

How Cape Flats' youth can overcome
Environmental circumstance by
using their *Personal* potential

A Dissertation

Presented to

The **Master of Philosophy (MPhil)**

Graduate School of Business
University of Cape Town

In fulfilment
of the requirements for the Degree of
Master of Philosophy in Inclusive Innovation

by

Max-Gordon Stoffberg

STFMAX001

November 2022

Supervisor: Dr Badri Zolfaghari

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

Abstract:

This study focuses on identity and (un)employment among Coloured born-frees from the Cape Flats in Cape Town. Coloured adolescents could be classified as vulnerable because their living conditions are characterized by unemployment, crime, gangsterism and a lack of positive role models. In conjunction with digital exclusion and poor quality education; these circumstances restrict youth from participating fairly in socio-economic activities – effectively limiting their growth potential. Personalization theory states that growth is not solely dictated by environmental conditions but in part dependent on how an individual respond to these external experiences.

Most members of the Cape Flats are not criminals or gangsters. However, most research utilizes a deficit paradigm; exclusively emphasizing the negative conditions in these disadvantaged districts. A qualitative Grounded Theory methodology was employed to address this gap by incorporating corporate and creatively employed youth as research participants. Moreover, male and female born-frees, aged 18-28, were interviewed. 10 individuals from each employment sector (corporate, creative and criminal) were given the same set of questions in order to establish reasons why certain careers were chosen. Cognitive and behavioural characteristics, both distinct and shared, across the 3 groups were identified. Personal Potential is derived from Self-actualization and Self-efficacy – this contributes to new knowledge as these theories have not previously been applied to the Cape Flats context.

The most destructive influence limiting potential was found to be the behaviour witnessed by others in their neighbourhoods. The findings indicate that communication is the most practical learning tool among youth. However, youth do not want to be told what to do, rather, they want to be like those they see. The innovative praxis model aiding this connection is the digital network Question Mark Kaffy. This platform broadens the outlook of youth beyond what is merely observed in their physical setting, displaying the diversity of South Africa's creatives. This research project sheds light on youth who have maximized their Personal Potential and shares insights as to how others may do the same. Thus, it empowers Cape Flat's creatives to become constructive citizens by serving as new role models to aspiring artists, which contributes to the creation of a Collective Creative Cultural identity amongst Capetonians.

List of Figures:

Figure 1: Map of The Cape Flats

Figure 2: Maslow's Hierarchy of Needs

Figure 3: Interrelationship between Data Collection & Analysis

Figure 4: Grounded Theory's Building Process (Lehmann 2001)

Figure 5: Unemployed Individual & Employment Industries

Figure 6: Relationship between Levels & Employment Industries

Figure 7: Qualitative Data Analysis Process

Figure 8: Preliminary Conceptual Framework

Figure 9: Maximizing Personal Potential

Figure 10: Environmental Limitations

Figure 11: Support Systems & the Environment

Figure 12: Features & Barriers of the Employment Industries

Figure 13: Personal Potential & Employment Industries

Figure 14: Theoretical Overview

Figure 15: Cape Flats Environment & Personal Potential

Figure 16: Environmental Circumstance [~~BOX~~] & Personal Potential

Figure 17: Criminal Industry Line

Figure 18: Corporate Industry Line

Figure 19: Creative Industry Line

Figure 20: Employment Industries & Personal Potential

Figure 21: Support Systems & Personal Potential

Figure 22: Maximizing Creative Potential

Figure 23: Personal Potential Overview

Figure 24: Personal Potential Coin Currency

List of Tables:

Table #1: Socio-Economic Value of the Employment Industries

Table #2: Demographic Details of Interviewees

Table #3: Coding Examples

Table #4: Cognitive Characteristics Overview

Table #5: Summary of Cognitive Characteristics

Table #6: Behavioural Characteristics Overview

Table #7: Summary of Behavioural Characteristics

Table #8: Potential Characteristics

Table #9: Corporate & Creative Differences

Table of Contents:

Chapter 1: Introduction	1
1.1. Cape Flats Environment & Born-Free Youth	1
1.2. Overcoming Context – What makes this Possible?	8
1.3. Classifications of Cape Flats Youth:	9
1.4. Problem Statement:	11
1.5. Aims & Objectives:	11
1.6. Research Questions:	11
1.7. Assumptions:	12
1.8. Delimitations:	12
Chapter 2: Literature Review	14
2.0. What is circumstance?	14
2.1. Personal Potential:	15
2.2. Environmental Circumstance:	18
2.3. Routes to Self-Actualization via Employment	24
2.3.1. Corporate Industry:	24
2.3.2. Criminal Industry:	26
2.3.3. Creative Industry:	29
2.4. Inclusive Innovation:	31
Chapter 3: Research Methodology	39
3.1. Research Approach:	39
3.2. Purposeful Sampling:	43
3.3. Data Collection Methods:	50
3.4. Ethical Considerations:	51
3.5. Limitations:	52
3.6. Interview Questions:	53
3.7. Data Analysis:	55
3.8. Preliminary Conceptual Framework:	59
Chapter 4: Research Findings	62
4.0. Introduction:	62
4.1. Collective Context & Personal Potential – determining factors:	63
4.1.1) Potential Cognitive Characteristics:	64
4.1.2) Potential Behavioural Characteristics:	74
4.2. Support Systems:	82

4.3.	Employment Industries & Personal Potential:	88
4.4.	Creative Potential:	92
4.4.1)	Creative Cognition:	93
4.4.2)	Creative Behaviour:	96
Chapter 5:	Discussion of Findings	104
5.1.	Cape Flats Environment & individual Personal Potential:	104
5.2.	Cape Flats Environment:	108
5.3.	Educational Support System:	111
5.4.	Employment Industries:	114
5.5.	Creative Potential:	120
5.6.	Theoretical Overview:	122
Chapter 6:	Conclusion	123
6.0.	Personal Characteristics & Potential: Summary	124
6.1)	Maximizing Personal Potential:	125
6.2)	Maximizing Creative Potential:	128
6.3.	Support Systems:	129
6.4.	Praxis:	130
References:		134
	Bibliography:	134
	Appendix 1 – Potential Questionnaires	138
	Appendix 2 – Consent Form	142
	Appendix 3 – Ethical Approval	144
	Appendix 4 – Coding Table:	144
	Appendix 5 – QMK Business Plan:	147
	Appendix 6 – QMK Business Model Canvas:	152

Chapter 1: Introduction

1.1. Cape Flats Environment & Born-Free Youth

The youth of today live in a democratic country where opportunities are presented more freely in contrast to the void of prospects before 1994. “They have access to all the rights that their parents were denied – the right to education, the right to freedom of expression, the right to protest publicly, and the right to vote in multiparty elections” (Malila, 2013, p. 5). Democracy is assumed to be everything born-frees need to succeed in South Africa.

The term born-free refers to young adults who were born after 1994, sometimes those born after 1990, or people who came of age politically after 1994 (Malila, 2015). The standard description of the born-free generation contends that all South Africans born after 1990, regardless of their race, ethnicity or social class are regarded as born-frees; as they were hypothetically born into a life of freedom from the ruthless apartheid government (Mattes, 2012). However, some researchers who oppose this definition argue that white persons should not be referred to by the title “born-free” as they were not oppressed by apartheid but conversely benefitted from this unjust system (Carpenter, 2018). For the purpose of this study, born-free youth are considered to be people of Colour born in the year 1994 or onwards. Born-frees are imagined to be liberated from the perturbed past because there are no definitive legislations dictating where they can go, live, work, or whom they may marry (Malila, 2013). Although this may be true by law, the actuality of life is quite dissimilar as the vast majority of the born-free generation is made up of marginalized youth. Despite having the necessary freedom of opportunities, born-frees still face copious challenges that arise in their physical environment and social lives, many of which impact their ability to thrive in their conditions.

Historically the Cape Flats was the designated location for all non-whites in Cape Town and does not have a set demarcation. Highlighted in Figure 1, Cape Flats-characterized districts encompass and extend from places such as Grassy Park and its adjacent areas, to Elsies River until as far as Macassar; including most residential areas in-between, for instance: Hanover Park, Manenberg and Mitchells Plain (Tourism, 2021). Staying true to the apartheid urban master plan, Cape Flats neighbourhoods are predominantly populated by Coloureds and Blacks living in separated areas commonly referred to as Townships. Nationally, most members of the Coloured population are found in the Northern and Western Cape (SAHO, 2019). What can be seen here is how urban divides still remain and that Coloured and Black areas are clustered

together away from mountain ranges, beaches, forests or any of the natural wonders Cape Town is beautifully known for.

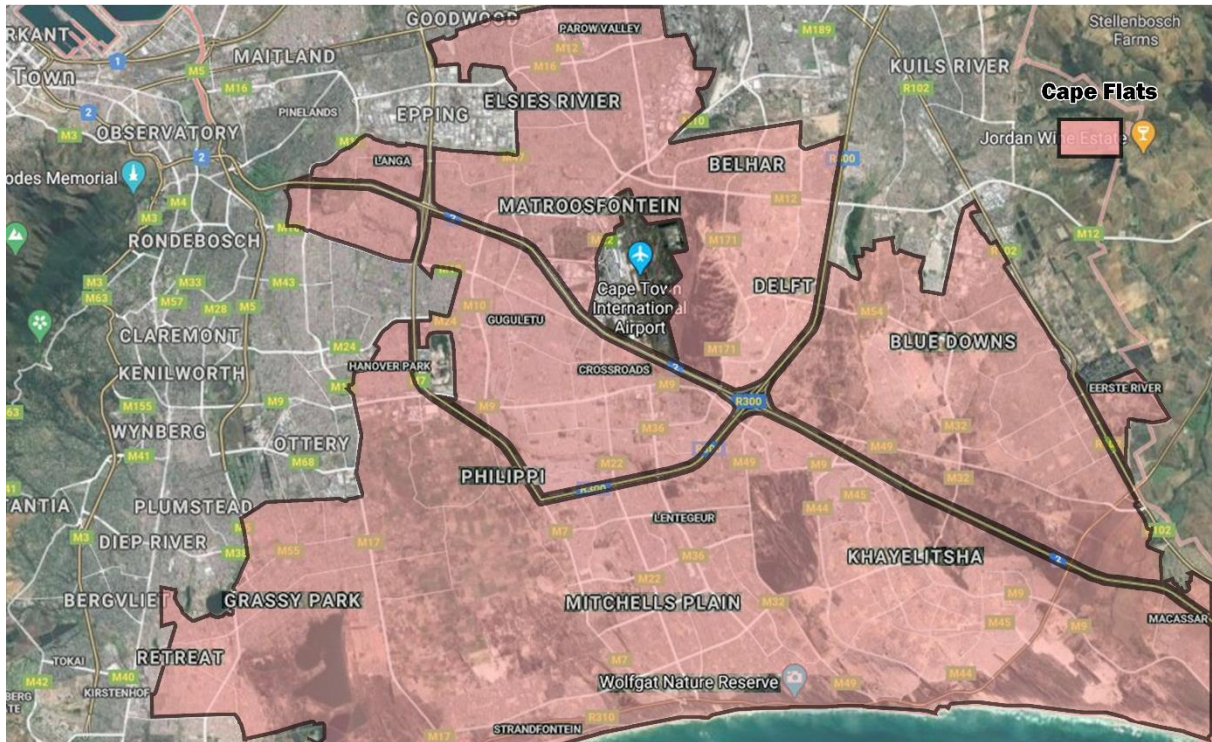


Figure 1: Map of The Cape Flats

The Cape Flats environment has become synonymous with conditions of poverty, crime, gangsterism, substance abuse, ill-education and a lack of positive role models (Aziz, 2017). Moreover, youth from these disadvantaged backgrounds are said to have inadequate access to digital technologies i.e. readily available internet and more importantly, subpar educational institutions (Carpenter, 2018). These are but some of the environmental circumstances which are responsible for limiting the youths' ability to actualize their full potential. The lived experiences and overarching circumstances plaguing many young South Africans is that of unemployment, inequality and poverty (Macmaster, 2009; Carpenter, 2018). Unemployment appears to be what Black and Coloured youth have most in common (Malila, 2015). According to Chetty (2015), 51% of South African youth (15-24) are unemployed. Prior research conducted in Cape Flats regions utilizes a deficit paradigm; exclusively emphasizing the negative conditions present in these parts. Not much is reported on the countless athletes, dancers, musicians, artists and other talented creatives who call the Cape Flats their home. This study adopts a positive lens on the problem of unemployment by comparatively including creative and corporately employed Cape Flats' youth as research participants. The research explores the concept of Personal Potential; which is primarily derived from the constructs of

Self-actualization and Self-efficacy. This contributes to new knowledge as these theories have not previously been applied to the specificity of the Cape Flats context.

Self-actualization is the “development, use, and utilization of all talents, abilities and potentialities” in a quest for personal growth and being all that one is uniquely capable of becoming (Burhan, 2019, p. 49; Singh, 2016). Dr Maslow’s hierarchy of needs, which is generally represented in the form of a pyramid, states that human life is dependent on and driven by a range of basic needs, namely: *Physical health, Safety, Belonging, Self-esteem*, along with *Self-actualization* at its apex (Maslow, 1954). As displayed below in Figure 2:

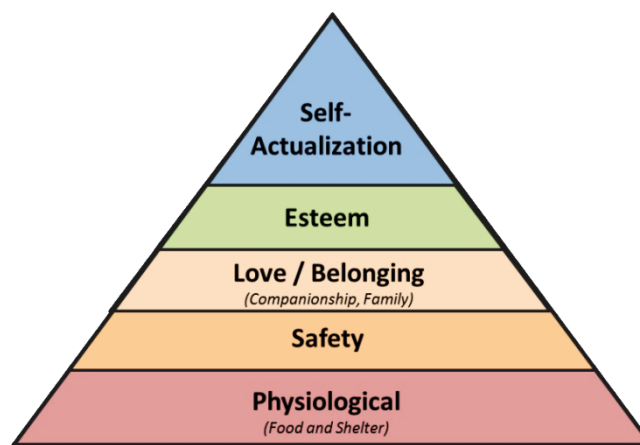


Figure 2: Maslow’s Hierarchy of Needs

As depicted, in the centre of this framework is Love or *Social belonging*. This is perhaps the most significant of needs as all other requirements for normal human development rest upon the conditions experienced by an individual in her/his social setting, particularly when one is young. The support figures present in one’s domestic environment are expected to provide for an infant’s lower tier needs such as shelter, food and security (*Physical health* and *Safety* needs). By fulfilling these needs – or neglecting them – the support figures (at the heart of the child’s state of *belonging*) vicariously convey and instil the youngster with cognitive values and other ideologies. These aspects greatly influence the child’s initial impression of their *Self-esteem*. Related to one’s self-esteem is the confidence an individual holds regarding their perceived ability to perform certain tasks: this confidence (or lack thereof) is referred to as Self-efficacy (Bandura, 1989b). An individual’s Self-efficacy beliefs are influenced by four primary sources (Gaylor & Nicol, 2016):

- a) **Individual Experiences:** i.e. personally succeeding or failing at tasks
- b) **Emotional States:** i.e. fluctuating emotions when undertaking tasks
- c) **Vicarious Experiences:** i.e. observing others succeed or fail at tasks
- d) **Verbal Persuasion:** i.e. being encouraged or discouraged by others

Within the construct of Self-efficacy lies *Vicarious Experiences* and *Verbal Persuasion* which correspond with the *Social Belonging* needs comprising Self-actualization. *Self-Esteem* needs necessary for Self-actualization, on the other hand, are more connected to the *Emotional States* and *Individual Experiences* within Self-efficacy. Under favourable conditions and the adequate satisfaction of needs, people experience heightened Self-efficacy beliefs. This is when an individual becomes most capable of achieving *Self-actualization*. The research shows how the socio-economic conditions experienced by the majority of Cape Flat's youth hinder the development of their *Self-efficacy* and *Self-actualization*, thus limiting their Personal Potential. In order to comprehend the Coloured population's collective state of *Social belonging*, it is necessary to briefly recount the broader history of South Africa; including its political, cultural, social and economic contexts.

Cape Town is originally home of the indigenous Khoisan people who were largely marginalized as a result of colonialism. Colonialism, within South Africa, was first established by the Dutch in 1652. The slave trade began soon thereafter from the year 1653 until 1822. The British then usurped the Dutch, taking political control of the country. Following from this, the British colonial era commenced from 1814 up until the year 1934 (Carpenter, 2018). During this period, in 1921, racial classification merely enlisted a fourfold system accounting for: European, Native, Asiatic and Mixed & Other Coloured (Christopher, 2002). The "Other" category comprised of people who were recognised as having mixed-race parentage. This included the Cape Malays who were descendants of the slaves brought from abroad. In the seventeenth and eighteenth century these slaves were taken from the countries India, Indonesia and Sri Lanka – all of whom shared a common religion: Islam (Christopher, 2002). This indicates that the Coloureds of today originate from the sexual liaisons between colonialists, slaves and the Khoisan natives (Hendricks, 2005; Aziz, 2017). From the onset, race and ethnicity have been the foremost determining factors of the Coloured population's collective identity (Isaacs-Martin & Petrus, 2012). The Apartheid era however is of more relevance to the present day marginalization of youth as the lives of today's born-frees started with apartheid's end.

