stage. However, if something might come up, it will be dealt with in a sensible, sensitive and confidential manner.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Potential benefits could be that the learners will feel valued from the interaction between them and the researcher, and the fact that they could share their experiences as participants in the youth development programme. This could result in the learners acquiring a higher degree of self-esteem, self-confidence and awareness in their own inhibitions, particularly from the focus group sessions.

Furthermore, the organisation itself would benefit directly from the results and recommendations that will be made in that these recommendations could be implemented in the coming years and hopefully, would assist more youth development organisations to use young people's aspirations in their programme design.

5. PAYMENT FOR PARTICIPATION

No payments to the participants will be made.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of referring to learners as learner 1, 2, 3, etc, and by means of themes and categories that will be identified and used in the analysis and discussions of the findings and the outcomes, in the research report, the thesis, and in conference papers and articles that would be submitted for possible publication in academic journals.

The researcher further pledge that any information given by participants will be handled in the strictest confidence, and that the information students give will not be used to reflect negatively on them in any way. The information will be stored in files that will be locked in a filing cabinet of the researcher at home.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The researcher may withdraw you from this research if circumstances arise which warrant doing so such as a result of you not participating over the course of the research period.

8. IDENTIFICATION OF RESEARCHER

If you have any questions or concerns about the research, please feel free to contact Deidre Schippers at 0814951888 (cell); schippersdeidre@gmail.com (email).

9. RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject you may contact my supervisor, Dr. Ina Conradie at cconradie@uwc.ac.za or my co-supervisor Dr. Venicia McGhie at vmcghie@uwc.ac.za or the Coordinator of the ISD post-graduate students, Dr Karriem at akarriem@uwc.ac.za

APPENDIX 8

CONSENT FORM FOR STUDENTS

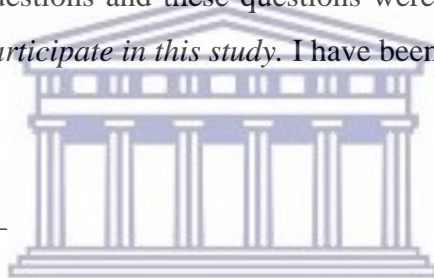
Title of research study:

Unlocking Human Agency through youth development programmes: An exploratory study of a selected NGO working in youth development on the Cape Flats

| |
|---|
| <p>SIGNATURE OF RESEARCH PARTICIPANT OR LEGAL REPRESENTATIVE</p> |
|---|

The information above was described and explained to *me, the participant* by Ms Deidre Schippers in *Afrikaans and English* and *I am the participant* in command of this language. I was given the opportunity to ask questions and these questions were answered to *my* satisfaction. *I hereby consent voluntarily to participate in this study.* I have been given a copy of this form.

Name of Participant



UNIVERSITY of the
WESTERN CAPE

Signature of Participant or Legal Representative **Date**

| |
|---------------------------------------|
| <p>SIGNATURE OF RESEARCHER</p> |
|---------------------------------------|

I declare that I explained the information given in this document to _____ [*name of the participant*]. He/she was encouraged and given ample time to ask me any questions. This conversation was conducted in *English* and *no translator was used*.

Signature of Researcher

Date

* This form was adopted from the University of Stellenbosch (2009)

APPENDIX 9

INTERVIEW QUESTIONS FOR STAFF

Interview with Programme Manager (01 December 2018)

1. What is your arrangement with your partner schools?
2. How frequently do you visit each school and how frequently did you visit Phoenix High School this year?
3. Why did you decide to give me that group of students?
4. Could you give me an overview of the programme activities you did with Phoenix High Students this year?
5. How do you work on the learners “identified dreams/aspirations” that they wrote in their dream letter into your programme activities?
6. How do you allow learners to take ownership in the “be the dream” programme activities?
7. What benefit does it have for your organisation/ programme to be embedded into the school’s curriculum specifically the life orientation subject?
8. Can you explain the purpose of the graduation ceremony for me?
9. How has your organisation benefitted from being part of the youth development COP organised by the Western Cape Government and how has that affected your work and specifically the #Bethedream programme?
10. What kind of challenges does your organisation face?

Interview with Organisation Founder (13 December 2018)

1. Can you provide me with some background of the organisation?
 - Where are the founders from?
 - When did you start the organisation?
 - Why did you start the organisation?
 - What were your goals when you started the organisation?
2. How has the organisation grown since its establishment?
3. How did you decide on your partner schools?
4. How does your organisation function? What is your reporting structure?

5. How did you decide on the programme design for the #Bethedream programme?
6. Why did you decide on this approach for the programme design?
7. Do you have post-programme interventions for students who completed the #Bethedream programme? If yes, could you tell me about them?
8. How has your organisation benefitted from being part of the youth development COP organised by the Western Cape Government and how has that affected your work and specifically the #Bethedream programme?
9. What kind of challenges does your organisation face?



UNIVERSITY *of the*
WESTERN CAPE

APPENDIX 10

STUDENTS' SELF-REFLECTIVE QUESTIONARRE

1. Please specify your age.....

2. Gender: (Please mark the appropriate option)

- Male
 Female
 Prefer not to say

3. Race: (Please mark the appropriate option)

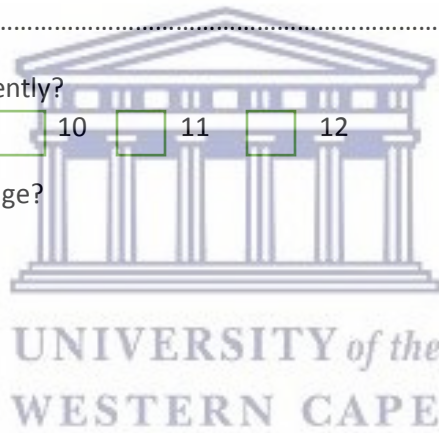
- Black Coloured White Indian Other: (please specify)

4. Which grade are you currently?

- 8 9 10 11 12

5. What is your home language?

- Afrikaans
 English
 isiXhosa
 isiZulu
 Other: Please specify.....



6. Are you: (Please mark the applicable option)

- Living with your parent/s Living with your sibling/s
 Living with a guardian an orphan
 Living with your grandparent/s

7. What is your main source of family income?

- Salaries from members in household
 Social Grant/s
 Financial assistance from family members not in household

Other: (Please specify).....

8. What was your dream in your dream letter and why?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

9. Has voicing your dreams in your dream letter influenced your behaviour and/or actions? If yes, could you tell me in which way/s? If no, could you tell me why not?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



UNIVERSITY of the
WESTERN CAPE

10. Has the organisation helped you pursue your dream that you outlined in your dream letter? If yes, could you tell me how they did that? If not, could you tell me why you say so?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX 11

STUDENTS' FOCUS GROUP DISCUSSION QUESTIONS

Focus Group Discussion: Voicing and Acting on Aspirations

The purpose of this focus group discussion is to explore how this youth in this programme has experienced voicing their aspirations through their 'Dream Letter'. The questions are aimed at understanding how the young people in this program view aspirations and what the organisation has done to help the young people voice and act on their aspirations set out in their dream letters.

Questions for Focus Group:

1. What do you think are aspirations?
2. Do you think having aspirations are important?
3. Have you ever thought of aspirations before you wrote the dream letter?
4. Do you think the goals/dreams you mentioned in your dream letter is realisable? Why/Why not?
5. What motivates you to achieve your dream?
6. Did you find it difficult to voice your aspirations in your dream letter? Why/Why not?
7. How has the programmes contributed to you voicing your hopes and dreams, voicing you're the life that you want to live?
8. How has voicing what you want to be in the future helped you to take steps/actions that will help you reach that goal?

APPENDIX 12A

INTERVIEW TRANSCRIPT OF INTERVIEWS WITH PROGRAMME MANAGER

Interviewee: Programme Manager

Interview Date: 02 August 2017

Questions:

- 1. What instruction do you give to learners regarding their Dream Letter? Do you assist them in the formulation of the letter or do they do it all by themselves?**

The programme starts with the organisation's youthful and energetic team perform an inspirational and edutaining show that includes live musical performances, games, a motivational talk and a call for grade 9 learners to join the #BeTheDream programme through writing "dream letters". After the roadshow, the organisation asks the learners to write their dream letter where they outline:

- What their dream is
- Why they deserve to have their dream come true.
- Why their dream is important to them
- What steps can you follow to achieve you dream.

