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A FORMATIVE EVALUATION OF THE JAMES HOUSE LIFE CENTRE PROGRAMME FOR
YOUNG PEOPLE

HAZEL MUGO
(MGXHAZ001)

Submitted in partial fulfilment of the requirements for the award of the
Degree of Master of Philosophy (Programme Evaluation)

Faculty of Commerce
University of Cape Town
2013

COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation proposal from the work, or works of other people has been attributed, cited and referenced.

Signature: HLM Date: 13/12/2013

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EXECUTIVE SUMMARY

This dissertation is an evaluation of a youth development initiative focused on young people from the ImiZamo Yethu community in Hout Bay. The programme is delivered through the Life Centre of James House, a non-governmental organisation based in Hout Bay, Cape Town. The evaluation is intended to be formative in nature and aims to provide information on the programmes implementation processes and outcome information on the extent to which the programme has been able to meet its short-term and medium-term goals.

In order to guide the evaluation, an articulated programme theory underlying the operations of the Life Centre was required. This theory was not available. The evaluation therefore began by assessing what the programme's theory was. The theory was determined through personal communication with programme staff and programme managers the plausibility of which was then assessed through a review of literature pertaining to similar programmes. The programme's theory revealed the components assumed important to the achievement of its outcomes and highlighted those elements of programme implementation that required evaluating. In addition, the assessment of the Life Centres theory showed that it falls in the category of programmes that aim to promote Positive Youth Development (PYD). Therefore, the evaluation was guided largely by evaluations that had been conducted on programmes that follow a PYD approach. In summary, the programme's theory holds that if young people are provided with life skills training and are given educational and vocational support as well as financial and social support, they will be able to foster attributes that will lead to their positive development, their positive contribution to society and to their financial independence.

The evaluation of the programme's implementation therefore focused on the activities delivered that are assumed will lead to these outcomes. Following from the implementation evaluation, an assessment of programme outcomes was conducted in order to collect outcome monitoring information on the extent to which programme outcomes had been achieved. The evaluation found that certain positive programme outcomes had indeed been met. However, the results suggested that the implementation of the programme was poor and that greater fidelity of implementation could improve the programme's processes as well as the extent to which programme outcomes are achieved.

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CHAPTER ONE: INTRODUCTION

The operational definition of youth is different in each country and has mostly been found to depend on cultural, institutional and socio-political issues (Du Toit, 2003). In South Africa, youth are defined “as persons in the age group of 14 to 35 years” (Statistics South Africa, 2001). For the healthy development of youth in South Africa, Tshabalala-Msimang (2008) identifies various basic needs that need to be met. These needs include safety and security, a sense of belonging, independence and the ability to control one’s own life. A positive self-image and a close peer and family structure, have also been identified as important basic needs for the healthy development of young people (Tshabalala-Msimang, 2008). One avenue for fulfilling such basic needs in youth is through youth development programmes.

The purpose of this evaluation is to assess one such development programme, the „Life Centre“ which is offered by James House. This evaluation aims to assess the programme’s implementation processes and to analyse the extent to which the programme’s outcomes have been met. Following from this, the evaluation will provide information to James House that may guide them in the improvement of the Life Centre programme. Thus the nature of this evaluation is formative (Rossi, Lipsey & Freeman, 2004).

Programme Description

James House is a non-governmental organisation (NGO) located in the Western Cape Suburb of Hout Bay and has been in operation since 1986. It has served as a place of safety for abused, abandoned and neglected children. The majority of the children served by the programme come from the Hout Bay township of ImiZamo Yethu. Through the years, James House has widened its scope through different community-based child care and youth development programmes to cater for more vulnerable groups within the community of Hout Bay.

The organisation offers three nationally accredited initiatives which focus on community-based family preservation, child care and youth development. These initiatives directly impact the lives of 700 families in the community (R. Christo & F. Charles, personal communication, March 3, 2013). The “residential care” programme, offers twenty four hour care and protection for young boys between the ages of 14 to 16 who have emotional, psychological and behavioural difficulties.

Additional the „Isibindi“ programme provides care for orphans and other vulnerable children within the community (F. Charles, personal communication, April 12, 2013).

Finally, the Life Centre programme provides career guidance and life skills training to young people in the community. The Life Centre programme is run by incorporating various activities such as outdoor camps, life skills and self-esteem training in efforts to develop skills and knowledge to prepare youth for independence and responsible citizenship. Due to issues such as time and resource constraints, the Life Centre programme will be the only focus of this evaluation. The Life Centre was selected as it was identified as an area of concern for programme managers.

The Life Centre sets out to serve 50 out-of-school youth per annum. To participate in the programme, beneficiaries have to be between the ages of 16-22, out of school and/or are unemployed and have at least a grade nine qualification (www.jameshouse.org.za). According to the programme managers, the youth unemployment rate in South Africa stands at approximately 60% and based on this figure, they expect an equally high unemployment rate in the community.

Therefore, in the short-term the programme aims to foster positive attributes in young people in order for them to realise the potential believed to be inherent in them. The programme managers went on to state that attributes believed to promote positive youth development were found to be lacking among young people in the community (F. Charles, personal communication, April 12, 2013). Thus, the programme aims at increasing positive attributes in the young people as a short-term goal and in turn contributing to the medium term goal of realising the potential inherent in them. This then ultimately contributes to the programmes long-term goal of enabling young people to become productive caring members of their society. These positive attributes are taught through the Life Centres adolescent development programme (ADP). The ADP encompasses life skills training over a period of fourteen weeks, through sessions that are facilitated by programme staff. In addition, the ADP focuses on nine central themes which include self-awareness, peer-pressure, spirituality, health and well-being, family values, ubuntu, community issues and community history.

Flowing from their development of these positive attributes, young people are then provided with the opportunity for educational and vocational support. The educational and vocational support component of the programme addresses the short term goal of developing goal setting behaviour in

young people and nurturing the skills and knowledge necessary for achieving those goals. Based on the high rate of unemployment assumed to be present within the community, the Life Centre programme is seen to provide hope for young people faced with the inevitability of unemployment and the lack of resources to study further. In addition, the educational and vocational support training aims to provide youth with empowering opportunities such as educational opportunities as a medium term goal then contributing to the long-term goal of the programme. This training is delivered through a three week education and vocational support programme that aims to assist programme participants with placement into tertiary education. The educational and vocational support programme also aims to assist young people to secure employment opportunities for those that are ready to go into the job market. The programme assists its participants to secure such employment placement opportunities after they complete the programme by researching and compiling a resource list of the possible opportunities available.

As a long-term goal, the Life Centre programme “aims to develop young people who contribute positively in their society” (F. Charles, personal communication, April 12, 2013). Efforts to achieve this goal are done through the programmes after-care service. Through the after-care programme, young people are monitored and mentored by programme staff for a period of up to six months after they graduate from the programme. Finally, the after-care service feeds into the educational and vocational support activities by providing a short-term goal of financial support aimed at helping young people achieve their goals in their post-programme placements (F. Charles, personal communication, April 12, 2013).

Every programme is assumed to be backed by an underlying programme theory. A programme theory “consists of assumptions about the change process actuated by the programme and the improved conditions that are expected to result” (Rossi, et al. 2004, p.139). Hence, the Life Centres programme theory will be explored in more detail in the next section. The analysis of the programme theory is expected to aid in the assessment of the programme implementation processes as well as the assessment of the extent to which programme outcomes have been achieved.

Life Centre Programme Theory

The theory underlying the Life Centre programme is depicted in the variable oriented Figure 1. There was no explicit programme theory for the Life Centre at the beginning of this evaluation. However, through an analysis of programme documents and personal communication with programme managers and programme staff, I was able to gather information on the Life Centres implied programme theory.

The Life Centres programme theory purports that if young people are enrolled into the programme and participate in the programme activities listed in the programme description, they will ultimately be prepared to become productive caring members of their society. Hence, young people are first recruited into the programme and receive life skills training through the means of facilitation. As stated earlier, this training aims to increase nine positive attributes in young people as a short-term goal and in turn contributes to the medium term goal of realizing the potential inherent in them. From their attainment of these attributes, the young people are then provided with the opportunity for educational and vocational support, which addresses the short-term goal of developing goal setting behaviour in young people and nurturing the skills and knowledge aimed at achieving those goals (R. Christo & F. Charles, personal communication, May 6, 2013). Ultimately, as a long-term goal the programme aims to develop young people into productive caring members of their society (R. Christo & F. Charles, personal communication, May 6, 2013).

To assess the plausibility of the Life Centre's implied programme theory, a review of the literature was conducted to review the extent to which the activities delivered by the Life Centre, have been replicated in other youth development programmes. As such, the review will focus on literature related to evaluations of similar programmes and the way in which such programmes have been implemented in the past. Furthermore, the review aims to assess the outcomes that similar programmes have been able to achieve and what elements of those programmes have been attributed to aiding in the achievement of their intended outcomes.

Literature Review

The definition of the term youth encompasses a wide range of age brackets. Contrary to the definition of young people in South Africa that was provided earlier, the United Nations (UN) defines youth as those persons between the ages of 15-24 (O'Higgins, 2003). For the purpose of this evaluation, the age bracket most suitable for youth will be as defined by the UN. The UN definition is used as this is the age bracket that corresponds closest to the age of the recipients targeted by the Life Centre.

Within the South African context, positive youth development has been viewed as a deliberate approach to provide the space, opportunities and support for young people to increase their individual and collective creative energies (Tshabalala-Msimang, 2008). This in turn is aimed at their personal development as well as the development of the wider society of which they are considered an important part of (Tshabalala-Msimang, 2008). The Life Centre programme therefore falls within the scope of interventions that promote the empowerment of young people in South Africa using a positive youth development approach.

Theoretical Paradigm

The concept of positive youth development is based on the developmental systems theory (Lerner, von Eye, Lerner, Lewin-Bizan & Bowers, 2010). Developmental systems theory (DST) focuses on the links between the individual and their context which are associated with the different pathways across adolescents (Lerner et al., 2010). Brandtstädter (as cited in Lerner et al., 2010: 708) highlights that the theory stresses that the process of adolescent development involves a shared influential interaction between the individual and their changing context. This interaction is believed to determine the course of their development in terms of pace, direction and outcome (Lerner et al. 2010). Brandtstädter goes on to argue that when this interaction is seen to benefit the individual as well as their environment, the interaction is adaptive (as cited in Lerner et al., 2010: 708).

In addition, DST holds that change or at least the potential for change is a central aspect of an individual's development and is thought to be especially high during the adolescent period

(Lerner et al., 2010). This potential for change is seen to support the notion that systematic changes may result in more positive functioning (Lerner et al., 2010). Hence it is argued that if adaptive behaviours develop or are fostered in the developing young person and various aspects of their context such as their peer group, the likelihood is increased that the young person will thrive (Lerner et al., 2010). Due to the dynamic, adaptive nature of the developmental systems, it is assumed that all young people have strengths that could be developed (Lerner et al., 2010).

It is from the above notion that the positive youth development perspective stems from. The positive youth development perspective (PYD) is thus based on the idea that all young people have the potential to contribute positively to their own lives, those of their families, communities and society as a whole (Schwartz, Phelps, Lerner, Huang, Brown, Lewin-Bizan, Li, & Lerner, 2010:2). Hence the PYD approach aims to identify the individual and their contextual bases of thriving and to apply this knowledge in policies and programmes aimed at promoting PYD (Lerner et al., 2010).

Positive Youth Development Programmes

In line with the positive youth development approach, it has been suggested that youth development programmes provide the space needed for the enhancement of young people (Roth, Brooks-Gunn, Murray & Foster, 1998). Catalano, Berglund, Ryan, Lonczak, and Hawkins (2002) in their report on the research findings on evaluations of positive youth development programmes in the United States, provide an operational definition of these programmes. They define PYD programmes as those that aim to seek one or more of the following objectives; to promote bonding, foster resilience, promote social competence, emotional competence, cognitive competence, behavioral competence, moral competence, foster self-determination, spirituality, self-efficacy, foster clear and positive identity, foster belief in the future, to provide recognition for positive behavior, the opportunities for prosocial involvement as well as foster prosocial norms (Catalano, et al., 2002:102).

Adding on to the definition provided by Catalano et al. (2002), Roth et al. (1998) define youth development programmes as those that provide opportunities and support to help young people gain the competencies and knowledge they need to address the challenges that they may face as

they mature (Roth et al., 1998). The authors go on to discuss the positive youth development approach and assert that the participation of young people in youth development programmes will foster their “engagement in pro-social behaviours and avoidance of health-compromising and future jeopardising behaviours” (Roth et al., 1998: 426). Research has shown that youth who are not in school and not in the labour force are at higher risk for delinquency and crime (Ingersoll & LeBoeuf, 1997). Additionally, competent young people with more internal and external resources have been found to be better able to meet the challenges of adolescents and adulthood (Roth & Brooks-Gunn, 2003). Research has also shown that programmes such as Life Skills training targeted at youth, foster physical, mental and emotional well-being in young people (Yankah & Aggleton, 2008). Roth and Brooks-Gunn (2003) therefore argue that positive youth development should be the main goal for all programmes that serve young people.

Considering the definitions given of PYD programmes, such programmes aimed at promoting positive youth outcomes have been found to vary widely in the activities that they deliver, the way in which they implement those activities and the programme outcomes that each tries to achieve (Roth & Brooks-Gunn, 2003). For example many programmes in South Africa deliver life skills to young people that focus on HIV/AIDS prevention (Yankah & Aggleton, 2008; James, Reddy, Ruiter, McCauley & Van den Borne, 2006) or on the reduction of teenage pregnancy (Kaufman, de Wet & Stadler, 2001). Likewise, positive youth development programmes around the world have provided young people with opportunities targeted at drug prevention (Botvin & Kantor, 2000; Botvin & Griffin, 2004), or with training aimed at improving their employability (Matsuba, Elder, Petrucci & Marleau, 2007).

Irrespective of their scope, positive youth development programmes can however be identified as falling into three groups. According to Roth et al. (1998), youth development programmes are positive-behaviour competency/ asset enhancing, problem-behaviour focused competency/asset enhancing programmes or resistance skills-based prevention programmes.

Positive- Behaviour Focused Competency/Asset Enhancing Programmes

Programmes focused on positive behaviour competency/asset enhancing, are those that aim to increase the value of positive assets in youth (Roth et al., 1998). Assets in young people can be considered to be the set of skills, experiences, relationships and behaviours that assist them to

develop into successful adults (Lerner et al., 2010). This is done by offering a wide range of support and opportunities such as mentorship (Roth et al., 1998). Young people that participated in such programmes were found to have increased competencies such as interpersonal skills leading to better relationships with parents and peers as well as having more tolerant views of people of other races (Roth et al. 1998). It was found that programmes that focused on training youth in employment or interpersonal skills were found to report positive changes in either the attitudes or behaviours or both in programme participants (Roth et al. 1998).

For example, an evaluation of the mentoring programme “Big Brothers/Big Sisters” (BB/BS) of America, conducted over a period of eighteen months, found that the programme positively impacted youth’s school behaviour by reducing truancy rates and increasing performance in participating students (Roth & Brooks-Gunn, 1998). However, not all the programme outcomes in the BB/BS programme were positive. For example, it was found that there were no statistically significant gains in young people’s self-concept (Roth & Brooks-Gunn, 1998).

Problem-Behaviour Focused Competency/ Asset Enhancing Programmes

Problem-behaviour focused competency/asset enhancing programmes strive to help youth avoid specific problem behaviours such as risky sexual behaviour by strengthening their competencies (Roth et al., 1998). Most of these programmes were found to have successful outcomes only in terms of knowledge and attitude strengthening but not in changing risk behaviour.

Findings from evaluations of problem-behaviour focused competency/asset enhancing programmes in South Africa have found similar results. An evaluation of a life skills based education programme to address the HIV and AIDS epidemic in KwaZulu-Natal, South Africa, gave support to the positive effects of such programmes in increasing knowledge and attitude change (Magnani, MacIntyre, Karim, Brown & Hutchinson, 2005). However, the programme had little effect on changing young people’s risky sexual behaviours.

Resistance Skills-Based Prevention Programmes

Lastly, resistance skills-based prevention programmes aim to develop skills in young people that will aid in their avoidance of risk taking behaviours by training them in assertiveness, resistance of peer pressure and planning for the future (Roth et al., 1998). These types of programmes have

been found to be most successful when offered as life skills curricula in schools. Life skills training teaches young people cognitive-behavioural skills for building self-esteem, resisting pressure, managing anxiety, communicating effectively, developing personal relationships and asserting their individual rights (Roth et al., 1998). In his evaluation of resistance focused skills-based prevention programmes, Williams (2011) found that there have been positive results in training youth who are leaving the foster care system in mentoring and social skills. Such training was found to foster pro-social behaviours in youth leaving the foster care system who are at risk of negative outcomes such as drug addiction (Williams, 2011).

The Five C's of Positive Youth Development

Regardless of which category youth development programmes fall into or the activities and outcomes that these programmes focus on, they have generally been found to promote positive youth development in similar ways. Lerner, Lerner, Von Eye, Bowers and Lewin-Bizan (2011) put forward the idea that thriving in youth is seen as the growth of attributes that indicate that a young person is flourishing and healthy. Accordingly, they summarise these attributes as the five C's of positive youth development, namely competence, confidence, character, connection and caring (Lerner et al., 2011, p. 3). The five C's are therefore viewed as one category of desired outcomes for young people irrespective of the programme underway. In addition, outcomes that have been argued to foster positive youth development have also been found to focus on the development of young people's internal assets such as a positive identity or on their external assets such as familial and extra familial networks (Roth & Brooks-Gunn, 2003).

Effects of Programme Implementation on Positive Youth Development

Programme implementation has important influences on the extent to which positive youth development programmes are able to achieve their goals. Implementation refers to what a programme consists of when it is delivered in a given setting (Durlak & DuPre, 2008). Regression analysis research on the effects of implementation, have found that programme implementation was the most important programme feature that influenced outcomes (Durlak & DuPre, 2008). Programmes aimed at building resistance skills within youth for example, have been found to have more successful outcomes depending on how sustained and comprehensive the programme implementation was (Roth et al., 1998). For example, girls who participated in a

programme aimed at reducing teenage pregnancy for a two year period were less than half as likely to become pregnant compared to girls who participated for a shorter period of time (Roth et al., 1998). There are a number of specific aspects that relate to implementation that are important to assess when evaluating PYD programmes. These include programme fidelity, programme dosage, quality of delivery, participant responsiveness, programme differentiation, organisational structure and staff perceptions of the programme. These will be discussed below.

Firstly, programme fidelity is the extent to which the programme has been implemented in a manner that is in keeping with its original intention (Durlak & DuPre, 2008). It is important to note however that a level of flexibility by which the programme is able to alter its normal implementation processes to cater for the needs of the different participants, has been shown to also influence how successfully outcomes are achieved (Durlak & DuPre, 2008).

The term “programme dosage” refers to the amount in terms of quantity and strength of intervention that is delivered (Durlak & DuPre, 2008). Positive youth development is a process that takes time, time to develop positive relationships between peers and mentors as well as time to be involved in development enhancing activities and experiences (Roth & Brooks-Gunn, 2003). Therefore, programmes that offered more contact hours were found to have better outcomes in terms of forming relationships and programmes offering a job placement or training component or both tended to be much more intensive and resulted in better outcomes (Roth & Brooks-Gunn, 2003). Furthermore, research has shown that life-skills based education studies with a follow up period of 1 year or more achieve better results than those with shorter follow up periods (James, et. al., 2006).