Inaugurated over 70 years ago, apartheid refers to the period of systematic racial oppression which enforced permissible socio-economic exclusion on the collection of South Africa's indigenous population (Carpenter, 2018). In 1948, when the apartheid government was elected, they commenced with implementing a standardized policy for racial segregation through the formation of legislation (Christopher, 2002; Isaacs-Martin & Petrus, 2012). One of the two fundamental policies of 1950 was the Population Registration Act. This legislation obligated all people in the country to register themselves as citizens for the purpose of placing each person within a specific racial classification (Christopher, 2002). The initial categories created were: Whites, Black Africans and Asians, since these groups comprised of separate nations having their own distinct identities (Isaacs-Martin & Petrus, 2012). Other persons of mixed-race lineage were problem some since they could not be incorporated with certainty into the elementary groups. The government hence created an additional category referred to as 'Coloured' – which was thereafter subdivided to accommodate for the Chinese, Indian, Cape Malay and Griqua (Isaacs-Martin & Petrus, 2012; Christopher, 2002). The term 'Coloured' emerged as an apartheid conception in an attempt to conform a heterogeneous group of people into a homogeneous racial and ethnic population (Isaacs-Martin & Petrus, 2012). The designated classification categories were pertinent to the legislation associated to the complementary policy of 1950: The Group Areas Act. This policy divided the urban cityscape by means of the racially based zoning of all areas (Christopher, 2002). It was during this period that the Cape Flats originated as a dumping ground since all non-white citizens were – forcibly yet 'legally' – removed from their homes and placed in locales far away from the Central Business District of the main city (Aziz, 2017). This demonstrates how people of Colour were literally taken out of their rightful place of belonging and moved to unfamiliar settings where strangers became the new neighbours. This would have had adverse effects in relation to these citizens' collective sense of *Social belonging* and *Safety*, which consequently served as a poor foundational setting for *Self-actualisation* to arise. This policy distanced people from sources of work and other opportunities, making it harder to realize their potential.

The Coloured people have continually experienced inequality as a result of not possessing a nationally recognisable cultural identity (Aziz, 2017). The lack of authenticity associated with the Coloured people's history has psychologically disempowered the bearers of this identity (Hendricks, 2005). Since the colonial period, race and ethnicity arose as a symbol of inferiority for people of Colour, yet post-1950, the Coloured group as an inferior identity became even more ingrained in their race and ethnicity as Coloureds were then subject to further

marginalization because they were viewed as not belonging to any of the recognized racial groups (Isaacs-Martin & Petrus, 2012). The unjust hierarchy of South African society meant that access to economic opportunities was determined by one's racial classification. As a consequence, the Coloured identity became affiliated with economic deprivation and poverty for some, while it signified economic fortune and privilege for others (Isaacs-Martin & Petrus, 2012). In this context, diversity was conditioned to be perceived as a negative feature. Thus, in addition to the aforementioned deficiency of *Social belonging* and *Safety* needs, people of colour were conditioned to believe that they were lesser citizens because of the inequality which they experienced at the hand of the governmental authorities. This would have had a negative influence on their *Self-esteem*. Due to marginalization and economic deprivation, people of colour were impelled to endure great adversity just to make ends meet and secure mere sustenance. This threatened the most basic of all human needs: *Physical health*, which considerably detracted from their ability to *Self-actualize*.

The prevalence of illiteracy can be argued to be the most pressing and influential effect of apartheid as a leading contributor to the problem of the present day unemployment rate (Macmaster, 2007). The Black Education Act was implemented in 1953, with the principle intent to further legitimize and impose segregation upon non-whites. This law submitted the education system to abide by the apartheid principles, which conclusively meant that people of colour were forbidden the right to an equal standard of education compared to whites (Carpenter, 2018). Thus, in addition to the physical displacement enforced upon them, people of Colour were subsequently also subject to being psychologically restricted. Since non-whites were not afforded the option to attain first-rate education, it consequently affected other aspects of their livelihood in an unfavourable manner. This resulted in the bulk of non-white people completing school without a quality level of competence to compete for high-paying jobs. In this way, Coloured men were emasculated as they were unable to properly provide for their family within the confines of the conventional corporate sector (Macmaster, 2007). These adults remain excluded from the formal economy due to insufficient qualifications and unrecognized cultural identity. These historic conditions aided in provoking an increase of negative *emotional states* resembling inadequacy, which diminish people's sense of dignity, self-worth and esteem. Faced with these circumstances, it is no surprise that men turned to lives of crime as a source of financial provision and security (Macmaster, 2007).

Gangsterism is a systemic occurrence historically entrenched in the founding of the Cape Flats with its influence adversely affecting entire communities (Macmaster, 2007). According to members of the Coloured and Black population, the government is viewed as unreliable in bringing about impactful societal transformation (Standing, 2003). Due to the inability of the municipality's capability to provide its citizens with essential resources and services, in certain Coloured neighbourhoods, street gangs have undertaken the responsibility of supplying the required resources by means of illicit informal operations within criminal industries (Petrus, 2013). With the absence of positive role models in the Cape Flats, gangsters, by default, serve as a prominent source of social modelling (Aziz, 2017). Through *vicarious experiences*, the growing youth observe most neighbours not succeeding in constructive pursuits: for instance, corporate sector work but instead witness them gaining 'success' as an outcome of destructive habits such as that of crime and gangsterism. This observational 'learning' influences the youth to limit what they think and unconsciously imitate what they see. Street gangs thus set 'an example' by creating a public image that portrays gangsterism as a cool lifestyle. For some adolescents this lifestyle becomes an aspiration, and ultimately a choice, which manifests itself in destructive behaviours (Chetty, 2015). As a result of the social and economic circumstances present, gangsterism and criminal behaviour are perpetuated in these environments partly on account of the absence of alternative, positive influences. Gangsterism is therefore detrimental to the personal and collective needs of *physical health* and *safety*. However, due to *vicarious* and *individual experiences*, *verbal persuasion*, as well as the *emotional states* of fleeting gratification associated with these illicit activities, it satisfies the needs for *self-esteem* and *social belonging* to some degree. Since some youth pursue crime as a means to sustain their livelihood, it was taken into consideration in this research project as a possible career path. In these environments of neglect, street gangs assist with identity formation and belonging (Petrus, 2013). This sentiment is echoed in Chetty (2015, p. 57): "gangs provide the youth with a sense of belonging, as well as opportunities for economic improvement and for gaining a sense of power, acceptance and purpose".

This notion typifies the continuing struggle of identity formation faced by Coloured adolescents, a struggle that parallels that of the Coloured population in general (Petrus, 2013). As Isaacs-Martin and Petrus (2012, p. 87) explain: "for the Coloured people of South Africa, racial, ethnic and cultural identity was, and still remains, an issue steeped in ambiguity"

The issues concerning the Coloured identity has an extensive history which still maintains a persistent impact on Cape Flat's neighbourhoods (Petrus, 2013). Even throughout this post-apartheid period of phenomenal political change, the urban arrangement predominantly remains segregated as per the scheme of the previous government. The country's urban configuration ensure that the population groupings of the old regime still retain a concrete position in the collective consciousness of all South African citizens (Christopher, 2002). Apartheid was aimed at, and succeeded in, keeping non-whites marginalized and economically impoverished (Macmaster, 2007). Apartheid policy was purposefully developed to design this environment of poverty: both physical (urban & economic) and educational (psychological & career-related) poverty. Due to the abovementioned reasons, the bulk of people of Colour remain limited to a narrow set of career options within the corporate sector, consequently causing criminal activities to gain more appeal because of these inherent socio-economic environmental circumstances.

1.2. Overcoming Context – What makes this Possible?

The state of racial, ethnic and cultural identity has become of fundamental concern in post-apartheid South Africa, specifically for its role in the re-emergence of an 'African Renaissance' (Isaacs-Martin & Petrus, 2012). When people are denied of their need for *social belonging* they feel invisible and rejected (Kaufman, 2020). The intention of social and economic exclusion is to keep marginalized communities invisible from the main city (Sharp et al., 2005). The 'nonpersons' viewed by De Beer (2017, p. 6) are those "of little or no importance, and without the opportunity to express themselves to their sufferings, their comrades, their plans, or their hopes"

Coloured identity is the product of the agency of Coloured people themselves who have incorporated components of other local and outside cultures, forging them into an original cultural identity that, paradoxically, also possesses a uniqueness which differentiates it from the cultures that inform it (Isaacs-Martin & Petrus, 2012).

Self-awareness is the attribute that makes our lives authentically human (Rappe, 1995). As human beings, we are unique in our conscious adaptability to sequentially choose which goals to prioritize or pursue; and therefore, in our range of possible options in which we are able to self-actualize (Kaufman, 2020). Coloured people should explore and create positive meanings of their identity (Isaacs-Martin & Petrus, 2012). For collective change and purposeful urban development to take place, it requires the development of a shared vision (Hamann & April

2013). The Future DiverCities desire to inspire social impact by sparking cultural curiosity in creativity (Manach & Pop, 2017). Art is a major factor in the rebranding of a city's image and is also a contributing factor toward instilling pride within communities (Graan, 2005). In this way, art and creativity can be used as the vehicle to create the shared vision and, by means of collective participation; it can be the source of numerous forms of social upliftment – with the possibility of bringing about economic empowerment. This may finally lead to the realization of true liberation among all of South Africa's citizens.

Cultural heritage and creativity can foster identity formation and develop pride in communities where impoverished urban environments, high poverty, inequality and restricted access to services and infrastructure have instigated criminal and violent activity (UNESCO, 2016). Due to the psychological impairment stemming from centuries of abuse and neglect, the Coloured people need to be reminded of their agency and choice concerning the meanings that they feel their identity should be associated with (Isaacs-Martin & Petrus, 2012). Creativity is a positive alternative to the conventional manner of Coloured identity formation centred on crime, and endorsing creativity and innovation forges human ingenuity and diversity as an asset for urban advancement, which enhances the habitability of cities (UNESCO, 2016).

1.3. Classifications of Cape Flats Youth:

Career achievements are generally used as a benchmark for measuring self-actualization (Hall & Hansen, 1997). Although institutionalized education is the conventional standard in determining career choices, this study will investigate if the creative sector can serve as a more inclusive avenue for generating income in cases where individuals might be unable to attain the prerequisites of formal educational qualifications and would prefer not to descend to lives of crime.

As the widespread circumstance among most Cape Flats youth is that of unemployment, participants in this research project were classified into designated categories purely based on their employment status. In this study, youth are differentiated into two categories: those who maximize their personal potential and are overcoming circumstance versus those who limit their personal potential and are consequently succumbing to circumstance. Furthermore, those succumbing to circumstance are made up of two subgroups: unemployed and criminally employed youth, while overcoming circumstance similarly consists of two groups: corporate and creatively employed youth.

Unemployment:

Unemployment is the default starting point in life for all human beings. Those who constantly remain unemployed display stagnation; lacking progression in their personal growth, socio-economic mobility and general lifestyle.

Criminal Industry:

Youth involved in criminal activities are overcoming the circumstance of unemployment by means of economic empowerment; however, they are actively diminishing the social fabric by detracting from the collective standard of acceptable communal behaviour within their broader contexts.

In both of the above stated cases, what these individuals envision they are capable of becoming is largely based on or restricted by the behaviour that they *vicariously* observe from other people in their neighbourhoods, and is not inherently informed by the insight of their individual uniqueness. It is for the above reasons that these participants are limiting their Personal Potential, and classified as succumbing to circumstance.

Corporate Industry:

A good indication of maximizing Personal Potential is the people who are employed in the corporate industry. This allows for overcoming circumstance by means of economic empowerment. However, according to some, the social domain associated with this type of work is often emotionally unfulfilling.

Creative Industry:

A great indicator of maximizing Personal Potential is people who are employed or self-employed in the creative industry. In some cases, these individuals are overcoming the circumstance of unemployment through economic empowerment while simultaneously contributing to social good *vicariously* by virtue of simply not being negative social examples toward others who observe their behaviour.

While both of the latter groups referred to here are overcoming circumstance; corporates are following societal conventions while creatives create careers which are informed from the awareness, self-belief and expression of their individual uniqueness (Hadland et al., 2008).

1.4. Problem Statement:

Corporate employment presents challenges to previously disadvantaged youth of the Cape Flats. Resultantly, crime and unemployment is on a high even though born-frees possess potential creative skill sets unaware of how to integrate these into their career path.

How do Cape Flats youth manage to overcome the circumstance of unemployment? Most media sources state that most Cape Flats youth are unemployed. Conventional corporate employment presents particular challenges for Cape Flats youth. Being a born-free youth from the Cape Flats myself, I was curious to find out why most youth are unemployed yet my life turned out to be the complete opposite.

1.5. Aims & Objectives:

This study aims to investigate cognitive and behavioural characteristics which facilitate or hinder youth from effectively utilizing their Personal Potential as well as to identify the motives as to why youth choose to earn an income in a particularly criminal, corporate or criminal manner.

The motive being to identify ways to encourage youth away from crime and towards creative ways of making a living. Increase employment, decrease poverty, raise the socio-economic standard of living among locals.

1.6. Research Questions:

As born-free South Africans, we have the option to engage in activities of our choice, but why is it that so many still choose to stagnate their potential by being unemployed or pursuing the destructive path of crime? If the Cape Flats environment is in fact relentlessly negative (as described by most sources) what is it then that empowers certain individuals to possess their ‘special’ abilities enabling them to attain both economic advancement as well as social acclaim, while most youth apparently remain unemployed? In view of this, the main research question being investigated in this study is: *How Cape Flats’ youth can overcome (Environmental) circumstance by using their (Personal) potential.* Some secondary questions are also listed here:

- How do youth overcome the circumstance of unemployment?
- What is needed for youth to overcome circumstance?
- What is the difference between corporate, criminal and creative employment?
- How do youth overcome circumstance using their creative gifts and talents?

1.7. Assumptions:

Being a Coloured born-free youth from the Cape Flats myself, I – the researcher, believe that: Firstly, every human being possesses the potential power equal to that of any other person. Secondly, everyone possesses unique gifts and talents. Lastly, due to environmental circumstances, most youth do not discover nor utilize their gifts and talents effectively, and are thus unable to actualize the full extent of their personal potential.

1.8. Delimitations:

This study utilizes an inductive strategy as it is a theory building approach to investigative research. A Qualitative Constructivist Grounded Theory technique was selected since the literature concerning the Cape Flats context contains no pre-existing hypotheses to test with regards to the Personal Potential of marginalized youth. Purposeful sampling and semi-structured in depth interviews were the principle data collection methods employed in this research project. This study included a sample group of thirty Coloured born-free youth who live in Cape Flat's neighbourhoods.

This research study compares youth who are overcoming circumstance to those who are succumbing to the Cape Flats circumstance. The participants were made up of unemployed youth and others employed in the criminal, corporate or creative industries. Five unemployed and five criminally-employed youth constituted the category of succumbing to circumstance. They were compared to those overcoming circumstance, with this category being comprised of ten corporately employed youth, as well as ten employed in the creative industry. The conditions of each respondent's specific environmental conditions were ascertained, in conjunction with their personal attributes such as strengths, goals and hindrances. This allowed for exploring whether there are any cognitive or behavioural traits distinguishing youth from different industry sectors. Each subgroup was examined amongst those within their group in order to identify each group's most common characteristics. Moreover, participants were questioned about their perceptions of the different industry sectors. Subsequently, each group had been compared to the other groups in order to identify similarities and differences between each group.

Dissertation Overview:

Chapter 2: Literature Review

The purpose of this chapter is to define the concepts of (1) Personal Potential and (2) The Environmental circumstances; along with each ones comprising components, specifically in relation to the Cape Flats context.

Chapter 3: Research Methodology

This chapter further describes the sample group, the approach and techniques used for data collection and divulges the reasons justifying these decisions.

Chapter 4: Research Findings

This chapter explains how an individual's Personal Potential relates to their pursuit of employment within the different industry sectors.

Chapter 5: Discussion of Findings

In this chapter the reviewed Literature is compared to the Findings ascertained from the interviewees of this study.

Chapter 6: Conclusion

“In many instances people are indeed born with ambition, motivation, and a willingness to take risks, but encounter barriers that erode this spirit of adventure” (Rabbior, 1990, p. 53)

Chapter 2: Literature Review

In this chapter the cultural, social and economic environmental conditions faced by Cape Flats’ youth are examined, observing how these circumstances influence the development of their personal Self-efficacy beliefs and their capacity for Self-actualization – these two constructs form the primary components of Personal Potential. This will demonstrate reasons as to why so many of South Africa’s youth tend to succumb to the circumstance of unemployment. Moreover, Personal Potential is described in relation to an individual’s active engagement within the various employment industry sectors.

2.0. What is circumstance?

According to the Oxford dictionary *circumstance* is defined as:

- (1) a fact or condition connected with an event or action
- (2) events that are beyond your control

Circumstance from the Latin *circumstantia* means: "surrounding condition" (Harper, 2020). According to dictionary.com circumstance is defined as: “a condition, detail, part, or attribute, with respect to time, place, manner, agent, etc., that accompanies, determines, or modifies a fact or event; a modifying or influencing factor” (Dictionary.com, 2020). These different definitions essentially refer to a primary event or condition which is connected to or surrounded and influenced by yet another inherently attached condition.

Place: South Africa.

Time: Post-Apartheid period.

The conditions most South African youth are still living in is that of unemployment, inequality and poverty (Carpenter, 2018).

The connecting thread (influencing factor) of the aforementioned conditions is that each of them serve as barriers, restricting the individual from actualizing their full potential. The root cause or attribute connected to these resultantly negative conditions is the circumstance of marginalization, which is endured by people of colour: particularly the Coloured population due to their unrecognized cultural identity.

The people classified as Coloured did not possess a homogenously rooted identity i.e. they did not share the same culture, place of origin or language that they could collectively claim as their own. In this way, the cultural marginalization of the Coloured people reinforced their racial and ethnic marginalization (Isaacs-Martin & Petrus, 2012). Some of the inequalities inherent in marginalization include the psychological remnants of the previous political regime, a poor quality education system, and dysfunctional social structures (Carpenter, 2018). Due to the widespread prevalence of these conditions, the cognitive thought patterns and behavioural mannerisms associated with these conditions (i.e. unemployment) have come to be more accepted as conventional ways of conduct for most Cape Flat's residents who habitually emulate the observed behaviours (Kekes, 1986). Circumstance is succumbing to this lowered standard of communal social behaviour typically witnessed among Cape Flats residents where achievement is limited by what other people in this setting were able to accomplish, instead of individual achievement being guided by foresight and the knowledge of one's own capabilities.

2.1. Personal Potential:

From a young age, children possess inborn desires and abilities (Singh, 2016). According to Worldometers.info (2020) the human population on earth is estimated to be nearly 8 billion – approximately 7 795 641 023 people. Even though each individual is unique, our personal desires and abilities need to be discovered and intentionally exercised in order for us to optimize our gifts and talents. Only then can we truly reach our full potential: this is known as self-actualization (Singh, 2016). Self-actualized individuals are people who are determined to improve their own mind-sets and behaviours, and are dedicated to apply themselves to the best of their ability in order for the best possible outcome to be achieved (Burhan, 2019).