Students are then given a week to compile their dream letter and thereafter, they submit it to their teacher and then the organisation picks it up from the school teacher. After the letters have been collected, the organisation reads each letter and responds to each letter personally. Learners complete their dream letter on their own without any assistance from the organisation other than the questions that they are asked to write in their dream letter.

- 2. How do you select which learners will form part of the programme?**

They use all of the grade 9 learners in the partner schools that they work with.

- 3. How many participants are currently in this programme? Are they from the same school or different schools?**

Currently, they offer the "Dream to be" programme with 3 partner schools in the Cape Town area, namely Salt River High (Salt River), Maitland High (Maitland) and Phoenix High School (Mannenburg) this brings their current total participants for this year to +/-300 learners.

4. Could you take me through your dream tool kit and what it entails?

After the organisation is done with reading the dream letter, the organisation prepares a personal response to each letter they received. The organisation then takes the students through a 13 session curriculum

| Session Theme | Purpose/focus of the session | Duration |
|--|--|--------------------------------|
| 1. Induction | <p>Induction to the organisation and the curriculum</p> <p>Learners receive a personal response to their letter</p> <p>Start with “about your dream” where the students unpack their dream</p> | 1 Session |
| 2. Personal Bucket list | Learners go through a process where they draft their personal bucket list where they explore the possibilities surrounded to their dream. | 3 sessions max (could be less) |
| 3. Identity | Learners are expected to decide who they are through pictures and drawings which is always in line with their identified dream | 1-2 sessions |
| 4. Vision Board | <p>Learners are expected to create a vision board in which they in which they outline our breakdown their goals into categories:</p> <p>0-6 months</p> <p>1-3 years</p> <p>4-7 years</p> <p>8+ years</p> <p>The following session, the learners present it to the class (often for a mark in their Life Orientation module)</p> | 2 sessions |
| 5. Working on an identified aspiration | <p>Learners are encouraged to select one aspiration/goal from their vision board in the category 0-6 months. During this stage they are explore:</p> <ul style="list-style-type: none"> • What the goal is • What resources are available in order to help them achieve their goal • How do they plan to achieve it <p>If they have identified what they need to achieve their identified goal, if they are still missing resources to achieve their identified goal, then the organisation will look at whether and/or how they can assist the learners to get the resources they need to complete the goal/aspiration</p> | |

Follow-up Interview with Programme Manager (01 December 2018)

1. What is your arrangement with your partner schools?

when we start in a new school we both sign an MOU agreement between our organisation and the school partner.

2. How frequently do you visit each school and how frequently did you visit Phoenix High School this year?

we visit the Phoenix high and any other school we work with at least 4 days a week from Monday to Thursdays, most of the week except during exam and school holiday.

3. Why did you decide to give me that group of students?

because they are very committed to our program and where available on the day you did the interview and focus group

4. Could you give me an overview of the programme activities you did with Phoenix High Students this year?

we host at least 13 session part of #be the dream with 3 session call a day in the life of host in corporate partner space this year.

5. How do you work on the learners "identified dreams/aspirations" that they wrote in their dream letter into your programme activities?

we use their dream letter to tailor a day in a life session we hold 3 sessions this year, the first one a day in life of the uct student we took 17 of them on campus show them the different faculty on campus and also pair them with a current uct student so that they can have a full experience. the second one was a day in the life of a dancer where we host in partnership with dance with purpose and Tayane who is an amazing dancer and choreographer that perform with most for hip-hop artist, and festival at the same time she is also running her own organisation that assist learner with dance lesson, the last one was the day in life of women empowerment and fashion design with a brand call MOVE PRETTY that show them hat is entail to run an e-commerce platform from the production to the delivery to the customer, they did also a session where they design their own bags

6. How do you allow learners to take ownership in the "be the dream" programme activities?

yes of course, from the dream letter to the bucket list or vision board the learners are reflecting on their own journey we are just facilitating the process.

7. What benefit does it have for your organisation/ programme to be embedded into the school's curriculum specifically the life orientation subject?

we are making life orientation relevant, by providing a practical example of career through our different workshop host by our partner.

8. Can you explain the purpose of the graduation ceremony for me?

the graduation ceremony is to acknowledge all their efforts made through the program, secondly also give them a certificate they can be proud of lastly later the certificate can help hem getting a scholarship as proof of leadership.

9. How has your organisation benefitted from being part of the youth development COP organised by the Western Cape Government and how has that affected your work and specifically the #Bethedream programme?

we benefit from COP the best practice applies to the after-school sector and training organised by the western cape education to strengthen the work we do in school, lastly, we also benefit of getting information on any potential funding available in our sector.

10. What kind of challenges does your organisation face?

the challenge we mostly face is a financial challenge we hope to have more fund to expand this program to every school in cape town



UNIVERSITY *of the*
WESTERN CAPE

APPENDIX 12B

INTERVIEW TRANSCRIPT OF INTERVIEW ORGANISATION FOUNDER

Interview Questions for Organisation Founder/s

1. **Can you provide me with some background of the organisation?**
 - **Where are the founders from?**
 - **When did you start the organisation?**

The concept of Dream Factory Foundation was born towards the end of 2011, when the founders, Lusanda Magwape (from East London, Eastern Cape) and Laurian Jamie Nortje (from Cape Town) were working in under-resourced schools in the Western Cape and were confronted with the realities of lack of access to quality education, high levels of unemployment, lack of exposure to sustainable livelihoods and poverty faced by young people in these schools. The two felt a deep call to impact the lives of young people positively through an educational programme titled #BeTheDream, that connects learners to caring mentors, curricula (the Dream Tool Kit) that incorporate a sense of purpose and provides entrepreneurial and employment opportunities where they can actualize their dreams

- Why did you start the organisation?
- What were your goals when you started the organisation?
see above par

2. **How has the organisation grown since its establishment?**

see the website for the timeline progress: www.dreamfactoryfoundation.org and I have also attached the 2017 report to see impact over the last three years.

3. **How did you decide on your partner schools?**

They self-selected by opening their doors to us. We made general invitations to a large database of schools and those who responded is where we went

4. **How does your organisation function? What is your reporting structure?**

please find attached the organogram

5. **How did you decide on the programme design for the #Bethedream programme?**

It was a process of consultation and a number of workshops with the DFF team to come up with the design. We also consulted members of the department of education curriculum section incl teachers. Also, through our interactions with the learners, we kept learning and growing and discovering new ideas of how to design the program. Through evaluation forms and research, we have been learning best practises to glean from as we constructed the design.

6. Why did you decide on this approach for the programme design?

We knew that the learners we were working with needed to “live” and “see” their dreams because their current circumstances kept telling them “what they cant do”, they were facing so many limitations and obstacles. So we realised we needed to take a practical approach and one which stimulated every sensory and imaginary expect of the learners

7. Do you have post-programme interventions for students who completed the #Bethedream programme? If yes, could you tell me about them?

Yes, they some joined the Emergent Business and Coding Academy and even become our current staff members. We have also created a Facebook group to engage out alumni with content and opportunities that can support them in fulfilling their dreams and aspirations.

8. How has your organisation benefitted from being part of the youth development COP organised by the Western Cape Government and how has that affected your work and specifically the #Bethedream programme?

Our staff have been developed with knowledge and expertise on several topics such as M&E. Through the network we have also been able to gain support from other organizations for eg Afrika Tikkun has assisted us with our M&E. It has kept us abreast with what is happening in the sector and given us a voice in the sector. For eg our Founder was part of the opening panel with Premier Helen Zille when the Afterschool GameChanger programme was officially launched in 2017.

9. What kind of challenges does your organisation face?

Meeting the demand for our programme with limited resources. We also are constantly being challenged to be innovative in our fundraising approach because this has been changing so quickly over the last two years. We are competing with thousands of organizations globally for the same pool of funding, so “standing out” as an organization is challenging but is also an opportunity to be innovative on our side. We also require a lot more staff capacity than we currently have to be able to fulfil our mandate and again this is connected to limited funding resources.

APPENDIX 13

OPEN CODING STAGE 1: STUDENTS' SELF-REFLECTIVE QUESTIONARRE

Question 8:

What was your dream in your dream letter and why?

(F,C, 15)

My dream in my dream letter was not just one thing it was so a lot but I just wanted to share each and every piece. I wanted to make school done get a matric certificate make my mother proud. I don't want to fail but if it comes to that I will just have to carry on going school until the very last end. When im done with school then I want to go colledge for 'acting'. Acting is a very big role in my life I know I'm gonna gave to have money to go to colledge but I will make every prayer work

(F, C, 16)

My dream is to become a pharmist because I would like to understand medicine and would like to work in a hospital

(F, C, 16)

Doctor, because I want to help people, kids help them get better. I help them maybe they help each other in need for help, or care, taken care of they.