The quality of the programme that is delivered which is defined as how well different programme components have been conducted is also important to implementation. For life skills based programmes, training through facilitation has been found to be an important aspect of the quality of the programme that is delivered. Burrows (1997, p. 6), defines facilitation as “A goal-oriented dynamic process in which participants work together in an atmosphere of genuine mutual respect in order to learn through critical reflection”. In this light, successful facilitation has been shown to involve the creation of an environment of mutual respect between facilitator and learner, the development of a partnership in learning, a goal oriented process and the practice

of critical reflection (Burrows, 1997). It is likely that positive development goals will be successfully attained through such facilitation processes.

In addition, the responsiveness of participants (which refers to the degree to which a programme stimulates the interest of its participants) has also been found to be important to programme implementation and the achievement of program goals. For example, an evaluation of the Louisiana State “Youth Opportunities Unlimited” programme found that feelings of membership in a positive peer group such as a youth development programme may help to build group identification and solidarity which has been found to create educational and attitudinal gains (Shapiro, Gaston, Hebert & Guillot 1989, as cited in Roth et al. 1998, p. 439). Programme adaptation, which refers to changes made in the original programme during implementation, has also been found to be an important aspect of programme implementation (Durlak & DuPre, 2008).

Similarly, aspects relating to organisational structure have been found to also affect programme implementation and in turn the extent to which programme outcomes are achieved. Organisational climate in terms of how programme employees relate to each other and to programme managers, their views about morale, trust and their methods of resolving disagreements can greatly affect the effectiveness of a programme (Durlak & DuPre, 2008).

In addition, another important aspect of programme implementation is programme staff perceptions of the need for and the potential benefits of the programme. Programme staff that view the programme delivery as important in addressing a need and believe that it will produce the desired benefits have been found to feel more confident in their ability to do what is expected of them in their delivery of the programme. Furthermore, programme staff that have the required skills to implement the programme activities have been found to implement the programme at higher levels of dosage and fidelity (Durlak & DuPre, 2008).

Conclusion

This literature review can be seen to address some of the key aspects of youth development programmes which aim to develop positive youth outcomes. Through an analysis of some relevant literature, it has been shown that youth development programmes vary in their outreach, their means of implementation and the activities that they deliver as well as in the outcomes that

they aim to achieve. However, it has been noted that regardless of this variation, these programmes are similar in that they provide opportunities and support to help young people gain the competencies and knowledge that they need to address the challenges that they may face as they mature. Similarly, it was highlighted that one of the most important outcomes that these programmes aim to achieve surrounds the development of attributes in line with the five C's, competence, confidence, character, connection and caring.

In relation to the various impacts that these programmes have been able to achieve, this review has shown through an analysis of some of the evaluations of youth development programmes, that positive gains have been attained. These gains have gone into building young people's knowledge, changing attitudes and building competence. On the other hand, implementation processes central to the delivery of these programmes were also focused upon. It was shown that implementation is a key element in the attainment of successful outcomes for such programmes. For this reason, fidelity, quality of implementation, dosage, organisational factors and participant responsiveness aspects will be especially important in guiding this evaluation. These aspects of programme implementation also provided a guide to the way in which the programme evaluation questions were decided upon and how questions were constructed for the data collection instruments used in the evaluation (Appendix C). This is discussed further in the methodology section.

Limitations

Whereas a large number of youth development approaches have been found to result in positive behavioural outcomes including the prevention of problem behaviours, reviews of these approaches have provided little insight into why the programs succeeded in positively influencing participant's lives (Roth & Brooks-Gunn, 2003). Additionally, PYD programmes previously evaluated have found that programmes only measure outcomes at the end of the intervention with little follow up periods (Catalano et. al., 2002). This has made it exceedingly difficult to not only assess the aspects of the programmes that influenced positive attributes in young people, but have also limited an examination of whether positive findings are sustained for the long-term (Catalano et.al., 2002).

In addition, evaluations of PYD programmes have also faced challenges owing to the difficulties associated in gaining the full participation and tracking of youth (Roth et. al., 1998). This has

greatly limited the understanding of how these programmes impact all participants (Roth et. al., 1998). This particular limitation may also present a challenge in the understanding of the extent to which programme implementation has an effect on programme outcomes. These limitations may inhibit the extent to which the literature on PYD programme outcomes may guide this evaluation’s aspects of programme outcomes and programme implementation.

Finally, most of the evaluations discussed in this review as well as the discussion on components that constitute positive youth development, are based outside a South African context. Given the multifaceted nature of South African society, this may present a limitation on the extent to which the literature focused upon here can be applied to the South African context within which this evaluation is based. However, following from this literature review, the plausibility of the Life Centres programme theory can be discussed.

Plausibility of Programme Theory

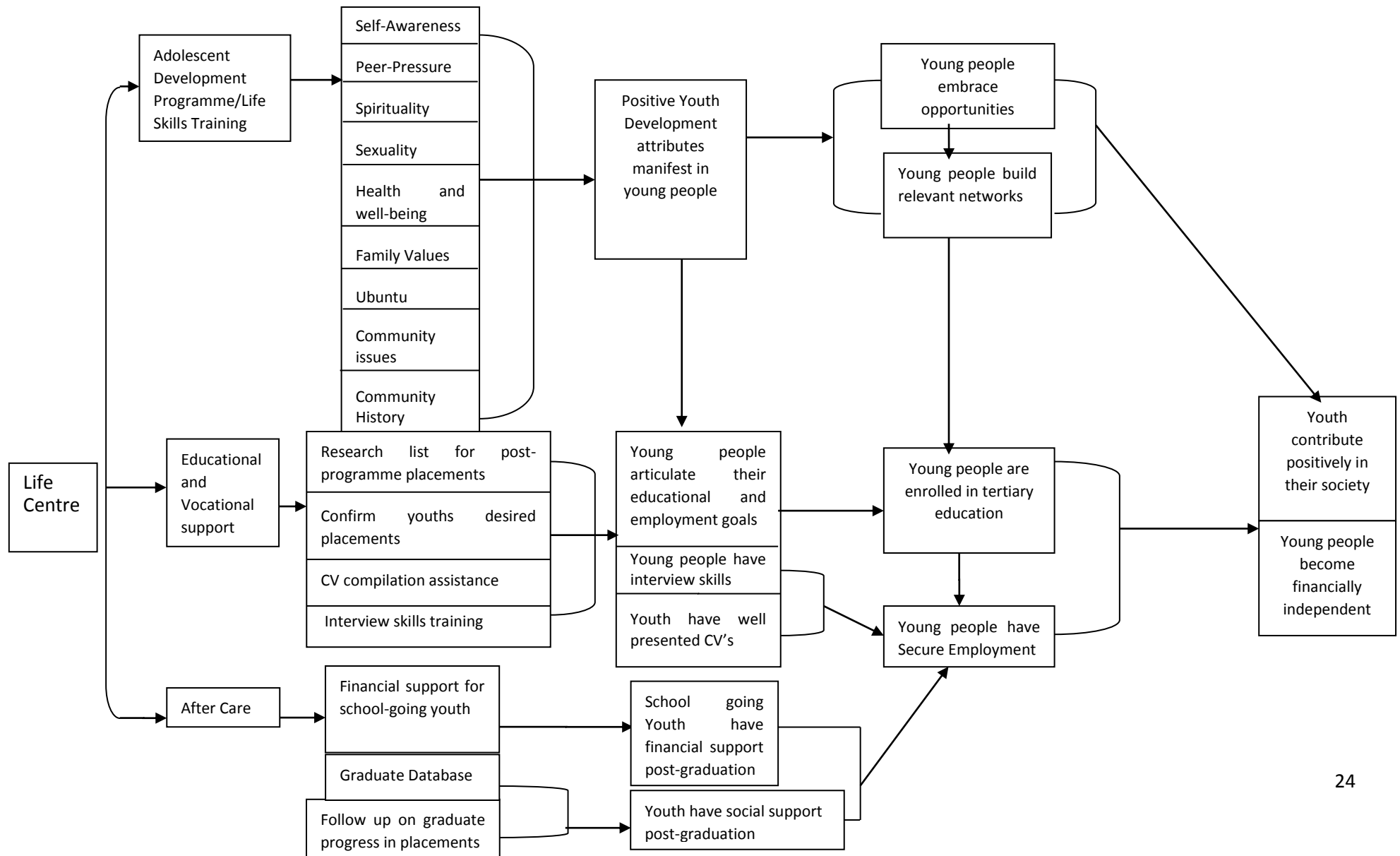
Based on the above reviewed literature, it can be assumed that the James House Life Centre programme is a positive youth development programme that aims to foster positive outcomes in young people. Furthermore, the Life Centre programme falls into two of three categories that are said to classify the activities of youth development programmes (Roth, Brooks-Gunn, Murray & Foster, 1998). Firstly, by providing vocational training and educational support, the programme falls into the category of those initiatives that aim to deliver positive behaviour focused competency/ asset enhancing skills in youth by increasing their assets (Roth, et al. 1998). Secondly, through the life skills training that they deliver it can be concluded that the Life Centre is a resistance skills-based prevention programme as well (Roth, et al. 1998).

Following from this, a programme theory was developed for the Life Centre based on those aspects shown in the literature to be important attributes of PYD programmes. The development of this programme theory was aided by the input of programme managers. The programme managers for instance felt that it is an important long-term goal that the programme should develop “young people that are financially independent” and this was then included in the programme theory (F. Charles & R. Christo, personal communication, May 30, 2013). This programme theory is presented in Figure 1.

Figure 1

Improved programme theory: James House, Life Centre Programme

Programme Activities (Course modules) Short-term goals Medium-term goals Long-term goals



Evaluation Approach

It is noted that an evaluation intended to furnish information for guiding programme improvement is called a formative evaluation as its purpose is to help form or shape the programme to perform better (Rossi et al., 2004). This evaluation is formative in nature and will have the following components. First, a process evaluation will be conducted to assess issues around programme implementation and second, an examination of programme outcomes.

In order to define the evaluation scope and approach, two planning meetings were held by the evaluator with the James House programme managers. During these meetings, the client expressed their desire for an outcome evaluation i.e. to determine the extent to which the programme was having the desired effects on its participants (R. Christo & F. Charles, personal communication, April 13, 2013). Outcomes refer to the observed characteristics of the target population or the problem situation (Rossi, et al., 2004). Therefore, an outcome evaluation assesses the changes in outcomes that can be attributed to the programme (Rossi, et al., 2004). However, in line with the criteria set by Rossi, Lipsey and Freeman (2004) that are argued to be necessary for an outcome evaluation to be conducted, the Life Centre was not eligible for such an evaluation.

According to Rossi et al. (2004), for an outcome assessment to be meaningful, the evaluation should build on earlier forms of evaluation of the programmes theory as well as the programmes implementation processes (Rossi, Lipsey & Freeman, 2004). As both these forms of evaluation had not previously been conducted on the Life Centre programme, this was a barrier to any evaluation that could be conducted on the programme's outcomes

For one, the Life Centre programme did not have an explicitly articulated theory that clearly outlined the change processes that it intended to achieve (Rossi, et. al., 2004). An assessment of a programmes theory would indicate that the programmes objectives are adequately articulated therefore making it possible to highlight the programmes expected outcomes and providing a basis for an outcome evaluation (Rossi et. al., 2004). Through the meetings with the programme

managers and an examination of programme documents, it was evident that aspects relating to the programme's theory had not been evaluated.

Secondly, there was a lack of information regarding the programme's implementation processes. Whereas an assessment of programme theory may reveal that programme outcomes can be met, it cannot be assumed plausible that programme actions will result in the achievement of those outcomes (Rossi, et al., 2004). Therefore, an assessment of programme implementation is useful in verifying what exactly the programme is and the extent to which it is delivered as it was intended to its participants (Rossi, et al., 2004). Information on a programmes implementation would then show the extent to which programme actions may or may not lead to its outcome achievement.

Given that the Life Centre programme did not meet these criteria, an outcome evaluation could not be conducted. However, outcome monitoring is said to be a useful technique for gathering feedback to help programme stakeholders to improve the programme (Rossi et al., 2004). Outcome monitoring is the continuous measurement of the intended outcomes that a programme aims to achieve (Rossi, et al., 2004). The information gathered through such a technique however cannot be used to make causal inferences between the programme and its assumed effects on participants. Therefore, based on the formative nature of this evaluation and on programme manager's desire for programme outcome information, it was decided that outcome monitoring data would be gathered. This formed the basis from which the evaluation questions on programme outcome assessment were decided upon.

In the process of outcomes monitoring, it is noted that indicators should be used and that those indicators should relate as closely as possible to the intended programme effects (Rossi, et al., 2004). Therefore, in deciding on the indicators from which outcome information would be generated for the Life Centre, programme managers were again consulted to determine what they felt was the most important information for them to have. In addition, the depicted programme theory (Figure 1) provided guiding information on the short-term, medium-term and long-term goals of the programme. The outcome monitoring indicators that data was collected upon therefore related to the short-term and medium-term goals of the programme which guided the formulation of evaluation questions eights to eleven.

As programme implementation has been shown to affect the success with which programme outcomes will be achieved and given that such an evaluation had not previously been conducted on the Life Centre, such an evaluation was deemed fit to conduct. It has been assumed through the previous discussion of the Life Centre's programme theory that the programme's assumptions on the ways it aims to achieve its PYD outcomes are plausible. This lent further support to the importance of an evaluation of the programmes implementation. Such an evaluation would highlight the extent to which the Life Centre's implementation practises are supportive to the achievement of PYD outcomes.

The evaluation of programme implementation according to Rossi, Lipsey and Freeman (2004), involves the assessment of programme performance in the areas of service delivery, service utilization and programme organisation. Service utilisation examines the extent to which the intended target population receives the intended services, whereas service delivery pertains to whether the services delivered and the programmes support functions are in keeping with those that were originally intended. Programme organisation on the other hand, involves the examination of the human, financial and physical resources required to carry out programme functions and activities and the extent to which these are sufficient (Rossi et al., 2004). The authors go on to provide a list of guiding questions that may be used in the evaluation of programme implementation (Rossi et al., 2004, p. 172).

The evaluation questions guiding the assessment of the Life Centre's programme implementation focused upon these three levels of programme implementation as outlined by Rossi et al. (2004). In addition, based on some of the guiding questions provided for the assessment of programme implementation (Rossi et. al., 2004, p. 172), the specific evaluation questions falling under these three levels were chosen. The chosen questions were then tailored so as to be relevant to the evaluation of the Life Centre and to the processes involved in delivering its activities. For instance, the evaluation of the quality, quantity and type of programme delivered was one such guiding question provided (Rossi et. al., 2004, p. 172). This question was tailored in order to be more relevant to the Life Centre by evaluating programme implementation quality in terms of the facilitation processes the programme uses. The evaluation questions are presented below.

Evaluation Questions

Programme Implementation Assessment

Service Utilization

1. How many young people complete each of the core activities of the Life Centre Programme?
2. Are the programme facilitation processes delivered in a manner that ensures the programme participants are receiving the proper quality of services?

Service Delivery

3. What are the actual programme activities that are delivered? Are these the intended activities?
4. Is the programme staff adequately trained to deliver the programme effectively?
5. Does programme staff build the types of mentorship relationships with beneficiaries that are considered necessary for positive youth outcomes?

Programme Organisation

6. Are the programmes human and financial resources sufficient to deliver the programme as intended?
7. Are the programmes facilities sufficient to deliver the programme as intended?

Programme Outcome Assessment

Short-term and Medium-term outcome assessment

8. What are the beneficiary's perceptions of the training provided by the adolescent development programme? What are the beneficiaries' perceptions of the services provided by the education and vocational support programme and the after-care programme? Are the beneficiaries satisfied with the way in which the programme is delivered to them?
9. Within 6 months of completing the adolescent development programme, how many of the participants:
 - a. Got a job
 - b. Re-enrolled in school
 - c. Enrolled in tertiary education

10. What do post-programme participants consider to be the most important aspects of the programme for them in regard to their securing:
 - a. Employability
 - b. Primary Education
 - c. Tertiary Education

11. For those participants who secured employment, what was the:
 - a. Type of employment (formal/informal sector)
 - b. Term of the employment (part time/full time)
 - c. Duration of the employment (in days, weeks or months)

CHAPTER TWO: EVALUATION METHOD

Design

The dominant paradigm underlying most evaluations of positive youth development programmes is positivism. Positivism is “a paradigm introduced by August Comte, which held that social behaviour could be studied and understood in a rational, scientific manner in contrast to explanations based in religion or superstition” (Rubin & Babbie, 1997, p. 6 cited in Thyer, 2002, p. 2). Positivism therefore, refers to scientific claims that have been formulated on the basis of empirical evidence as opposed to claims that are based on metaphysical beliefs (Babbie & Mouton, 2001). This approach assumes that problems can be defined priori implying the use of reason and logic and that those problems can be summed up in terms of variables that can then be clearly operationalized and tested (Rosenthal & Rosnow, 2008). Finally, such an approach concerns itself with making causal explanations between variables (Rosenthal & Rosnow, 2008). Hence, the methodological assumptions of the positivist approach have led to the wide use of quantitative methods in research (Babbie & Mouton, 2001).

Quantitative methodology emphasizes the use of experimental control, structured and replicable observation and measurement, quantification, generalization and objectivity (Babbie & Mouton, 2001). Positive youth development programmes have been widely evaluated through the lens of a positivist paradigm that has emphasized the use of quantitative methods. Through these methods, many PYD programme evaluations have been designed sufficiently well in order to reduce threats to internal validity such as attribution or selection bias (Catalano, 2002). In using such methods, these evaluations have aimed at establishing causal relationships between programme intervention and outcomes (Catalano et al., 2002; Roth et al., 1998).

Furthermore, programme evaluations conducted on PYD programmes have largely involved the comparison between an intervention group and a control group (Roth et al., 1998). Also, the use of scientifically based evaluation to examine the effects of programme implementation on positive youth outcomes has also resulted in the use of quantitative methods to examine such effects (O'Donnell, 2008). The use of such techniques in these evaluations, are characteristic of a positivist approach and the use of quantitative methodology.

In keeping with evaluations that have been previously conducted on PYD programmes, this evaluation also set out to follow a positivist approach and the use of quantitative methodology. Various research designs were contemplated upon for the evaluation of the Life Centre (See Appendix A). For one, a regression discontinuity design may have provided more rigour to the study (Rossi et. al., 2004). Such a design may have allowed for the comparison between youth who are recruited and enrolled into the programme and those who are recruited but not enrolled in order to evaluate programme outcomes (see Appendix A). However, as the evaluation of the Life Centre did not aim to make causal inferences but rather to provide a formative description of programme implementation and programme outcomes, a descriptive research design proved sufficient (De Vos, et. al., 2011).