Self-actualization is the cornerstone of the Hierarchy of Needs theory put forth by Abraham Maslow, who asserted that all categories of needs within the pyramid (i.e. Figure #1) can be assigned into two elemental classes of needs which every individual perpetually fluctuates between in our continual quest for wholeness namely; deficiency or growth (Kaufman, 2020). Deficiency needs are driven by a lack of fulfilment, be it inadequate conditions of safety, food, belonging, or self-esteem. These deficiencies accumulate over time to generally create low self-actualized individuals. Growth needs such as *Self-actualization* is likened to “replacing a clouded lens with a clear one” (Kaufman, 2020). Thus, while all external conditions may remain as is, the viewer's perspective is what alters. The individual is able to view reality with greater clarity. Instead of being pressured by inadequacies, fears, insecurities, and the persistent need

to place plea requests on reality, one is more understanding and tolerant in accepting oneself and others (Kaufman, 2020).

The most decisive/discerning “attitude we have may be the attitude we have toward ourselves” (Kaufman, 2020). Intrinsic feelings of self-worth and confidence in the effectiveness of our efforts is essential as an underlying foundation for growth (Kaufman, 2020). To aid individuals in striving to attain self-actualization, high self-efficacy is required (Burhan, 2019). *Self-efficacy* is the perceived confidence in one’s own capabilities to undertake particular tasks (Gaylor & Nicol, 2016). Thus, an individual’s *Self-esteem* needs necessary for the pursuit of self-actualization interconnects with the *individual experiences* and *emotional states* required for high self-efficacy beliefs.

Self-efficacy is the primary element comprising the Social-Cognitive Theory proposed by Bandura (1977). The Social-Cognitive Theory proclaims that human behaviour is substantially induced by an individual’s predetermined cognitive processes (Bandura, 1989b). Bandura postulated that the self-beliefs individuals possess regarding their competence and the envisioned outcomes of their efforts greatly affect their behaviour and the actions they are willing to undertake. Self-efficacy beliefs affect the decisions people make, the energy they exert, their feelings of anxiety or calmness when engaging in tasks and the persistence they demonstrate – when confronted with challenges (Usher & Pajares, 2008). According to Gaylor & Nicol (2016) the aggregate effects of one’s personal life i.e. *individual experiences*, *vicarious experiences*, *verbal persuasion* and *emotional states* are said to culminate in three kinds of interlinked behaviours:

(1) approach or avoidance

(2) domain performance

(3) task persistence

Avoidance behaviours are linked to low self-efficacy beliefs (Gaylor & Nicol, 2016). If individuals possess low levels of self-efficacy; they face situations with heightened *emotional states* of anxiety or self-doubt and, consequently, do not make the best use of the skills that they have (Bandura, 1990). Too many occurrences of negative *emotional states* lead to an internal imbalance and with overwhelming internal disorder, we are in danger of being dispositioned and digressing to unproductive or destructive manners toward both others and our selves

(Kaufman, 2020). People who exhibit high self-efficacy often tend to engage in difficult activities, persevere longer, and achieve more success than people with lower self-efficacy beliefs (Harrison et al., 1997).

Maslow noticed that self-actualized individuals possessed an in-depth understanding of who they are and the ways that they wanted to contribute to the world (Kaufman, 2020). Maslow's work focused on individuality which defines each person as being unique and having their own specific relation within the broader social matrix. He concentrated on one's personal attempts to avoid societal pressures (Francis & Kritsonis, 2006). The self is identical to the mind or soul of an individual. The self can be recognised as the first-person's voice heard when we think or speak to ourselves in our mind. In other words, it is both the 'I' and 'you' who converse together (Beare, 1896). Therefore, in order for self-actualization to productively take place, an individual must seek knowledge of their own personal interests and strengths (Singh, 2016). One's self-knowledge includes the facts we know about ourselves and this embodies our unconscious predispositions and reflects our true nature as an individual. Self-knowledge is comprised of an elaborate combination of cognitive temperaments and behavioural tendencies including: aspects of one's strengths, weaknesses, hopes, fears, talents, likes and dislikes; events that we have experienced, whether insignificant or serious, successes and losses, hardships, fantasies, memories and dreams (Kekes, 1986). An individual's identity consists of their beliefs, morals and principles that is viewed as personally significant and to which she or he is undoubtedly committed to (Aziz, 2017). According to Xenophon, "to 'know oneself' meant to know how much – or how little – 'one was able do'". It is the extent to which one is aware of his or her own power (Beare, 1896, p. 230). It is certainly known that each person has their own wants and, these inform behavioural patterns, but what varies within each of us is the degree to which we are personally aware of our own patterns (Kekes, 1986). As individuals, our personal wants and needs are also subject to change over time, especially how our needs are destined to differ in their significance as we mature and develop (Kekes, 1986; Kaufman, 2020).

Within Self-actualization: *Self-esteem* – as many other needs – are substantially (initially) influenced by an individual's state of *social belonging*. Similarly, one's Self-efficacy beliefs originate as a product of that which one experiences in their environment (Dupé, Véronique, Leventhal, 2012). Essentially, we discover knowledge of our individuality in relation to the

exploration of possibilities that are available to us; these possibilities however are determined by the societal conventions we are exposed to in our communal environment (Kekes, 1986).

2.2. Environmental Circumstance:

The insight we acquire about our individuality is largely dependent on our personal experiences in our environment, even though we are not each born infused with an assigned amount of self-knowledge (Kekes, 1986). Within the construct of Self-efficacy: *Vicarious experiences* and *Verbal persuasion* coincide with the *Social belonging* need core to the Self-actualization theory. For each individual, societal conventions inform and set the standard by which we determine the suitability of our own lives (Kekes, 1986). The identity formation of the growing individual is then not an isolated, detached or simple process. Influential factors which need to be taken into account is the effect of the direct physical and historic environmental contexts (Aziz, 2017). The communal behavioural practices, as well as other contextual conditions, are assumed to affect Self-efficacy beliefs of individuals by producing experiences of control such as positive interactions in school and extracurricular activities or the lack of control like the exposure to crime, violence and fear (Dupé, Véronique, Leventhal, 2012).

There is a reciprocal process which takes place between our growing awareness of our individuality and the external opportunities for achieving our desires as provided by societal conventions (Kekes, 1986). The significance of culture in relation to ethnic identity is expressed in (Nagel, op. cit., p. 161) who contends that: “Culture dictates the appropriate and inappropriate content of a particular ethnicity and designates the language, religion, belief system, art, music, dress, traditions and lifeways that constitute an authentic identity.”

The vast majority of the Coloured population perceive themselves as remaining in an intermediate position, stranded in between belonging and not belonging (Isaacs-Martin & Petrus, 2012). The absence of authenticity regarding their heritage has considerably disempowered the bearers of this identity on a psychological level (Hendricks, 2005).

For the Coloured adolescent in the Cape Flats, majority of their influences experienced are generally negative (Aziz, 2017). The Cape Flats circumstance in which most Coloured born-frees are brought up in condition them to misbelieve that unemployment, inequality, marginalization and discrimination are acceptable communal conventions to be followed in society. In this environment, children encounter numerous personal, physical and psychological

pressures in their social situations which provoke them to react in a particular restrictive manner. These factors influence the likelihood of children engaging in deviant and destructive behaviour themselves, and these circumstances are detrimental to the *Physical health, Safety, Social belonging* and *Self-esteem* of youth growing up in such settings, with deficiencies in these domains well-known to hinder one's capacity for *Self-actualization* (Ramson & Chetty, 2016). In spite of the numerous obstacles deterring growth, Maslow demonstrated that we are indeed capable of *Self-actualization*, even though most of us may not experience this (Kaufman, 2020).

The external environment should not overshadow the interactional process and this perspective highlights that the individual incessantly contributes to the various social scenarios which she or he encounters (Jackson & Tap, 1998). As Ramson & Chetty (2016, p. 79) state: "It is how the individual processes and responds to the strains that determines the risk of deviant behaviour". Therefore, the individual's interpretations and reactions to situations reciprocally aid in informing their evolving self-beliefs, while the outlook toward one's own inner *self-esteem* serves as a perpetual lens through which personal meaning is derived from new external social experiences (Usher & Pajares, 2008).

The process of acquiring self-knowledge is a life-long journey and with that comes the desire to have different wants. We therefore need to weigh how the satisfaction of these wants and needs relates to the virtues we aspire our identity to reflect (Kekes, 1986). In order to comprehend the full extent of the meanings associated to the collective Coloured identity, there are various environments which should be examined in more detail. These include the social, economic and cultural contexts. The starting point of the next subsection examines the family domain, as this is the first environment that a child experiences.

Influence of Family:

The new-born baby begins life as a completely helpless being, entirely dependent on the presence of a caregiver to provide fulfilment of their basic *physiological* needs (Kaufman, 2020). The quantity and quality of time that parents invest in their children influence the child's inclination to destructive behaviour, and essentially, this either limits or improves the child's self-beliefs and abilities which resultantly influences what he or she is capable of achieving in their lifetime (Potberg & Chetty, 2017). The crucial metric is therefore the deviation between

one's need for *belonging* in relation to how fulfilled or unmet this need is in one's daily life. The greater the difference between an individual's need to belong and their feelings of fulfilment in their personal relationships, the higher their levels of loneliness and the lower their levels of general life satisfaction (Kaufman, 2020).

Children who grow up with loving and supporting parents ordinarily pursue a development trajectory distinctly different to that of a child who regularly experiences rejection, neglect and a lack of support (Jackson & Tap, 1998). Thus, the infant's sense of security is initially dependent on and formed by means of the affection and reliability which the caregiver provides (Kaufman, 2020). Parents who invest in spending quality time with their children enhance their child's self-worth, which may decrease their likelihood of drug abuse and the exposure to crime (Potberg & Chetty, 2017). Consequently, high levels of *self-esteem* emerges in unison with parental love and affection (Kaufman, 2020). (Dupé, Véronique, Leventhal, 2012) echoes this sentiment by explaining that interactions with consistently loving and supportive parents are crucial to the formation of *Self-efficacy*. A positive relationship with loving and supportive parents should therefore provide the child with a strong sense of *Social belonging*, *Safety* and *Self-esteem*, all of which are essential components necessary in pursuit of *Self-actualisation*. Conversely, unfulfilling and negative relationships with parents may increase the child's inclination toward engaging in deviant behaviour (Potberg & Chetty, 2017).

In the Cape Flats many children are subject to harsh stressors in their home environment (Ramson & Chetty, 2016). A common occurrence in such settings is single parent households whereby mothers or grandmothers are often solely reliable for taking care of and raising children (Potberg & Chetty, 2017). It was discovered that children in non-traditional family structures, as in the aforementioned examples, have an increased probability of participating in associated drug use from an earlier age than children from traditional two-parent households (Potberg & Chetty, 2017). When parents are poor role models, the family structure breaks down and the relationship dynamics become unstable and unreliable (Ramson & Chetty, 2016). The lack of responsible parenting due to incarceration, incapacitation – because of addiction – physical and emotional abuse, or other irresponsible actions of adults has a profound effect on the child's risk to exposure and engagement in deviant behaviour (Ramson & Chetty, 2016). As the effects of these conditions could bring about deficiencies of children's *Physical health*, *Safety* and *Social belonging* needs. Where the child experiences inadequate feelings of *belonging*, this individual then starts to seek out alternative options as substitutes to balance out

this deficiency. In a household devoid of love and care, where food and clothing are not consistently catered for, and negative role models are prevalent, it leads children to seek these things elsewhere (Ramson & Chetty, 2016).

A commonly held misbelief is that an adult's social attachment patterns are inflexible irreversible, and permanently programmed by inherent genetic predispositions and insensitive parenting. Whilst early childhood experiences of supportive care help construct a safe, secure foundation for future exploration and enriching social interactions, present-day research evidence reveals that not all inadequate environments have the same definitive long-term effect. Most parenting styles do not embed an imperishable imprint on the child's personality. At most there is nominal coherence between one's early childhood attachment patterns and adult attachment patterns (Kaufman, 2020). As an individual grows, new environments are experienced, leading to new relationships being formed (Jackson & Tap, 1998). An individual's working models are therefore capable of being altered over time in response to these new environments, events and experiences (Kaufman, 2020). If the new interactions experienced are positive, future development is enhanced allowing the individual greater possibility to reach their potential. However, if the interactional experiences are more negative, future development is hindered, stunting the growth of the individual (Jackson & Tap, 1998).

Influence of Education:

The word education has become synonymous to learning which takes place in the school system and other related institutions (Jackson & Tap, 1998). Education can play a substantial part in addressing economic disparities and is one of the most influential routes toward upward social mobility and economic opportunity in life (Chetty, 2015; Kaufman, 2020). A proper educational foundation is vital in forming the skills and competitive resilience needed to seize opportunities which can advance the economy in an inclusive and sustainable manner (Provincial Treasury of the Western Cape Government, 2017).

The condition of the educational environment in the Western Cape is marked by increasing student enrolment: The total number of students registered rose from 998 925 in 2016 to 1 020 642 in 2017. The population growth in the province puts an increasing demand on the access and quality of education (Provincial Treasury of the Western Cape Government, 2017). The current education system inadequately assists the majority of South African citizens, particularly those groups who are subject to oppression and marginalization at the hand of the old apartheid regime (Carpenter, 2018).

As a true path to opportunity, children's potential to learn and climb the educational ladder must be supported (Kaufman, 2020). Whilst learners are the responsibility of their parents, teachers are often required to act as guardians of children in certain cases where parents may be drug addicts, criminals or associated with gang culture (Chetty, 2015). The results of self-actualization needs presented by Maslow redefines educators as facilitators of future communities, whereby individual learner's skill-sets provide for the needs of the broader community (Neto, 2015). It was discovered that teachers in impoverished neighbourhoods face the dual duty of transferring knowledge as well as evaluating the socio-economic and cultural circumstances affecting students. As such the school is identified as an essential element in the lives of Cape Flats' youth. Poorer communities often await the school to handle social issues of drug abuse, gangsterism and teenage pregnancy (Chetty, 2015). To be compelling, educator feedback should be formulated befittingly so as to assist the learner's impression of *Self-efficacy*, especially since their self-beliefs are in the process of forming (Usher & Pajares, 2008).

According to the Hierarchy of Needs theory, in order for individuals to attain higher level growth needs, such as *Self-actualization*, it is necessary that they firstly fulfil the lower categories of needs such as having adequate *Self-esteem*, sufficient *Social belonging* and a *Safe* environment (Neto, 2015). The Cape Flats however, is notorious for having high rates of life threatening occurrences (Aziz, 2017). Dupé, Véronique, Leventhal (2012) propose that beyond neighbourhood poverty, three neighbourhood practices, namely; neighbourhood violence, the presence of institutions and services, and collective efficacy may improve or limit the development of self-efficacy beliefs amongst adolescents. While it is known that interactions with loving and supportive parents in childhood are key to the development of *Self-efficacy* in children, in the same way, certain researchers hold the notion that access to high-quality local organizations and services may significantly contribute to the development of adolescents' self-efficacy beliefs (Potberg & Chetty, 2017; Dupé, Véronique, Leventhal, 2012). Self-efficacy beliefs can be improved by creating new possibilities in the environmental conditions experienced by the individual (Dupé, Véronique, Leventhal, 2012).

The ordinary experience of human life is that we are born into a system of moral conventions, with our education, or conditioning, beginning in it almost instantly. By the age of adolescence

we are saturated with the moral views of our society (Kekes, 1986). The Latin origin of the word describes *educare* as not merely meaning “to educate” but additionally “to rear” or “to bring up” (Jackson & Tap, 1998). Interpreting education in relation to ‘bringing up’ permits us to surpass a practice which is single-mindedly focused on academic achievement toward learning which involves other aspects of cognitive and social development centred around holistic personal growth. This encompasses more facets of human development (Jackson & Tap, 1998). According to (Singh, 2016, p. 328) education is seen as the: “progressive development of man’s innate powers”.

Education unlocks the potential within the individual and it is intended to aid people in realizing all that we are capable of becoming (Singh, 2016). Education in terms of “bringing up” entails the procedure which begins at birth and culminates in the development of the mature adult or psychological identity formation within the individual (Jackson & Tap, 1998; Aziz, 2017). Our present social attachment patterns stems from the accumulation of our entire recollection of relationships and other social interactions (Kaufman, 2020). Thus, education in the broad sense of the word includes parental relationships, social interactions, physical exercise, as well as other processes of personalisation which give rise to self-awareness and self-knowledge into the individual’s own sense of identity (Jackson & Tap, 1998).

Social and esteem needs act as driving forces for students’ academic achievements and as (Neto, 2015, p. 23) explains, “when an individual has a sense of belonging their self-esteem rises and they become more motivated to perform well”. Students, especially those from extremely harsh backgrounds, often need reminders that their success is largely a matter of their own effort and dependent on them finding personal meaning for engaging in school activities (Kaufman, 2020). Bandura advises that self-knowledge is pivotal in the development of one’s self-efficacy beliefs (Kolb, 2011). The union between the system of societal conventions and any individual’s life within it is often imperfect.

The system has a surplus of options; “providing many more ideals, rules, customs, and practices than we can participate in or realize in a lifetime” (Kekes, 1986, p. 327). It is therefore the individual’s responsibility to choose among all of these options available. Critics contended that self-knowledge is a crucial attribute or factor of one’s self-control (Beare, 1896). Learners that achieve academic success are those who possess self-knowledge of what motivates them

(Neto, 2015). Student motivation is a critical factor influencing the learner's behaviour in the schooling environment (Dmitrienko, Gorbina, Porozhnyak, Trusova, 2017). Learners that merge their goals with their career choice increase the sensation of instant gratification while studying, and this results in greater *performance* efforts and *persistence* as engaging in these activities are accompanied by the *emotional states* akin to enjoyment (Neto, 2015). The stronger an individual's self-beliefs in their competence, the more career options they deem doable. Likewise, the greater the interest they show in them, the better they prepare themselves academically for various occupational pursuits (Bandura, 1990).