(F, B, 16)

My dream was to become a social worker because I think a lot of my peers tell me that I motivate them. And that I always tell them about how life is hard and if you want something you have to grab it with both hand and hold on to it.

(F, B, 17)

My dream in the dream letter was to be an artist. I always spend my time drawing, create things or even design it. I love to draw its been passed on from my brother to me, he also draw and all his drawings opened my eyes to see the world in a different instead of seeing it kike a dangerous place

(F, B, 16)

My dream is to be a social worker because I love helping people and I am a understandably person and a person who thinks for other. As you can see in our country some people do't have household why because of the society we are living in.

(F, B, 15)

My dream in the dream letter was to become a doctor because I love helping other people who are in need of help and I would like to become a doctor and try my best in saving peoples lives because it is not a nice thing to see people losing their family members although we all know everything is in Gods hands.

(F,C, 16)

My dream has always been to become a cardiologist and this was because I thought it will be a great thing to help the next person seeing we don't have that much qualified doctors and sugeons.

(F, C, 18)

My dream in my dream letter was to become a social worker helping others where I can and giving back to the community being a social worker is such a good career choice because they helped people especially children who's been abused and neglected. The reason why I would go in the path of a social worker because I can relate tv other stories I know how it feels and by becoming one I would help others listen to their stories and help where I can.

(F, C, 17)

My dream is to become the best drummer in the world and I want to travel the world. The reason I want to become the best drummer in the world to show the other people that your dream can come true.

(F, W, 15)

It was about me buying my mother a house to live because my mother did a lot for me I cant even count how many things she did for me and its just to make and keep me happy. I hope that dream comes true because I owe my mother a lot because the things she did for me

(F, C, 15)

My dream was to become a social worker because I wanna help children in need and who's parents don't worry about them. I wanna help children who wanna be helped

(F, C, 17)

My dream was to become a pharmacies because I help people and becoming a veterain I love helping animals and it makes me happy.

To improve in maths

(M, C, 17)

My dream is to be a soccer player cause I'm very good in sport. I love sport cause it maintain my body and keep you in shape. Or

I want to go to the army and protect our nation

(F, W, 16)

My dream in my dream letter was to become a doctor. Why? because I would like to help the people who need medicine and help old people feel better. And help the small kids cause they get sick a lot. I want to help them so that they do not get sick again

(F, C, 16)

My dream in my dream letter was to achieve my goals by making school finish and go to a university to study for a nurse and help my family with incomes

(F, C, 17)

My dream was to finish school go to university, study and get a good job. I want to be a lawyer and start a family once I have everything settled.

(F, C, 15)

Of becoming a social worker. I want to be a very successful person in the future so that one day my children can look up to me and also become a successful person one day in future because wanting to become a successful person you got to go through a lot in order to get what you want to be.

(F, C, 17)

My dream was to become a doctor because I want to save many lives and I want to become something in life to make my parents proud and show them I can do something with my life

(M, C, 16)

My dream is to become a doctor because I would like to help people one day. I want to pursue my dream because I to show people that even a boy from Manenberg can become a doctor

(F, C, 18)

My dream is to become a successful novelist, so that I can write more books coz reading is very important it also gives you more knowledge on your language, the dream team inspires me to finish school and accomplish my dreams to become successful and make a living for myself

(M, B, 17)

My dream is to become a professional soccer player. While I was growing I've always wanted to be a doctor and be able to save people's lives and be able to assist my family member how to live appropriately and also teach them how to ignore getting caught up with diseases. But since I was introduced to soccer I felt in love with it. And ever since then I no longer saw myself as a doctor I see myself as a soccer star.

(F, W, 18)

My dream letter is to become a lawyer. To study harder to make my dreams come true. So, that I can help my family from all the struggle that they are going through. My dream letter is my goal to succeed

in life so that I can so my people that I've made it this far. To my sisters and brothers that if I can do it they can do it. So my goal levels could go high to leave a legacy behind my name.

(F, B, 15)

I want to become a surgeon. I want to pass all my subjects at school. I want to go to university and study so that I can become a surgeon or a dermatologist

(M, C, 17)

To become successful in my maths because I really needed to up my marks.

(F, B, 16)

My dream is that I become a lawyer and protect children that have been molested cause it a painful thing to go through as a child. And find closure so that you don't feel alone.

(F, C, 16)

My dream is to become a chef because I love cooking and being in the kitchen hole day making thing

(F, C, 18)

It was nice having sessions with them and they very friendly and wants to help is achieve what we want in life and making our dreams come true. Thank you for coming out to our school and help our learners dreams come true.

(F, C, 16)

To become a Western province netball player because I love netball and I'm going to Malaysia for netball on the 2nd December

(F, W, 17)

My dream is to become a nurse. Because I always wanted to be one since a little girl.

(F, W, 19)

My dream was to become a social worker and help children who needs mother and father to love and my dream is to show other others a way forward.

(M, C, 17)

To find out my future outcome to know what Im good at so that I know the road I should take to my success. When I reach out that good at to change my life in which the life im in now.

(F, C, 16)

My dream letter was to become a teacher. I had that dream since I was a young girl of the age of 6 years old.

(F, B, 18)

My dream is to become a doctor to help to heal the people in different communities

(M, C, age unspecified)

My dream is to become an engineer I want to make cars right one not just for the benefit of myself but for other who stuck (unclear word) then I can help make their car right. I am a good soccer player as well I am very talented. But my goal is to become a mechanical engineer cause it's nice working on cars see lots of things experience more things

(M, B, 17)

My dream that I wrote on my dream letter was to become a successful policeman one day. The reason of wanting to become a policeman one day is because of what is happening in community. It's not a great thing waking up every morning and people telling that someone was shot by gangsters. So that's the reason that kept me not changing my choice of becoming one cause I wanna make a change, that people can walk safe at night without worrying about anything

(F, C, 16)

My dream in my dream letter was/ is to make my parents proud and pass all my grades. The reason why is because I want to become something in life. My parents never got the chance to go study further and I want to make them proud by showing them I made it and that they have raised me very well.

(F, C, 16)

My dream was to be a sports doctor to achieve and become something in life and the reason for this is to help and look out for other people in need and to be there for them because some of them need help they don't get much attention if they see you a nobody for me I would study and work very hard to become what I want to be in life and look out for other people in need as well.

(M, C, 16)

My dream is to finish school. I have to work super hard to be a successful person. My dream is to study at university and to be a top student. I want to do mechanical engineering because I like to work with my hands and like fixing things

(M, C, age unspecified)

My dream is coming to me now because the dream people are so nice to my school and take us out to UWC to go and look at the people at UWC

Question 9:

Has voicing your dreams in your dream letter influenced your behaviour and/or actions? If yes, could you tell me in which way/s? If no, could you tell me why not?

(F,C, 15)

My actions due to since the dream factory came in my life a have confidence I have the opportunity to share what I want in life I never had a decision in what I wanna be one day but this helped me thank you god bless! I really appreciate it

(F, C, 16)

Yes, at first I used to be shy like to stand in front of the class or give my own opinion. Now I have a little confidence and is not afraid to give my own opinion

(F,C,16)

No, its don't influence my behaviour.

(F, B, 16)

Yes because it has thought me about attitude respect and life challenges. So voicing your dreams has thought me a lot of things that I never experienced before and that has helped me a lot.

(F, B, 17)

Yes, if voicing my dream could help me up my actions on drawing, it could be attractive for other people to come and take a look at my drawings.

(F, B, 16)

Yes, I learn first my school work. Yes, I have a friend of my she is a open person to people but at the end of the day people talk things about her, and I don't like because she is my friend and I take her as a sister. She say to me ever since I had a friend like my life changed and we still friend still today and also her dream is to be a social worker

(F, B, 15)

Yes. There was a lot of support and advices and through-out all those sections I learn't lots of things and I studied to achieve my goal for this year which is to get higher marks and I wish to pass grade 10

(F, C, 16)

Yes, it has because it has made me focus more on what it is that I wanted to become and not see myself as a failure I have been getting low marks in categories where it is not allowed but since dream factory came about with the dream letter I actually felt more motivate than anything else.