Descriptive research aims to describe phenomenon accurately, either through narrative type descriptions, or through qualitative or quantitative methods (De Vos, Strydom, Fouche & Delport, 2011). Furthermore, description aims to carefully map out a situation in order to accurately point out what is happening and not to make causal explanations (Rosenthal & Rosnow, 2008). Various pre-experimental designs can be used for the purposes of descriptive research and for this evaluation a one-group post-test only design was used (De Vos, et al., 2011). This descriptive design was useful in that it provided outcome monitoring data that may be beneficial for the Life centre as well as descriptive information pertaining to their implementation processes. In addition, although a more rigorous quantitative design could have been stronger, the information that was generated descriptively has not been generated for the programme before. Hence, this information may also prove beneficial to purposes of improving the programme or may even provide information for future evaluations of the Life Centre. Furthermore, some of the questions that the evaluation set out to answer could only be answered through a descriptive framework. For example, the evaluation question pertaining to how many young people complete each of the core activities of the programme or the outcome evaluation question on participant placement after six months could only be answered descriptively.

Limitations

Although a descriptive design was appropriate for the purposes of the formative evaluation of the Life Centre, the small sample size used greatly reduced the value of such description. Hence,

although the descriptive information that was gathered in relation to the programme's implementation and programmes outcomes was relevant, this information is not representative of all post-programme participants of the Life Centre. To strengthen a descriptive design, observational methods can be used (Babbie & Mouton, 2001). Although this was originally intended for this evaluation, it proved impossible as the time within which data collection began and the time within which the programme was running was not concurrent. For a future evaluation of the Life Centres implementation processes, observation could be used to strengthen the design of the evaluation. Furthermore, a larger sample size may also prove useful in generating more information about the programme. However, as was encountered in this evaluation gaining full participation and tracking young people has been a major limitation in the evaluation of PYD programmes (Roth et.al., 1998).

Sampling

Most of the PYD evaluation research that was reviewed for the purposes of this evaluation highlighted how widely strong experimental or quasi experimental designs that incorporated probability sampling techniques such as systematic and stratified random selection had been used to select the sample of participants" (Babbie & Mouton, 2001). As most evaluations of PYD programmes used a positivist paradigm that relied heavily on quantitative assessments, almost all of them included a control group (Catalano et al., 2002, Roth & Brooks-Gunn, 2003).

The purposes of a research study will determine the type of sampling technique that will be most appropriate to use (Babbie & Mouton, 2001). Therefore, contrary to the probability sampling methods that have been previously used in the evaluation of PYD programmes, this evaluation used the nonprobability purposive sampling technique (2005). Purposive sampling involves the selection of individuals that meet predetermined criteria (Cozby, 2005). Babbie and Mouton (2001, p. 166) go on to add that a purposive sample may be appropriate for the selection of a sample that is based on the researchers own knowledge of the population and its elements. Although limiting to the rigor with which the evaluation of the Life Centre was conducted, based on the highlighted purposes of this evaluation, the use of purposive sampling was appropriate.

The sample of young people selected for this evaluation was, those that met the predetermined criteria set by the programme for the selection of its participants. Hence, the young people in the sample were those that were enrolled into the programme based on their age (16-22), their grade nine qualification and based on whether they were either unemployed, out of school or both. However, this sampling technique is likely to introduce bias into the sample and thus into the results (Cozby, 2005). One major bias that was introduced into this evaluation by using this sampling method was that participants were selected based on the evaluators ability to access them as opposed to other participants. This reduced the representativeness of the sample.

Furthermore, the results from a purposive sample may only provide exploratory information and cannot be used to generalize to the entire programme (Cozby, 2005). In addition, as a more rigorous probability sampling technique was not used, the sampling error in the evaluation was greatly increased further reducing how representative the sample was to other programme participants (Rosenthal & Rosnow, 2008). The steps that were followed in the purposive selection of the sample are elaborated upon in the discussion of participants.

Participants

According to programme documentation, the Life Centre caters for 50 youth annually. I therefore had planned to include fifty programme participants who had completed the programme in 2012 in my study. However, it was found that twenty participants had been enrolled into the first intake of 2012 and 24 had been enrolled into the second intake. As the programme incurred financial constraints during the second intake of 2012; only seven participants graduated from the second intake.

To select my sample, the after-care programme coordinator provided me with a list of the names and telephone numbers of twenty seven programme participants from 2012. I was only able to secure the participation of nine young people from the 2012 intake. From these nine participants, two had been enrolled into the first semester of the programme whereas seven had been enrolled into the second semester of the programme in 2012. As a result of the small sample size obtained, I had to pool the data for the analysis across both the intakes for the first and second semester of 2012.

Therefore, I treated the sample of participants as one homogenous group. This may have presented a limitation to the results and analysis of the data as programme participants in the different intakes may have received different components of the programme. However, an analysis of programme documents and communication with programme staff showed that participants from both the intakes of 2012 received similar components of the programme.

In addition, although it was noted that the programme suffered financial constraints during the second intake of 2012, which forced them to cancel various programme activities such as the first outdoor camp, these changes did not seem to affect my analysis. These changes did not affect my analysis as activities were not the focus of this evaluation. The facilitators of the programme also remained the same during the first and second intakes of 2012. This suggests that the participants from both the intakes of 2012 are likely to have received the same quality of facilitation and the same programme delivery. Based on this, it was likely that the programme delivered for both the intakes of 2012 were similar which justified pooling my data across both intakes. The pooling of data was necessary owing to the small sample size.

Most of the programme graduates that were contacted were either not in Cape Town, were enrolled on a full time basis in tertiary education, were currently unavailable due to employment factors or were unreachable. Only seven of the nine participants were available to participate in the survey face to face while two participants answered the survey questions through a telephone interview. The survey questionnaire used in the telephone interviews was the one same that was used in the face to face interviews (Appendix C section A). However, the length of the survey questionnaire may have had a negative effect on the quality of responses given in the telephone interviews. The participants consisted of eight females and one male with a mean age of 22.1 years. These nine participants provided the responses for service utilization questions one and two, service delivery question three and programme outcome questions eight to eleven.

Evaluation question three (service delivery), was addressed using responses from programme staff (n=5) and programme managers (n=2) who were invited to respond to questions regarding

the programme activities that are delivered. On the other hand, for service delivery questions four to five only the responses from programme staff (n=5) were relevant.

For programme organisation question six, programme managers (n=2) were asked to provide responses regarding the programmes human and financial resources, whereas for evaluation question seven on programme resources, both programme staff (n=5) and programme managers (n=2) were invited to respond (Appendix C).

Overall, it was easier to get the responses from programme staff and programme managers because they were readily available at the programme offices than it was to get the responses from programme participants. However, two of the staff members were not available to answer the on the day that I collected the data. It was found that in comparison to the other staff responses, the questionnaires from these two staff members had a lot of questions that had been left unanswered. This high nonresponse to survey questions, presented a limitation to the extent to which staff responses were representative of staff members opinion in relation to service delivery and programme organisation.

Ethics

The process leading up to the evaluation of the Life Centre began by obtaining the consent of the managers at James House. This was done by signing a letter of agreement between the programme evaluator, the institution through which the evaluation was carried out (UCT) and programme managers (Appendix B, section A). The evaluation then only commenced once the University of Cape Town's Ethics Committee reviewed and approved the research proposal. An application to perform research was submitted to the UCT ethics committee along with the research proposal (Appendix B section B). It is important to note that ethical approval was granted by the committee on the recommendation that if participants below the age of 18 were included, written consent from parents should be acquired. This was not necessary as all participants were over 18 years old. Following from this, the programme managers were presented with the approved proposal and were allowed to review all the questions that were to be asked to programme participants and programme staff.

The participation of programme managers, staff and youth was voluntary and they were all asked to fill out a consent form that was attached at the beginning of each questionnaire (Appendix B, section C). Obtaining informed consent was therefore an important ethical consideration of the evaluation (Rosenthal & Rosnow, 2008). In keeping with the procedures of obtaining informed consent, all potential participants were told of the intended purpose, the nature of the instruments that would be used as well as the potential benefits of participating (Rosenthal & Rosnow, 2008).

The risks that would have potentially occurred by participating such as conflict between programme staff and managers or programme staff and programme participants because of the information shared, was also considered. This was therefore eliminated by maintaining the anonymity of all the participants with the exception of programme managers (Babbie & Mouton, 2001). Anonymity was maintained, by using numbers to identify programme participants and programme staff. Programme managers opted not to maintain their anonymity and therefore their names were used when discussing their responses. In addition, confidentiality was also a big part of the ethical steps that were taken (Babbie & Mouton, 2001). In taking the steps to maintain such confidentiality, the privacy of participant responses was maintained by not sharing the responses that individual respondents gave with anyone except the supervisor of the evaluation. Furthermore, this was also maintained by not including any information in the evaluation that would have made it easy for any one participant to be identified (Rosenthal & Rosnow, 2008). Once these ethical considerations had been addressed, data collection commenced.

Materials

Data Collection Instruments

The data collection questionnaires used for this evaluation focused on questions pertaining to the three levels of programme implementation; service utilisation (Appendix C section A), service delivery (Appendix C section B) and programme organisation (Appendix C section C). Service utilisation mainly focuses on the extent to which programme participants actually receive the programme (Rossi et. al., 2004). In line with this, the collection of outcome monitoring

information was included as part of the service utilisation questionnaire as the outcomes monitored focused on programme participants.

In discussing the limitations of evaluating PYD programmes Catalano et.al. (2002), notes that there are no standardised instruments available for such evaluations. In addition, the multifaceted activities that these programmes deliver increase the difficulty of formulating one standardised measure (Catalano et.al. (2002). This latter point was especially the case with the Life Centre programme with its delivery of life skills, career development and after-care support. Therefore, the questionnaires used in this evaluation were constructed by the evaluator with the assistance of my supervisor, an experienced programme evaluator and post doctorate fellow at the University of Cape Town.

The steps that were taken in choosing the items and creating the scales in each of the questionnaires are discussed in more detail under Appendix C. However, all the questionnaires were constructed using the guidelines to programme implementation evaluation (Rossi et. al., 2004; Durlak & DuPre, 2008), the theoretical approach (PYD) that guided this evaluation, the Life Centre's programme theory and programme curriculum documents. Following from this, the aspects of programme implementation considered important by Durlak and DuPre (2008) that were relevant to this evaluation, guided the way in which questions pertaining to programme implementation were selected.

Hence, all three questionnaires had questions that pertained to programme fidelity whereas questions pertaining to programme dosage were asked in the service delivery questionnaire. Questions pertaining to the quality of programme implementation were asked in the service utilisation and the service delivery questionnaires. This was because responses assessing quality were relevant only from programme participants and from the staff members that deliver programme activities. Furthermore, organisational factors pertaining to programme implementation were asked in the service delivery and programme organisation questionnaires where they were most relevant. Finally, questions assessing participant responsiveness were directed to programme participants through the service delivery questionnaire.

Additionally, the PYD approach was used in the construction of the service utilisation and service delivery questionnaires. By using the literature on the PYD approach and on PYD programmes, I was able to identify various characteristics of such programmes that when successfully implemented are assumed to lead to positive youth outcomes. These characteristics are discussed further in Appendix C, section A.

The Life Centre programme theory and curriculum documents were instrumental in identifying various aspects of programme implementation and programme outcomes to examine. Therefore, some of the questions in the service utilisation and service delivery questionnaires were constructed using these documents. Scaled questions were asked in all three questionnaires and were measured on a five point Likert scale that ranged from 5-Strongly agree to 1-strongly disagree whereas open-ended questions required respondents to write down their responses.

To increase the confidence of the responses collected in trying to enhance the rigour with which the evaluation was conducted, I triangulated different sources of data by asking some of the same questions in both the service utilisation and the service delivery questionnaire (De Vaus, 2002). This was also done by assessing programme documents. For instance to evaluate programme fidelity, staff member responses to the activities that were delivered were compared against programme participant responses all of which were then compared against class registers from 2010 to 2012. Various steps were considered in the construction of all the questionnaires. For instance, to avoid the risk of participants arbitrarily selecting one response option, I phrased questions both negatively and positively. Questions phrased in this way were then back coded in the analysis of data (De Vaus, 2002).

Limitations

Various limitations were however introduced into the evaluation through the use of questionnaires. For one, the questions were designed by the evaluator and were therefore all predetermined and prescriptive (De Vaus, 2002). The questions that were asked were therefore leading in that the data that was collected was that which aided in confirming the objectives of the evaluation. However, although there were a few open ended questions, these questions were still predetermined and did not probe for the respondents personal perceptions on the Life Centre programme or on their interaction with the programme.

The reliability and validity of the instruments used, is an important consideration in reducing measurement error (Field, 2013). Reliability refers to whether an instrument can be interpreted consistently in different situations whereas validity refers to whether an instrument measures what it is supposed to measure (Field, 2013). Limiting to this evaluation was that the reliability and validity of the instruments used was insufficiently tested. Such reliability for instance may have been measured through test-retest reliability measures (Field, 2013). This however was not possible as a one-group post-test only design was used and the time within which the research was conducted did not allow for a retest. However, the criterion validity of some of the questions asked in the questionnaires may have been achieved to some extent. Criterion validity establishes whether the instrument measures what it is supposed to measure by comparing it to objective criteria (Field, 2013).

Criterion validity may have therefore been achieved slightly in this evaluation through the use of questions that were taken from measures that have been previously tested and considered reliable in other PYD programme evaluations. The Rochester evaluation of asset development for youth (READY) tool was one such measure used (Klein, Sabaratnam, Auerback, Smith, Kodjo, Lewis, Ryan & Dandino, 2006). The questions from some of these measures were selected based on the extent to which they related to the Life Centre programme (Appendix C).

Procedure

Evaluation questions 1 and 2 (service utilisation)

Class registers and attendance sheets that were available from James House were for the first intake of 2013, the second intake of 2012 and the second intake of 2011 (n=88) these were used to answer evaluation question one. For service utilization question two, the service utilisation questionnaire was self-administered to seven of the participants whereas for two participants, telephone interviews were conducted using the same questionnaire (Appendix C section A).

The seven participants that were available to participate in the face to face survey did so with relative ease. The service utilisation questionnaire was fairly easy for the respondents to answer and none of them were faced with any significant difficulties. It was noted however, that the

participants often opted for a neutral response where answers may not have seemed in favour of the programme. In addition, there were instances where participants did not respond to the unstructured sections of the questionnaire which may have been attributed to the lengthy nature of the questionnaire.

Evaluation questions 3-5 (service delivery)

To assess service delivery question 3 on what programme activities the Life Centre delivers, programme documentation that was provided by programme managers and programme staff was assessed. The programme business plan, programme curriculum and class registers that were available for the 1st intake of 2013, 2nd intake of 2012 and 2nd intake of 2011 provided insight. In addition, post- programme participants (n=9) through face to face and telephone interviews were invited to respond to a check list on which activities were delivered to them (Appendix C section A). Programme staff (n=5) filled out a similar check list on those activities that they delivered (Appendix C section B). Following from this, programme managers (n=2) and programme staff (n=5) responded to survey questions on the extent to which the activities delivered are those that were intended.

On the other hand, to assess service delivery question four on staff training, programme staff (n=5) were invited to take part in the semi-structured service delivery questionnaire (Appendix C section B). In addition, to assess service delivery question five regarding staff relationship building with programme participants, programme staff (n=5) and post-programme participants (n=9) responded to survey questions (Appendix C, section A and section B).

There were some limitations encountered in getting responses relating to programme fidelity. Firstly, none of the programme managers had been working with the organisation since its inception and hence none of them could comprehensively say whether the activities delivered were those that were intended. Secondly, although there was one staff member who had been there since the programme has been started, they did not fill out the unstructured questions in the questionnaire that addressed the extent to which the programme activities were those originally

planned for. Hence, programme documentation was largely relied upon to assess this part of evaluation question three.

Evaluation questions 6-7 (Programme Organisation)

To assess the programmes financial and human resources as well as the programme facilities, the programme organisational questionnaire was used (Appendix C section C). For programme organisation question six, only responses from programme managers (n=2) were used whereas to assess the programmes facilities (evaluation question 7) both programme managers and programme staff (n=5) were required to respond.

Evaluation questions 8-11 (Programme Outcome Assessment)

These evaluation questions were answered by means of face to face survey interviews with seven post-programme participants and two telephone interviews. Originally, the intention was to use the same informants to answer both the programme process and programme outcome evaluation questions. However, because the sample of participants available to participate in the outcome evaluation was so limited, I had no choice but use the programme's after-care records that were available from previous intakes. Therefore, records from the 1st and 2nd intakes of 2010, 1st intake of 2011 and the 1st and 2nd intakes of 2012 were also analysed in order to answer questions about programme outcomes. Although these records were useful in providing outcome monitoring information, the data was limiting. This was owing to missing information, unorganized programme documents and possible information bias given that the data was collected by programme staff.

Another limitation was that the data collected to evaluate the programmes implementation was obtained from a different sample of participants from the data collected to assess programme outcomes. This made it impossible to draw a link between programme implemented and the possible effects that such implementation may have had on outcome achievement. This made any descriptive inferences between the programme's implementation and the outcomes achieved very weak. However, the available programme records had not been previously analysed and/or

summarised by James House, hence this analysis and organising of the programme's documents may have provided some assistance to the programme.

Data Analysis

The two main methods used in the statistical analysis of quantitative data are descriptive and inferential. Descriptive statistics involves methods for organising, displaying and describing data either graphically or numerically through the use of measures of central tendency such as the mean, mode or median (Cozby, 2005). Descriptive statistics also involves the use of measures that relate to how widely the distribution of scores is spread by using the range, variance and standard deviation (Cozby, 2005). Inferential statistics on the other hand, are used to determine whether results based on sample data can be generalised to a population using for instance hypothesis tests (Cozby, 2005). The data collected for this evaluation was all analysed by the use of descriptive statistics as it was the most appropriate.

The main descriptive statistics used were the mean in order to judge the frequency of participant responses and the standard deviation to assess how these responses deviated from the mean. Owing to the small sample size used, the use of inferential statistics was largely limited. In addition, although non-parametric statistics may be used to overcome the small sample size, the use of a one group post-test only design also limited the use of such tests as there was no comparison measure. The use of descriptive statistics was also the most appropriate in answering some of the evaluation questions such as evaluation question one. Finally, all the data was analysed using SPSS statistical software which allowed for the organisation and displaying of data numerically.

The responses presented in the results were all based on items from the questionnaires. All the quantitative data was originally displayed numerically using percentages. However, owing to the small sample, the use of percentages was misleading. Data was therefore presented on the frequency of participants responding to an item as well as the average response rate. Percentages are however still used in the discussion of some of the results. Qualitative data was presented quantitatively by indicating the average frequency of the response and qualitatively by providing some illustrative quotes of the responses given indicating who gave which response.

CHAPTER THREE: RESULTS

Service Utilization

Evaluation Question 1: How many young people complete each of the core activities of the Life Centre Programme?

To answer this question, programme documents that were available from James House were analysed. Class registers for each of the core activities from the first intake of 2013, the 2nd intake of 2012 and the 2nd intake of 2011 with a total of 88 participants were assessed.