2.3. Routes to Self-Actualization via Employment

2.3.1. Corporate Industry:

Employment is the most substantial route to allow citizens active participation in the economy. Employment affords people the opportunity to access assets that allow them to support themselves and their families, to save or to invest. Corporate employment in the Western Cape is associated with security and varied benefits, more so than what employees elsewhere nationally can expect to receive (Provincial Treasury of the Western Cape Government, 2017).

Provincially, the corporate sector makes up 82% of all employment. A relatively large proportion (34 %) of corporate sector employees has only some secondary education and there are also fewer corporate sector employees (13%) with diplomas or certificates. From the 1.97 million corporate sector workers in the Western Cape, 10% have degrees and 33.5% have matric certificates. Working-age individuals in the province are more likely to be employed compared to those residing anywhere else in the country (Provincial Treasury of the Western Cape Government, 2017). However, numerous youth stated that working in retail and call centre companies were their only options within the corporate sector, while some individuals reported this work as compromising their potential (Carpenter, 2018).

Barriers to Corporate Industry:

Although employment has risen over recent years, unemployment has also escalated as a result of the labour force continuing to grow at a faster rate (Provincial Treasury of the Western Cape Government, 2017). The South African labour market is inadequate in catering for the increasing population of graduating youth (Carpenter, 2018), leading to a perpetual rise in unemployment as stated in (Western Cape Government Provincial Treasury, 2017, p. 83):

“South Africa suffers from a chronic shortage of jobs, limiting the ability of ordinary people to provide for themselves and their families and escape the cycle of poverty”

With the exception of whites, all other population groups in the country have seen a major increase in unemployment (Carpenter, 2018). According to Chetty (2015) 51% of South African youth aged between 15 and 24 are unemployed. “The Social Profile of Youth, 2009–2014 report stated that of the total number of unemployed residents living in South Africa, the youth population persistently accounts for 70%” (Carpenter, 2018, p. 18) and that this adversely affects the prominence of poverty. South African government department of Social Development refers to these individuals as NEET’s (Not in Education Employment or Training). The NEET indicator estimates that about 18 million youth are presently economically inactive (Carpenter, 2018). Malila (2015) refers to youth who have been without jobs for prolonged periods of time and consequently no longer even bother to seek employment. A feature of low self-efficacy beliefs entails developing *avoidance behaviours* which involve the evasion of activities and quitting if tasks are viewed as being too difficult. This generally leads to reduced practice and consistently poor *performance* outcomes (Gaylor & Nicol, 2016). According to Malila (2015) these youths are content relying on social grants and are too negligent and undetermined to improve themselves and work hard enough to overcome their systemic socio-economic restrictions.

Today’s rapidly transforming job market makes it unlikely that learners will pursue the career which they contemplate in high school (Gaylor & Nicol, 2016). In 2016, the Western Cape achieved a matric pass rate of 86%, with 40.9% of these students attaining a Bachelor’s pass – effectively permitting entry into a Bachelor’s degree study programme (Provincial Treasury of the Western Cape Government, 2017). Due to financial or academic limitations however, a large amount of Cape Flats youth are not able to proceed with studying further after matriculation (Carpenter, 2018). There is an expanding gap between the educational qualifications and the skills required for successful employment in the work environment (Joffe & Newton, 2008). On account of this, while most youth are passing through the education system, they are still not guaranteed any jobs post-matriculation. According to Carpenter (2018) youth seem disillusioned by the education system. This, along with limited opportunities result in them feeling disheartened as it appears that their desires are not supported due to the systematic structural socio-economic circumstances set in place (Carpenter, 2018). A person with low career choice-making self-efficacy is anticipated to quit more easily if their work

requires additional training (Gaylor & Nicol, 2016). According to Bandura (1990) the self-restriction of occupational pursuits emerges from the perceived inefficacy of the individual, instead of genuine inability. By restricting choice behaviour that could develop interests and capabilities, self-doubts lead to particular behavioural validation and protection from rectification.

When impoverished youth are regarded as failures in school and their shortcomings are highlighted, they are impelled to establish alternative tactics to seek success (Kaufman, 2020). Because youth are made to feel that they do not belong within the educational system, this deficiency provokes them to seek fulfilment of this need elsewhere. People attempt to find out what their range of relevant possibilities are and which possibilities within that range would satisfy the wants or needs they have. However, the wants people seek are often formed and conceptualized in relation to the possible options presented by the conventions of their direct context (Kekes, 1986).

2.3.2. Criminal Industry:

Street gangs have adapted to the prevalent circumstances in South African society marked by wide-scale corruption, inadequate law enforcement practices, unemployment, poverty and other systemic structural socio-economic issues (Kinnes, 2000). Although marginalization mainly signifies exclusion from the mainstream for people of Colour, it has also enabled gangs to dispute their marginal status by way of resourcefulness (Petrus, 2013).

In the Cape Flats, dysfunctional home situations are primarily what drives youth to engage in gang related activities of substance abuse and other deviant and destructive behaviour. When structures are missing, youth succumb to deviant behaviour and affiliate with gangs who serve as a gratifying substitute support system which socializes current and successive generations in the conventions of their destructive practices (Ramson & Chetty, 2016). Since these learners are generally not sufficiently taught constructive cognitive values in their domestic environment, their *self-esteem* becomes unhealthy, and more definitively this is highly insecure, unstable, and dependent on the validation of others (Kaufman, 2020). The school teachers thus need to compensate for the insufficient feelings of *belonging* these children experience, otherwise youth are more likely to seek the validation of others who may mislead them.

As a result of their capability to socially re-organize themselves, gangs have been able to establish substitute systems, criminal economic industries and an alternative culture which, in spite of its prominent negative effects, function as survival mechanisms, not merely for gang members but through social ties and the broader community as well (Petrus, 2013). Organised crime provides for the community by supplying income opportunities (Standing, 2003). They distribute much needed monetary donations through which families are supported. In poverty stricken environments of the Cape Flats, street gangs generally provide community members with necessities such as food, rent and school fees (Macmaster, 2007). Organized crime provides community governance and forms of philanthropy (Standing, 2003). Gangs were thus able to improve their status within their community by, for example, supplying necessary services such as protection and money-lending to residents in their neighbourhood. In this way they were compellingly challenging the legitimate systems, allowing the gangs to re-organize themselves as pivotal institutions in their social context (Petrus, 2013). Gang leaders demand recognition and community compliance by fulfilling operations required of the government. It is for these reasons Standing (2003, p. 7) asserted that: “The criminal economy represents a rational, rather than deviant, response to economic hardship”. Standing (2003) concluded that the entrepreneurial activity the government seeks to promote in the informal economy is established in criminal activities. Gangs have become a prominent feature within coloured neighbourhoods because among other things, they signify the ongoing search for belonging and identity. The coloured street gang symbolises a means of forming an identity based on a particular language, culture and symbols. Resembling the dynamics of the coloured identity itself, the coloured street gangs express the indecisiveness of this search for an identity (Petrus, 2013).

The Western Cape Province is typified by a comparatively large percentage of low-skilled labourers and a relatively small proportion of skilled labourers. In South Africa there exists a low demand for less skilled labourers. One of the leading challenges to inclusive growth faced by the country is how to develop sustainable, productive and secure employment for people with few skills (Provincial Treasury of the Western Cape Government, 2017). Children living in harsh environments have unknown strengths that can be built upon (Kaufman, 2020). We weigh up how the satisfaction of our wants relates to the virtues we aspire our identity to reflect (Kekes, 1986). Individuals who have extremely unsatisfied *Safety* needs may prioritize skills and abilities that make sense within this type of setting even though these sort of skills may

make them less likely to perform well on standardized tests assessing academic intelligence. This is a way in which these children reconfigure smartness and find some sense of agency. Supporting the strengths of stress-adapted youngsters can involve demonstrating to them that they do not need to decide between school smarts or street smarts (Kaufman, 2020).

Accepting both would require reinventing the notion of what defines the good student, what is regarded as sensible knowledge, and expanding the criteria of success beyond the constraints of academic test scores (Kaufman, 2020). It is essential that educators aim for encouraging exploration as opposed to pressuring learners to make a particular career choice (Gaylor & Nicol, 2016). Curriculum needs to be more flexible with greater use of modular elements to enable a ‘pick and mix’ qualification (Joffe & Newton, 2008). Children may benefit from a wide range of options in subjects, courses, leadership opportunities, and civic engagement opportunities (Kaufman, 2020). Education should provide individuals with the opportunity to “become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens” (Sharp, 2004, p. 5).

Creativity is closely related to an individual’s personality and emotional standing (Sharp, 2004). ‘Possibility development’ addresses various aspects of agency including attitude toward learning, engagement and giving students an authentic voice, in which they feel as though they are making choices that have a real impact on the future which they desire for themselves (Kaufman, 2020). Each one of us go on a journey searching to discover the conventional forms into which we could contently fit. Self-knowledge serves the purpose of highlighting the path on the map of our journey, and moral consideration also plays a significant role guiding the path we decide to follow (Kekes, 1986). There is a strong connection between self-awareness and ethics (Rappe, 1995). “The healthy personality is considered one that constantly moves toward freedom, responsibility, self-awareness, meaning, commitment, personal growth, maturity, integration, and change” (Kaufman, 2020, p. 23).

School and community support programmes need to implement more principles of personal development ethics, health, morality, consideration, compassion and empathy – Social aspects for holistic communal wellbeing (Chetty, 2015). These virtues enhance education from being purely academically limited knowledge, toward the holistic development of human beings by which; the community schools, the neighbourhood residents, and the education department work in conjunction with each other to realize a broader mission of social upliftment and interdependence across sectors. In this way, the education system teaches values and principles

which enable identity formation (*self-esteem* needs through *social belonging*) of youth. Developing psychological processes improves an individual's creative performance (Sweetman, Luthans, Avey & Luthans, 2011). This increases one's capacity for the discovery of their gifts and talents, ultimately leading to higher probability of creative expression and the exploration of more career options. This empowers learners to contemplate creative careers as opposed to being limited to following the conventional routes of working for a corporate company or being unemployed and succumbing to a life of crime.

2.3.3. Creative Industry:

The Cultural and Creative Industries (CCIs) have been recognized to possess remarkable potential for job creation as well as social inclusion (Snowball et al., 2016). The findings of the world-first CCIs mapping study revealed that: "the CCIs employ 29.5 million people or 1% of the world's population that is in the labour force" (Hadisi & Snowball, 2016, p. 1). In South Africa, the two wealthiest cities (Johannesburg and Cape Town) are home to the largest amount of cultural and creative workers. The Labour Market Dynamics Survey reported the overall employment of South Africa in 2014 to be 15.146 million while the Cultural and Creative employment sector constituted 2.93% of this total, equating to 443 778 jobs (Hadisi & Snowball, 2016). "Since artistic success is defined by individual talent, or merit, the CCIs should be one sector that is especially open to, and appreciative of, social diversity in terms of race, class, cultural group and gender" (South African Cultural Observatory, 2016, p. 2). In light of this, creative work may possibly be able to bridge the inequality gap brought about by marginalization, and thus reintegrate socio-economically excluded people who may not possess the educational qualifications yet might be gifted with a creative skillset.

Upon investigation into the employment sectors, it is evident that there are vast differences between the creative and corporate industries. Certain sectors of the Cultural and Creative industries contain less racial diversity than others, specifically those requiring formal credentials. The bulk of people (86.1%) working in corporate jobs are employed by a boss. On the other hand in creative careers, only 57.3% of people work for an employer; with more than one-third (35.6%) being self-employed. In corporate occupations, only 8.2% are self-employed. This is evidence that free-lance work is more prevalent in creative careers compared to that of a corporate nature (Hadisi & Snowball, 2016).

It was initially thought that the Cultural and Creative industries were accessible to everyone since success in these fields is primarily determined by personal creative performance.

However, in light of recent studies in the United Kingdom (UK) and United States (US), this assumption was found to be incorrect. The studies point out that CCI workers prevalently consist of middle class people and those from wealthier upbringings, and that this industry is essentially dominated by white people (Snowball et al., 2016). Based on one of the first national UK studies about CCI employment, O'Brien et al. (2016) discards the opinion of the creative sector as being accessible and meritocratic. The study revealed that people of Colour are substantially under-represented in creative industries compared to those working corporate jobs (Snowball et al., 2016). The findings of the Labour Market Dynamics Survey reveal that in South Africa there is less racial diversity in creative careers compared to that of corporate careers. Within the labour force of corporate careers, the following can be seen: 14.3% are Coloured, 71.4% of workers are Black, 2.9% are Indian or Asian, and 11.4% are white. However, in creative careers: 11.9% are Coloured, 66.9% are Black, 2.2% are Indian or Asian and 19% are white. This clearly indicates how disproportionate the representation of racial groups in creative industries is, especially since whites make up only 9% of the South African population (Hadisi & Snowball, 2016).

Barriers to Creative Industry:

Whether self-employed, contractual or employed full-time, and whether working in the for-profit or non-profit sector, employment conditions in the South African creative industries appear to be quite challenging (Joffe & Newton, 2008). As stated in Joffe & Newton (2008) creative industries are largely characterized by:

- Poor pay levels
- Excessively heavy workloads
- Lack of full-time work
- Insufficient training and support
- Devaluation by boards, employers, government and the general public
- Lack of security and benefits
- Lack of opportunities for advancement

There are several contributing factors which make the CCIs not as accessible as originally assumed (Hadisi & Snowball, 2016). The foremost barrier is the short-term contract-based nature of creative work. The beginning of a creative career is often characterized by irregular employment and income (Snowball et al., 2016). One way of entering creative industries is by

volunteering as an unpaid intern, which affords individuals the opportunity to gain experience and develop networks. This however is only an option if the individual has people able to support them throughout this period. People from financially well-off backgrounds are able to withstand longer periods of unemployment which increases their opportunity to build a reputation and industry networks, whereas financially constricted people are not able to do the same. In this case people from the middle-class possess an advantage (Hadisi & Snowball, 2016).

Social networks are crucial to employment in the CCIs. Those from middle class backgrounds have access to greater networks because of the social and financial standing of their family and peers, increasing their chances of success (Snowball et al., 2016). As a result of the short-term contract-based work in creative projects, teams are often formed by artists who have worked together before, or those suggested by someone within the team, or people who are already established in the industry (Hadisi & Snowball, 2016). This presents a barrier for upcoming creatives to get recognition regardless of the competence they may possess (Snowball et al., 2016). The inherent nature of employment in creative fields seems to maintain social inequality (Hadisi & Snowball, 2016). The model of production, namely short-term projects, leads to project-based employment which is categorized by “high employment insecurity, reliance on social capital, and long, erratic working hours” (Hadisi & Snowball, 2016, p. 4). This results in “employment insecurity, the difficulty of breaking into the industry without social capital and networks, and with uncertain earnings, which all perpetuates social inequality, with the sector being dominated by people from middle class backgrounds” (Hadisi & Snowball, 2016, p. 4).

The abovementioned reasons show that marginalized youth lack the necessary support which enables success and access into the creative industry. Given these barriers, can Cape Flat’s youth harness their creative ability as an alternative source of income?

2.4. Inclusive Innovation:

Self-actualizing in the Creative Industry:

In South Africa, born-frees regularly encounter challenges which restrict their opportunity to be socially, economically, politically and culturally free (Malila, 2015). Root causes of cultural injustices are attributed to social systems of misrepresentation regarding specific cultural

groups (Sharp, 2005). The Cape Flats circumstance, in which most youth of colour are brought up in, condition them to believe that unemployment, inequality, marginalization and discrimination are normal and acceptable social conventions.

A defining aspect in the experience of marginalization is a lost sense of one's own identity, in addition to feelings of diminished collective pride (Sharp, 2005). The history of this community's struggle and oppression has mostly been suppressed by successive regimes as well as repressed by group representatives themselves (Hendricks, 2005). In De Beer (2017, p. 6) the 'nonpersons' are viewed as "of little or no importance, and without the opportunity to express themselves to their sufferings, their comrades, their plans, or their hopes". The inability to express these frustrations leads to feeling voiceless, and "voicelessness" according to Kritzinger (2012, p. 234) is "having no voice in the management or control of affairs". "It is about not having a say, about feeling (and being) powerless and marginalised." In accordance with the Self-actualization theory, when people are denied their need for *Social belonging* they feel invisible and rejected (Kaufman, 2020). Marginalized communities were deliberately excluded from mainstream urban histories and were made to feel invisible from the main city (Sharp, 2005). The state of racial, ethnic and cultural identity have become of fundamental concern in post-apartheid South Africa – specifically for its role in the re-emergence of an African Renaissance (Isaacs-Martin & Petrus, 2012).

The Western Cape Government Provincial Treasury (2017, p. 11) Economic Review and Outlook report highlighted inclusive growth as a means to "ensure that all members of society – particularly the poor and vulnerable – have access to the benefits of economic growth and development". Moreover, citizens should have access to the productive opportunities that lead to its realization. Inclusive Innovation is any modification that contributes to low-cost access of valuable products and services originating in the effective implementation of occupational possibilities for marginal members of society at a sustainable rate (Carpenter, 2018). Inclusive growth therefore does not merely refer to economic advancement, but equally concerns how to unlock novel sources of employment opportunities as well as how to convert such economic change into widespread social improvement of the living conditions for society at large (Provincial Treasury of the Western Cape Government, 2017). Culture and creativity have been recognized as key drivers of urban renewal and innovation (UNESCO, 2016). Innovation was singled out as a crucial element constituting inclusive growth (Provincial Treasury of the

Western Cape Government, 2017). Provincially, the goal is for people of Colour to be integrated into creative industries (Graan, 2005). The integration of striking public art projects into regeneration strategies have come to be a crucial aspect in transforming a city's public image. Public art plays a meaningful role in culture-led urban regeneration in both its economic aspect and for its social value contributing toward forging community and culture (Sharp, 2005).