(F, C, 18)

Yes, because ever since I wrote my dream in the dream letter im willing to achieve all my goals to become one, working harder to achieve and upper all my marks

(F,C, 17)

Yes, because it made me a better person first I was shy to play drums in front of people I am not shy anymore and it made me treat people more nice.

(F, W, 15)

Yes change me to a better person. It's almost like that dream is an eye opening for me. I am not the person who I used to be I am a better person.

(F, C, 15)

Yes, it helped me because they showed me to go for my dreams first I wouldn't care about my dreams but they helped me and I'm sure I'm gonna achieve it.

(F,C, 17)

No, because my maths did not improve because we got a new sir and he doesn't teach well.

(M, C, 17)

Yes, by being calm at all times and not losing my temper

(F,W, 16)

Yes, it has influenced me a lot, cause I care a lot about young kids and old people because it is not nice to see them suffer like that

(F, C, 16)

Yes, it has. I am more focused on my schoolwork because I believe I will achieve my goal.

(F, C, 17)

Yes! The reason I say yes is because I started taking notes in class and my marks improved on the subjects I struggled with. My mother and father were very proud of me for doing good in my report.

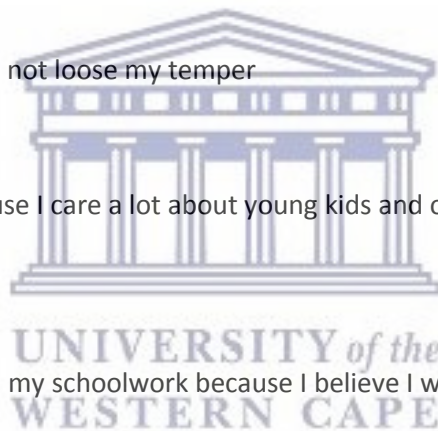
(F, C, 15)

Yes, because I have been studying a lot and improving a lot in my marks. My dream letter has actually proven me that I can do better and I can become a successful person in life.

(F, C, 17)

No, because my marks are not high enough because I am struggling with some of the work we do in the classroom

(M, C, 16)



Yes, because people from nowadays expect you to behaviour or act like people from your township but not all people are the same

(F,C, 18)

Yes, it has made me see things more clear that there are many ways to accomplish what I yearn for and also that there are people out there willing to help me accomplish my dream and that they will always find a way of helping someone in need of inspiration.

(M, B, 17)

Yes, my dream in my dream letter has influenced me in many ways and it has influenced me in a positive manner. It has made me believe more in myself then believing in what other people think or say about me. It has encourage me to chase my dream like never before. And it has made me believe that no matter what the circumstances are I will make it.

(F, W, 18)

No, cause I've lost a lot of focus nowadays. Not anymore on that level that I was before. But I hoping to get myself there again. That I would not lose all my focus. Im going to get myself on that road again

(F, B, 15)

Yes. It has helped me improve my marks at school and it made me be very determined to become a surgeon or dermatologist.

(M,C, 17)

Yes, because they helped me with my dream to accomplish it.

(F, B, 16)

It has influenced my behaviour cause I wouldn't have the courage today to be at school.

(F, C, 16)

Yes, it has made me think about being a chef and taking me to places just to see where I could study.

(F, C, 18)

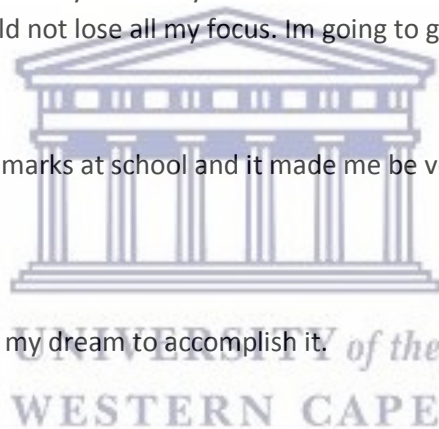
Yes, because they taught me so much a little of everything even how to be a real human and to never give up on my dreams cause it can come true

(F,C, 16)

Yes, I have big respect for each and everyone who I know and who I doesn't know

(F, W, 17)

Yes, cause now I am working very hard and I want to work harder so my dream can be fulfilled.



(F, W, 19)

It has changed my behaviour problems and im very happy for that. It changed in a way not to back chat grown-ups and respect my peers as well.

(M, C, 17)

Yes, because I was able to figure out my future step and to know which way to go to achieve that goal

(F, C, 16)

It made me very confident about everything in my life. My life seems so much better

(F, B, 18)

Yes it has voicing my dream and influenced my behaviour to do more and work hard

(M, C, age unspecified)

Yes, I am really looking forward to become a mechanical engineer I have some experience of cars like in the engine you need to be very careful when you working with heavy things

(M, B, 17)

No, because I have told myself that nothing will change about this dream even my behaviour cause no one will hire someone with a wrong behaviour

(F, C, 16)

Yes, it has because I had a I don't care attitude but voicing my dreams in my dream letter made me realise that I can do more. I can pass and I will work hard and never give up. Voicing my dreams also made me realise that I must stop being playful and do my work because what you put in you will get out

(F, C, 16)

Yes, there are lots of people who cares for you. Because they know life is tough out there, the world out here is not the same like it used to be in the olden days. People turn against each other even there own people they want to follow and lead to gangsterism where they are going to get nowhere in the world. There I have to work and study in my best ability so I can be something in life.

(M, C, 16)

No, I always believe in myself that I can do better the end of the year. My behaviour towards anything I never put myself in the eye and say I will never be a success in life.

(M, C, age unspecified)

This is my first year with the dream people and you are my friends for life because I did see things in me that I have never seen in my. I am a keep boy and love to play sport but dream thank you.

Question 10:

Has the organisation helped you pursue your dream that you outlined in your dream letter? If yes, could you tell me how they did that? If not, could you tell me why you say so?

(F,C, 15)

I can't say yes because they haven't made a move yet to tell me or gave my a place to where I could go to fulfil my dreams yet I know I had first put in a lot of silly thinks but I know as time goes I really had a dream I want to fulfil

(F, C, 16)

Yes, I study very hard and I have a goal to aim. The organisation help you and show you the right path to success

(F, C, 16)

Yes, it had helped me big time. I just need to finish school and follow my dream.

(F, B, 16)

Yes, the organisation has helped me persue my dreams because the teachers of the organisation has helped me a lot with my school work and believing in what I believe in.

(F, B, 17)

Yes they did the showed me steps on what to do first before drawing, I must first go and explore the world outside or maybe sit on the park when the sun sets and see the beauty of our world and maybe also the mountain and when the birds fly by.

(F, B, 16)

Yes, because it was learning me things that I never know in life

(F, B, 15)

Yes. They supported and adviced us throughout this year and that has really helped because it opened most of our eyes and most children started working hard and studying in order to pursue their dreams we could see that on our reports

(F, B, 16)

Yes, they have because it was a big incouragement it made me realise its better to chase you dream then to give up on what you really want even if you failed in doing so you must always lift yourself up and just try and to things in a more different and experienced ways because if you don't motivate yourself and take motivation from other you will only fail so the dream factory really helped me pursue my dream.

(F, C, 18)

Yes, the organisation helped me pursue my dream because they learnt us about our self esteem and reaching our goal the organisation the programme taught me that nothing is impossible reaching your long term and short term goal. They learnt us to be yourself and reach out for your goal. This programme made me see things in a better way and becoming more wiser.

(F, C, 17)

Yes, they did an they made me understand that no matter what happens your dream can still come true

(F, W, 15)

Yes, it helped me a lot because they said I must chase that dream. I must earn it and make it come true.

(F, C, 15)

Yes

(F, C, 17)

Yes, because we went on outing and you kind see different thing what you wanna become and the say always try your best

(M, C, 17)

Yes, cause they told me not to give up on my dream it's going to happen. I must have hope

(F, W, 16)

Yes, they did help me me a lot because now a days if I am at home then I will like help clean my granpa because he is sick. And then they would tell me I think you should become a doctor cause I really love working with children and old people. It is very nice to help them.

(F, C, 16)

No, I did not want to discuss my dream with with the organisation although most people asked me what do I want to become.

(F, C, 17)

Yes!It showed me life is not easy you need to work hard for what you want. Life is too expensive to be wasting time. It also showed me the right ways

(F, C, 15)

Yes, because at first I didn't know the way if becoming who I wanna be so as I went threw the proceejer with them they actually opened up my brain and showed/helped me threw everything

(F,C, 17)

Yes, they help me a lot they gave me some advices like study more, make notes in class and told me to focus more on my goals and achievements

(M, C, 16)

Yes because I am very determined on what I want to become.