Table 1

Records of Participant Enrolment in the Adolescent Development Programme

Year of enrolment	1 st intake 2013	2 nd intake 2012	2 nd intake 2011
Sum of participants that enrolled	n=38	n=24	n=26
Sum of participants that dropped out	n=17	n=13	n=0
Sum of participants who attended sessions	n =21	n=11	n=26
% Graduated	63.2% (n=24)	29.2% (n=7)	50% (n=13)
Total life Skills sessions offered	45	45	40
Sum attendance for life Skills sessions offered	553	176	721
Mean life Skills sessions attended per participant(SD)	26.3 (15.7)	16 (8.8)	27.7 (12.9)
Total Career Training sessions offered	5	5	0
Sum attendance for Career Training	86	66	No records available
Mean Career Training sessions attended per participant(SD)	4.0 (1.2)	4.7 (1.0)	No records available
Total After-care and placement sessions offered	5	0	0
Sum attendance for after-care and placement options sessions	37	No records available	No records available
Mean after-care and placement options sessions attended per participant (SD)	3.3(0.8)	No records available	No records available
Total number of sessions offered	55	50	40
Sum number of sessions attended	676	242	721
Mean number of sessions attended	32.2	22	27.7

In line with the data presented in the Table 1, it is evident that for the 2013 and 2012 intakes of the programme, there were a large number of participant dropouts. It was reported by programme

staff that throughout the programme participants may drop out as a result of finding other opportunities such as employment or mainstream education. It was noted that although 21 participants attended the sessions offered by the programme during the first intake of 2013, 24 participants graduated during this intake. It was highlighted that some participants are enrolled into the programme but are able to find placement in either tertiary education or employment while the programme is still running. For these participants, they are still considered part of the programme and are allowed to graduate as participating members of the programme.

There is a major limitation to allowing programme participants that have not completed all the programme components to graduate. For one, such participants have only received a limited dosage of the programme intervention and as such it is likely that positive youth attributes will be limited in these participants as an outcome of the programme. In addition, having all programme participants graduating irrespective of the dosage of the programme that they have received will affect the extent to which an assessment of programme outcomes can be measured.

During the 2nd intake of 2012 on the other hand, it was found that 24 participants were enrolled into the programme but only seven participants graduated from the programme. It was reported by programme managers, that during this intake, the programme suffered from extreme financial constraints that prevented them from delivering the programme to all the enrolled participants, forcing them to de-register more than half of those initially enrolled. This accounted for the low graduate number of participants during the second semester of 2012. On the other hand, the 2011 intake that was assessed did not see any participant drop outs. However, only 50% of the enrolled participants during this 2011 intake, graduated from the programme. Hence, all the programme intakes that were assessed revealed that there were a large number of participants not completing the programme. In addition, the after-care and training programme was introduced and only offered in 2013. There were no records of a career training offered to participants in 2011 and it is therefore assumed that this component was not offered during this intake.

Evaluation Question 2: Are the programme facilitation processes delivered in a manner that ensures the programme participants are receiving the proper quality of services?

A total of nine learners from the previous intake of 2012 participated in the survey administered by the evaluator. To assess the facilitation processes of the programme, items 46-59 on the service utilisation questionnaire were analysed (Appendix C section A). These questions assessed items such as the extent to which programme participants felt that they had been a part of the programme, their relationship with programme facilitators and the extent to which their creativity was encouraged. In addition, back-coding was used to enable comparison between positive and negative questions.

Table 2

Programme Facilitation Processes

Interaction	Number of participants that agree	Mean response (5-Strongly disagree, 1-Strongly agree)	SD
Facilitators made sure everyone understood lessons	9	1.50	0.53
Creativity was encouraged	8	1.88	0.60
Everyone understood lesson goals	8	2.33	1.11
Worked together to achieve goals	9	1.44	0.52
Facilitators respected my opinion	8	1.88	0.93
Facilitators assigned leadership roles to learners	9	1.44	0.53
Programme procedures were delivered well	7	1.88	0.78
Facilitators were knowledgeable	9	1.55	0.53
Facilitators made it easy to ask questions	9	1.33	0.48

It was found that participants had positive perceptions of most of the staff facilitation processes. Only one respondent felt that facilitators did not always respect their opinion and one respondent

gave a neutral response when asked if they felt that their creativity was encouraged. In addition, seven participants reported feeling as though programme procedures were delivered well.

To further assess whether participants were receiving the proper quality of services, responses were gathered on participant interaction with staff members. Table 3 represents participant's perceptions of their interaction with programme staff.

Table 3

Participant Satisfaction with Programme Staff Interaction, (n=9)

Interaction	Number of participants that agree	Mean response code (5-Strongly disagree, 1-Strongly agree)	SD
Feel part of the programme	8	1.55	0.73
Fair treatment by facilitators	8	1.88	1.27
Got along with facilitators	5	2.66	1.41
Felt facilitators cared about them	8	1.55	0.73

One participant indicated that facilitators did not treat all participants fairly and two indicated having trouble getting along with facilitators. On the other hand, eight out of nine participants reported feeling as though they had been an important part of the programme and similarly that programme facilitators cared about them.

Service Delivery

Evaluation Question 3: What are the actual programme activities that are delivered? Are these the intended activities?

Analysis of planned verses actual programme activities between 2011-2013

This evaluation question is addressed in two parts. First, programme documents such as the programme business plan, class registers and course materials were analysed to assess the programme activities that were intended and those that were actually delivered. Second, responses from staff members as well as programme participants from both the 2012 intakes were analysed. This information is presented in Table 4 and 5.

Table 4

Programme Activities Delivered

Programme Business plan and Curriculum Documents	Planned	Occurred		
		2011 class registers	2012 class registers	2013 class registers
Life skills training activities	Sexuality	Yes	Yes	Yes
	Self-esteem	No	No	No
	Self-awareness	No	Yes	Yes
	Health and well-being	No	Yes	Yes
	Family values	Yes	Yes	Yes
	Crime	No	No	No
	Spirituality	Yes	Yes	Yes
	HIV and Aids	No	No	No
	Ubuntu	Yes	Yes	Yes
	Community issues	Yes	Yes	Yes
	My world history	Yes	No	No
	History of Hout Bay	No	Yes	Yes
	Peer-Pressure	Yes	Yes	Yes
	Attitude or behaviour management	No	No	No

	Independence	No	No	No
	Independent life skills	Yes	No	No
Education and Vocational support	After-care and placement options	No	No	Yes
	Career week	No	Yes	Yes
	Resource list for post-programme placements	No records available	No records available	No records available
	Individual development plan for post-programme placement	No records available	Yes	Yes
	CV compilation training	No records available	Yes	Yes
	Interview skill training	No records available	Yes	Yes
	Meetings with organisations of possible placement	No records available	No records available	No records available
After-Care services	Alumni database set up	Yes	Yes	Yes
	Fortnightly contact with graduates	No records available	No records available	No records available
	Regular contact with placement institutions every two months	No records available	No records available	No records available
	Financial support through school fees and transport fees	Yes	Yes	Yes

From Table 4, it is evident that not all intended programme activities as set out in the programme business plan are delivered. It was found that from the 16 life-skills activities planned out in the programme business plan, 50% were delivered in 2011, 56% in 2012 and 56% in 2013. For the educational and vocational support programme, two out of the seven planned programme activities were not delivered in 2011 whereas there were no programme documents for the five

other activities. For 2012, four of the seven planned activities were delivered, one was not delivered and there were no records for two of the planned activities. In 2013, five of the seven educational and vocational support activities were delivered as planned whereas there were no programme documents available for the other two. In addition, for the after-care programme, it was found that 50% of the planned activities were delivered in 2011, 2012 and 2013, whereas there were no programme documents for 50% of the planned activities for the after-care programme.

Programme participants for the first and second intakes of 2012 (n=9) and programme staff (n=4) were asked to respond to the programme activities that were delivered during this intake. It is important to note that the after-care staff member is only responsible for the after-care activities of the programme and does not participate in the delivery of the other programme components. Therefore Table 5 contains responses from all except the after-care staff member.

Table 5

Programme Activities Delivered the During 2012 intake (Participant and Staff responses)

	Participant response (n=9)	Staff response (n=4)
LIFE-SKILLS PROGRAMME	Number of participants that received service	Number of staff reporting the service was delivered
Self-Awareness	9	4
Hout Bay History	9	4
Spirituality	9	4
Sexuality	9	4
Health and Well-being	9	4
Family Values	9	4
Ubuntu	9	4
Community Issues	9	4
Peer Pressure	9	4
EDUCATION AND VOCATIONAL SUPPORT PROGRAMME		
Resource List for post-program placements	8	2
Confirmation of desired placements	8	2
Career week for placement options	7	3
CV completion assistance	9	3
Interview skills training	7	3
Meeting with representatives from institutions of possible placements	8	3

It was found that all of the nine participants received all the components of the life-skills training and all staff members reported having delivered all of the life-skills modules that were planned for 2012. However for the educational and vocational support programme not all participants report receiving all of the services. Two programme participants reported not receiving the career week service, while two reported not receiving training in interview skills and one participant reported that they did not undergo confirmation of their desired post-programme placement. In addition, one participant reported not meeting with representatives from possible institutions of post-programme placement. It may be possible that participants in either the first intake or the second intake of 2012 did not receive these services. This may be a shortcoming of pooling the data for analysis across the participant responses for both the first and second intake of 2012. Given the small sample size, the decision was taken to pool participant responses in order to keep their responses confidential.

Participant reports on the educational and vocational support modules delivered to them were in contrast with programme staff responses on what was delivered. It was noted that not all of the programme staff deliver each of the programme components and that programme activities may be delegated to different members of staff. This may explain why some staff members report delivering some activities while others do not.

The services provided through the after-care programme are only delivered to participants by the after-care staff member, as such only the responses from the after-care staff member applied to the after-care questions that were asked in both the service utilisation questionnaire and in the service delivery questionnaire and are presented in Table 6.

Table 6

After-care Activities Delivered (response from after-care staff and programme participants)

	Participant response (n=9)		Aftercare staff response (n=1)
AFTER-CARE PROGRAMME	Number not receiving service	Number receiving service	Service delivered as planned
Participants contacted every two weeks after they had graduated	4	5	Yes
Participants contacted for six months after they graduated	3	6	Yes
School fees provided after graduation	5	4	Yes
Transport fees provided after graduation	6	3	Yes
Mentorship was provided after graduation	7	2	Yes

The after-care staff member reported having delivered all the components of the after-care programme to participants as planned. However, five participants reported that they did not receive contact from the programme every two weeks after graduation and six participants reported that they did not receive any contact from the programme six months after they had graduated. On the other hand, seven participants reported that they continued to receive mentorship from the programme after graduation whereas two did not. It is evident from Table 6 that not all participants receive financial support from the programme post-graduation.

Are these the intended activities?

In order to assess whether the programme activities that were delivered to programme participants during the 2012 intake were the intended activities as presented in Tables 4, 5 and 6, Life Centre staff members (n=5) and programme managers (n=2) were asked the extent to which the programme activities delivered were those that were planned for. In order to be able to make a comparison between the responses, questions that were phrased in a negative way were back-coded. The responses are presented in Table 7.

Table 7

Intended Programme Activities (n=7)

PROGRAMME ACTIVITIES	Number of respondents that disagree (%)	Number of respondents who agree	Mean response	SD
Programme activities delivered are those that were originally planned	1 (16.7%)	5	3.83	1.47
Changes have been made to programme activities	7	N/A	4.2	0.44
Facilitators have to stick to a set curriculum	4	3	2.40	1.51

The average for the responses given by staff members and managers was calculated using questionnaire response codes where one indicates „strongly agree“ and five indicates „strongly disagree“. The programme activities that were delivered are considered to be those that were originally intended by five out of seven of the programme staff and managers. All of the seven respondents reported that changes had been made to the programme. This is supported by evidence shown in programme documents and participant responses as presented in Tables 4, 5 and 6. However, three of the respondents indicated that staff members have to stick to a set curriculum when they deliver the programme, whereas four did not feel that they had to stick to a set curriculum. It was found that almost 50% of those life-skills activities that had been planned for in programme documents for example modules on crime and the history of Hout Bay, were not delivered.

To further assess the extent to which the programme activities that are delivered are those that were originally intended when the programme was started, programme staff and programme managers responded to open-ended questions (1-5) in the service delivery questionnaire. These responses are reported in Table 8.

Table 8

Changes Made to the Programme According to Programme Staff and Managers (n=7)

Programme activities no longer delivered	Theme	Number of respondents who cited this	Number of participants that did not respond	Illustrative Quote (s)
	Two week orientation week shortened	1	4	Staff participant one “Normally we would have a two week orientation or introduction week now recently we only had a one day orientation and introduction about the programme and then the team building camp follows right after. We only tried it once and it worked well.”
	First camp outsourced	2		Staff participant one “The first camp was not implemented by James House.”
				Manager one “Due to the financial restraints, we outsourced the first camp where they performed certain aspects that in our programme only come into effects at our last camp.”
Changes made to the programme	Theme			
	Programme flexibility	4	3	Staff Participant one, two and three “Yes, with some of the activities”.
				Staff participant one “Yes, because our programme is flexible according to the needs of young people”.

Based on the responses highlighted in Table 8, it is evident that various programme activities such as a two week long orientation period and first camp, is no longer offered. This was mainly attributed to financial constraints suffered by the programme. In addition, it was reported that changes have been made to the programme in a flexible way in order to address the specific needs of programme participants.

Evaluation Question 4: Is the programme staff adequately trained to deliver the programme effectively?

To assess the extent to which the Life Centre programme staff is equipped to deliver the programme, staff members were asked to respond to questions regarding the training offered to them by the programme. The responses given are presented in Table 9.

Table 9

Period of Last Training Received

	Number of times trained in the last year	Time in months since last training	Previous training staff received before most recent training (in Months)
Staff participant 1	2	1	6
Staff participant 2	2	1	3
Staff participant 3	2	6	12
Staff participant 4	2	6	12
Staff participant 5	2	1	12
Mean	2	3	9

All the staff members reported that they had received training at least two times within the last year (2012). However, the times at which staff members were trained were found to be different. Three staff members had received training within the last month of responding to the questionnaire. This training was delivered to them in July of 2013. On the other hand, two staff members reported that their most recent training was delivered to them in the last six months of responding to the questionnaire. In addition, staff members were required to indicate when they had last received training before their most recent training. It was found that one staff member had been trained six months before, one staff member had received training three months before and three staff members had received training twelve months before their most recent training.

Table 10

Staff Perceptions of Training Received (n=5)

Training Delivered	Number of respondents who agree
Training increased facilitation skills	5
Training increased motivation to deliver programme	5
More training needed on interaction with learners	2
Encouragement to apply training	5

As indicated in Table 10, most of the staff members perceived the training provided to them positively, reporting that they felt that it increased their facilitation skills as well as their motivation to deliver the programme. On the other hand, two staff members reported that they felt they needed more training on how to engage with programme participants whereas three felt that they did not. Additionally, open ended questions six to nine in the service delivery questionnaire were used to seek staff feedback on the training that they received. Qualitative data from these responses were organized into themes, and are presented in Table 11.

Table 11

Staff Training (n=5)

Perceptions of training	Theme	Number of staff members citing theme	Number of staff members that did not respond	Illustrative Quote
	Empowering	2	1	Staff participant two and five “I became more empowered when working with young people with different behaviours. It also improved how I communicate with them and the team.”
	Motivating	1		Staff participant two “The training was highly motivating.”
	Improved programme delivery skills	3		Staff participant one, two, three” It developed me personally and also in the work that I deliver to the programme.”
				Staff participant two “I became more aware on how to implement health and safety in the workplace.”
Effect of training received	Theme			
	Improved mentorship skills	2	3	Staff participant one “I became able to assess young people's behaviour and also to bear in mind when working with them that behaviour is driven by a need.”
				Staff participant two “It affected me positively and it also encouraged me to go the extra mile for my participants in my programme.”
Areas of required further training	Theme			
	Facilitating and counselling skills	2	2	Staff participant two and five “Facilitation skills and more counselling are needed.”
	Communication skills	1		Staff participant three “More communication skills training, for example to be able to understand the difference in body language”.

Furthermore, as indicated in Table 11 the staff member's perceptions of the training that they received were mostly positive as they reported benefitting personally and in the workplace from it. In addition, the staff members reported that the training provided to them was influential in

contributing to the way in which they build mentorship relationships with programme participants.

Evaluation Question 5: Do programme staff build the necessary mentorship relationships with beneficiaries that are considered necessary for positive youth outcomes?

The extent to which programme staff form mentorship relationships with programme participants, was assessed through staff responses to survey questions outlined in Table 12.

Table 12

Staff and participant mentorship relationships (n=5)

Staff, Participant relationships	Number of respondents who disagree	Number of responders who agree
Highly committed to being a facilitator	N/A	4
Provide guidance to students when needed	N/A	5
I always try to act as a role model to the youth	N/A	5
I feel that youth have important ideas	N/A	5
Provide guidance to youth after they graduate.	N/A	4
Build personal and caring relationships with every programme participant.	2	1
I always consider the opinion of the youth.	1	4
Youth should consider the opinion of adults before their own	3	1
It is important to nurture the ideas of young people.	N/A	5

It was found that two programme staff reported that they were not able to build personal and caring relationships with every programme participant whereas two were undecided. However, four programme staff report being highly committed to their task as a programme facilitator and all staff members report providing guidance to youth where they need it as well as trying to be a role model to programme participants.

Programme Organisation

Evaluation Question 6: Are the programmes human and financial resources sufficient to deliver the programme as intended?

To evaluate the programmes human and financial resources, programme managers (n=2) responded to survey questions as reported in Table 13 below.

Table 13

Programmes human resources

PROGRAMME HUMAN RESOURCES	Number of respondents who agree
The programme staff available are enough to facilitate programme activities well	2
The programme would work better if there were more staff members	2
The staff members available are sufficient to maintain regular contact with all programme participants after graduation	2

As reported in Table 13, both programme managers report that there are enough programme staff to deliver the programme activities well as well as to keep contact with programme participants after graduation. However, both programme managers go on to agree that the programme would work much better if it had more human resources. To further assess the programmes organisation, programme managers also provided responses to the financial capacity of the programme. These results are presented in Table 14.

Table 14

Programmes financial resources (n=2)

PROGRAMME FINANCIAL RESOURCES	Number of respondents who agree
A lack of financial resources has set back how effective the programme can be	2
Lack of finance has reduced the number of activities that the programme is able to deliver	2
Financial constraints have affected the number of participants that the programme can address	1

It is evident from the responses of the programme managers, that financial constraint has had negative effects on programme activities. There is consensus among the managers, that financial constraint has affected how effective the programme is and has reduced the number of activities that the programme is able to deliver. However, only one manager responded in agreement when asked whether financial constraint has affected the number of participants that the programme is able to address.

Programme managers and programme staff provided further responses through open-ended questions concerning the distribution of programme funds along the various programme activities as well as the changes that they would recommend for the improvement of the programme.

In addition, to further assess the impact that financial constraints may have had on programme delivery, programme managers (n=2) were invited to respond to open-ended questions (4-7) in the programme organisation questionnaire. Furthermore, staff responses (n=5) to open-ended question 7 in the programme organisation questionnaire about the possible improvements to the programme were also recorded. The responses to these questions given are summarised in table 15.