Innovation can be considered as both a process and a product. The product dimension of innovation is viewed as an outcome which materializes in the form of new product creation, product features or new production techniques (Phills et al., 2008). The notion of inclusion, with reference to public art, is examined by the degree to which it is viewed as part of the city space (Sharp, 2005). Increasing recognition of locality, identity, and a sense of belonging can be reinforced through cultural heritage and activities that nurture the city's cultural diversity (UNESCO, 2016). Examples of public art can include soundscapes, media formats such as internet or television content, as well as physical installations within public places (Sharp, 2005). Digital technology presents new forms of social communication and interactions by means of online social networks (Manach & Pop, 2017). Considering the cultural dimension, creative goods convey the concepts, perspectives and interests of their country of origin (Graan, 2005). In this way, meaning is inherently embedded within all creative products. Furthermore, knowledge is a prime resource in the process of producing innovation; as its circulation within a system begets the generation of new knowledge. The key stakeholders in society including the government, educational institutes, corporations and civilians are interconnected through knowledge circulation and dissemination. By imparting knowledge amidst each of these role players, a virtuous cyclic system can be sustained that advances multidisciplinary inclusive innovation (Provincial Treasury of the Western Cape Government, 2017).

The process aspect of inclusion refers to the operational procedures which generate innovation including, for example; individual creativity, group organizational configuration and environmental settings (Phills et al., 2008). The notion of inclusion in public art is equally based upon the processes through which a project is actualised (Sharp, 2005). As per the principles of design thinking, innovation is regarded as a collective participatory process which aims to discover supplementary approaches toward establishing authentic and effective services (Manach & Pop, 2017). Opposing large scale data-driven corporations and challenging conventional contemporary urban development procedures, which generally entail top down

type execution, the Future DiverCities urge citizens to actively participate in the processes of societal development (Manach & Pop, 2017).

The social constructionist interpretation portrays Coloured identity as a product of human agency influenced by a complex interplay of historical, cultural, political, social and other occurrences (Isaacs-Martin & Petrus, 2012). Although inequality in the country has grown, the Western Cape is seen as the best province to live in and has the greatest potential for creative industries to thrive (Graan, 2005). The creation of the Coloured identity is a continuous dynamic process in which groups and individuals make and re-make their personal and social identities (Isaacs-Martin & Petrus, 2012). There can be considerable individual and cultural variance in the sequence by which people choose to fulfil their needs (Kaufman, 2020). Cultural heritage and creativity can foster identity formation and develop pride in communities where impoverished urban environments, high poverty, inequality and restricted access to services and infrastructure have instigated criminal and violent activity (UNESCO, 2016). People of Colour have been conditioned to perceive diversity as a negative attribute due to the role it served historically in promoting division amongst South African citizens. Diversity however may be this country's greatest underutilized resource. According to De Beer (2017, p. 6) "we have to make the conscious choice, to make those who are nonpersons, deprived of their full rights to be human and free, our dialogical partners". Utilizing the creative talents of local youth and encouraging a culture of entrepreneurship are pivotal aspects in making certain that youngsters are engaged in the advancement of our country's economic growth (Carpenter, 2018).

Creative Role Models:

The ideal conditions for cultivating creativity in children is by having them interact with creative adults and peers (Sharp, 2004). Social models play a prominent role in the formation of efficacy beliefs, particularly when people are unsure about their personal capabilities or have minimal knowledge of a particular task. In such cases, the individual compares themselves to others and in relation to this; evaluates their own abilities (Usher & Pajares, 2008). Adults can thus play the role of supporters, coaches, facilitators and models of creativity for youth (Sharp, 2004). However, for Coloured youth in the Cape Flats, positive adult role models are generally absent (Aziz, 2017). Most youth do not have direct contact with entrepreneurial role models

whom they can communicate with or request support or business advice from (Carpenter, 2018).

While *vicarious* learning primarily occurs in direct situational interactions with peers or family members for example, symbolic modelling such as the impact of media personalities in pop culture or athletes may influence the viewer's behaviour (Usher & Pajares, 2008). As a result of technical advancement, people are afforded with more opportunities to expand and diversify their community by means of social and media networking platforms (Manach & Pop, 2017). Television and other media content provide direct access to symbolic models and these types of models impart attitudinal and enactive knowledge vicariously to youth on how to interact with peers or parents in their social context (Usher & Pajares, 2008).

In most countries, American movies constitute 90% of what is shown on screen (Graan, 2005). The prominence of the USA in the global creative industry is a cause of grave concern as the American cultural creations influence the identity of various cultures around the world. Consequently, all of these countries are susceptible to being psychologically colonized by American opinions and standards unfamiliar to that of their own cultural and societal realities. According to Graan (2005, p. 17): "Cultural products deriving from one's own cultural environment can promote and encourage the growth of self-esteem, sense of dignity, pride in own culture, and belief in own strength."

Coloured people should explore and create positive meanings of their identity (Isaacs-Martin & Petrus, 2012). "People must have their own say in which images, stories and human values they want to impact upon the minds and memories of their children" (Graan, 2005, p. 17). Digital technology is a radical invention revolutionizing how people consume, produce and experience culture (UNESCO, 2016). We do not need to remain on the receiving end as consumers and more South Africans can be producers of authentic content. In order to progress from a society that undermines the value of local creativity and entrepreneurship to one that does the opposite requires transformation in understanding, beliefs and opinions amongst people of all ages (Carpenter, 2018). The rise of digital networks have remodelled sociability whereby different manners of interaction and novel patterns of relationships are now able to be formed (Manach & Pop, 2017).

A substantial amount of literature indicates that exposure to successful role models increases an individual's belief that they too are capable of executing the displayed behaviour (Kolb,

2011). Bandura (1971) recognized the advantages of observing others and stated that modelling the displayed behaviour is an approach which facilitates learning (Kolb, 2011). Successful women in mathematical, scientific, and technological occupations reported that exposure to skilled models encouraged their belief in their own abilities to strive for careers in those fields (Usher & Pajares, 2008). In the same way that youth grow up aspiring to be a doctor, lawyer or engineer; with the right exposure, so will they aspire to become creatives and social entrepreneurs (Carpenter, 2018). As role models, entrepreneurs and artists promote an entrepreneurial culture through their presence alone. As others observe their achievements and activities, they model this alternative avenue as a possible career path (Carpenter, 2018).

Collective Creative Cultural identity:

Purposeful social development is necessitated through the creation of a shared collective vision (Hamann & April, 2013). The Future DiverCities desire to inspire social impact by sparking cultural curiosity in creativity. Their method consists of a cross-disciplinary interchange between artists, refugees, digital media experts and other city stakeholders (Manach & Pop, 2017). There is a need for partnerships to fill intermediary roles in bridging the gap between the government and the citizens. The difficulty in large scale implementation of such partnerships is the historical remnants of the cultural and socio-economic diversity (Hamann & April, 2013). The origins of the Coloured identity were linked to indigenous Khoisan, European and Asian cultures. Contemporary Coloured culture resulted from the blending elements of these distinct cultures as well as many others (Isaacs-Martin & Petrus, 2012). Cultural practices can promote social inclusion and dialogue between diverse communities, creating a sense of belonging and cohesion (UNESCO, 2016). With the use of digital technology, the Future DiverCities aim to promote diversity and support increased public exposure to premium art of all types. Their objectives are to encourage and expose the role that the artist plays in influencing the urban social ecosystem and particularly as an agent of positive social change that contributes to social and cultural value (Manach & Pop, 2017).

As human beings we are unique in our adaptability to sequentially choose which goals to prioritize or pursue and therefore in our range of possible options in which we are able to *self-actualize* (Kaufman, 2020). Coloured identity is the product of the agency and choice of Coloured people themselves who have incorporated components of other local and global cultures (Isaacs-Martin & Petrus, 2012). Self-awareness is the quality that makes our lives authentically human (Rappe, 1995). Due to the psychological impairment stemming from

centuries of abuse and neglect, Coloured people need to be reminded of their agency and choice concerning the meanings that they feel their identity should be associated with (Isaacs-Martin & Petrus, 2012). The Future DiverCities examine the dynamic function art serves in the urban context by supporting creative work in public spaces and mobilizing the collective imagination of citizens in forming and co-creating their city projects. Through practices of bottom-up design thinking, public art, digital placement, community building and more, the citizen can feature in dialogues and help mould our future cities (Manach & Pop, 2017). This makes it possible for people to take control of the meanings associated with their identity and shift these into more positive associations, instead of being held back by the inherent negative historic remnants and contemporary stereotypes that the identity is affiliated with (Isaacs-Martin & Petrus, 2012).

The most beneficial situation for creativity appears to be interpersonal exchange, discussing differing views and comparing concepts or processes (Sharp, 2004). Our capacity for self-reflection is realized in our relationships with others whose behaviour we contemplate (Rappe, 1995). Most parenting styles do not embed an imperishable imprint on the child's personality. One's working models modify over time as a result of being informed by new events experienced (Kaufman, 2020). It is proposed that children discover self-knowledge about their individuality by comparing themselves to their peers. It is believed that peer models fulfil a distinguished function in directing the youths' self-efficacy compared to adult models. The group socialization theory asserts that peers, not parents or teachers, are most instrumental in steering children's self-perceptions, personality and actions (Usher & Pajares, 2008). The Future DiverCities method set about discovering new income streams for amateur creatives who do not yet have access or exposure on mainstream channels (Manach & Pop, 2017).

Endorsing creativity and innovation, including digital technologies, forges human ingenuity and diversity as an asset for urban advancement and enhances the habitability of cities (UNESCO, 2016). Individuals who pay attention to models with similar characteristics are inclined to consider things such as age, gender, and ethnicity (Usher & Pajares, 2008). It can therefore be deduced that adolescents from the Cape Flats will be most convinced of their creative potential by seeing other Cape Flats youth active in the creative sector. Digital culture dispenses information and democratizes knowledge. This empowers researchers, companies and governments to foster co-creation processes that embrace citizens not simply as users or consumers but as peers. This approach facilitates the democratization of innovation so that

cities gain value from CCC: citizen-co-created-content in the form of products, services, ideas, proposals, and more (Manach & Pop, 2017).

Literature Review Overview:

Prior research conducted in Cape Flats regions utilizes a deficit paradigm, exclusively emphasizing the negative conditions present in these parts. All the academic literatures I have reviewed have solely focused on the unemployed, criminal, gangster or addicted Cape Flats youth. Not much is reported on the countless athletes, dancers, musicians, singers and other talented creative's who call the Cape Flats their home. This study adopts a positive lens on the problem of unemployment by comparatively including creative and corporately employed Cape Flats' youth as research participants.

The process of maturing into adult roles is referred to as identity formation. This research explores the concept of Personal Potential. Personal Potential is primarily determined in relation to the constructs of Self-actualization and Self-efficacy. This contributes to new knowledge as these theories have not previously been applied to the specificity of the Cape Flats context. The concept of Self-actualisation can be converted into quantifiable forms whereby development is measured through the consideration of various personal aspects in order to assess how close one is in reaching their optimal growth. Career achievements are often used as a benchmark for measuring Self-actualisation. For the purpose of this dissertation, Self-actualization is epitomized by people who utilize their unique skills and abilities in order to express their creative talent as a means of economic empowerment while simultaneously contribute positively toward communal social value.

Chapter 3: Research Methodology

3.1. Research Approach:

This study employs an inductive strategy as it is a theory building approach to research. A Qualitative Constructivist Grounded Theory technique was selected since the reviewed literature concerning the Cape Flats context contained no pre-existing hypotheses to test regarding the youth's personal potential. The Grounded Theory methodology allowed for a novel theoretical explanation to be formulated pertaining to the phenomenon in question. This afforded the opportunity to develop an innovative hypothesis in order to answer this study's research question (Creswell, 2013; Lingard, Albert, 2008).

Purposeful sampling and semi-structured intensive interviews were the principle data collection techniques utilized in this research project. This study included a sample group of 30 born-free youth who live or were raised in Cape Flat's neighbourhoods. The research participants were made up of unemployed youth, along with those employed in the criminal, corporate and creative industry sectors. The professions of the interviewees thus ranged diversely from Musicians and Fashion Designers, to Fire Fighters and Police officers, also including drug dealers and those who are jobless. The participant's precise job titles were not of particular concern as I was interested in ascertaining their reasoning as to why they decided on pursuing one of the industry sectors rather than any other. This dissertation reveals determining factors influencing why the Cape Flats youth choose their distinct career paths and decide to earn an income in a certain corporate, criminal or creative manner. With the primary focus being Personal Potential, the research aim was to discover ways in which creative practices could serve as an alternative career option, opposed to the common trends of unemployment and crime prevalent in these environments.

After the first set of data had been collected, the information was examined using a Constructivist Grounded Theory approach Glaser & Strauss; Gioia et al. (2013). This inductive and interpretative method is distinct from other qualitative techniques as it does not restrict data coding to fit within pre-existing theories but rather codes and categories are uncovered through the iterative comparative process of data analysis. I was captivated by the characteristic of Grounded Theory that contends the notion of the academic community's perspective (the researcher and other scholars) being most significant. Instead, the scholar undertaking the investigation is required to incorporate the perspective and viewpoints of those who experience

the phenomenon first-hand (Cape Flats born-frees) – highlighting the point that the subject’s perspectives are equivalently essential to the advancement of knowledge and theories within the given subject domain. The interviewees then were not restricted to being suppliers of information but rather fulfilled the role of being involved contributors. This differentiated Grounded Theory from other methodologies which I reviewed, and for these reasons, it was deemed as the most suitable and inclusive approach to follow for my research project.

Grounded Theory Methodology:

This research study made use of the techniques developed by Strauss & Corbin (1990). Grounded Theory was proposed by Glaser and Strauss in the 1960s as a research methodology that focuses on the interpretive process of analysing the meanings and concepts used by individuals who experience issues first-hand within their respective social settings (Suddaby, 2006). Grounded Theory was proposed as an alternative to the logico-deductive technique which sought to verify existing or *grand theory*: this declares that universal law governs all aspects of behaviour, and thus, there is a single truth waiting to be uncovered. In contrast, Grounded Theory aimed to collect data and systematically develop a theoretical explanation of the phenomenon in question derived directly from the analysis of the collected data (Walker & Myrick, 2006). In Grounded Theory, data collection and data analysis is an iterative, and at times concurrent, process as portrayed in Figure #3. Data analysis is an exploratory process whereby the researcher steadily gains understanding of a social phenomenon “by contrasting, comparing, replicating, cataloguing and classifying the object of study” (Creswell, 1991). In the case of this study, I sought to make sense of the influencing factors affecting the Personal Potential of Cape Flats’ youth. The Cape Flats is unanimously referred to as an environment plagued with negative circumstances, and yet, not all youth from these regions succumb to engaging in destructive lifestyles such as remaining unemployed or becoming criminals, gangsters or drug addicts. Therefore, it can be deduced that certain factors present in the lived experience of these people contribute toward their inclination to either overcome or succumb to the prevailing conditions of their surrounding context; evidently pointing out the presence of a subjective relational component between each individual and their environment. Grounded Theory enables the specificity of the personal aspects of the individual (subjects) to be investigated, and is another reason in favour of this methodology being utilized for this research project.

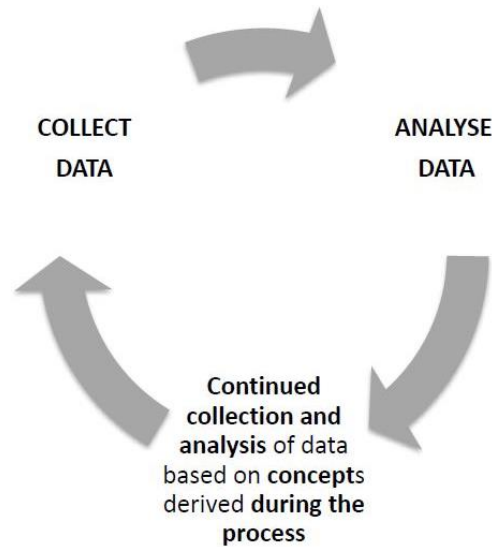


Figure 3: **Interrelationship between Data Collection & Analysis**

Source: Basics of qualitative research. (Corbin & Strauss, 2015, pg. 9)

A student of Glaser and Strauss, Kathy Charmaz, became dissatisfied by the positivist approach which compelled the researcher to act as a neutral observer detached from the research context and its participants. She modified the initial grounded theory methodology into the Constructivist approach whereby meanings are subjective to individual interpretation and therefore; theories are informed and formulated through the researcher’s interactions with participants (Priya, 2016). Hence, Constructivist Grounded Theory is derived from the original principles of the methodology, yet takes into account the researcher as having a unique role based on their specific experience in the field, familiarity with the literature, and background knowledge of the context (Lingard, Albert, 2008). Being a born-free youth growing up living in the Cape Flats, I intended to use this insight of the context as well as my experiences of corporate and creative industry employment in the hope that my personal perspective would inform and add value to this investigative research project. Grounded theory is reflexive by which a researcher “constantly deliberates and critically reflects upon his/her social position, assumptions, opinions and biases and considers how these may impact findings” (Priya, 2016). In this project, challenging my biasness was practiced by presenting preliminary progress to knowledgeable scholars in order to ascertain their critiques; subsequently the same was done with the sample group of the study. These steps reduced any preconceived or bias viewpoints and ensured that the deductions and inductions made were in line with the true perspectives of the participants.

Theory Building:

Grounded Theory studies involve a rigorous approach to data collection, analysis, and report writing (Creswell, 2018). To ensure rigour, this study made use of the frameworks designed by Lehmann (2001) and Fernández (2004) shown in Figure #4. The procedures that these academics devised were applied as a foundation for data collection and analysis in this project. The original Grounded Theory method designed by Glaser and Strauss (1967) consists of two pivotal practices: constant comparison and theoretical sampling (Suddaby, 2006). Constant comparison entails a cyclical process by which data are collected, compared and analysed simultaneously up to the point that a theoretical explanation (related to the phenomenon) emerges inductively. This theory proposes plausible relationships between the discovered concepts (Neff, 1998).

What distinguishes Grounded Theory from other research methodologies is that it systematically examines conceptual relationships, this allows for the emergence of a hypothesis or theory through its iterative procedure (Neff, 1998). The motivation for using the Grounded Theory method is that it grants the opportunity to formulate a novel hypothesis, in an instance such as this one, where none presently exists. As there were no pre-existing theories in the reviewed literature describing personal potential of Cape Flats' youth, and thus no theory to test, my aim was to generate an original theoretical explanation by employing this inductive emergent process of the Constructivist Grounded Theory methodology.