(F, C, 18)

Yes, I will be going to university after matric to finish me degree and graduate the organisation helped me to work harder for what I really want in life

(M, B, 17)

Yes, the organisation helped me pursue my dream that I've outlined in my dream letter. It made me want it more than ive wanted it before

(F, W, 18)

Yes, I could have seen in my schoolwork that it has change a lot. The ways that I have a home...I was a type of person that would never sit with a book. Always on the road never at home. When this organisation came it change everything. The person I am today, Im study that was something I never did. That I love today.

(F, B, 15)

Yes. I have improved my marks especially in maths and life science.

(M, C, 17)

Yes they did they helped me get motivation to up my mark and it worked

(F, B, 16)

Yes, it has helped my pursue my dream cause I got a bursary for studying law and Im looking forward to that. All I have to do is to have good marks and focus on my schoolwork

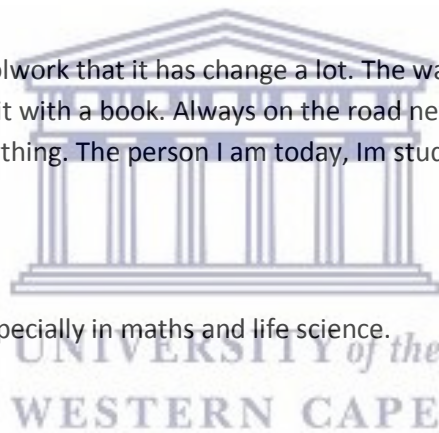
(F, C, 16)

Yes, it has made my mother and I went to look for someone that could learn me more about my dream

(F, C, 18)

Yes, cause they trying to help my dreams come true and motivation

(F, C, 16)



Yes, because im registered for a netball in Mitchells Plain and the club is registered by Steven Reagan a netball section in Mitchells Plain and we play every Saturday sometimes we go play other places far out against other people.

(F, W, 17)

They are busy helping me because I am still grade 10. But hope that one day I would thank them for encouraging me. To do much better in school and making me believe in myself and I thank them for making me wiser.

(F, W, 18)

Yes, some how its getting there by the time im still working on it

(M, C, 17)

Yes, because I know what to do and whats instore of me doing it

(F, C, 16)

Yes, it has because it made me who I am today. A young teenager who knows what is going on outside

(F, B, 18)

The organisation helped me to pursue a lot and to working hard to get where I want to get in life and to pursue my dreams. They have told us lots of things and it helped alot

(M, C, age unspecified)

Yes, my parent are also helping me to succeed in my dreams and they encourage me a lot to do right

(M, B, 17)

Yes, because they not losing hope on what we wanna be one day. They teaching as us more about our career and even take us on a trip sometimes. So I think they helped us a lot.

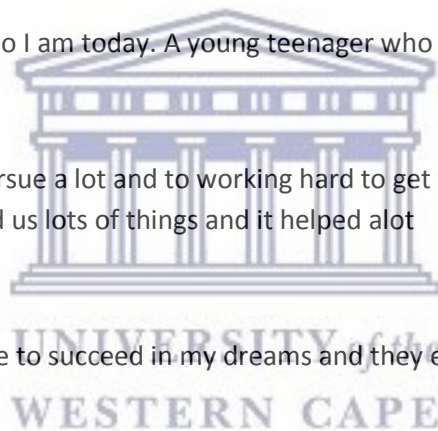
(F, C, 16)

Yes, they did they actually did a great job because the organisation meant and still means a lot to me. I have learnt so many things. Even in grade 9 they helped me with my subject choicing it was wonderful. To know you have someone supporting you is really amazing. So yes, they did help me pursue my dream and for that I am grateful. Thank you

(F, C, 16)

Yes they helped a lot I will never forget them they will always be in my heart and thanks to them I have decided what I really wanted to be.

(M, C, 16)



Yes because I learn a lot, we done lots of activities and to know how life is. They talk about how you can accomplished your dream by never giving up on your dream. The organisation showed us videos about people who never gave up and they were graduated. The dream factory everything to learn us something. We say thank you

(M, C, age unspecified)

Yes the dream are nice coming to my school giving us think and taking above it but you are the bigger think then never have to me . take to use what to do and loving us

Question 11:

Does the programme give you the space and freedom to pursue the dream (your aspirations) that you outlined in the dream letter on your own? If yes, could you tell me why you say so? If no, could you tell me why not?

(F,C, 15)

Yes, everytime when they come they come im so happy they have inspired my life. I am really thankful.

(F, C, 16)

Yes, because the programme is interested in dreams and opinion

(F, C, 16)

Yes the programme give you space and freedom, they help you if you need the help, they care of you, they always say know answers wrong.

(F, B, 16)

Yes it has given me space and freedom to persue my dream because they did not always come to school.

(F, B, 17)

Yes, they help me so much because when I follow the steps it help me when I get home I know what to draw and give reasons on why did I create the picture.

(F, B, 16)

Yes, because sometime there will be a person coming to your desk and ask you question at one another

(F, B, 15)

Yes. Because they don't always come they give us space to do right things on our own.

(F, C, 16)



Yes they do because they come back after a few weeks to see how we have made progress and for me it has been a wonderful experience working with the dream factory and I would tell them to never stop trying to make others believe/achieve their dreams.

(F, C, 18)

Yes, the programme and the members are very willing to help me pursue my dream.

(F, C, 17)

Yes, because I practice more each and every day

(F, W, 15)

Yes, they do they give you a lot of space

(F, C, 15)

Yes, they helped me to not be afraid of what I want to become and showed me the path through my career.

(F,C, 17)

Yes, they let us decide on our own and gave us space and freedom to pursue the dream that we want

(M,C, 17)

Yes, because they don't judge you by your looks and culture

(F, W, 16)

Yes, they do you me my space and freedom. That is what I like about them one day dream factory will make my dream come true and then I want to become a doctor and help people

(F, C, 16)

Yes, they gave me more information and it was very inspiring. I was not shy to stand up and speak for myself or describe myself but I do think I learnt a lot.

(F, C, 17)

Yes, it does, It showed me how free I could be and enjoy life without doing the wrong stuff.

(F,C, 15)

Yes, because now I know what I want to become and what I have got to do to get it.

(F, C, 17)

Yes, they said we could be anything we want to be if we put our minds to it and work hard.



(M, C, 17)

Yes, because it helped me to focus more on what I want to become and why

(F, C, 18)

Yes, they give you time to work and also time to enjoy life, they give you plenty of space to think about what you really want and if it's the right choice to make.

(M, B, 17)

Not really because ive already got all the freedom and space I need to pursue my dream.

(F, W, 18)

Yes, it make me feel free about everything I do and I want to do. It express me more about myself and how I feel about others and their feels.

(F, B, 15)

It has showed me that I have a lot of possible ways to become what I want to be when I finish with school.

(M, C, 17)

Yes, they do, they give you space to think and to talk to other relatives around you about the questions they ask you

(F, B, 16)

Yes, it does give me space and freedom to pursue my dream

(F, C, 16)

Yes, it does me the a outline of what I want to to become and where to study

(F, C, 18)

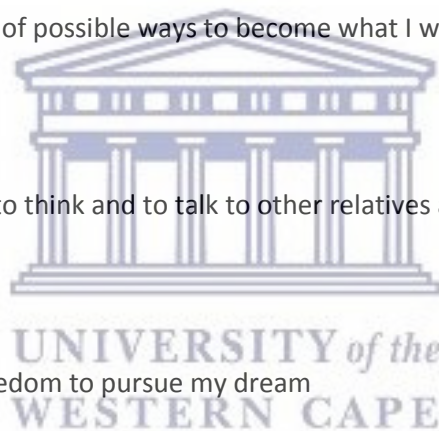
Yes cause they come now and then which is better and not everyday

(F, C, 16)

Yes, they though me how to reach my goals one day they helped me in everything, every month they come around once or twice and they talk about our future and that made me do it and I want to reach my dream (goal)...

(F, W, 17)

Yes, cause it teaches you to believe in yourself and you should go out there and make your dreams come true and you should live life



(F, W, 19)

Yes, they encourage you to feel free to talk about anything that makes you feel uncomfortable

(M, C, 17)

Yes, since the programme happen I have got more knowledge on getting to know and express my problems in which they said was capable of doing. I have learnt a lot of this programme.