Table 15

Effects of financial constraint on programme activities and programme improvements

Effects of financial constraint on fund distribution in programme	Theme	Number of respondents citing theme	Illustrative Quote (s)
	Prioritisation of programme funds	1	Programme manager one “Typically, salaries are prioritised and then the delivery of the life skills curriculum followed by outdoor programmes with the Sibanye club last on the list.”
	Reduced participant intake	2	Programme manager one and two “In some cases we had to decrease the intake number of participants.”
Programme activities affected by financial constraint	Programme camp	1	Programme manager two “Young people drop-out because of the lack of activities for example one of the camps had to be cancelled.”
Programmes no longer offered	Outdoor programme and excursions cancelled	2	Programme manager two “Participant numbers were reduced” Programme manager one “Some of the outdoor programmes and some outings did not take place”.
	School going adolescent development programme	1	Programme manager one “The school going adolescent development programme was discontinued.”
The questions surrounding programme improvements were answered by staff members (n=5) and programme managers (n=2)			
Possible programme improvements	Staff computer skills	2	Staff member one “Improve our computer skills as the Life Centre team so our data capturing and paperwork can be better.”
	More facilitators	1	Staff member four “We need to add another Afrikaans speaking facilitator.”
	Programme accreditation	2	Programme manager one and Staff member one “I would like to have the whole programme accredited.”
	More placement options for participants	1	Staff member five “We would like to be able to offer greater variety of employment and placements options for graduates.”
	Increase participant career development	1	Staff member four “We need to have more focus on career development.”

To respond to possible programme improvements as indicated in Table 15, programme staff members (n=5) were asked to give their opinion in addition to programme managers (n=2). It

was found that one of the five staff members and one of the two programme managers felt that the programme needed to be accredited. In addition, it was found that two staff members felt that the programme should focus more on career advancement for the youth as well as provide more post-programme employment options.

Furthermore, both programme managers indicated that as a result of financial constraint the programme is no longer able to offer the school going adolescent development programme and that the programme is also no longer able to offer outdoor activities. It was also found that programme funds are prioritised to first cater for staff salaries after which the life skills programme is prioritised followed by the outdoor programme and the Sibanye club programme.

Evaluation Question 7: Are the programmes facilities sufficient to deliver the programme as intended?

Programme managers (n=2) were asked to respond to survey questions regarding how sufficient the programme facilities available are.

Table 16

Programme Facilities Available

PROGRAMME FACILITIES	Number of respondents who disagree
The programme has enough classrooms to carry out programme activities effectively	1
The programmes transport facilities are sufficient to cater for all programme activities	2
The career resource Centre has enough computer facilities to cater for all participants	2

It was found that one staff manager felt that the programme has enough classrooms to deliver the programme effectively whereas the other did not think so. On the other hand, both programme managers felt that the programmes transport and computer facilities are not sufficient to

effectively cater programme activities. In addition, programme managers and programme staff were asked to respond to various open-ended questions regarding what programme facilities are lacking but are important for the effective running of the programme.

Table 17

Programme Facilities that are Unavailable According to Programme Staff (n=7)

Programme facilities lacking	Theme	Number of staff and managers citing this theme	Illustrative Quote (s)
	Programme accreditation	1	Staff member two “I would like for the ADP programme to be accredited.”
	IT facilities	1	Staff member two “We need an IT Centre so the ADP participants could do their computer training from the start of the programme.”
	Library facilities	1	Staff member four “We need to have a proper library for the youth.”
	Kitchen and toilet facilities	2	Staff member four and programme manager one “We need to have a built in Kitchen and toilet close by for the youth.”
	Homeroom space	1	Staff member four “We need space for homework sessions for participants.”
	Post-programme support	1	Staff member five “We require more support for young people in higher education.”
	Equipped life-Centre building	1	Programme manager one “We need a fully equipped Life Centre building with Kitchen, Toilets, Store room offices and classroom would be ideal”.

Based on the responses from programme managers and programme staff as reported in Table 17, the Life Centre programme is lacking various facilities. For instance, it was reported that the programme requires facilities such as a kitchen, toilet and a library in order to improve programme delivery. Furthermore, it was reported that more support is needed for post-programme participants in higher education.

Programme Outcome Assessment

Short-term outcomes

Evaluation question 8: To what extent did the Adolescent Development Programme promote positive youth development?

Based on the nine participant responses, the extent to which the programme fostered PYD is presented in Table 18. It was found that eight of the participants reported that the programme improved their confidence levels whereas one participant did not feel that the programme improved their level of confidence.

On the other hand, seven participants responded positively that if faced by peer-pressure they feel more confident in addressing it after the programme whereas one participant stated that they did not know and one other participant strongly disagreed that the programme had improved their ability to address peer-pressure.

When asked on how important the lessons on spirituality were, seven participants responded in a positive way whereas two of the participants responded that they did not feel as though the lessons on spirituality were important.

Table 18

Short-term Outcomes (n=9)

Perceptions of training provided by the life skills programme	Positive
Improved levels of confidence	8
Improved ability to face peer-pressure	7
Lessons on spirituality were important	7
Family connection	9
Community issues faced	9

What are the beneficiaries' perceptions of the services provided by the education and vocational support programme?

To assess the extent to which the educational and vocational support programme was able to meet its short-term goals of having young people articulate their educational and employment goals and young people increasing their job competency skills, participants were asked to respond to the way in which they perceived the training that they received. This information is provided in Table 19 below.

Table 19

Short-term Outcomes of the Educational and Vocational Support Programme (n=9)

Perceptions of the Educational and Vocational support programme	Number of Positive responses	Mean Response (5- strongly disagree, 1- strongly agree)
Programme helped me to identify possible places of employment	4	2.5
I was made comfortable enough to explore my placement goals.	8	1.4
I was encouraged not to limit myself in articulating post-programme placement goals	5	2.75
Career week was helpful in developing Interview and CV skills	7	2
Career week helped me improve job searching skills	6	2.1

Based on participant responses, it was found that five programme participants received assistance from the programme to identify possible places of employment after graduation. Eight participants indicated that the programme made them feel comfortable enough to explore their placement goals. However, when asked if they were encouraged not to limit themselves in articulating their post-programme placement goals, five participants gave a positive response whereas three participants gave a negative response and one did not respond.

What are the beneficiaries' perceptions of the services provided by the after-care programme?

To assess the extent to which the after-care programme was able to achieve its short-term goal of providing post-programme participants with social and financial support after they graduate, programme participants (n=9) were asked to respond to how they perceived the after-care services they received. These responses are presented in Table 20.

Table 20

Short-term Outcomes of After-Care Programme (n=9)

PERCEPTIONS OF AFTER-CARE PROGRAM	Number giving a positive response	Mean Response (5-strongly disagree, 1-strongly agree)
Programme continues to be an important part of my life	5	2.3
I have received frequent support from program staff after graduation	5	2.6
Material support from the programme has helped me to stay in my post-graduation placement	4	2.3
Programme continues to check up on my progress in current placement	3	2.8
Support given to me by the program has helped me to be successful in my placement	5	2.4

Five programme participants indicated that they received frequent support from the programme after they graduated whereas three participants indicated that they did not. It was also reported that for three participants the programme continued to check up on their progress in their current placement. In addition, four participants noted that the material support that they received from the programme helped them to stay in their post-programme placement whereas two of participants did not feel that material support from the programme assisted them.

Evaluation Question 9: Within 6 months of completing the Adolescent Development Programme, how many of the participants: Got a job; Re-enrolled in school; Enrolled in tertiary education?

To assess programme outcomes, 9 post-programme participants who had graduated from the programme in 2012 were invited to respond to survey interview questions. Due to the limitations that the small sample size had in assessing programme outcomes, data from after-care records of post-programme participants' placements was assessed additionally to support this evaluation question. Programme records from the years 2010-2012 are presented in Table 21.

Based on participant responses, it was found that six months after graduating from the Life Centre programme, three of the programme participants had been able to find employment whereas three had been enrolled in tertiary education and one programme participant had not been able to secure either employment or enrol in tertiary education.

Table 21

Participant placement status 6 months after graduation

Within six months of completing the programme	Employment	Secondary school Education	Tertiary Education	None
Number of participants (n=9)	3	N/A	5	1

Within six months after graduating from the programme, five of the programme participants were enrolled in tertiary education whereas three were in employment. However, there was one participant who was neither employed nor enrolled in any educational institution.

In addition, post-programme participants (n=9) were asked to respond to an open-ended question regarding what they felt the programme could have done to help them secure placement after they had completed the programme. This qualitative data was grouped into themes and presented in Table 22.

Table 22

Programme support to secure post-graduation placement based on open ended question responses

Programme support in achieving post-graduation support	Theme	Number of respondents citing this theme	Illustrative Quote
	Research for possible post-graduation placement	n=2	Participant six “By searching through the internet for placements.”
			Participant four “By researching jobs for employment.”
	Continued responsibility over post-programme participants	n=1	Participant two “By being responsible because they just place you and that's all”.

Although three of the post-programme participants indicated that that they had been able to secure employment and five had been able to secure tertiary education 6 months after graduating from the programme, when asked their current position, only two were still in employment and two participants were currently without placement. The number of post-programme participants still in tertiary education remained the same, five.

Table 23

Respondents post-programme employment placements

Current position of participants (12 months since graduation)				Duration after programme within which employed (months)	
Employed	Tertiary Education	Primary Education	None	1-3months	4-6 months
22.2%	55.6%		22.2%	33.3%	66.7%

For the three participants who had been able to secure employment after graduating from the programme, one indicated that they had been able to secure employment within 1-3 months after graduation whereas two were able to secure employment 4-6 months after graduation.

In addition, to further examine post-programme participants' placements after graduation, the after-care records of 97 participants were assessed for the period 2010-2012. These results are presented in Table 24. It was found that 41.3% of programme participants were enrolled into tertiary education whereas 17.3% had been able to secure formal employment, 20.6% informal employment. Additionally, it was found that 20.6% of graduates during this period had not secured any placement after completing the programme.

Table 24

After-Care information on Graduates post-programme employment

Graduating year	Post-Programme Placement			
	Tertiary education	Formal Employment	Informal Employment	No placement
1 st intake 2010 (n=27)	29.6%(n=8)	33.3(n=9)	11.1%(n=3)	25.9%(n=7)
2 nd intake 2010 (n=21)	38.1% (n=8)	23.8%(n=5)	33.3%(n=7)	4.8%(n=1)
1 st intake 2011 (n=22)	22.7% (n=5)	9.1% (n=2)	27.3%(n=6)	40.9% (n=9)
1 st intake 2012 (n=20)	65.0% (n=13)	5.0% (n=1)	15.0% (n=3)	15.0% (n=3)
2 nd intake 2012 (n=7)	85.7% (n=6)		14.3% (n=1)	
Total Participants (n= 97)	41.3% (n=40)	17.5% (n=17)	20.6% (n=19)	20.6% (n=20)

The reports from post-programme participants highlight that five out of the nine respondents were enrolled into tertiary education after the programme. These findings correspond to those of the records from the after-care database which highlight that the majority of programme participants secure tertiary education than they do other opportunities after they graduate from the programme.

Evaluation Question 10: What do post-programme participants consider to be the most important aspects of the programme with regards to their securing: employability, primary education, tertiary education?

To assess the programme elements that programme participants felt were most helpful in their achieving success in their placements, respondents that were able to secure either employment or enrol in tertiary education provided answers to items 62-65 in the service utilisation questionnaire (Appendix C section A). These results are presented in Table 25.

Table 25

Programme elements that assisted with securing employment

Employment Outcomes	Strongly Agree	Agree	Neutral	Disagree
Meeting with potential employers helped me gain my placement after graduation	2	3	3	1
Skills in constructing a CV were helpful in my securing my placement	2	3	2	2
Interview skills that I learnt helped me in securing my placement	2	2	3	2
Mentorship was provided by the programme that helped in my placement success	1	2	6	N/A

For participants that were able to secure employment, five reported that meeting with potential employers helped them to gain their post-programme placement. On the other hand two participants stated that the interview skills that they learnt did not help them secure placement after the programme. Furthermore, two participants reported that the CV construction skills that they learn did not help in assisting them to secure placement after completing the programme.

Post-programme participants further responded to open-ended question three on the service utilisation questionnaire (Appendix C section A) regarding what has influenced their success in their current placement. In addition, responses were given as to what they feel that the Life Centre can do to better assist graduates to secure placement after the programme (open-ended

question four in the service utilisation questionnaire).The qualitative responses given were grouped into themes and are reported in Table 26. It is important to note that where more than one participant gave the same response, the most suitable response was indicated in the table.

Table 26

Participant success in current placement (n=9)

Elements that have assisted in post-programme placement	Theme	Number of participants citing theme	Illustrative Quotes
	Post-programme training	1	Participant one “I have studied computer courses from Salisian because of James House.”
	Life skills training	1	Participant two “Been able to be well prepared for the outside world and its challenges and to be open- minded.”
		1	Participant three “Self-awareness helped me to achieve my goals.”
		1	Participant nine “Improvements in my communication skills as well as increased self-esteem have helped me.”
	Financial support	2	Participant five and Participant nine “James House helped me with transport money while I was waiting for my bursary money.”
Ways the programme can assist graduates achieve success	Increased life-skills lessons	1	Participant one “By providing more cultural and spiritual lessons on Life”
	Increased placement options	1	Participant one “They should have more placements after graduation.”
	Increased research on post-programme placement options	1	Participant four “To find them jobs or bursaries and link them to opportunities.”
		1	Participant five “The Life Centre can improve by looking for job opportunities for youth because most of the youth that graduate are not employed”
	Encourage youth to pursue post-graduation goals	1	Participant six “They should make sure that a person is in school or make sure that they get a job.”
		1	Participant seven “They should encourage those who want to go back to school to go back to school. They should also encourage people to find a job and assist them on how to make their CV.”
	Encouragement from programme staff	1	Participant five “Facilitators do not do follow ups for people who do not want to go back to school they only concentrate on those who want to go back to school.”

According to the responses outlined in Table 26, most post-programme participants reports that James House has had some influence in their attaining success in their current placement either through financial support or though the life skills training that they received. For one participant, self-esteem training has been instrumental in their post-programme success, whereas for another respondent, self-awareness training has been helpful. For another participant, support from the programme in securing post programme computer training has assisted in their success after the programme. On the other hand, participants reported that they felt that the programme could provide them with more lessons on life-skills, more placement options, as well as encourage them to pursue their goals in order for them to achieve success after completing the programme.

Evaluation Question 11: For those participants who secured employment, what was the: Type of employment (formal/informal sector), term of the employment (part time/full time), and duration of the employment (in days, weeks or months).

To assess the type and duration of employment that participants had been able to secure after completing the programme, responses from programme participants that were able to secure employment after completing the programme were required. However, to further assess the type of employment in terms of formal or informal as well as the post-programme placement that programme participants have been able to secure, programme documents from the after care service were also assessed.

Table 27

Respondents Employment placement information (n=3)

Type of employment % of participants				Duration of employment % of participants		
Part-time	Full-time	Formal	Informal	1-3 months	4-6 months	7-9 months
	100%	33%	67%	33.3%	33.3%	33.3%

It was found that most of the participants“ 67%, had found employment in the informal sector and that all of those participants had worked as full-time employees. On the other hand, one participant reported that the duration of their employment lasted between 1-3 months whereas one was employed for a period of between 4-6 months and one other participant had been employed between 7-9 months.

CHAPTER FOUR: DISCUSSION

In my dissertation, I presented the results of the process evaluation focusing on service utilisation, service delivery and programme organisation. The results on the outcome evaluation were also presented. Following from these results the various sections of the discussion are presented below.

Service Utilisation

Evaluation Question 1: How many young people complete each of the core activities of the Life Centre Programme?

It was found that few of the young people enrolled into the programme complete all the programme components delivered. Programme records showed that the life skills component of the programme for the intakes of the three years assessed was most affected by unattended classes. The attendance for career training and after-care and placement sessions when offered were found to have better attendance rates (see Table 1).

To explain the high participant non-attendance rate, programme staff reported that many of the youth find other opportunities in tertiary education or in employment that may prevent them from attending all of the programme sessions (Personal communication, August 5, 2013). In addition, the programme prides itself on its ability to be flexible in order to accommodate the needs of young people. As such, young people may be allowed not to attend classes but have to follow certain programme procedures. These procedures involve giving prior notice to a programme facilitator if they are unable to attend training sessions (Personal communication, August 5, 2013).

It has been noted in literature that there is no agreement as to whether strict adherence to a programme is a good thing or not (Dusenbury, et al., 2003). On the one hand, programme flexibility as the extent to which a programme is able to alter its normal implementation processes to cater for the needs of its different participants has been said to be beneficial to outcome achievement (Durlak & DuPre, 2008). Strict adherence to an intervention has been found to result in the failure to meet the local needs of programme participants (Durlak & DuPre,

2008). For instance, it has been shown that various aspects such as community norms, time constraints and a lack of resources may require that a programme be flexible in its delivery of intervention (Dusenbury, Brannigan, Falco & Hansen, 2003). In this regard, the flexibility of the Life Centre programme to cater for the needs of its participants may result in positive outcomes as they may be able to address the various needs of the different participants.

On the other hand, it has been argued that excessive programme flexibility and alteration may damage programme outcomes (Larsen & Samdal, 2007). This is because excessive programme flexibility may affect the fidelity with which an intervention is delivered (Dusenbury, et al., 2003). Implementation fidelity is defined as the degree to which a programme is delivered in the way that is was intended by the programme planners and has been found to have significant effects on programme success in the context of youth development programmes (Durlak & DuPre, 2008). Furthermore, implementation fidelity has been shown to act as a potential moderator of the relationship between an intervention and its intended outcomes (Carroll, Patterson, Wood, Booth, Rick & Balain, 2007). One important measure of programme implementation fidelity is dosage (Durlak, 2008).

Dusenbury et al. (2003) in their review of research on fidelity define dosage as how much of programme content participants receive. The amount of dosage of an intervention has been found to influence how successful it will be in achieving its outcomes (Dusenbury, et al., 2003). Higher dosage for instance in terms of the number of classes offered, has been shown to result in better outcome achievement (Dusenbury, et al., 2003). Moreover positive youth development is a process that takes time, time to develop positive relationships between peers and mentors as well as time to be involved in development enhancing activities and experiences (Roth and Brooks-Gunn, 2003). Therefore, low programme dosage may be a limiting factor to the outcome achievement of the Life Centre programme.

Arguably, the high number of unattended classes could be explained by a lack of participant responsiveness to the intervention. Participant responsiveness is described as the degree to which the programme stimulates the interest of its participants and is another measure of implementation fidelity (Roth et al., 1998). Participant responsiveness has been found to lead to educational and attitudinal gains by instilling in programme participants feelings of membership

in a positive peer group (Roth et. al., 1998). Such feelings are developed by participating in youth programmes such as the Life Centre programme which in turn are believed to help to build group identification and solidarity. Participants enrolled in the Life Centre programme may lack such group identification and solidarity which may explain the large number of unattended programme sessions. At the same time, allowing participants to skip classes may in turn affect the extent to which participants respond to the programme. Programmes that offered more contact hours have been found to have better outcomes in terms of forming relationships (Roth & Brooks-Gunn, 2003). Low participant responsiveness may therefore affect the fidelity with which the Life centre programme is implemented, and ultimately the positive gains made by Life Centre participants.

Although the design of this study does not allow for causal inferences to be made as to the extent to which the programme is able to have a positive effect on its participants, low programme dosage as a result of low completion rates is known to be a limiting factor to achieving programme outcomes. Low participant responsiveness also presents a recognised limiting factor and indeed, Durlak (2008), states that a programme is incomplete if it is unable to attract and retain a high percentage of its target population in the intervention. Given this, although the programmes flexibility may meet the needs of participants in some respects, allowing them to skip such high numbers of classes is likely to reduce programme dosage, affect participant responsiveness and potentially even leave the programme incomplete. As these factors are very likely to negatively affect the outcomes of the programme in my opinion, flexibility with regards to allowing participants not to attend classes should be reduced.