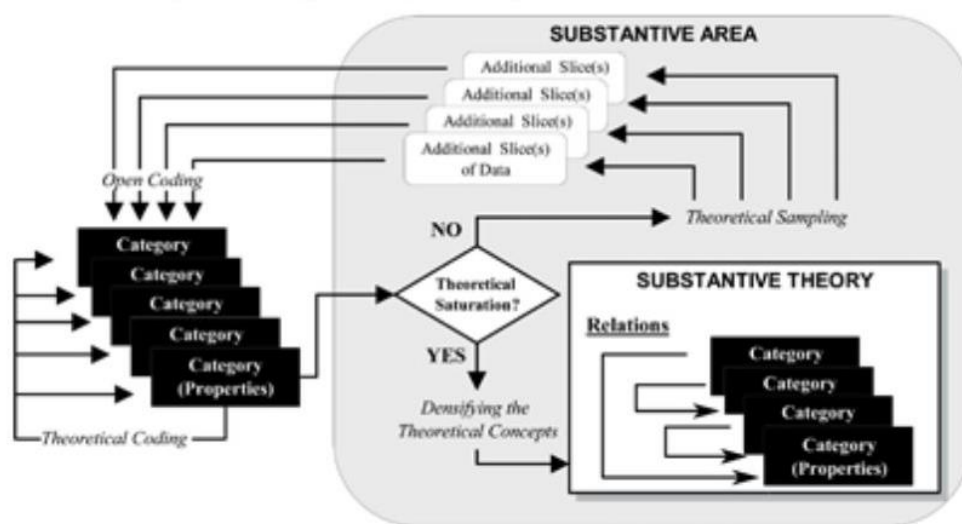


Figure 4: **Grounded Theory's Building Process** (Lehmann 2001)

Source: Fernandez, W.D., & Lehmann, H.P. (2005).

Achieving rigour and relevance in information systems studies

3.2. Purposeful Sampling:

A prerequisite needed in order to collect suitable data is to identify individuals who were accessible, open to share their experiences, and those who were able to provide insights into the particular problem being investigated (Creswell, 2013). Purposeful sampling involves intentionally selecting participants for the research project based on their involvement in or encounters with the phenomenon (Creswell, 2018). In the case of this study, it meant selecting candidates who were both born-free youth and live, or grew up, in Cape Flats areas. Of utmost importance during this stage was the ability to find such individuals willing to assist, and develop rapport with them in order that they felt safe enough to disclose good informative data (Creswell, 2013). For this project I found it to be quite a simple task, partly due to the relative similarities I share with most of the participants in terms of age and background, so much so that I was not viewed by them as an expert outsider but instead embraced as a peer among most of them. In addition to this, many marginalized Cape Flats youth feel voiceless or incapable of having their problems heard (Kritzinger, 2012) and thus, they were keen for an opportunity such as this one where their opinions could be expressed openly and be included in this research project.

Examples of purposefully selected participants as stated in Creswell (2013) include: “a great person who impacts the age in which he or she lives, or an ordinary person who provides an example of a large population.” In grounded theory studies, the sample group is not fixed following its inception but rather it is informed and decided on as supplementary insights relating to the subject area are discovered (Lingard, Albert, 2008). This offered flexibility and afforded for the opportunity to amend any decisions made prematurely at the beginning of the research process: yet another considerable motive in favour of employing a Grounded theory methodology. As someone who only graduated with a Bachelor of Architectural Studies Degree (without studying Honours) before commencing with this Masters course, it can certainly be said that I was a novice who did not have much experience in the practice of research design prior to undertaking this project. Based on personal observation stemming from 26 years of life experience, I was intimately aware of the gifted yet underrepresented creatively capable youth within the Cape Flat's. Because of this preconceived impression, initially only creatively employed youth were deemed eligible for being prospective research participants. However, as innumerable secondary sources indicate; unemployed individuals constitute the majority of the youth's population, which therefore supported reasoning for their inclusion in this study as well.

In alignment with the principle of constant comparison inherent to the Grounded Theory methodology, the final sample group of this project comprised of several categories of differently employed born-free Cape Flat's youth. Ultimately the participants were distinguished into two broad categories: group (i) were those overcoming circumstance and group (ii) were those succumbing to circumstance. As the widespread condition among Cape Flats youth has consistently been that of unemployment (Carpenter, 2018; Chetty, 2015; Macmaster, 2009; Malila, 2015): participants in this study were classified into one of the designated categories purely based on their employment status. Furthermore, group (ii); those succumbing to circumstance, or Level 0 as referred to in this research, were made up of two subgroups: unemployed youth and criminally employed youth. Similarly, group (i); those overcoming circumstance consisted of two subgroups: corporately employed youth (Level 1) and creatively employed youth (Level 2). Thus, this research project included the *ordinary person* such as the unemployed (Level 0) and youth engaged in criminal activities (Level 0) as well as those employed by corporate company's (Level 1). An example of the *great person* would be the artist employed, or self-employed, in the creative industry (Level 2).

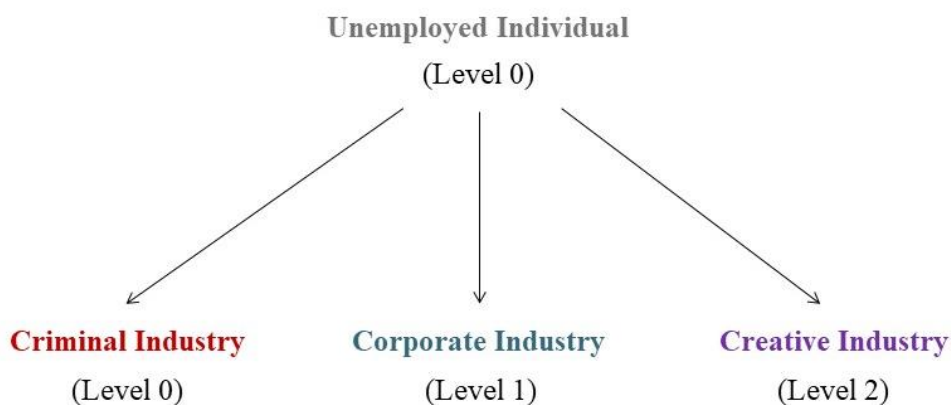


Figure 5: **Unemployed Individual & Employment Industriess**

Table #1 illustrates that the Social & Economic Value appointed to each employment Level in this research paper were determined by devising a 1-point system whereby 1-point was allocated to the corresponding employment sectors based on the perceived value that each of these are primarily associated with. Table 1: Socio-Economic Value of the Employment Industries indicates that the classification (or Level) number assigned to each category in this report was derived from the numerical amount resulting from the respective sector's Total Social and Economic Value. An expanded definition of each Level follows:

Table #1	Social	Economic	Total SE	Project
Ind. Sector:	Value:	Value:	Value:	Title:
Creative	+1	+/-1	2/1	Level 2
Corporate	+/-1	+1	1/2	Level 1
Unemployed	+/-0	0	0	Level 0
Criminal	-1	+/-1	-2/-1	Level -0

Level 0: Unemployed (Succumbing to circumstance)

These youth are categorised as Level 0 as they are economically inactive (idle) and possess questionable social value at best. Examples could include school dropouts, as well as unemployed matriculant's or even university graduates. South African government Department of Social Development refers to these individuals as NEET: Not in Education Employment or Training. Malila (2015) makes mention of youth “who are not only jobless, but have become so despondent that they no longer even look for work.”

Level 0: criminally employed (Succumbing to circumstance)

Youth involved in criminal activities are overcoming the circumstance of unemployment by means of economic empowerment. These youths are categorised as Level 0 because, while they may engage economically, this is largely by means of criminal activity which resultantly diminishes the communal social standards among people within their broader context. Examples include drug addicts, drug dealers, gangsters, thieves, sex-workers, hitmen etc.

Level 1: Corporately employed (Overcoming circumstance)

These youth are categorised as Level 1 as they are primarily driven by and contribute to the formal Economy. They are generally, but not limited to, educated individuals who are aware of the long-term benefits of obtaining academic qualifications. Examples include students, scholars and interns who are training in order to pursue a particular career field, as well as fulltime and part time employees already working for corporate companies. All of whom are exercising their potential for the purpose of participating in the formal economy.

Level 2: Creatively employed (Overcoming circumstance)

These youth are categorised as Level 2 as they have the potential to be both Economically active and also contribute positively toward the communal Social standard within the broader community. They are individuals who could be either self-employed or externally employed

in creative and innovative career professions predominantly requiring certain manual skillsets. Examples are artists, athletes, creators, entrepreneurs etc.

Personal observation points out that there are significant amounts of youth who are gifted with creative talents such as; the ability to play instruments, sports or show skills in dance or singing to name but a few. Even so, many times they practice for passion and not payment. Can their unique gifts & talents be utilised as an alternative source of income within the Cape Flats context?

Sample Size:

In qualitative studies, several factors affect sample size however, researchers generally use saturation as a standard principle dictating the scope of data collection. Theoretical saturation arises when no new insights are uncovered despite additional data being analysed (Cunningham & Carmichael, 2013). Within the data collection domain of Grounded Theory studies, it is recommended to do numerous visits to the field and carry out between 20 to 30 interviews, whilst at times the sample size may be considerably more as some studies require a range between 20 to 60 interviews before saturation is achieved (Creswell, 2013).

In this research study a total of 50 individuals were interviewed; 13 of who were youth designated into Level 0, 14 individuals were identified as being on Level 1 and 16 people were classified as being on Level 2. From this total of 50, 5 pilot interviews took place which provided satisfactory grounds to test different sets of interview questions. In addition, from the onset there were 10 interviewees who were recognized as being utter outliers from the determined sample group. These people did not meet the eligibility requirements for this project due to one or more of the following criteria; they either did not live in the Cape Flats long enough (a minimum of 5 years), they did not live in the Cape Flats at all (e.g. from a different city, province or overseas), they represented another racial classification, or they fell out of the age range prescribed to born-free youth. These people were not considered for being part of the sample group but rather their interviews served as further trials to examine the transferability of the developed questionnaire. From the total of 50 people that were interviewed, only 30 respondents were selected to comprise as participants of the sample group. When deciding on this final group, considerations included aspects such as the diversity of professions among the similar and separate industry sectors, diversity of neighbourhood's where people have lived, and the equal representation rather of different genders.

Participant Selection:

The participants were selected from sources such as my immediate neighbourhood, other Cape Flat's areas, friends of friends, and local creatives registered on the Question Mark Kaffy website. Given that the context of the Cape Flats is made up of numerous residential areas spread throughout Cape Town, born-frees from a wide range of neighbourhoods were included in order to provide generalization of the findings. However, approximately half of all participants in the sample group were selected from different areas within the residential belt of Mitchells Plain (MP). This was done as it was the closest place in terms of proximity which allowed for larger amounts of people to be interviewed at a faster rate with more convenience.

All participants in the sample group were born-free youth who are active in one or more of the three employment industry sectors. Using the definition of born-free youth which includes individuals born from 1994 onwards, the age range of the sample group was between 18 and 26 years of age. Among the 30 participants the study was cross-sectional comparing the findings gathered from the different subgroups (Levels). Participants were both male and female born-frees. Amongst each subgroup, participants were comprised evenly of 5 male and 5 female interviewees. The main sample of 30 was comprised of 3 subgroups:

- 10 youth who (most) fit the description of Level 0
- 10 youth who (most) fit the description of Level 1
- 10 youth who (most) fit the description of Level 2

The reason for inserting the term 'most' in the above description is because it was found that a significant amount of participants across all Levels often explored various avenues of employment, sometimes simultaneously. Therefore, participants were assigned into the Level of employment that they have pursued the longest or the one which they were most active in. The diagram Figure #6 was designed in an attempt to represent the relationship between the industry sectors and different Levels as shown below;

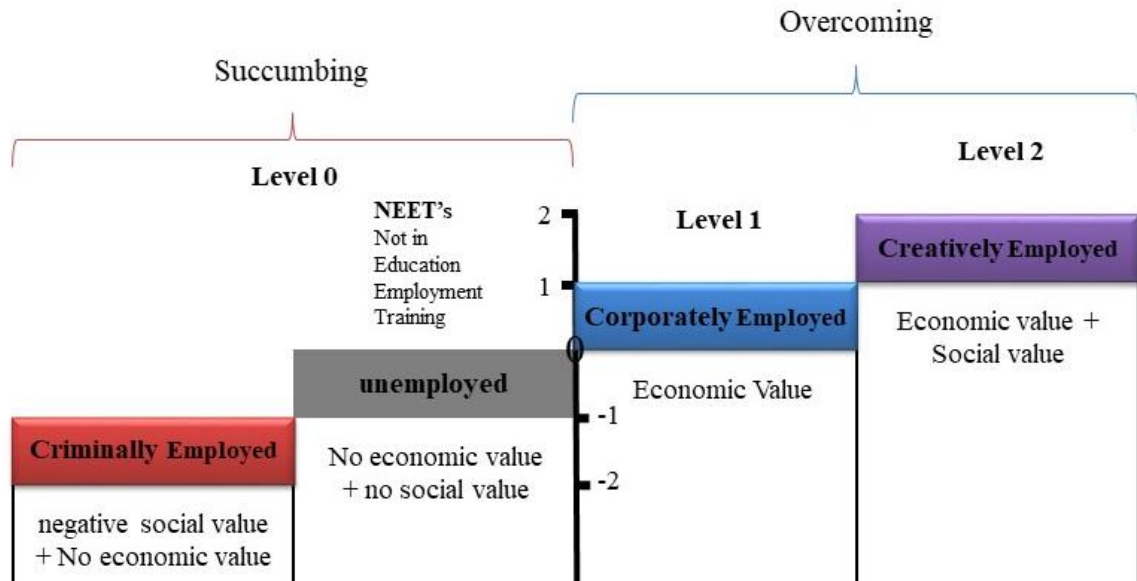


Figure 6: **Relationship between Levels & Employment Industries**

As this diagram was purposefully developed and derived from this study’s literature insights, designed based on this particular context, and my personal relation and interpretation of these aspects, it thus demonstrates Authenticity. This distribution template could potentially be adapted to accommodate participants who are not only youth as well as those in a different country, this indicates Conformability as well as Transferability.

The interviewees’ demographic details are presented below in Table 2. In the table I decided to display the participants’ gender, age, occupation and residential address. These categories were chosen to illustrate the range of diversity between the youth included in this project who represent only a portion of the diversity present in the greater Cape Flats region.

Partic. #	Category	Gender	Age	Occupation	Neighbourhood
01	Level 0	Male	25	Drug Dealer (Ex-Rugby Player)	Eastridge (MP)
02	Level 0	Male	21	Drug Dealer (Ex-Cyclor)	Eastridge (MP)
03	Level 0	Female	20	Unemployed/Asp. Performer	Colorado (MP)
04	Level 0	Female	24	Cigarette Salesman/ Asp. Dancer	Colorado (MP)
05	Level 0	Male	24	Drug Dealer/Cannabis Grower	Rocklands (MP)
06	Level 0	Female	20	Unemployed/Asp. Dancer	Bridge Town
07	Level 0	Male	21	Unemployed	Eastridge (MP)

08	Level 0	Male	27	Drug Dealer	Hanover Park
09	Level 0	Female	24	Unemployed	Portlands (MP)
10	Level 0	Female	24	Unemployed/ Asp. Dancer	Blue Downs
11	Level 1	Female	19	Call Centre agent	Eastridge (MP)
12	Level 1	Female	22	Student: Occupation Therapy	Hanover Park
13	Level 1	Female	22	Call Centre agent/Musician	Ravensmead
14	Level 1	Male	19	Student: Human Resources	Eastridge (MP)
15	Level 1	Female	22	Fund Strategist	Blue Downs
16	Level 1	Male	22	Geog. Student/Part time job	Colorado (MP)
17	Level 1	Male	26	Police Officer	Woodlands (MP)
18	Level 1	Male	24	Cloud Computing/Baseball Player	Westridge (MP)
19	Level 1	Female	22	Student: Teaching	Woodlands (MP)
20	Level 1	Male	19	Fire Fighter	Colorado (MP)
21	Level 2	Male	22	BMX Biker	Kensington
22	Level 2	Female	26	NGO Founder/Market Exec.	Westridge (MP)
23	Level 2	Female	21	Fashion Model	Steenberg
24	Level 2	Female	23	Model/Fashion Designer/Teacher	Lentegeur (MP)
25	Level 2	Male	25	Content Creator/Marine Biog.	Westridge (MP)
26	Level 2	Female	21	Dancer	Kewtown
27	Level 2	Male	24	Musician/Business Owner	Retreat
28	Level 2	Female	20	Student/Singer/Vocal Teacher	Belhar
29	Level 2	Male	22	Fashion Designer/Photographer	Hanover Park
30	Level 2	Male	26	Fashion Designer/Rapper/Poet	Woodlands (MP)

The viewpoints divulged by this group of individuals have informed the emerging hypothesis. The interviewees were advised to provide their own self-defined identification details and occupation on a hand-written, pre-interview questionnaire, thus decreasing the possibility of any misrepresentation on my part as the researcher. As mentioned by Chetty (2015): “The main activity of the gangs in the Cape Flats revolves around the supply and trade of drugs”. Taking this into account, drug dealers were included in this study as this is the most widely prevalent and frequently occurring deconstructive behavioural trend to be found within the Cape Flats setting. Another reason for their prominent representation within the Level 0 group is the fact that illicit substances are a physical product requiring logistics for their manufacturing, supply,

distribution. This could involve producers, packers, couriers, apparatus suppliers, salesmen and lookouts, unlike other criminal activities such as being a hitman (contract killer), an abuser, thief or a vandal. Illicit substances as a form of stock are easily quantifiable which presumes that drug trade share stronger fundamental characteristics in common to conventional corporate or creative work, hence, it is of more relevance as a form of employment to be investigated in this study compared to the other aforementioned criminal activities.

3.3. Data Collection Methods:

Interviews, surveys, and field notes are all valid methods of data collection used in qualitative studies (Neff, 1998). In Grounded Theory, the principle approach for data collection is by means of conducting interviews. That being the case, a semi-structured manner of intensive interviews was chosen to be implemented in this project. This practice afforded me with the opportunity to gain insights directly into each individual participant's perspective regarding their personal viewpoints and opinions concerning the conditions they are exposed to in their neighbourhood surrounds (Creswell, 2013; Khan, 2014).