(F, C, 16)

It gave me plenty of time to be who I am today

(F, B, 18)

Yes it programme gives the space and freedom to pursue young dreams

(M, C, age unspecified)

Yes, it gives my freedom cause its my dream and I have to achieve my dream cause one day I might be having children I wanna be a stable parent

(M, B, 17)

Yes they give us space and freedom in our dream letters cause they are always there to help us and even support us in the dream letter

(F, C, 16)

Yes, because they always tell us go for what you want and gives advice about how to go about. Its up to you if you want to take it.

(F, C, 16)

Yes, they are very generous and kind it shows that they care. They give to advice to stay positive and not to do what other does.

(M, C, 16)

Yes, we get pages to write on to say what you need to do for your future when you are done with school. The dream factory was always positive on us.

(M, C, age unspecified)

Yes some of my friends are going that you outlines and loving my school and yhaa

Question 12:

Do you have any suggestions about how the organisation can improve their programme?

(F,C, 15)



Yes, if they could help me by making my dream come true. Getting me a college and after I want to learn more at the university.

(F, C, 16)

Did not answer

(F, C, 16)

No, they don't need to improve their programme

(F, B, 16)

My suggestion is that they have counsellors that can counsel children who have problems at home.

(F, B, 17)

Send me pictures of Arts on my phone maybe twice a week so I could see more designs that could really help

(F, B, 16)

Yes, because they are doing their best and they also try to always make us happy. When they came to visit our school I feel happy inside my heart

(F, B, 15)

Everything is good e.g. lessons and so on. There are no problems and dislikes but if this organisation could have lunch for us because we really get hungry as learners otherwise everything is perfect.

(F, B, 16)

If it had to do come from me I would say they should keep doing what they are doing their programme is great just the way it is because they already give us that motivation and them taking us out means a lot to us shows us how we can achieve our dreams.

(F, C, 18)

The organisation can improve their programme by coming to school's everyday and adding more members and giving more opportunities for learners and help them in some way. They got advise more different topics

(F, C, 17)

No, because they are great the way they are.

(F, W, 15)

No they are good as they are now. So there is no need to improve they are perfect.

(F, C, 15)

I just want them to take us to grade 12 and help us when we by grade 12. I would like them to help me achieve my dream by helping me go to university.

(F, C, 17)

No, I have no suggestion, It's ohk

(M, C, 17)

By having sports to do and other extra exercises to do.

(F, W, 16)

Yes, I think they can come everyday to our school and talk about stuff that we want to become an encourage us.

(F, C, 16)

The organisation can improve their programme by spending more time with learners. I think that is all because as far as now I enjoyed listening to them and I enjoyed the exercises and activities they did. Dream factor have learnt me much a lot.

(F, C, 17)

Yes! By helping and inspiring a lot of people like they have inspired me.

(F, C, 15)

Yes by giving more outings so that some people that are not sure what they wanna become. So threw all those outings they can actually choose what is suitable for them and their future.

(F, C, 17)

Yes they should have after classes for children who's struggling with a subject or two

(M, C, 17)

I don't have any suggestions about how to improve the organisation because the organisation is already great as it is.

(F, C, 18)

Yes, they can build a sustainable work network they can also have business or dance workshops so children can learn more about the career fields and what they are getting themselves into.

(M, B, 17)

Did not answer

(F, W, 18)

By getting more children and go to more school so that the kids and talk more about them. And how they feel about themselves

(F, B, 15)

They should have at least 3 or 4 outings in each term showcasing the workshops so that the learners can become very interested and feel the need to finish school and become what they want to be when they finish the school. They should have a lot of motivational speakers so that the learners understand why it is important to finish up with the school.

(M, C, 17)

By getting more employees by sending letters to schools if they want to join the dream factory.

(F, B, 16)

Have camping trips, mountain hiking.

(F,C, 16)

No, the organisation is perfect just the way it is. The organisation helps youth to become what they want to become.

(F, C, 18)

By helping more schools and learners we need people like them to inspire us and help us make our dream come true.

(F, C, 16)

No suggestions you guys are the best no need for suggestions and thank you to you guys, you made my dreams come true and thanks for the year 2018 you guys made me do it.

(F, W, 17)

No, the organisation is fine the way it is, cause I enjoy having them here. And you learn new and exciting things every time they come. It is a good organisation.

(F, W, 19)

I think that maybe they can get different groups of children together that comes out of different dramatic situations and organise a camp so that they could combine and have maybe a group chat like a social club or get together and express their feelings if it will work.

(M, C, 17)

Not really because they have been doing a good job at help kids find the right paths and achieve their goals. It took us to listen and take in what they doing to help us.

(F, C, 16)

They should have a permanent place of working like being at a place. They should have more fun activities in all of their exercises

(F, B, 18)

They can do more outings and more programmes to help us.

(M, C, age unspecified)

Yes, if you want to achieve your dream you here to work hard and earn it or else no one will give your dream to you, so everyday you need to study do your homework ask god for help to achieve your goals cause everyone has a dream

(M, B, 17)

May suggestion to them is that they should keep on helping learners and supporting them in their dream letters. Also that they should extend the programme and attend other school and teach them about the great things they do for learners

(F, C, 16)

No not really because they people that no what they doing.

(F, C, 16)

Did not answer

(M, C, 16)

Have a lot of activities. Play everyday something new for us, like videos, ice breaks. Learn children subjects they don't understand.

(M, C, age unspecified)

Yes, but UWC coming to my school and talking to us about your dreams and in 10 year times



APPENDIX 14

OPEN CODING STAGE 2: STUDENTS' SELF-REFLECTIVE QUESTIONARRE

Question 1

What was your dream in your dream letter and why?

| | |
|--|---|
| Finish school (7) | To make mother proud (2) Go to university (3) Get a good job(1) To be successful and make a living for myself (3) To show that they raised me well (1) |
| Going to college to pursue acting (1) | Very big role in my life (1) |
| Pharmacist (2) | Like to understand medicine and work in hospital (1) Like helping people (1) |
| Doctor (7) Cardiologist (1) Surgeon or Dermatologist (1) | Want to help people and kids get better so that they can help and take care of each other (5) Because there are not many qualified doctors and surgeons(1) Love to help other people and try my best to save peoples lifes because its not nice seeing people lose their families (3) I want to help them so that they do not get sick again (1) Make my parents proud so I can do something with my life (1) To show people that you can become something in life (2) that even a boy from Manenberg can become a doctor (1) |
| Social Worker (6) | Peers told her that shes a motivator (1) Because I like helping people and I am an understandable people who thinks for others(2) Giving back to my community and good career choice because they help children who are abused and can related to other people's stories because I know how it feels and I can help people listen to the stories (3) To become a successful person in future so to become role model for children (1) To show others the way forward (1) |
| Best Drummer in the world and to travel in the | To show others that ones dreams can come |

| | |
|---|---|
| world (1) | true (1) |
| To buy my mother a house to live in (1) | Because my mother did a lot to keep her happy therefore she owes her mother a lot (1) |
| Vetarian (animal doctor) (1) | Love helping animals; because it makes me happy (1) |
| To improve maths (2) | Improve my marks (1) |
| Soccer player (2) | Because good in sport, love sports, because it maintains my body and keep in shape introduced to soccer and fell inlove with it; adaptation from childhood dream of becoming a doctor . |
| Go to army (1) | To protect the nation (1) |
| Nurse (2) | To help my family with income (1) Always wanted to be nurse since little girl (1) |
| Lawyer (3) | Help family from struggling and to be successful; to be a role model for brothers and sisters; leaving a legacy behind my name (1) To protect molested children as it is painful thing to go through and find closure so that you don't feel alone (1) |
| Start a family (1) | |
| Novel Writer (1) | Reading is very important, gives you more knowledge on your language, |
| Chef (1) | Love cooking and being in the kitchen whole day making things(1) |
| WP Netball Player (1) | Love netball (1) |
| To find out what I am good at (1) | To change my life and be successfull(1) |
| Teacher (1) | Had the dream since I was 6 years old (1) |
| Mechanical Engineer (2) | Not just for the benefit of myself but to assist others, nice working on cars; help experience more things (1) Like to work with my hands and like fixing things (1) |
| Policeman (1) | To make a change and to make community safe place where people can walk freely at night(1) |