Evaluation Question 2: Are the programme facilitation processes delivered in a manner that ensures the programme participants are receiving the proper quality of services?

For life skills based education, training though facilitation has been found to be an important part of the quality of the programme that is delivered (Burrows, 1997). Successful facilitation has been shown to involve the creation of an environment of mutual respect between facilitator and learner, the development of a partnership in learning, a goal oriented process and the practice of critical reflection (Burrows, 1997). Moreover, when participants are motivated and teachers

monitor and assess students' comprehension and progress, there is higher programme achievement (Harachi, Abbott, Catalano, Haggerty & Fleming, 1999).

Keeping in mind what the literature holds will lead to successful facilitation, participant responses regarding the facilitation processes of the Life Centre programme can be assessed. According to post-programme participants, programme facilitators made sure that everyone understood the lessons, the goals of each lesson and that everyone worked together to achieve those goals. Furthermore, programme participants felt that facilitators assigned leadership roles and that they respected participants' opinions. In line with Burrows (1997) as well as Harachi et al. (1999), programme results as portrayed in Table 2 and 3 suggest that the Life centre programme was successfully facilitated and perhaps then that the quality of service was good. This implies that as a result, the programme may have been able to achieve positive outcomes in its participants.

In addition, participant and facilitator interaction is an important part of programme implementation as it speaks to the quality of the programme that is delivered (Burrows, 1997). Furthermore, it has been argued that for the successful achievement of learning outcomes by means of facilitation an atmosphere of mutual respect between facilitator and learner is essential (Burrows, 1997). Participants in the Life Centre programme reported that they felt as though they had been an important part of the programme, that the facilitators cared about them and treated them all fairly. This goes to further suggest that the programmes facilitation processes have been successful in that participant and facilitator interaction has been positive. In light of this, participants can be said to have achieved the proper quality of services.

However, it is important to note that two participants reported having trouble getting along with facilitators whereas one reported that they were not treated fairly. This results as presented in Table 3, suggest a lack of participant satisfaction in some areas of their interaction with programme staff. This lack of satisfaction may have had some negative effect on the extent to which lesson goals were achieved as a collaborative process between facilitators and learners.

Service Delivery

Evaluation Question 3: What are the actual programme activities that are delivered? Are these the intended activities?

Analysis of planned verses actual programme activities between 2011-2013

Implementation fidelity in terms of programme adherence

Keeping in mind the definition of programme implementation fidelity given earlier in the discussion, fidelity can also be measured through an assessment of programme adherence. Adherence is defined as the extent to which the theoretical guidelines of the programme are conformed to (Dusenbury, et al., 2003). Therefore, to further examine the fidelity with which the Life centre programme is implemented an assessment of programme adherence was warranted. A comparison of programme documents against class registers showed that almost 50% of the activities that had been originally planned for had not been delivered (see Table 4).

It has been argued that adherence may not require that all components of the programme as originally planned be delivered (Carroll, Patterson, Wood, Booth, Rick & Balain, 2007). Programmes cannot always be implemented fully in the real world and therefore local conditions require that flexibility and adaptability be part of programme implementation (Carroll et al., 2007). In addition, as noted earlier programme flexibility may result in positive programme outcomes (Durlak & DuPre, 2008). Hence, despite the fact that only 50% of the activities that were originally planned for were delivered it can be argued that the Life Centre programme may still be able to meet its outcomes.

Furthermore, Carroll et al., (2007) go on to argue that a programme can still be implemented successfully with only its essential components delivered. Therefore, it is important for those components described as essential to be clearly identified (Carroll et al., 2007). These components can be identified by determining those activities that are considered prerequisite if the intervention is to have its desired outcomes (Carroll et al., 2007). Therefore, it would be important to verify that 50% of the originally planned activities that are delivered by the Life

Centre programme are those considered by programme stakeholders as being essential for the programme to meet its goals.

An analysis of the Life Centre programme theory as outlined in Figure 1 may further assist in determining those programme components essential for programme goals to be met. Based on the programme theory (see Figure 1), it is evident that the components of the life-skills training, education and vocational support and after-care programme are prerequisite for the achievement of the short-term, medium-term and long-term goals of the programme. Specifically, these activities are expected to lead young people to secure placement after programme completion and eventually to becoming positively contributing members of their society. The activities of these programme components can therefore be assumed to be essential.

If the programme activities currently delivered by the Life Centre are those considered to be essential then it is expected that these components will be delivered with adherence and completeness. However, participant reports show that not all the activities of the educational and vocational services and after-care components were delivered (see Table 5). Participant responses could be explained as earlier noted by the high programme non-attendance rates within these components. In addition, reports by programme staff and managers highlighted that for the second intake of 2012, the programme suffered from financial constraints which may also explain low adherence to programme components.

Furthermore, whereas the after-care staff reported delivering all after-care activities to post-programme participants, participant reports differed. It was reported that not all participants received the telephone check-ups, mentorship or financial support services from the after-care programme (see Table 6). Although adherence may not require that all programme components be delivered, it requires that essential programme components be implemented correctly. Poor adherence of the Life Centre programme to the implementation of essential programme components such as the educational and vocational support and after-care programme is likely to pose a threat to the extent to which programme outcomes will be achieved (Carroll, et al., 2007).

Evaluation Question 4: Is the programme staff adequately trained to deliver the programme effectively?

The training of programme facilitators has been found to be important to the successful implementation of programmes (Dusenbury, et al., 2003). For the Life Centre programme, the programme staff had all received training at least two times within the last year. This training was reported to have increased their motivation to deliver the programme as well as their facilitation skills. Previous studies have shown that when programme staff have the required skills to implement the activities of a programme, they will do so with higher dosage and fidelity (Durlak & DuPre, 2008).

Facilitator training has also been found to influence organisational climate. Such a climate is said to be identifiable through the way in which staff members relate to each other and to programme managers, their views about morale, trust and the way in which they resolve disputes (Durlak & DuPre, 2008). Furthermore, organisational climate is another important determining factor to the success with which a programme is implemented with adherence (Durlak & DuPre, 2008). In responding to the benefits of the training that they receive, some of the programme staff reported acquiring improved communication skills with team members as well as an increase in awareness on health and safety implementation in the workplace. In this regard, the training that the staff members have received can be said to foster the development of a positive organisational climate. This in turn has been shown to affect implementation and likewise, to affect the extent to which programme outcomes will be met.

On the other hand, it was reported that there are still various aspects of training that staff members feel they require in order to implement the programme better. It was reported that further training in facilitation, communication and counselling skills as well as the general skills needed to interact with programme participants are needed. The skills that staff members reported that they required training in can be seen to be important to the programmes effective implementation processes as they relate to programme quality (Burrows, 1997).

Evaluation Question 5: Do programme staff build the necessary mentorship relationships with beneficiaries that are considered necessary for positive youth outcomes?

A programme staff's ability to build mentorship relationships with programme participants has been found to substantially increase the gains that the programme can have in meeting its outcomes. For example, where feelings of membership in a positive peer group by participating in a youth development programme can lead to attitudinal and educational gains, it can be argued that fostering mentorship relationships between programme staff and programme participants will increase those feelings of membership (Shapiro, Gaston, Hebert & Guillot 1989 cited in Roth et al., 1998, p. 439).

It was found however, that not all programme staff in the ADP programme are able to build personal and caring relationships with participants (Table 25). This may have adverse effects not only for participants (thereby influencing their responsiveness to the programme) but also for the extent to which the programme is able to meet its outcomes. Despite the staff members' reports on their inability to form relationships with programme participants, eight participants reported feeling as though they had formed a relationship with a mentor (see Table 3).

The fact that the programme was only run for three months may account for staff responses as to the constrained relationships that they build with programme participants. As mentioned earlier in the discussion, programmes that offered more contact hours had better outcomes in terms of forming relationships (Roth Brooks-Gunn, 2003). Despite such constraints, all the ADP staff members reported that they provide guidance where it is needed and try to act as role models to the youth.

There is sufficient evidence to show that mentee's benefit from mentoring relationships where more experienced organisational members help and support the professional and personal development of younger mentee's (Kram, 1985 as cited in Ortiz-Walters, Eddleston & Simione, 2010, p. 101). It can therefore be concluded that this would be a key area of development for the programme to invest in.

Programme Organisation

Evaluation Question 6: Are the programmes human and financial resources sufficient to deliver the programme as intended?

Contrary to staff responses regarding the difficulty they face in forming mentorship relationships with programme participants, programme managers report that there are enough staff members within the programme to deliver programme activities effectively. In addition, programme managers also reported that there is a sufficient number of staff members that should be able to keep contact with participants after they graduate. It was determined that while there may be enough staff members to deliver most of the major components of the programme an increase in human resources would assist the programme to run more effectively. In addition, the programme was found to suffer from financial constraints which have affected various aspects of the programme such as the number of activities that can be delivered and the number of participants that the programme can address.

Evaluation Question 7: Are the programmes facilities sufficient to deliver the programme as intended?

Based on the results, it is evident that in addition to financial constraints, the programme suffers from a shortage of essential facilities that are necessary for it to run more efficiently. For instance, programme staff and managers report that the programme does not have enough classrooms, transport and computer facilities. Although the classroom and transport facilities are insufficient, the programme has been able to run adequately enough using what is available. It appears however that the insufficient computer facilities have affected the programme most.

According to the programme theory, the activities of the educational and vocational support programme to compile a resource list for post-programme participant placements are essential in assisting the youth to secure either educational opportunities or employment opportunities. However, reports from staff and programme managers as well as some of the post-programme participants highlighted that more placement options were needed. A lack of adequate computer

facilities may account for the inability for a comprehensive resource list for post- programme placements to be made.

Furthermore, without this resource list, the programme may suffer in terms of meeting its medium term outcome of having young people in secure employment. Evidence suggestive of this was highlighted from the analysis of after-care records from previous intakes where it was found that over 20% of participants had been unable to secure any placement. On the other hand, it appears that the programme has had significant success in placing its participants in tertiary education.

Programme Outcome Assessment

Short-term outcomes

Evaluation question 8: To what extent did the Adolescent Development Programme promote positive youth development?

From an analysis of participant responses on the extent to which the ADP programme promotes positive youth development, it appears that the programme has had some positive results. According to Lerner et al., (2011) positive development in young people is seen as the development of five key attributes: confidence, competence, character, connection and caring. In line with the Life Centres programme theory, the nine themes offered through the life skills component of the programme are intended to lead to the development of the five C's in young people.

Participants reported an increase in confidence levels, improved ability to face peer-pressure, feeling more connected to family members and an increase in awareness of the issues faced in the community. In addition, the majority of participants reported that the lessons on spirituality were important to them. This suggests that the programme has had success in developing character, confidence, competence and even caring in the youth. Likewise, these trends also imply that the programme helps to build both the internal and external resources in young people that have been found to better equip them to meet the challenges of adulthood (Roth & Brooks-Gunn, 2003).

Although participants report developing positive attributes as a result of the programme, the implementation shortcomings of the programme such as limited contact hours may lead to a conclusion that these outcomes may not be achieved through the programme as successfully as they could. In addition, irrespective of participant responses, the changes that are reported cannot be attributed to the programme alone and therefore there is no way to make a causal link between the programme and its outcomes.

What are the beneficiaries' perceptions of the services provided by the education and vocational support programme?

Through the educational support services offered to youth, the programme aims to assist young people to articulate their education and employment goals and to increase their job competency skills. Participants reported that the programme offered substantial gains in career and educational development for young people (see Table 19). Through the programme, young people reported that they benefitted from training in CV compilation, interview skills, goal setting as well as possible work and education opportunities.

According to the goal setting theory, having specific difficult goals that are still attainable leads to higher levels of performance than having no goals or vague goals (Locke & Latham, 1990, cited in Brown, Hillier & Warren 2009, p. 168). Hence, by encouraging youth to set their goals, it may be assumed that the programme also fosters an increase in motivation to achieve success in young people in their post-graduation placement. In turn, it can be assumed that this increase in motivation to succeed will lead to better outcomes in young people in terms of positive youth development.

Furthermore, Brown et al., (2009) found that training youth in verbal self-guidance and self-management skills even in a relatively short programme, can have significant effects on reducing anxiety and increasing interview performance in young job seekers. This then strongly suggests that an intervention such as the Life Centre programme can have significant gains for young

people. Through the life-skills programme, young people learn to build upon the five C's of PYD, which when coupled with the educational and vocational support services go further in achieving the long-term outcomes of the programme of having young people who are enrolled in education or young people who have secure employment.

What are the beneficiaries' perceptions of the services provided by the after-care programme?

The after-care programme sets out to provide young people with social and financial support after graduation. It was found that five out of nine respondents received frequent support from the programme and felt that the programme continued to be an important part of their lives. Furthermore, four out of nine respondents stated that they received material support from the programme and only three respondents reported that the programme continues to check up on their progress in their current placement.

Social support has been found to offer important gains to people in difficult situations. For instance, Wanberg, Watt and Rumsey (1996) have shown that social support received from interpersonal relationships is an important coping resource for people facing stressful situations such as job loss. Furthermore, such support has been found to increase job search behaviour as well (Wanberg, Watt & Rumsey, 1996).

Given that evidence has shown that social support is an important mediator in stressful situations, it can be assumed that providing such support would make the Life Centre programme more successful. It is evident that there is a lot of improvement needed in order for the programme to better provide mentorship and social support to participants after graduation.

Evaluation Question 9: Within 6 months of completing the Adolescent Development Programme, how many of the participants: Got a job; Re-enrolled in school; Enrolled in tertiary education?

The Life Centre programme aims to secure placement for its graduates after they successfully complete the programme. It was found that six months after completing the programme, five out of nine respondents were enrolled in tertiary education, whereas three had been able to secure employment and one had not secured any placement. The programme participants also responded to areas in which they felt the programme could have improved its services to ensure their post-graduation placement. Young people felt that more placement options should be made available to them through more research on the part of the organisation into the opportunities available to young people.

An analysis of programme documents to assess the post-programme placements of participants in the first intake of 2011 and both the first and second intakes of 2010 and 2012 indicated that more programme participants enrol in tertiary education than secure employment after graduating from the programme. In addition, it was found that 17.5% of participants in all three intakes secured formal employment and 17% secured informal employment. Furthermore, a total of 20 programme participants from the previous intakes did not secure any post-programme placement according to programme documentation (see Table 24).

These results strongly suggest that the Life Centre programme has made substantial gains in achieving its medium term goals of ensuring that young people are enrolled in tertiary education or that they have secure employment. The information gathered from programme documents was however limiting to the analysis of programme outcomes for various reasons. Firstly, the participant information that was on record may not represent recent information and therefore limited the analysis to only that information that existed. Therefore, any assumptions that have been made on participant placements after they graduated from the programme may not be reliable in that they may not be a true reflection of the extent to which the programme has been able to secure placements for its participants.

However, it can be assumed that the programme is better able to achieve some outcomes more strongly than others. For instance, it is evident that the tertiary education outcomes for young people have been better achieved through their participation in the programme than the outcome of secure employment.

Evaluation Question 10: What do post-programme participants consider to be the most important aspects of the programme for them in regard to their securing: employment, secondary or tertiary education?

Through the questionnaire and open-ended responses from post-programme participants, it was found that the combination of skills that young people receive from the life-skills programme, the educational and vocational support programme and from the after-care support programme may potentially lead to significant successes in the post-graduation placement of youth. The improvement in soft skills as a result of the life-skills training such as better communication skills, increased self-awareness and open mindedness were reported as having positive effects on young people's placements. In addition, financial support and opportunities for further vocational training was also reported as been important to young people and their success.

Despite of this, it was reported that not all the activities from the different components of the programme were well received or equally benefitted all the respondents in the same way. According to the programme theory, there are essential components of the programme that are essential for the achievement of programme outcomes. Graduate placement follow up leading to the short-term goal of mentorship after graduation is one such component. Through mentorship, young people have been found to achieve better educational and employment outcomes. However, only three participants reported that mentorship was important in their securing either employment or education.

Question 11: For those participants who secured employment, what was the: Type of employment (formal/informal sector), term of the employment (part time/full time) and duration of the employment (in days, weeks or months)?

For the three respondents that were able to secure employment, two were employed in the informal sector and one in low-level formal employment. Furthermore, all three respondents reported that they had been employed on a full time basis however none was employed for longer than nine months. On the other hand, after-care records on the employment history of post-programme participants, indicated similar trends with the majority of participants been employed in the informal sector. There was however a significant number of graduates participants from previous intakes that were able to secure formal employment.

It can be argued that in line with the theory of human capital, post-programme participant employment in the informal and low level formal sectors are attributed to low levels of education and training. The theory of human capital states that education makes people more productive in that it raises the marginal product of an educated worker relative to one that is not (Van Der Merwe, 2010). The Life Centre programme is targeted at Township youth, the majority of whom have not been able to achieve post-high school education. Census information from 2011 has shown that youth between the ages of 15-24 account for a total of 3069 people in the Township and that for the majority of 831 of these youth, the highest level of education reached was a grade 12 qualification (Statistics South Africa, 2013). Therefore, in line with the human capital theory, this may explain the employment trends of post-programme participants.

Furthermore, according to the Life Centre programme theory, one of the main medium term goals is for young people to be securely employed. However, human capital theory suggests that because of their low levels of education, this may not be easily achieved. Furthermore, in line with South African labour trends, the informal sector experiences more job losses than the formal sector. Also, compared to the formal sector, yearly changes in the informal sector are more volatile (Statistics South Africa, 2013).

The human capital theory further assumes that higher productivity is achieved in investments in education and training, which raises the quality in labour and in turn increases remuneration (Blaug, 1992, as cited in Van Der Merwe, 2010, p. 3). The Life Centre programme further aims

to have a long-term impact on young people by making them financially independent. Although the statistical case is weak, my results suggest that for those graduates who are not able to be enrolled in tertiary education, financial stability may not be easy to achieve. This is because young people do not increase their human capital as a result of participation in the Life Centre programme.

Recommendations for Future Research and Evaluation

Earlier in the review of literature, it was discussed the way in which higher implementation fidelity yields higher programme effects. Therefore, one of the main recommendations of the evaluation is that improved implementation fidelity in terms of programme adherence, dosage, participant responsiveness and programme quality be considered. For instance, an analysis of programme documentation revealed that there was no concrete and set curriculum for the implementation of the different components of the programme. This may have been an additional factor that may have affected the adherence with which the programme is implemented. I therefore recommend that perhaps a concrete and specific set of guidelines for the implementation of programme activities be considered.

Furthermore, it was highlighted that programme flexibility posed a major threat to the adherence with which the programme is implemented as well as to the programme's dosage and participant responsiveness. Programme flexibility in terms of their allowance for participants not to attend classes was especially limiting to the extent of which participants could build responsiveness to the programme and perhaps to the extent that programme outcomes were met for those participants. Therefore, it is a main recommendation of this evaluation, that such flexibility be assessed. Perhaps the programme could be stricter on the number of classes that participants are allowed to skip. Finally, the building of mentoring relationships between programme participants and programme staff has been found to yield better programme outcomes. I therefore also recommend that the Life Centre invest more on building mentorship relationships with programme participants.