Intensive interviews seek to interpret the participants' insights regarding the problems that encompass being young and marginalized growing up in the Cape Flats. The in-depth manner of the intensive interview prompts participants to explore and interpret her or his personal experiences. In face-to-face interviews, the interviewer becomes the primary research instrument. Qualitative researchers generally collect data in the natural setting where participants encounter the specific problem under investigation; as was the case in this study whereby I primarily visited and interviewed the participants at their homes. This method enabled me to ascertain an expansive understanding of both the participant's personal perspectives and their relationship to the context, getting a glance at and experiencing some of the environmental conditions first-hand (Charmaz, 2006; Kiefer, 2009; Creswell, 2013). Doing in-person interviews yielded the opportunity to observe non-verbal cues directly from my personal interaction with the participants, and additionally this enabled both parties present to clarify any uncertainties that either of us may have had regarding specific questions or their respective responses (Khan, 2014).

For the above listed reasons, interviews have become the primary form of data collection in Grounded Theory research studies, and consequently, was the approach employed in this project as well.

3.4. Ethical Considerations:

In qualitative research, ethical considerations are of greater concern as these types of studies often examine extensive details within the personal lives of the participating respondents. It was therefore vital that a safe atmosphere be established between myself and each of the participants. I strove for full transparency in my approach whereby, prior to the initiation of data collection, information about the research topic was divulged and participants were informed of their rights regarding their role within the context of this research project (Khan, 2014). The study's aims and expected outcomes were explained to the interviewees, and they were urged to ask any questions relevant to their participation.

In this study, interviewee participation was entirely voluntary. Once having arrived at the pre-agreed upon interview location – which, as previously mentioned, had generally been the homes of the respondents and in some cases my home – the prospective participant was required to sign a consent form (Creswell, 2013). Participants were then made aware of their right to terminate the interview and withdraw their involvement if they felt uncomfortable with the process or if they simply changed their mind at any point in time. If they decided to do so, their information would not be included in the written report. With that being said, this did not take place and all participants were glad to be involved.

On condition of permission being granted by the participant, only then were their interviews allowed to be recorded (Kiefer, 2009). Information could be documented with the use of handwritten notes, audiotaping, or videotaping (Creswell, 1991). In this project the vast majority of participants consented to the option of video recording their interview. Particular participants; predominantly those on Level 0 (specifically individuals involved in criminal activities) felt more comfortable to talk freely only with audio recording as the method of data collection being applied.

Once the participant data had been captured, all forms of information such as transcripts or recordings were secured in a lockable cupboard. Digital files were saved in password-protected laptops (Khan, 2014) as well as using online cloud servers. These measures were intended to make sure that the interviewees felt at ease participating in the project. An exception to this was made only when each participant had been supplied with the dialogue of their typed out transcription which they were then able to view and possibly amend if they felt that any

information had been inaccurately represented. This ensured Reliability of the recorded responses. Following the conclusion of the study (and of course only on condition of consent being granted by the interviewee) some snippets of their interview video recordings have been posted on QMK's website and other digital media platforms. This contributes to Praxis and is at the heart of my study's central research aims and objectives relating to the sharing, distribution and accumulation of inclusive knowledge among Cape Town locals.

In order to protect participants and prevent identification, the individuals' names were replaced with participant numbers throughout this written report. The participants' professions were mainly used to identify and distinguish respondents in this report; thus, interviewee involvement was ultimately entirely confidential (Creswell, 1991; Khan, 2014).

3.5. Limitations:

All participating interviewees were of Coloured decent. However, in terms of religious background only 6 interviewees were Muslim, with the remaining 24 being Christian. In an attempt to correct the skewing of data related to this discrepancy, the interview did not spend much time on this topic. Participants were simply asked a few closed-ended questions oriented more broadly toward their belief in God rather than on religion specifically.

The interviews were manually transcribed by hand with the words and sentences being spelt-out as pronounced by the interviewees. This was done in order to represent a genuine sense of their manner of pronunciation and infer the distinct accent associated to the Coloured culture as a racial group.

A limitation of this study is that the unemployed youth and criminal youth were grouped in one level. This meant that these two groups were virtually unable to be distinguished from one another in the data analysis stage. They were grouped together because of their similarities relating to irregular, inadequate or non-existing sources of income, as well as the fact that practicing these forms of behaviour either stagnates their potential or results in destructive outcomes for themselves as individuals, and others in their surroundings. Lastly, this group was included merely for the purpose of comparative analysis since the majority of Cape Flats youth fall into this category, even though the study's focus is primarily on the youth who were overcoming circumstance.

In order to adequately accommodate all employment industries, and given the scale of this research project and the specific word limit this imposes, it meant that all the collected data about the Level 2 creative group could not be incorporated into this final report. The implication of this is that the written report needed to be slightly condensed, resulting in less rich data presented compared to the data that was actually collected. Selective rich data themes were not stated for example: how or when these individuals discovered their abilities. However, extensive effort was exercised in analysing and re-analysing the data to insure that only the most formidable aspects were included.

3.6. Interview Questions:

Prior to the commencement of the face-face interviews, each participant was given a short survey form which they were required to fill in by hand detailing basic biographic information such as their gender, race, neighbourhood, date of birth amongst others. One of the questions in this pre-interview questionnaire called for the interviewees' self-identification of their present employment status. This detail which they autonomously provided essentially determined the 'Level' that they were then allocated into and consequently the set of questions which they were later asked during the actual interview.

Semi-structured interviews afforded me the opportunity to have pertinent questions scripted beforehand (Khan, 2014). In order to ensure consistency in this study, a script was prepared with predetermined interview questions i.e. appendix A. The Level 0 and Level 1 interview questionnaires are entirely the same in their number of questions and the subject matter of said questions, with the only difference being that two questions concerning their particular career industry sectors had been inversely phrased, unequivocally; where one participant (Level 1) was questioned about their reasoning for having chosen to work a corporate job; the other (Level 0) was questioned about their reasoning behind choosing to engage in criminal activities or why they remained unemployed. With the emphasis of this study being about alternative methods for overcoming socio-economic circumstance, the distinction was made in the Level 2 questionnaire, as additional questions were incorporated for this group. This was done in order to ascertain richer data regarding when and how these individuals discovered their skills and talents, or the ways through which they market themselves, as well as any recommendations they could mention advising other youth about how best to go about attaining creative self-discovery and pursuing employment in this field.

Aligning with the traditions of Grounded Theory, mostly open-ended questions were used in the development of the questionnaire (Charmaz, 2006). The interview questions focused on comprehending the nature of life as a young person growing up in this harsh environment. In this study however, the questionnaire did include a small amount of close-ended questions in order to gather general statistic comparatives between participants of different Levels. Yet these questions were mainly confined to the written pre-interview questionnaire. Below are some of the key questions participants were asked in the actual in-person interviews:

- Do you think most Cape Flats youth live to their potential? Why/why not?
- What does overcoming circumstance mean to you?
- Why/how do you think some people manage to overcome circumstance?
- What is the difference between corporate, criminal, and creative employment?
- What is your biggest passion/dream job?
- What is stopping you pursuing that as a career?

Interview Duration:

The suggested time period for the duration of research interviews in Grounded Theory studies can range between 60 to 90 minutes. Although, this time frame is merely a recommendation since the actual time spent is highly dependent on how much information the participant is willing to share in their responses (Creswell, 1991; Khan, 2014). The scripted questions were used to direct the interview while simultaneously affording the opportunity for each participant to mention any additional, unanticipated insights (Creswell, 2013; Kiefer, 2009). As an interviewer using this approach, one was always required to strike a good balance between securing an answer to each and every question while also giving the interviewee sufficient time to talk through all aspects pertinent to their personal experience (Kiefer, 2009).

In this study, the shortest interview – about three of which – were approximately 30 minutes in length. In these instances, some questions may have been overlooked and accidentally went un-asked, the battery of the recording device was too low to function, the interviewee was not being fully open to share, or there may have been other time constraints. These participants were, at a later stage, asked to elaborate on the answers to those inadequately answered questions. The vast majority of interviews however were between 50 and 70 minutes. In extreme cases – of which there were about three – the interviews spanned the duration of 120 minutes: all of which were Level 2 creatives. In such cases, several breaks – of more than 10

minutes each – were taken by those involved. Majority of the rest of the interviews had just one or two breaks. Information was recorded with the use of hand-written notes, audiotaping or videotaping, depending on what the particular interviewee felt most comfortable doing. As previously stated, in most cases this was done using a GoPro Hero video recorder. This method ensured Reliability as it enabled the participant to be quoted with word-for-word accuracy when transcription of the interviews later took place (Creswell, 1991; Khan, 2014).

3.7. Data Analysis:

Qualitative research has been marked out as a method for developing meaning and is not overly focused on the frequency of an occurrence of phenomena (Kiefer, 2009). The data derived from qualitative research studies are descriptive: it is represented in the form of words (the participant’s particular choice of wording) rather than with the use of numbers; as in quantitative studies (Creswell, 1991). In this project, Nvivo; a computer programme which aids in the process of qualitative data-analysis, was utilized. In Grounded Theory; codes and categories are discovered through the interpretative and iterative comparative process, which is then clarified by undertaking theoretical sampling (Charmaz, 2006; Corbin & Strauss, 1990; Suddaby, 2006). A Constructivist Grounded Theory strategy was employed to work through the collected data. This method of analysis commences with *open coding*, which is thereafter followed with more specified coding techniques. The complete process described above is shown in Figure #7 below:

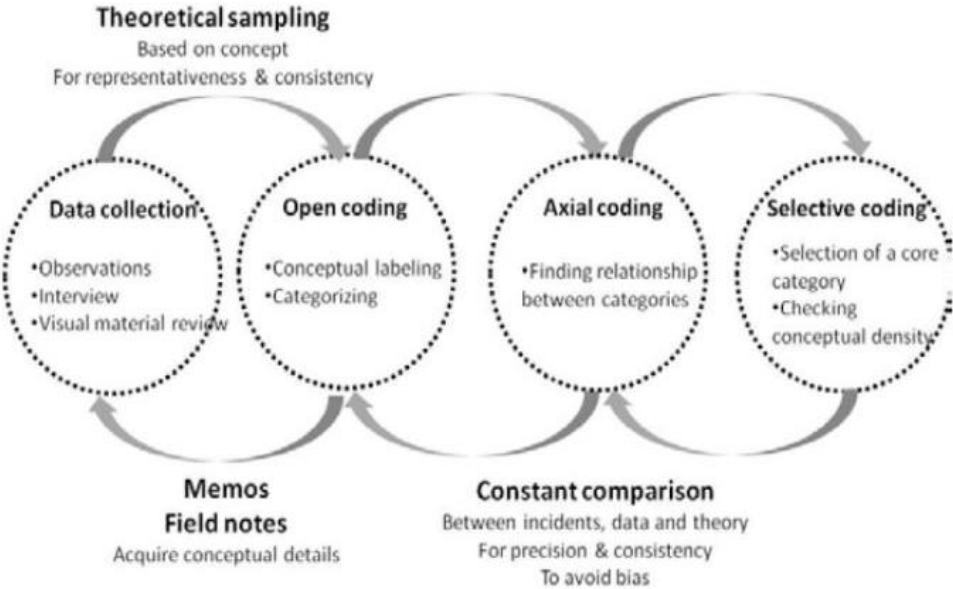


Figure 7: **Qualitative Data Analysis Process**

Source: Reducing confusion about grounded theory and qualitative content analysis.

(Cho and Lee, 2014, pg. 9)

In qualitative data analysis; coding is the process of arranging collected data into fragments; prior to establishing meaning within these extracted portions of information (Creswell, 1991). Coding thus examines the fragments of messages embedded within the data, which are then compared with other extracted fragments in order to identify similarities and differences (Walker & Myrick, 2006). The primary aim of coding data is to: break down, arrange, and compare the vast quantity of collected data (Christiansen & Chandan, 2017).

Due to my upbringing and explicit familiarity with the Cape Flats context, I was well aware of many of the challenges experienced by people in these environments. In an attempt to avoid multiple field visits, at first, a robust questionnaire was formulated with approximately 70 questions covering a multitude of topics ranging from; the interviewee's personal beliefs and behaviour, their family, education, neighbourhood and any other activities of significance that regularly take place within these settings.

Initially all 30 interviews were open coded using the full set of 70 questions. In the open coding process; the interviews were examined by reviewing the text content within the then typed out transcripts, fragmenting sentences or paragraphs into groups, and labelling the identified groups with a specific term – generally terms derived directly from the language used by the participants (Creswell, 1991). At this point, similar or related information were labelled with a specific shared term, whereas contrasting or dissimilar information was distinguished by being labelled with a new term (Walker & Myrick, 2006). As an example of constant comparison, this process was recurring whereby, in each instance a new code was discovered, all other transcripts were re-reviewed to examine if the newly revealed concept (codes) may have previously been overlooked or to scrutinize whether any additional insights could be identified (Cunningham & Carmichael, 2013).

Data analysis with the full set of 70 questions revealed core codes linked to (i) **Overcoming circumstance**. In the beginning stages of the data analysis process, these codes were firstly grouped into 4 categories, namely; Personality Traits, Personal Practices, Corporate Industry and Creative Industry. The aggregate theme (ii) **Cape Flats circumstance** was composed of 4 categories, namely; the Environment, Support systems, Common Beliefs and Industry Barriers.

Within the theme of (ii) **Cape Flats' circumstance**, the **Environment** category was made up of codes labelled Gangsterism, Crime, and Substance abuse. The category of **Support systems** consisted of: Family, School, government and the Media. The **Common Beliefs** category comprised of core characteristic codes such as: Self-Doubt, Conformity, Short-sighted, Fear, and Settling. The category titled **Industry Barriers** featured codes like: Lack of Knowledge, Lack of Support, and Financial Instability.

Within the theme of (i) **Overcoming circumstance**, the category **Personality Traits** comprised of core codes such as: Self-Belief, Self-knowledge, Hard work, and Will-power. The **Personal Potential** category was made up of behavioural traits like: Choices, Communication, Research, Reflection, Goals, and Networking. Two industry categories made up the theme of overcoming circumstance, these were: **Corporate industry** and **Creative Industry**. The most frequently occurring concept codes in the category **Corporate Industry** were: Money driven, Financial Stability, Routine, and Organizational Structure. The common codes within the category **Creative Industry** were: Entrepreneurship, Flexible hour, Happiness, High Risk, and Positive Impact.

Table 3 below displays examples of how the extracted interview quotes were used to generate the codes listed. For the complete coding table, refer to Appendix A.

In Grounded Theory these types of initial explanations are provisional and are tested before being validated through theoretical sampling (Neff, 1998). Theoretical sampling occurs when the choices concerning which data should subsequently be collected are dependent on the theory that is being constructed (Suddaby, 2006) i.e. how certain Cape Flats youth are able to utilize their personal potential in order to overcome their environmental circumstances. Once a substantial amount of transcripts were provisionally coded, the central codes common to majority of the interviews were identified. In the selective coding process, I revealed relationships between these open codes, which were then grouped together in order to form categories.

Table #3: **Coding Examples**

Data Extracts: Quotes	First Order: Codes	Second Order: Categories
"Some people are just there feeling sorry for themselves, like; 'Okay, this is where I'm from, and this is just how things are.'" – Participant 06	Self-doubt	Common Beliefs
"They believe there's like one straight path that they have to follow, so they don't know they can branch out." – Participant 03	Conformity	
"Usually in the Cape Flats everything is like negativity: so they follow whatever they see. Most of them see bad, and when they see bad; they wanna be bad. They don't feel like they can move on, they feel part of it. They don't feel like they live in the place, it's almost like the place lives in them." – Participant 10 "Most look at the position they in, and once you look at things from a place of lack, that is where it all falls." – Participant 30	Short-sighted	
"Growing up in the ghetto, I mean yoh, its difficult. A lot of people stay in the exact same circumstances that they are because there isn't any, anybody that they can reach out to. Like especially with the Coloured community; because we are the only people that's not fighting for land, we not fighting for jobs, anything. Like we are just literally settling for whatever we get, or what we have." – Participant 13	Settling	
"I'd go into peer influence; surrounding yourself with the correct people. You basically have to surround yourself by people that motivates you all the time. And from the Cape Flats side again, if you surrounded by the incorrect people you can't really grow as an individual." – Participant 18	Social Persuasion	Collective Behaviour
"Some people don't have people to guide them, or make them believe in themselves, so they have a weaker mind-set than others." – Participant 09 "With true potential I just believe that we need more support structures, we need more influences (good influencers). We need more backup and just for the community as a whole to actually stand together and to say no to the circumstances around us." – Participant 11	Lack of Support	
"I guess some people don't accept what it is, but they try to escape what it is you know, and the more we try to run or escape from whatever we are dealing with; it always catches up to you, it hasn't been dealt with." – Participant 21	Avoiding Issues	
"Like we start things and then we like: 'nah' (because it's getting tough) and then we like: 'no I'm not gonna do it anymore'. Like when we experience difficulties we like: 'I can't handle this'. We become discouraged when things get hard, then you just like: 'no I'm not gonna do it.'" – Participant 23	Easy way Out	
"I believe that it stems from power within yourself – because if you want to do anything in life, you need to start with yourself first. So believing that you do have the power to overcome the circumstances around you means that you can do it." – Participant 11	Self-belief	Personality Traits
"All of us literally have talents; you just don't know who you are so you don't know what the fock you have inside of you to actually let out." – Participant 13 "Other people see the bigger picture, and they realise that where I'm from doesn't define my future or who I am." – Participant 06	Self-knowledge	
"Some people see the bigger picture and they have aspirations; they have goals, they have something that motivates them to get out of that situation. So I'd say it boils down to mind-set." – Participant 18	Foresight	
"I realised the only way for me to get out of this situation is if I put the work in. So it doesn't matter where you come from; you can still make your own decisions in life and determine your own success." – Participant 19	Will-power	
"That is entirely up to the individual, what they call it is will-power. So if you really want to, any circumstance that you in; whether its addiction or you being abused – it's up to the individual. If you really want to get out of that you will strive, you will fight for that thing." – Participant 08	Personal Growth	Personal Practices
"I had little lessons, I was helped by people. Like I had a mentor who taught me about music, introduced me to people and along the journey people would show me things, they'd tell me things: lessons. Not formal lessons just like in conversation." – Participant 28	Communication	
"I feel like people who overcome circumstances are probably more determined to get somewhere, cause a lot of people who are in a circumstance will have the thought that they wanna get out of that position (because they didn't ask to be in it) but they just left with the thought; they never action it. People who make it out of their circumstances are people who have the thought and they actually action that thought." – Participant 07	Face Challenges	
"It just means dealing with life I guess. You have to deal with it, there's no other option. So basically overcoming it's just dealing with everything as it comes day by day; accepting help, just being resilient, persevering and not giving up." – Participant 16	Perseverance	