16 Careers identified; 48 response because some students gave more than one career

Question 2

Has voicing your dreams in your dream letter influenced your behaviour and/or actions? If yes, could you tell me in which way/s? If no, could you tell me why not?

| | |
|-----------------|--|
| <p>Yes (34)</p> | <p>Improved confidence in myself (6) have to opportunity to choose what I want in life (1) Attitude (1) Respect(3) Life challenges (1) Unexpected Experiences (1) Allowed me to take action on my drawings (1) Focus on my schoolwork (4) To become supportive of others (1) Learnt Lots of things (1) Improved Marks (8) Motivated to pass grade (2) Willingness to achieve my goals (6) Working harder (5) Become better person (2) Treat people nicely (1) Eye opening for me (1) Being calm and not lose my temper (1) Become a caring person (1) Make my parents proud (1) Become successful (1) Seeing things more clearly (1) Realisation that there is people willing to help(2) Influenced in positive manner (5) Achieving my dreams (4) To become determined (4) To have the courage to be at school (1) How to become a real human (1) Changed my behavior problems (1) Gave my direction (2)</p> |
| <p>No (6)</p> | <p>Because I have confidence in myself and writing the dream letter did not change that (2) Lost a lot of focus nowadays (1) Marks not good enough because struggling with some of the content done in class (1) Because my maths did not increase because we got a new sir and he doesn't teach well (!)</p> |

Question 3

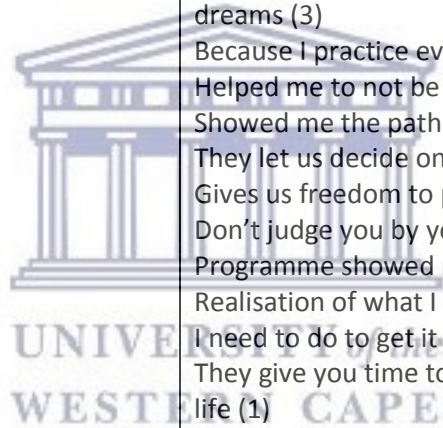
Has the organisation helped you pursue your dream that you outlined in your dream letter? If yes, could you tell me how they did that? If not, could you tell me why you say so?

| | |
|----------|--|
| Yes (38) | Showed me the right path to success (3) Helped me become focused on schoolwork (5) Helped me become goal-orientated (5) Helped me big time (1) Helped me believe what I believe in (1) Showed me steps to do first before drawing (1) Taught things that I never knew in life (1) Supported and advised us (4) Opened most of our eyes (3) Improved marks (3) Encouragement (4) Realisation of something better and future possibilities (8) Became more wiser (2) Improved my self-esteem (2) Showed my different career options on the outings (2) Helped me become more determined on my dream (1) Helped me work harder for what I want (2) Received a bursary to study Law (1) Helped me and my mother look for someone that could teach me more about my dream (1) Inspired me to register at a Netball club (1) Parents also helping me succeed (1) Helped me with subject choicing in Grade 9 (1) Helped me decide on what I really wanted to be (1) |
| No (2) | They haven't made a move yet (1) Did not give me a place to go to fulfill my dreams (1) Did not discuss my dream with dream people (1) |

Question 4

Does the programme give you the space and freedom to pursue the dream (your aspirations) that you outlined in the dream letter on your own? If yes, could you tell me why you say so? If no, could you tell me why not?

| | |
|-----------------|---|
| <p>Yes (39)</p> | <p>They inspired my life (2) Programme is interested in dreams and opinion (1) Programme help you if you need help (1) Organisation Cares (4) Encourages questioning and discussion (1) They did not always come to the school (5) When I follow their advice it help me to know what to draw (1) Give us space to do right things on our own (5) Return after a few weeks to check on progress made (1) Organisation very willing to help me pursue my dreams (3) Because I practice every day (1) Helped me to not be afraid of my dream (1) Showed me the path through my career (3) They let us decide on our own (1) Gives us freedom to pursue dream we want (6) Don't judge you by your looks and culture (1) Programme showed me how free I could be (3) Realisation of what I want to become and what I need to do to get it (5) They give you time to work and time to enjoy life (1) Give space to think and talk to relatives about questions they ask you (1) Improved my focus on my dream (1) Teaches you belief in yourself (1) Improved knowledge and expressing myself (1) Gave me plenty of time to be who I am today (1) Up to you if you want to take it (1)</p> |
| <p>No (1)</p> | <p>Already got all the freedom and space I need to pursue my dream (1)</p> |



Question 5

Do you have any suggestions about how the organisation can improve their programme?

| | |
|---------------------------|--|
| <p>Yes (25)</p> | <p>By making my dreams come true (1) Getting me a college (1) Have councilors for children experiencing domestic problems (1) Send me pictures of Arts to my phone twice a week (1) Provide us with lunch (1) Coming to school everyday (2) Adding more members to their organization (2) Giving more opportunities to learners (1) Add more different topics (1) Take us to Grade 12 (1) Helping me go to university (1) Including sports to do (1) Including other exercises to do (1) Talk about stuff that we want to become and encourage us (1) Spending more time with learners (1) Helping and inspiring a lot of people (3) Giving more outings to help undecided kids choose what is suitable for their future (2) After school classes for children struggling with a subject or two (2) Build a sustainable work network (1) Have business or dance workshops to teach learners more about career fields (1) Getting more children (1) Go to more schools (4) At least 3 or 4 outings each term showcasing workshops (1) Should have a lot of motivational speakers (1) Have camping trips, mountain hiking (2) Get different groups from different backgrounds together (1) Have a permanent place of working (1) More fun activities in all of their exercises (2) More programmes (1) Extend the programme (1)</p> |
| <p>No (12)</p> | <p>Don't need to improve their programme (3) They are doing their best (1) Always try to make us happy (1) They are great the way they are (5) I have no suggestion (2) Been doing a good job (1) They know what they are doing (1)</p> |
| <p>Did not answer (3)</p> | |

APPENDIX 15

OPEN CODING STAGE 3: STUDENTS' SELF-REFLECTIVE QUESTIONNAIRE

OPEN CODING STAGE 3: IDENTIFICATION OF THEMES AND SUB-THEMES

Theme1: Reflective Judgement

Two sub-themes were identified namely: Career Related and non-career (other) related aspirations

Career Related Aspirations

Going to college to pursue acting (1)
Pharmacist (2)
Doctor (7)
Cardiologist (1)
Surgeon or Dermatologist (1)
Social Worker (6)
Best Drummer in the world (1)
Vetarian (animal doctor) (1)
Soccer player (2)
Go to army (1)
Nurse (2)
Lawyer (3)
Novel Writer (1)
Chef (1)
WP Netball Player (1)
Teacher (1)
Mechanical Engineer (2)
Policeman (1)



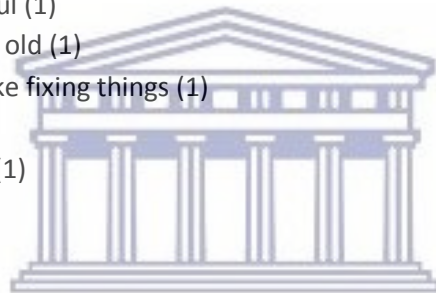
Non-career related Aspirations

Finish school (7)
To travel in the world (1)
To buy my mother a house to live in (1)
To improve maths (2)
Start a family (1)
To find out what I am good at (1)

Theme 2: Motivation

Reasons related to self-improvement

Go to university (3)
Get a good job (1)
To be successful and make a living for myself (3)
Very big role in my life (1)
Like to understand medicine and work in hospital (1)
To become a successful person in future so to become role model for children (1)
Improve my marks (1)
Because good in sport, love sports, because it maintains my body and keep in shape; introduced to soccer and fell in love with it; adaptation from childhood dream of becoming a doctor (1)
Always wanted to be nurse since little girl (1)
Reading is very important, gives you more knowledge on your language (1)
Love cooking and being in the kitchen whole day making things(1)
Love netball (1)
To change my life and be successful (1)
Had the dream since I was 6 years old (1)
Like to work with my hands and like fixing things (1)
to be successful (1)
leaving a legacy behind my name (1)
nice working on cars (1);
help experience more things (1)



UNIVERSITY of the
WESTERN CAPE

Reasons related to family

To make mother proud (2)
To show that they raised me well (1)
Make my parents proud so I can do something with my life (1)
Because my mother did a lot to keep her happy therefore she owes her mother a lot (1)
To help my family with income (1)
Help family from struggling (1)
to be a role model for brothers and sisters (1);