Contribution to Knowledge

One of the main contributions to knowledge that this evaluation presents, is owed to the fact that numerous evaluations have been done on programmes that focus on building problem-behaviour focused competency/asset enhancing in young people in South Africa. Programmes such as these have been found to address HIV/AIDs prevention, teenage pregnancy or drug abuse. There was limited data on evaluations that had been done in South Africa that focused on providing positive behaviour focused competency/ asset enhancing skills to young people. The evaluation of the Life Centre programme adds a significant contribution to knowledge as it may provide information surrounding the delivery of asset enhancing skills in youth.

In addition, the evaluation of the Life Centre programme provides significant knowledge on the importance of positive youth development. Specifically, the evaluation of this programme provided important information on the way in which similar programmes can contribute to the development of the five C's in terms of competence, confidence, character, connection and caring in young people in South Africa. The effectiveness of the programme and its limitations such as programme flexibility, may also contribute to improvement not only to the Life Centre programme but also to similar programmes in South Africa.

Limitations

There were several limitations to my study some of which have been discussed earlier. Firstly, I was unable to get a large sample of participants to participate in the survey. This weakened my analysis of the programme's implementation processes as well as the extent to which programme outcomes had been met. In addition, as a result of the small sample size I was forced to pool my results for data analysis from participants from both the first and second intakes of 2012. This limited the reliability of the results because different participants reported receiving or not receiving different services. As the data collected from the two intakes was not disaggregated, it was difficult to determine which intake suffered as a result of lack of service delivery.

The analysis of the extent to which the programme's outcomes had been met was also largely limited due to the small sample. As a result, data from after-care records was analysed to assess the extent to which programme outcomes had been achieved in terms of securing participant

placement after programme completion. It has been shown that programme implementation will affect the extent to which programme outcomes are achieved. However, because the sample used to assess the programme's implementation processes was different from the sample that was analysed through the after-care records, a comparison could not be made between programme implementation and programme outcomes. Therefore, inferences made pertaining to the extent to which programme outcomes had been met as a result of programme activities was weak.

Furthermore, because of the limited sample size I was forced to rely heavily on an analysis of programme documentation. These records were useful in that they provided additional data to strengthen my analysis. However, the reliability of programme documentation presented another limitation to the study owing to missing information, unorganised programme documentation and possible bias as the information was collected by programme staff.

A lack of observational data to support the analysis and interpretations discussed as well as to substantiate the fidelity of the programme's implementation practices, was another limitation to the evaluation. Had observational data been possible to obtain, the analysis and interpretation of the way in which the programme is utilised by participants and delivered by programme staff would have been stronger. Therefore, I would recommend that future evaluations of similar programmes use observational data to strengthen the reliability of the data that is collected as well as the analysis of such data.

Conclusion

Youth development programmes have been found to contribute significantly to the healthy development of young people. Such programmes have also been found to assist young people by providing the space through which they can nurture their creativities and develop the skills necessary to contribute positively in their society. In addition, these programmes have assisted in the preventing young people from getting involved in anti-social behaviours such as risky sexual behaviour or drug abuse, all of which have been found to be significantly affecting young people in South Africa. Owing to the importance of these programmes, a long-term commitment from those who wish to contribute to youth development is necessary. This would also require higher fidelity in the implementation of such programmes and a commitment from all the major

stakeholders involved in the delivery of youth development programmes. Even with low programme implementation fidelity, the Life Centre programme has still been able to contribute positively to the development of young people. I feel strongly that should the Centre focus on implementing its programmes better, more positive gains could be achieved.

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APPENDIXES

APPENDIX A: DESIGN

It was originally intended that a quasi-experiment would be used to assess Life Centre programme effects in terms of achieving its short-term goals. This seemed possible through the use of a regression discontinuity design (Rossi et.al. 2004). Such a design is appropriate when a randomly selected sample into either the intervention or control group is not possible. Regression discontinuity designs are also characterised by the use of a selection variable for instance one based on either need or merit to select participants into either control or intervention (Rossi et.al. 2004).

The Life Centre recruits a large number of youth of who 20-25 are shortlisted for enrolment into the programme. According to programme managers, programme participants are shortlisted based on their potential for positive development. Therefore, there was the potential of having a control group from those that had not been enrolled in the first intake of 2013 based on the programmes selection criteria. A pre-test would have then been conducted between the intervention and control group to assess for positive youth attributes at the beginning of the programme and the same test conducted as a post-test measure at the end of the programme. This may have provided information that could be then compared between the intervention and the control group in order to assess for programme effects.

On the other hand, to assess programme implementation the intention was to survey programme participants that had been in the programme for the years 2010, 2011 and 2012. This would have in theory resulted in a sample of 150 participants. Owing to the large sample this would have increased the validity of the results obtained. However, there were various limitations to the use of these methods. Of most importance, ethical approval from the UCT ethics committee on the research proposal had not been passed which meant that participants from 2013 could not be pre-tested. In addition, information for participants from all three years was not available from the programme.

APPENDIX B: ETHICS

Section A: Letter of Agreement (Programme, UCT and Evaluator)

UNIVERSITY OF CAPE TOWN					
					
School of Management Studies University of Cape Town, Private Bag, Rondebosch 7701 Telephone: +27 21 650-5218 Fax: +27 21 689-7570 4 February 2013					
<u>TO WHOM IT MAY CONCERN</u>					
Thank you very much for your willingness to enable one of our Master's students to work with a programme from your organisation. I appreciate your contribution to the education of our students. Please note that our students are required to work within the ethical framework of the Faculty of Commerce when collecting information from programme documents or programme recipients. This framework deals with confidentiality, sensitivity when requesting information from people and responsible reporting of results. We also undertake and ensure you that the student will display professional behaviour at all times while working in your organisation or on your programme. At the end of the process, you will receive a useful report which will enable you to make informed decisions regarding your programme. In order to comply with the rules of the Faculty of Commerce, we request you to sign below to indicate that the student will have access to programme records and where applicable, to programme recipients. Thank you very much. Yours sincerely PROF J LOUW-POTGIETER CONVENER: MPHIL PROGRAMME EVALUATION AGREEMENT TO ACCESS PROGRAMME RECORDS AND/OR RECIPIENTS: <table border="0" style="width: 100%;"><tr><td style="width: 33%;">AUTHORISED PERSON <i>Fabris Charles</i></td><td style="width: 33%;">ORGANISATION <i>James Howie</i></td><td style="width: 33%;">DATE <i>11/02/2013</i></td></tr></table>			AUTHORISED PERSON <i>Fabris Charles</i>	ORGANISATION <i>James Howie</i>	DATE <i>11/02/2013</i>
AUTHORISED PERSON <i>Fabris Charles</i>	ORGANISATION <i>James Howie</i>	DATE <i>11/02/2013</i>			

Section B: UCT ethics committee form



UNIVERSITY OF CAPE TOWN
FACULTY OF COMMERCE
Igniting Knowledge and Opportunity



Any individual in the Faculty of Commerce at the University of Cape Town undertaking any research that involves the use of human subjects, or research that may hold ethical consequences for the University of Cape Town, is required to complete this form. The completed form should be submitted to departmental Ethics Committee representatives for submission to the Commerce Faculty Ethics in Research Committee

PLEASE TAKE NOTE OF THE FOLLOWING REQUIREMENTS:

1. **All sections** of this form must be completed
2. This form should be completed **electronically** and emailed to your departmental Ethics Committee representative in the Commerce Faculty Ethics in Research Committee
3. To select the various options please double click the appropriate box and select the option „checked“ under the heading default options – then click „ok“
4. You should include your **electronic signature** under section 8
5. You are required to **attach** your research proposal, questionnaire(s) with cover letter(s), informed consent forms, organisational consent documentation, and/or interview schedules
6. **NO RESEARCH CAN BE CONDUCTED UNLESS YOU HAVE RECEIVED ETHICAL APPROVAL FROM YOUR EIR REP**

1. PROJECT DETAILS		
Project title: <u>A FORMATIVE EVALUATION OF THE LIFE CENTER PROGRAMME FOR YOUNG PEOPLE</u>		
Principal Researcher/s: <u>HAZEL LAURA MUGO</u>	Email address(es):	<u>mugohazel@yahoo.com</u> <u>mugo.hazel@gmail.com</u>
Research Supervisor: <u>Sarah Kaschula-Chapman</u>	Email address(es):	<u>s.kaschula@gmail.com</u>
Co-researcher(s): _____	Email address(es):	_____
Brief description of the project:		

The proposed project is a formative evaluation of a Youth development programme run by James House, a non-governmental origination that is based in Hout Bay, Cape Town. The evaluation will focus on assessing the programmes implementation processes and the programmes outcomes, in order to provide information to the organisation for programme improvement.

Data collection: (please select by double clicking the box which you would like to select – and clicking the default value - checked option)

☐ Interviews ☒ Questionnaire ☐ Experiment ☒ Secondary data ☐ Observation
☐ Other (please specify): _____

Procedure: (please describe)

The data for this proposed evaluation will be collected from a sample of participants that were enrolled in the Adolescent Development programme delivered by James House. The participants were enrolled in the year 2012 and will approximately be 50 in number. Participants will be contacted telephonically and will then be invited to participate in a survey constructed for this project. In addition, data will also be collected from programme staff (n=4) as well as from programme managers (n=2) through the means of survey interviews.

Programme documents will also be analysed in order to answer the evaluation questions that will be the focus of this formative evaluation. The data collected will therefore go towards answering questions surrounding the programmes service utilisation, service delivery, programme organisation and programme outcomes.

Please remember to attach your research proposal OR a literature review with research method(s)

2. PARTICIPANTS

Characteristics of participants:

Gender:	Male and Female
Race / Ethnicity:	Black
Age range:	16-22
Location:	Hout Bay, Cape Town
Other:	Programme Mangers (n=4) and Programme staff (n=2)

Race / Ethnicity:

Have you included a “**Prefer not to Answer**” response category in your questionnaire? (please select)

☒ Yes ☐ No ☒ Not applicable

If you answered „No“ why not?

Affiliations of participants: (please select)

☐ Company employees ☐ General public ☐ UCT staff ☐ UCT Students

☒ Other (please specify): Recipients of the Youth development programme offered by James House, programme staff and programme managers.

If your sample includes children (aged 18 and below), mentally incompetent persons, or legally restricted groups please explain below why it is necessary to use these particular groups. If subjects are minors or mentally incompetent, please describe how and by whom permission will be granted? If you are including children under the age of 18 and are not getting parental consent, please explain why you believe that their parents would consent if it was possible to contact them.

Some of the participants involved in this proposed evaluation may be below the age of 18. Parental consent is not included for this project however, as the sample of participants is taken from those that were already enrolled in the Life Center programme and who had at the time received parental consent to participate in the Life Center programme.

☐ Not applicable

3. ORGANISATIONAL PERMISSION

If your research is being conducted within a specific organisation, please state how organisational permission has been obtained:

Organisation permission was obtained by signing an MOU between programme managers, the research supervisor and the researcher.

If you cannot obtain organisational permission, please justify why below:

N/A

Have you attached the letter from the organisation granting permission? (please select)

☒ Yes ☐ No ☐ Not applicable

Are you making use of UCT students as respondents for your research? (please select) ☐ Yes ☒ No

If yes, please get your supervisor to sign below:

I Miss/Mrs/Mr/Dr/ Prof _____ (insert name) as supervisor(s) to _____ (insert researcher's name) agree to ensure that approval is granted by the Executive Director: Student Affairs prior to the researcher conducting the study.

Insert electronic signature below

Are you making use of UCT staff as respondents for your research? (please select) ☐ Yes ☒ No

If yes, please get your supervisor to sign below:

I Miss/Mrs/Mr/Dr/ Prof _____ (insert name) as supervisor(s) to _____ (insert researcher's name) agree to ensure that approval is granted by the Executive Director: Human Resources prior to the researcher conducting the study.

Insert electronic signature below

Contact Emails: *Executive Director: Student Affairs (Moonira.Khan@uct.ac.za)
**Executive Director: Human Resources (Miriam.Hoosain@uct.ac.za)

4. INFORMED CONSENT

What type of consent will be obtained from study participants?

- ☐ Oral Consent
- ☐ Written Consent
- ☒ Anonymous questionnaire (covering letter required, no consent form needed)
- ☐ Other (please specify): _____

If you are making use of oral consent, please explain by written consent is not an option:

N/A

5. IDENTIFIABLE RECORDS

What precautions will be taken to safeguard identifiable records of individuals? Please describe specific procedures to be used in this regard, in both the short and long run. This question also applies if you are using secondary sources of data that is not anonymous.

As secondary data that may have identifiable records of individuals may be used in this proposed evaluation, such data will be safeguarded by not making any mention of individual's names or any other information that may make them identifiable.

6. RISK TO PARTICIPANTS

Does the proposed research pose any physical, psychological, social, legal, economic, or other risks to study participants you can foresee, both immediate and long run? (please select)

☐ Yes ☒ No

If yes, answer the following questions:

1. Describe in detail the nature and extent of the risk and provide the rationale for the necessity of such risks
2. Outline any alternative approaches that were or will be considered and why alternatives may not be feasible in the study

1. _____

2. _____

3. _____

7. AUTHORSHIP

What authorship agreement have you reached with your co-researchers or supervisor?

☒ This research is not intended for publication

☐ Standard authorship agreement (principal researcher first author, co-researcher(s) and supervisor(s) co-authors)

☐ Customised agreement (please specify below):

8. DECLARATION

I certify that we have read the the UCT Authorship Policy, and Commerce Faculty Authorship Guidelines ☒
(<http://www.commerce.uct.ac.za/Commerce/Information/research.asp>)

I certify that that the material contained herein is truthful and that all co-researchers and supervisors are ☒ aware of the contents thereof.

I understand that it is my responsibility to conduct research in accordance with the ethical requirements of ☒ UCT.

X

Hazel Mugo

Applicant's electronic signature

Date: 12/7/2013 _____

CHECKLIST	SELECT
A full copy of a research proposal or a literature review with methodology is attached	☒
Interview schedules / cover letters / questionnaires / informed consent forms and other materials used in the study are attached	☒
Organisational consent letter / UCT student or staff approval letter	☒
On your cover letter to your questionnaire have you included the following?	NA ☐
1. The following UCT Logo	☒
2. A sentence explaining the aim of the research	☒
3. Sentences of a similar nature to below must be included in the cover letter or consent form:	☒

This research has been approved by the Commerce Faculty Ethics in Research Committee.	☒
Your participation in this research is voluntary. You can choose to withdraw from the research at any time.	☒
The questionnaire will take approximately X minutes to complete	☐
You will not be requested to supply any identifiable information, ensuring anonymity of your responses.	☒
Due to the nature of the study you will need to provide the researchers with some form of identifiable information however, all responses will be confidential and used for the purposes of this research only.	OR
Should you have any questions regarding the research please feel free to contact the researcher (insert contact details).	☐
4. Have you scanned in your signature for the last section of the form?	☒
	☒

FOR ETHICS COMMITTEE REPRESENTATIVE ONLY	
Recommendation(s):	That the application be approved on condition that should participants under the age of 18 be used in the study, researcher must provide written approval from the parents of the participant.
Signature:	CFMulenga
Date:	12 July 2013
FOR ETHICS COMMITTEE CHAIRPERSON ONLY	
Recommendation:	
Signature:	
Date:	

Section C: Informed Consent Form

University of Cape Town



Dear Participant,

The purpose of this questionnaire is to find out how the Life Center Adolescent Development Programme was delivered. This questionnaire is part of my Master's dissertation in programme Evaluation at the University of Cape Town under the supervision of Post-Doctoral fellow, Sarah Chapman.

Your participation is highly valuable and I would appreciate your opinion on how the programme was implemented. Please note that your participation in this questionnaire is voluntary and you can choose to withdraw at any time. There will be no repercussions should you choose to withdraw. Also, please note that I do not require your name or any identifying information from you. Your name will not be reported to James House if you do this survey. The purpose of this survey is not to look at how well you are doing your job, but rather to see how well the programme is doing and how it could be improved. The responses that you will give will be completely anonymous and your honesty in the responses will be highly appreciated. This research has been approved by the Commerce Faculty Ethics in Research committee.

Should you have any questions regarding the research, please feel free to contact Hazel Mugo at mugohazel@yahoo.com

[Cell Phone Number: \(+27\)724 920 684](tel:+27724920684)

By ticking the box below, you consent to complete this questionnaire:

I agree to participate in this questionnaire

☐

APPENDIX C: DATA COLLECTION INSTRUMENTS

Section A: Service utilisation and programme outcomes questionnaire

Steps in the Questionnaire Construction

Through a process of close analysis of different sources between the programme evaluator and an experienced post-doctoral evaluator at UCT, the three questionnaires were constructed. Originally, only one instrument had been constructed by the evaluator and it contained all three levels of programme implementation; service utilisation, service delivery and programme organisation.

A programmes service utilisation plan is consisted of assumptions and expectations about how to reach its targeted recipients, how they aim to provide services and how to conclude the relationship when services are no longer needed (Rossi et. al., 2004). Rossi, Lipsey and Freeman (2004) provide a list of examples of questions that may relate to service utilisation on the part of participants. It was from this list that evaluation questions pertaining to service utilisation were selected for the purposes of the evaluation and from which some of the questions in the service utilisation questionnaire were formed. From this list, questions pertaining to whether programme recipients are receiving the proper amount, type and quality of service, participant satisfaction with their interaction with programme staff and the extent to which they are satisfied with the services they receive, were selected.

In line with this, the first set of 21 items on the questionnaire, were selected in order to assess the type of service delivered to participants and whether this is in keeping with programme's intended activities. This set of 21 items was selected in reference to the programmes theory and to programme curriculum documents. These documents highlighted all the activities delivered to participants in 2012 and hence they were summed up for measurement.

Participant perceptions of the services that they received were asked through items 22-45 in order to describe the extent to which PYD outcomes had been achieved through participation in the Life Centre programme. Participant perceptions of the programme delivered was considered important to measure as these perceptions are assumed to impact participant responsiveness to a

programme which would then affect the extent to which programme outcomes can be achieved. Questions regarding participant perceptions of the programme were therefore framed using the programme theory which indicated what activities are delivered.

In addition, literature pertaining to elements of programme atmosphere and activities that have been found to increase the levels of PYD were referred to in order to ascertain which questions to ask in order to evaluate perception (Roth & Brooks-Gunn, 2003). In relation to programme atmosphere for example, the extent to which programme staff empower youth, the extent to which mentorship relationships are formed between staff and participants or the extent to which participants feel staff care about them have been found to be important. In line with this, questions pertaining to the extent to which participants were encouraged to articulate their goals, develop their strengths and on the amount of support received from the programme were asked in this section.

On the other hand, questions relating to students perceptions of programme staff, their relation to the staff and to programme activities were adopted from Dornbusch, Erickson, Laird and Wong (2001). In their research, these authors examined “the relation of family and school attachment to adolescent deviance in diverse groups and communities” (Dornbusch et. al., 2001). Questions from the school connectedness scale that the authors use in their study were used to assess how life skill participants perceived their connection to the programme and to programme staff (Dornbusch et. al., 2001: 403). This school connectedness scale contained eight standardised items and those most relevant to the Life Centre programme were used (Dornbusch et. al., 2001: 403). It was important to assess how connected participants feel to the programme as this too would have an impact on participant responsiveness to the programme which is an important part of programme implementation. Therefore, items 46-49 in the questionnaire related to learners perceptions of their connectedness to the programme.