Reasons related to helping others

Like helping people (1)
Want to help people and kids get better so that they can help and take care of each other (5)
Because there are not many qualified doctors and surgeons(1)
Love to help other people and try my best to save peoples lifes because its not nice seeing people lose their families (3)
I want to help them so that they do not get sick again (1)
To show people that you can become something in life (2)

that even a boy from Manenberg can become a doctor (1)
 Peers told her that shes a motivator (1)
 Because I like helping people and I am an understandable people who thinks for others(2)
 Giving back to my community and good career choice because they help children who are abused and can related to other people’s stories because I know how it feels and I can help people listen to the stories (3)
 To show others the way forward (1)
 To show others that ones dreams can come true (1)
 Love helping animals; because it makes me happy (1)
 To protect the nation (1)
 To protect molested children as it is painful thing to go through and find closure so that you don’t feel alone (1)
 Not just for the benefit of myself (1)
 but to assist others(1),
 To make a change and to make community safe place where people can walk freely at night (1)

Theme 3: Pursuit of goals

Positive Behavioral Changes

Improved confidence in myself (6)
 have to opportunity to choose what I want in life (1)
 Attitude (1)
 Respect(3)
 Life challenges (1)
 Unexpected Experiences (1)
 Allowed me to take action on my drawings (1)
 Focus on my schoolwork (4)
 To become supportive of others (1)
 Learnt Lots of things (1)
 Improved Marks (8)
 Motivated to pass grade (2)
 Willingness to achieve my goals (6)
 Working harder (5)
 Become better person (2)
 Treat people nicely (1)
 Eye opening for me (1)
 Being calm and not lose my temper (1)
 Become a caring person (1)
 Make my parents proud (1)
 Become successful (1)
 Seeing things more clearly (1)
 Realisation that there is people willing to help(2)



Influenced in positive manner (5)
Achieving my dreams (4)
To become determined (4)
To have the courage to be at school (1)
How to become a real human (1)
Changed my behavior problems (1)
Gave my direction

No/Negative behavioural Changes

Because I have confidence in myself and writing the dream letter did not change that (2)
Lost a lot of focus nowadays (1)
Marks not good enough because struggling with some of the content done in class (1)
Because my maths did not increase because we got a new sir and he doesn't teach well (!)

Organisational contribution

Showed me the right path to success (3)
Helped me become focused on schoolwork (5)
Helped me become goal-orientated (5)
Helped me big time (1)
Helped me believe what I believe in (1)
Showed me steps to do first before drawing (1)
Taught things that I never knew in life (1)
Supported and advised us (4)
Opened most of our eyes (3)
Improved marks (3)
Encouragement (4)
Realisation of something better and future possibilities (8)
Became more wiser (2)
Improved my self-esteem (2)
Showed my different career options on the outings (2)
Helped me become more determined on my dream (1)
Helped me work harder for what I want (2)
Received a bursary to study Law (1)
Helped me and my mother look for someone that could teach me more about my dream (1)
Inspired me to register at a Netball club (1)
Parents also helping me succeed (1)
Helped me with subject choicing in Grade 9 (1)
Helped me decide on what I really wanted to be (1)



Theme 4: Autonomy

Safe space, freedom and care to pursue aspiration

They inspired my life (2)
Programme is interested in dreams and opinion (1)
Programme help you if you need help (1)
Organisation Cares (4)
Encourages questioning and discussion (1)
They did not always come to the school (5)
When I follow their advice it help me to know what to draw (1)
Give us space to do right things on our own (5)
Return after a few weeks to check on progress made (1)
Organisation very willing to help me pursue my dreams (3)
Because I practice every day (1)
Helped me to not be afraid of my dream (1)
Showed me the path through my career (3)
They let us decide on our own (1)
Gives us freedom to pursue dream we want (6)
Don't judge you by your looks and culture (1)
Programme showed me how free I could be (3)
Realisation of what I want to become and what I need to do to get it (5)
They give you time to work and time to enjoy life (1)
Give space to think and talk to relatives about questions they ask you (1)
Improved my focus on my dream (1)
Teaches you belief in yourself (1)
Improved knowledge and expressing myself (1)
Gave me plenty of time to be who I am today (1)
Up to you if you want to take it (1)

Theme 5: Relatedness

“...connect learners with caring mentors, curricula that incorporate a sense of purpose and provides entrepreneurial and employment opportunities where they can actualize their dreams” (Dream Factory Foundation, 2017).

Theme 6: Competence

The organisation provides the learners with a 13-session training programme in order to develop their skills and competencies.

APPENDIX 16

FOCUS GROUP DISCUSSION TRANSCRIPT

Focus Group: Voicing and Acting on Aspirations (1 Hour)

The purpose of this focus group discussion is to explore how this youth in this programme has experienced voicing their aspirations through their 'Dream Letter'. The questions are aimed at understanding how the young people in this program view aspirations and what the organisation has done to help the young people voice and act on their aspirations set out in their dream letters.

Questions for Focus Group:

1. What do you think are aspirations?

Students associated aspirations with

goals,

having dreams,

having objectives to work towards

being young

Happiness, that's what most people aspire to achieve

To live a good life, you cant be badluck all the time; Aspirations is not being badluck

Its being free

Aspirations is being inspired by something or someone for example a pastor because he is inspiring because he does the right thing

One learner said the word freedom but did not want to specify on what she meant with it. Other learners said that associated aspirations with positivity and belief in self

2. Do you think having aspirations are important?

Most learners said yes and cited that having aspirations can help get you out of your circumstances

Most believe its important; not sure or undecided

- Why do you think its important to be better, be something in life

Because its important to believe in yourself and you can have a goal in life.

Its important to have a strong self esteem, must always be positive. So that you make the right decisions

“Because if we don’t believe in ourselves, then no one will. I order for somebody else to help you, you first have to help yourself” (this was important and everyone believed this)

“If you don’t believe in yourself, one day you might regret the choices that other people are making for you”

3. Have you ever thought of aspirations before you wrote the dream letter?

About 70% said yes, 25% no. One learner responded that he have dreamt/ have know what they want to do for a long time

4. Do you think the goals/dreams you mentioned in your dream letter is realisable? Why/Why not?

Majority responded yes. Cited that they believe that they have the power to do what you want to do

5. What motivates you to achieve your dream?

-Parents; want to make them proud

-Siblings looking up to them, most want to be an example for their siblings

-Levelling up; be able to buy the things they want; have money

-Making something about their lives

-Community

6. Did you find it difficult to voice your aspirations in your dream letter? Why/Why not?

45% said yes, 55% said no. When asked whether it took them long, some said it didn’t, others couldn’t say that it took them a long time.

Process of writing the dream letter was easy, most said that. Sometimes its difficult because some did not decide yet what they wanted to be

They said that its not a bad thing to change your mind about what you wanted to be; “because if the one door opens the other one closes like if you want to be a doctor and you cant be a doctor then you become a cleaner”

Group was fairly unresponsive on this question at first but responded after a while

7. How has the programmes contributed to you voicing your hopes and dreams, voicing you’re the life that you want to live?

Organisation has helped them believe that their dreams are possible helped motivate and inspire them to do the right thing.

When asked about whether its hard to dream, learners spoke about how peer pressure and communities sometimes imposes views on them on what they can and should do or be but the organisation coming to the school has helped them believe that their goals and dreams are realisable

and has helped them deal with the pressure of dealing with peer pressure. Also mentioned that it has helped them think about the future

8. How has voicing what you want to be in the future helped you to take steps/actions that will help you reach that goal?

Some said yes and most undecided, some no.

One said that writing the dream letter hasn't helped her yet. When asked about some of the challenges that are preventing them from reaching their dream, the learners cited

- Negative perceptions from people that might label you and you end up believing it.
- Financial challenges; learners spoke about how the lack of finances and how sassa is too little and when it increases it only increases by R10
- Poverty
- Lack of support from family

Cited that the programme helps and encourages them to study further and place education first and study instead of engaging with friends. The learners discussed how peer pressure affects them

- Spoke about how friends sometimes pressurise them into smoking and drinking and sex
- If you don't want to do it, they call you a Bangbroek
-

9. Do you believe that you have the power to change your circumstances? If yes, why do you say so? If no, why not?

Resounding yes.

"I am the only one that can do it"

"I can change my life"

Belief in self came through clearly. But learners did not elaborate on what exactly might prevent them from changing their circumstances. Perhaps that is a theme that could have been explored more