Through examining programme documents, it became evident that programme activities are delivered through facilitation. As discussed in the literature review, the way in which PYD programmes are delivered is important to effective implementation. Furthermore, it was shown that successful facilitation has been found to be important in the delivery of life skills training.

Therefore, to evaluate the quality of the programme it was decided that a focus on its facilitation processes would be used. From this, I was able to examine literature on best practises of facilitation and to select those most appropriate for the purpose of this evaluation. Therefore, information from Burrows (1997) "Facilitation, a concept analysis" guided the formation of questions pertaining to programme facilitation. The questionnaire therefore included items 50-59 to assess whether the facilitation processes of the Life Centre programme met the recommended standards for effective facilitation as outlined by Burrows (1997). Factors that are considered to lead to effective facilitation considered in question formation were; whether there is self-direction provided and the delegation of tasks to students, an environment of mutual respect between student and facilitator, the development of a partnership in learning, a goal oriented process and the practise of critical reflection (Burrows, 1997).

In addition, questions on programmes outcomes were constructed based on the programmes theory and the outcomes assumed will be achieved as a result of programme participation. Therefore, items 60-65 relating to programme outcomes were used to assess participant employment outcomes. In addition, as earlier mention, the establishment of mentorship relationships between programme staff and participants has been found to increase the likelihood that PYD will be achieved. Therefore, the extent to which mentorship aided in the success of participant is asked as item 65. For open ended questions one, two, three and four, these questions were selected in order to aid the formative nature of the programme and so as to lend more support to the programme outcome information generated.

In the construction of the service utilisation questionnaire, various factors were considered. Inclusiveness of participants was considered when choosing the questions asked (De Vaus, 2002). Inclusiveness ensures that the response alternatives provide a sufficient range of respondents to cover all participants (De Vaus, 2002). This was important to consider in this evaluation as participants differed for example in placement outcomes. Some of the respondents were in tertiary education, some were employed and some had not yet found any placement. Therefore, asking questions that addressed all three conditions had the potential to increase the range of descriptive data available to monitor programme outcomes. The length of the questionnaire was also considered in order to reduce the risks of questionnaire length associated

with participant reluctance to participate and item non-response (De Vaus, 2002). In all questionnaires, questions pertaining to the demographic of participants were asked at the end of the questionnaire and it has been noted that more personal information should best be asked at the end of the questionnaire (De Vaus, 2002). The service delivery questionnaire is presented below.

Questionnaire Section 1

Directions: Which of the following activities were provided to you by the programme? Please select using a tick for the appropriate response for each item below.

For the activities that were delivered to you, how important would you say they were for you? Please indicate this using a tick for the appropriate response for each item below.

			If you ticked 'yes', how important was it for you?				
No.	LIFE-SKILLS PROGRAMME	Did this happen? (tick if yes)	5 Very important	4 Somewhat important	3 Undecided	2 Not really important	1 Not at all important
1.	Self-Awareness						
2.	Hout Bay History						
3.	Spirituality						
4.	Sexuality						
5.	health and well-being						
6.	Family Values						
7.	Ubuntu						
8.	Community Issues						
9.	Peer Pressure						
			If you ticked 'yes' how important was it for you?				
No.	EDUCATION AND VOCATIONAL SUPPORT PROGRAMME	Did this happen? (tick if yes)	5 Very important	4 Somewhat important	3 Undecided	2 Not really important	1 Not at all important
10.	James House helped me to identify places of employment						
11.	James House helped me to identify my employment goals						
12.	Career week for placement options						
13.	CV completion help						

14.	Interview skills training						
15.	Meeting with representatives from institutions of possible placements						
		If you ticked 'yes' how important was it for you?					
No.	AFTER-CARE PROGRAMME	Did this happen? (tick if yes)	5 Very important	4 Somewhat important	3 Undecided	2 Not really important	1 Not at all important
16.	I was contacted by programme after graduation						
17.	I was contacted by the programme every two weeks						
18.	I was contacted by the programme for six months after graduation						
19.	The programme provided money for school fees after graduation						
20.	The programme provided money for transport to and from school after graduation						
21.	I continued to get encouragement from programme staff after graduation						

Section 2

The following questions relate to the programmes facilitation processes, young people's perception of the training provided by the ADP, Employment and Vocational Support and After-care, as well as how connected the young people feel to the programme.

Directions: How much do you agree with the following statements? Please indicate using a tick below.

No.	PERCEPTIONS OF TRAINING PROVIDED BY THE LIFE-SKILLS PROGRAMME	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
22.	I feel the program improved my levels of confidence.					
23.	If faced by peer –pressure, I feel more confident in addressing it since completing the programme					
24.	The lessons on spirituality were not important to me					
25.	I feel that the lessons on sexuality helped me to understand my own sexuality better					
26.	After the programme, I feel more connected with members of my family					
27.	After learning about Ubuntu, I feel more connected to my community					
28.	The program increase my awareness of the problems faced in our community					

No.	PERCEPTIONS OF THE EMPLOYMENT AND VOCATIONAL SUPPORT	5 Strongly Disagree	4 Disagree	3 Neutral	2 Agree	1 Strongly Agree
29.	The programme helped me to identify possible places of employment					
30.	The assistance provided by the programme helped me to secure employment					
31.	The programme increased my awareness of educational opportunities					
32.	I was not made comfortable enough to explore my goals.					

33.	I was encouraged not to limit myself in terms of where I would like to be placed after graduation					
34.	Career week was helpful in developing my Interview and CV skills					
35.	Meeting with places of possible placement after graduation increased my self-confidence					
36.	Career week helped me improve the way I search for a job					
37.	I feel that training in CV compilation was helpful					
38.	I feel more equipped to face an interview after interview training					
39.	I feel that the amount of career development training I received was not sufficient to increase my skills					

No.	PERCEPTIONS OF AFTER-CARE PROGRAM	5 Strongly Disagree	4 Disagree	3 Neutral	2 Agree	1 Strongly Agree
40.	Looking back, I feel the program was helpful in encouraging me to develop my strengths					
41.	The program has continued to be an important part of my life					
42.	I have received frequent support from program staff after graduation					
43.	Material support from the programme has helped me to stay in my post-graduation placement					
44.	The program continues to check up on my progress in my current placement					
45.	I feel that the support given to me by the program has helped me to be successful in my placement					

Please provide answers below to the way in which you interacted with the programme staff.
Directions: How much do you agree with the following statements? Please indicate using a tick below.

No.	INTERACTION WITH PROGRAMME STAFF	5 Strongly Disagree	4 Disagree	3 Neutral	2 Agree	1 Strongly Agree
46.	I feel that I have been an important part of the programme					
47.	The facilitators of the programme treated all learners fairly					
48.	Since the start of the program, I had trouble getting along with facilitators					
49.	I feel that facilitators cared about me					
50.	Facilitators were knowledgeable in the areas of training					
51.	Facilitators made it easy to ask questions					
52.	Facilitators made sure that youth understood all lessons					
53.	I felt my creativity was encouraged					
54.	Goals of each lesson were made clear					
55.	Not everyone understood the goals of the lessons					
56.	We all worked together to achieve a common goal					
57.	I felt facilitators did not always respect my opinion					
58.	Facilitators did not assign leadership roles to the Learners					
59.	Programme procedures were not delivered well					

Programme outcomes

Directions: Which aspects of the programme would you say were influential in your securing post-programme placement? Please indicate this below by selecting the most appropriate response.

No.	EMPLOYMENT OUTCOMES	5 Strongly Disagree	4 Disagree	3 I don't know	2 Agree	1 Strongly Agree
60.	My level of skills after the Life-Skills training did not help secure my placement					
61.	Setting my employment goals was important in securing employment					
62.	Meeting with potential employers helped me gain my placement after graduation					
63.	Skills in constructing a CV were helpful in my securing my placement					
64.	Interview skills that I learnt helped me in securing my placement					
65.	Mentorship was provided by the programme that helped in my placement success					

Please provide answers to the questions below regarding your placement after graduating from the programme.

Directions: Please provide information regarding your placement after graduating from the programme. Following your indication of placement after graduating, please answer the questions that follow. Please indicate by ticking the appropriate box

1. Within 6 months after completing the programme, were you placed in :

- a) Employment ☐
- b) Primary Education ☐
- c) Tertiary Education ☐
- d) None (Please answer open-ended question 1 below) ☐

Directions: If you answered 'none' in the above section, please provide an answer for the following question:

- 1) How do you think the programme could have assisted you more in securing placement after graduation?

Please provide your demographic information by indicating in the space provided which item relates to you:

2. I am a:

Male ☐

Female ☐

3. Age

4. Please indicate what your current position of placement is:

Primary education ☐

Employment ☐

Tertiary Education ☐

5. If in employment, how long after graduating from the programme did you secure employment?

1-3 months ☐

4-6 months ☐

7-9 months ☐

10-12 months ☐

None ☐

6. If you were able to secure employment please indicate whether it was:

Formal ☐

Informal ☐

7. If you were able to secure employment please indicate whether it was:

Part-Time ☐

Full-Time ☐

8. What was the duration of employment:

1-3 months ☐

☐

4-6 months ☐

☐

Other _____

9. If you were able to secure employment after graduating from the programme, please indicate what kind of job you had in the space provided below:

Directions: Please provide answers to the following open-ended questions to assist in a further assessment of your post-graduation placement.

10) How is your life different now since graduating from the program?

11) What has helped you achieve success in your current placement?

12) How can the Life Center improve its services to help young people achieve success in their placement after graduation?

Section B: Service Delivery Questionnaire

Steps in the Questionnaire Construction

Service delivery is an important aspect to consider in the evaluation of a programmes implementation and relates to what activities are delivered and the manner in which those activities are provided to participants (Rossi, et. al., 2004). As the evaluation set out to assess the fidelity with which programme activities are delivered, items one to 26 in the questionnaire first began by assessing the programme activities delivered by staff. The activities that were listed were those outlined in programme documents as well as in the programme theory and were therefore appropriate to ask.

In line with the literature, programme flexibility in terms of implementation has been shown to affect the extent to which PYD outcomes are achieved. Therefore in the questions aimed at the evaluation of fidelity of implementation, questions on the extent to which programme outcomes were altered were also asked. To further assess the fidelity of implementation and programme flexibility in service delivery, open-ended questions one to five were asked. These open ended questions required responses pertaining to the programmes intended versus unintended activities and the potential effects that programme flexibility may have had on the programme. These questions were fit to ask as they lent support to the purpose of the evaluation.

In addition, questions that pertain to service delivery and which may also relate to the programmes organisation, examine the extent to which the necessary programmes functions are performed adequately and whether or not staff members are sufficient and properly trained to deliver the programme sufficiently (Rossi, et. al., 2004). Furthermore, in line with the literature staff perceptions of the need for the programme and its potential benefits have been found to affect the fidelity with which they deliver the programme.

Well trained staff have also been found to implement programme activities with higher fidelity and dosage (Durlak & DuPre, 2008). Hence, because the evaluation set out to evaluate programme implementation, these aspects relating to staff training and their perceptions of the Life Centre were necessary to assess. These aspects of service utilisation were therefore tailored

to address aspects relevant to the Life Centre. Hence, items 27-34 in the questionnaire required responses pertaining to staff training and their perceptions of the training. The responses to staff training were further supplemented by open-ended questions 27-34.

Literature on the evaluations of PYD programmes has shown that such programmes have achieved positive outcomes in instances where mentorship relationships have been formed between staff members and programme participants (Roth et. al., 1998; Roth & Brooks-Gunn, 2003). A staff relationship with programme participants was therefore another important aspect that was necessary to assess as it relates to programme implementation. Hence, items 35-43 in the questionnaire related to the extent to which staff members were able to form mentorship relationships with participants. These questions were constructed using literature from Roth and Brooks-Gunn (2003), from Roth, Brook-Gunn, Murray and Foster (1998) as well as from items from the instrument constructed by Klein et.al. (2006). This service delivery questionnaire is presented below.

QUESTIONNAIRE SECTION 1: SERVICE DELIVERY CHECKLIST

Directions: Which of the services below did you deliver to young people in the Adolescent Development programme? Please indicate this below using a tick

No.	LIFE-SKILLS PROGRAMME	Tick (where appropriate)
1.	Self-Awareness	
2.	Hout Bay History	
3.	Spirituality	
4.	Sexuality	
5.	health and well-being	
6.	Family Values	
7.	Ubuntu	
8.	Community Issues	
9.	Peer Pressure	
No.	EDUCATION AND VOCATIONAL SUPPORT PROGRAMME	Tick (where appropriate)
10.	Resource List for post-program placements	
11.	Confirmation of desired placements	
12.	Career week for placement options	
13.	CV completion assistance	
14.	Interview skills training	
15.	Meeting with representatives from institutions of possible placements	
No.	AFTER-CARE PROGRAMME	Tick (where appropriate)
17.	I contacted participants every two weeks after they had graduated	
18.	I contacted post-programme participants for six months after they graduated	
19.	Financial support was provided to participants after graduation	
20.	I provided emotional support to participants after graduation	

SECTION 2: ACTIVITIES DELIVERED

Directions: Are the programme activities that are delivered those that were originally planned to be delivered through the programme? Please respond to the questions below using a tick where appropriate.

No.	PROGRAMME ACTIVITIES	1 Strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
21.	The programme activities delivered are those that were originally planned for					
22.	No changes have been made to the activities delivered since the programme was started					
24.	Facilitators do not have to stick to a set guide when facilitating programme activities					
26.	It is not important that the programme delivers its activities as originally intended					

To provide further information on the programme activities that are delivered and whether these are the intended programme activities, please provide answers to the open-ended questions below.

1. Did you make any changes to the programme as you went along?

2. If any, how did the changes made to the programme affect the way the programme works?

3. What if any, programme activities were originally intended to be provided but are not currently delivered?

4. If applicable, what reasons would you give for the discontinuities of those programme activities that were originally intended?

5. How have the changes made to the programme influenced the way in which programme participants respond to the programme?

SECTION 3: STAFF TRAINING

Directions: How often do you receive training to deliver the programme?

Please indicate your answer by ticking the most appropriate response below.

27. The last time that I received training was:

One month ago

☐

Three months ago

☐☐

Six months ago

One year ago

None

Other _____

28. Before the most current training that I received, the last time that I received training was:

One month ago

Three months ago

Six months ago

One year ago

None

Other _____

Directions: What are your perceptions of the training provided to you through the programme?

Please provide your answer and indicate your response below using a tick.

No.	Staff Training	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
29.	The training that I receive has increased my facilitation skills					
30.	I do not feel more comfortable in delivering the programme after training					
32.	Programme training has increased my motivation to					

	deliver the programme					
33.	I feel that I need more training on how to engage with programme participants					
34	I do not feel like the programme encourages me to use the training that I received					

To further assess your perceptions of the training provided, please provide a response to the following open-ended questions below:

6. Who delivers the training that you receive?

7. What are your perceptions of the training provided to you?

8. How has this training affected the way in which you deliver the programme to programme participants?

9. What skills if any, do you feel you require further training in, in order to improve the way in which you facilitate the programme activities?

SECTION 4: STAFF RELATIONSHIPS WITH PARTICIPANTS

Directions: How would you assess the relationship that you were able to form with participants when they were enrolled in the programme?

Please provide your response below using a tick where most appropriate.

No.	Staff, Participant relationships	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
35.	I am highly committed to my task as a facilitator.					
36.	I provide guidance to students where they need it.					
37.	I always try to act as a role model to the youth					
38.	I feel that youth have important ideas					
39.	I am not available to provide guidance to youth after they graduate.					
40.	I do not always find it possible to build personal and caring relationships with every programme participant.					
41.	I always consider the opinion of the youth.					
42.	I feel that youth should consider the opinion of adults before their own					
43.	I feel that it is important to nurture the ideas of young people.					

Section C: Programme Organisation Questionnaire

Steps in the Questionnaire Construction

Questions relating to programme organisation are articulated from the perspective of the programme management (Rossi et. al., 2004). Programme organisation involves the functions and activities that a programme sets out to perform and the human, financial and physical resources required to carry out those activities (Rossi et. al., 2004). The authors go on to provide a list of guiding questions that may be used in the evaluation of a programmes organisation (Rossi et. al., 2004:172). It is from this list that the questions pertaining to programme organisation were taken from and tailored for the purposes of evaluating the Life Centres programme organisation.

Therefore, questions pertaining to staff organisation and the extent to which staff members work with each other, the extent to which programme resources, facilities and funding are adequate to perform programme functions and the extent to which programme staff is sufficient in numbers and competencies that must be performed were asked. Hence, items one to eleven in the programme organisation questionnaire related to the Life Centres human resources and how programme staff work together, the programme financial resources and the effects that finances have had on service delivery and the efficiency of programme resources in terms of classrooms, transport facilities and career resources. To further assess the programmes financial resources, open-ended questions one to three were asked.

Responses from programme managers on the programme activities that are delivered and the extent, to which those activities were the intended ones, were also asked. These questions are under items 21-26 of the questionnaire and aided in the evaluation of the programmes implementation fidelity and flexibility of implementation. These questions were chosen as they present an important aspect of the evaluation of programme implementation.

A list of questions to evaluate the programmes organisation pertaining to human resources, financial resources and physical resources were first compiled by the evaluator. Through a process of elimination between the evaluator and the experienced post-doctoral evaluator, these questions were reduced and the most relevant ones to the Life Centre were settled upon. There

were a lot of questions that had originally been intended for the questionnaire that were repetitive in one particular area or the other, for example I had many questions that asked the same thing relating to financial support that were redundant. Through the process of elimination, these were cut down. The programme organisation questionnaire is presented below.

QUESTIONNAIRE SECTION 1: PROGRAMME RESOURCES

Directions: Are the programme human and financial resources sufficient to deliver the programme as intended? Please provide answers to the following questions indicating your response by putting a tick where appropriate.

No.	PROGRAMME RESOURCES	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1.	The programme staff available are enough to facilitate programme activities well					
2.	The programme would work better if there were more staff members					
3.	The staff members available are sufficient to maintain regular contact with all programme recipients after graduation					
4.	There are fewer staff members than required to carry out regular home visits for participants in the Adolescent Development Programme					
5.	Programme managers and programme staff communicate regularly regarding how programme activities should be put into action					
6.	A lack of financial resources has set back how effective the programme can be					
7.	Lack of finance has reduced the number of activities that the programme is able to deliver					
8.	Financial constraints have affected the number of participants that the programme can address					
9.	The programme has enough classrooms to carry out programme activities effectively					

10.	The programmes transport facilities are sufficient to cater for all programme activities					
11.	The career resource centre has enough computer facilities to cater for all participants					

To further assess the programmes organisation, your responses to the following open-ended questions will be valuable.

1. Who are the main donors of the Adolescent Development Programme?

2. Are there organisations that financially supported the programme but no longer do?

3. If any, what services are no longer offered by the programme as a result of financial constraint?

4. In what ways would you say that financial constraint has affected the various programme activities currently delivered?

5. If any, what programme facilities are lacking but are important for the effective running of the programme?

6. If any, how has financial constraint affected the way funds are distributed along the various programme activities?

7. What if anything, would you improve the programme on?