Data Extracts: Quotes	First Order: Codes	Second Order: Categories
"Growing older you need to sustain a living. With the corporate you guaranteed your pay check at the end of the month." – Participant 18	Money Driven	Corporate Industry
"In the corporate sector you definitely getting your pay check every month, its more safe I suppose." – Participant 29 "For the corporate side there is a lot of stability. You know what you suppose to do and what is wanted from you and there's basically a contract. So there is that stability that you know, okay there will be something for you even if you should leave as well. I think it was more of a secure option in terms of medical aid and the benefits and housing allowance and also salary wise." – Participant 17	Financial Stability	
"In corporate industry things are set: you go to work, you come back, you go and study, and it's a routine basically." – Participant 23	Routine	
"The corporate industry is way more formal. It's just more levels to it, like the hierarchy." – Participant 07 "In the corporate world it's someone else's vision, you, fulfilling. So you basically taking instruction for what was already set out." – Participant 24	Organisational Structure	
"In the corporate industry, you just stuck in a system. You robots doing what other people want you to do and you pleasing them." – Participant 11 "They mould you into this specific person which you have to be in the corporate world every day. So you get to work: you have to be John whether you like being John, you actually Patrick, but now you have to be John." – Participant 08	Following Orders	
"The corporate to me is a little bit like slavery." – Participant 30 "In the corporate there's a certain time you have to work that 9-5; there's restrictions. You have breaks where you can't just do whatever you want to, you have to follow a system." – Participant 29	Too many Rules	
"In corporate there's time allocations for everything, everything gets done on its time. You last weekends, you didn't get to spend family time, public holidays you working, its back to back shifts, its night shift, its day shift." – Participant 05	Time Consuming	
"I got a real job for like a month and something in me was not right. My family even said I was very unhappy and it was constantly eating on me. I swear I would've gotten depressed if I stayed working." – Participant 26	Unhappiness	
"I didn't pass matric like with awesome colours. I passed with a diploma, so I'm gonna have to rewrite in order to study what I want." – Participant 13 "There is nothing that's stopping me. The hard reality is that Things Take Time so ja, I'm not where I want to be. I don't have the relative qualifications just yet, so I need to finish that." – Participant 18	Lack of Qualifications	Criminal Industry
"Like I'm trying to get a normal job it's just, like it's hard to get a job these days. There's not a lot of opportunity." – Participant 07	Lack of Opportunity	
"A criminal may receive a cash flow much greater than someone working in the formal work industry." – Participant 03 "Crime wise from my point of view it's like blooming - because the gangsters and the merchants are the only people with money in the community and they are living the lifestyle." – Participant 30	Money Driven	
"They have to do maths every day. They have to strategize, they have to work out a plan. You need to have a level of confidence and you need to have some background in that particular field cause not anyone can do that." – Participant 24	Entrepreneurship	
"The one that's on the street, the criminal; he feel like he's living he's life you know. He's at home, he's getting to enjoy himself, taking he's breaks when he wants to take breaks." – Participant 05	Flexible hours	
"Like criminals they sell drugs, they shoot people, they do things that's not really helpful to the world." – Participant 09	Negative Impact	
"When you a criminal you are on your toes - you have to be watching your back like all the time, and once you go into that industry its already like you signing your death note like: 'okay I'm prepared to die now for this shit.'" – Participant 19	High Risk	
"Being a criminal is against what I believe as a person you know what I mean, it goes against my faith or my paradigm." – Participant 29	Unethical	
"I'd say its role models and influences of like being three brothers and having no older brothers to look up to. There's a lot of things that I actually learned from them and I applied that to my life. So I was never really associated with criminals and gangsterism." – Participant 18	Family	
"I just think there's more to life than crime. And really reaching my full potential is important to me, and that's not reaching my potential." – Participant 12	Goals	
"...and being in sports as well took me out of that." – Participant 18	Sport	

3.8. Preliminary Conceptual Framework:

Once the core conceptual codes had been established, it was then time to employ theoretical coding at which point a shift was made from merely sorting and comparing data toward an interpretative analysis describing the emerging explanation, which arose as a result of the revealed connections between the concept codes (Cunningham & Carmichael, 2013). As illustrated in Figure #8; numerous theoretical categories emerged from the initial data set. By the end of the 30 interviews I was able to assemble an initial theoretical framework which illustrates the relationship between the above listed codes and categories.

Following from the selective coding process, the codes comprising the core categories were renamed (in some cases) and were thereafter defined, as with their relating sub-codes as well. The given definitions aid in further illustrating the overarching connections between these concepts (Corbin & Strauss, 1990; Cunningham & Carmichael, 2013).

As codes and categories were discovered, I selected the final group of interviewee participants and refined the questionnaire for the purpose of saturating the model (Cunningham & Carmichael, 2013; Kiefer, 2009). By applying the theoretical sampling technique, I realized that deficit data had been uncovered in key areas requiring, further investigation. Participants were therefore requested to later answer several additionally developed questions (of which there were 7 – 10). These questions were sent to the participants digitally via email, Facebook messenger or WhatsApp, where they were requested to type out subsequent answers and asked to send their responses to me digitally, at which point the supplementary information was integrated into their typed out interview transcription.

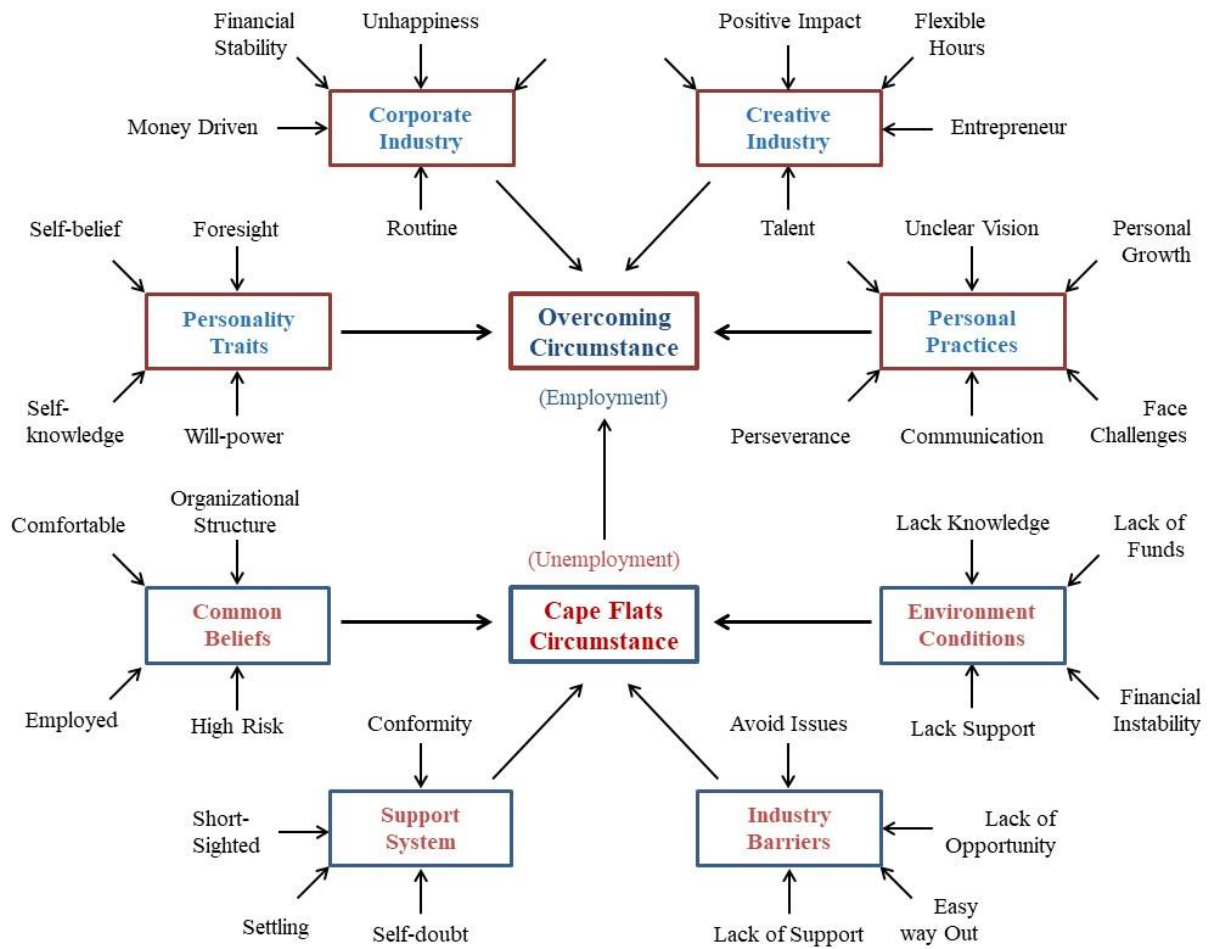


Figure 8: Preliminary Conceptual Framework

In the second iteration of coding, the 30 interviews were open coded once again, however using a more focused set of questions including only 30 of the total questions answered by interviewees. These were comprised by the 10 questions of the written pre-interview survey, along with 20 questions from the in-person interview itself. These questions focused directly on the employment industry options. These revealed the most pertinent aspects of the environment to include.

The concepts or codes that were mentioned more frequently and commonly expressed among all participants, as well as those deemed most relevant to answer this study’s research question, all remained and were carried forward into the upcoming chapter; where the codes were re-categorised into a revised theoretical framework.

Research Findings Prelude:

In the following Findings Chapter:

- Concept codes are juxtaposed with contrasting concepts.
These codes are grouped into two sets i.e.
(1) Cognitive and (2) Behavioural characteristics.
- Employment industries are distinguished as perceived by participants
in terms of their (1) Features and (2) Barriers.
- Creative Potential is examined in terms of
Cognitive and Behavioural characteristics.
- The Support System and its various
comprising aspects are explored.

Chapter 4: Research Findings

4.0. Introduction:

This chapter explores: (1) How an individual's potential is influenced in connection to their personal experiences within the Cape Flats Environment and (2) the Personal characteristics that were identified to increase one's likelihood in overcoming the environmental circumstances. In this paper, Personal Potential is primarily viewed in relation to an individual's (un)employed status.

Chapter 1 lists the Research Questions as follows:

- 4.1. How do youth overcome the circumstance of unemployment?
- 4.2. What is needed for youth to overcome circumstance?
- 4.3. What is the difference between corporate, criminal and creative employment?
- 4.4. How do youth overcome circumstance using their creative gifts and talents?

This study incorporates three categories of Born-free Cape Flats youth who are active in the criminal, Corporate and Creative industry sectors. Specifically, this project involves youth who are unemployed or gain an income by engaging in illicit activities: they are referred to as being on Level 0. These youths are compared to others employed in corporate industry jobs, categorized as being on Level 1. Both of these groups (levels) are compared to youth employed in the creative industry sector, who are titled as being on Level 2. Employment industries are distinguished as perceived by respondents in terms of their Features and Barriers. The distinctions and commonalities are highlighted in the comparisons from Level 0 through to Level 2. Prominence is given to the Level 2 group to draw attention to the characteristics they employ in order to succeed in the Creative Industry.

In this chapter, contrasting characteristics/concepts/codes discovered across each Level are paired and juxtaposed, and this is supported by excerpts from the interviewee quotations. The selection of codes was decided based on their relevance and the rate of recurrence with which they were referred to by the informants. Interpretations are drawn from the constancy and depth of understanding that the participants convey regarding each of the respective concept codes.

The findings cast light on the extent to which the Support Systems in the Cape Flats' Environment affects an individual's Personal Potential i.e. how the collective (cognitive and behavioural) contextual conditioning in relation to one's unique (cognitive and behavioural)

attributes produce specific individualized performance outcomes. This will illuminate the dynamic interplay between the collective and the individual, providing insight into what this might suggest as key levers in the Cape Flat’s context to positively impact performance outcomes.

4.1. Collective Context & Personal Potential – determining factors:

Cape Flats Environment & individual Personal Potential:

The Cape Flats Environment consists of conditions (circumstances) which are notorious for restricting the optimal performance of its community’s members. The findings that follow illustrate how an individual’s response to these conditions affects her or his Personal Potential i.e. one’s beliefs and behaviour determine whether they overcome circumstance or succumb to the environmental circumstances.

“How do youth overcome the circumstance of unemployment?” The findings indicate that youth who do, do it through the proactive practice of particular characteristics – characteristics described as contrasting to those commonly witnesses amongst others in their neighbourhood.

The findings indicate that Personal Potential is derived from two interdependent elements: Environmental conditions and one’s Personal reactions in response to the conditions experienced. This chapter examines each one of these overarching elements (Environmental & Personal) from both a cognitive and behavioural standpoint. Table 4 outlines these two elements and frames the cognitive and behavioural components which I present in more detail hereafter.

Table #4: Characteristics Overview	<u>Cape Flats Environment:</u> (Context & Collective)	<u>Personalization:</u> (Personal & Individual)
Cognitive:	Common Beliefs:	Personality Traits:
	Self-Doubt Conformity Short-sighted Settling	Self-Belief Uniqueness Foresight Will-power
Behaviour:	Collective Behaviour:	Personal Practices:
	Social Persuasion Avoid Issues Easy Way Out	Personal Growth Face Challenges Perseverance

	Lack of Support	Communication
--	-----------------	---------------

Firstly, the key sets of cognitive characteristics discovered are coupled and discussed. Subsequently, the prominent behavioural patterns are paired in sets of two before being compared.

4.1.1) Potential Cognitive Characteristics:

This section identifies critical parts of the typical mentality possessed by members of the Cape Flats community and how the collective psyche present in this context influences people’s psychological perception of themselves and their worldview of others.

In the above Table #4 – beneath the heading: “**Cape Flats Environment** (Collective & Context)” – are the pivotal concepts prevalently mentioned by all participants across the entire sample group; titled “**Common Beliefs**” as these thoughts and perceptions were pointed out to be the most frequently observed within this specific environment. These contextual conditions were widely recognized by the interviewees for their role in significantly restricting the youth’s performance by means of prompting and perpetuating limiting beliefs among people.

The concepts comprising “**Personalization** (Individual & Personal)” are the mind-sets’ that certain interviewees personally adopted in order to best counteract this environments inherent restrictions. These characteristics were selected based on the amount of participants who share similar perspectives. Preference was also given to the concepts mentioned which possessed opposing meanings to those listed in the **Cape Flats Environment**.

The following segments reference the prominent codes discovered through the data analysis process. In this chapter, contrasting concepts (codes) are paired and juxtaposed, and this is supported by excerpts from the interviewees’ quotes. Interpretations of each group (Level) are drawn from the frequency and depth of understanding that the participants convey relating to each one of the two contrasting characteristic concept codes. To begin, the self-belief recorded from each level is compared to their self-doubt:

Self-belief & Self-doubt:

- i) **Self-belief:** The confidence an individual possesses in their own judgment or abilities.

ii) **Self-doubt:** The lack of confidence an individual possesses in themselves or abilities.

Level 2 individuals display the most Self-belief. Self-belief declines with each descending Level. Only among Level 0 participants does Self-doubt outweigh Self-belief. The first interviewee explains that self-esteem is initially formed by the presence of supportive or unsupportive social figures that the individual is exposed to while he/she grows up. The last two interviewees effectively state that self-belief is inversely proportionate to the support that youth require from others i.e. the more self-belief individuals possess, the less support they require from others and vice versa.

Level 0: Self-belief was referred to on 8 occurrences by 5 of the L0 participants. Self-doubt was referred to by 6 participants a total of 15 times, as described by one interviewee:

‘We are all individual; we have our individual characteristics, personalities and we brought up by different people. So some people just have a stronger mental perspective because of what they’ve learnt, what they were taught by those around them. Some people don’t have role models or people to guide them or make them believe in themselves so they have a weaker mind-set than some people. I’m one of those people that happen to have lots of positive role models in my life; so I have my aunt always telling me, encouraging me to do what’s best for myself or what will make right into the world. And then I do feel like there are those people that maybe have negative people in their lives that make them feel like they are not enough.’ – Participant 09 (Unemployed)

Level 1: Self-belief was referred to by 9 participants a total of 15 times. Self-doubt was referred to by 7 participants 10 times, as explained by two interviewees:

‘I procrastinate a lot and I don’t always feel like I live up to my full potential, sometimes I just do things for the sake of doing it cause I have to do it. Like I am driven and things but because I procrastinate I don’t always give it my best, it depends on the task also cause it’s relative.’ – Participant 12 (Student: Occupational Therapy)

‘I believe that it stems with power within yourself because if you want to do anything in life, you need to start with yourself first so believing that you do have the power to overcome the circumstances around you means that you can do it so it’s all about mind-set and inner power and inner change.’ – Participant 11 (Call Centre agent)

Level 2: Self-belief was referred to by 9 participants a total of 21 times. Self-doubt was referred to by 8 participants 14 times, as the interviewees explain:

‘I think some people overcome circumstance because of their mentalities, based on their personal strength and some people lack that that’s why they can’t overcome it.’ – Participant 27 (Musician/Business Owner)

‘...cause of lack of focus and also self-esteem plays a big part in it like some people don’t have that, some people do. And strong will as well, if you’re weak it’s hard, like some people need people to amp them to get through something, then there’s some people like me; I can get through something because I know I don’t wanna be in a situation forever, but I do know people that can’t just do that and then need some push or something.’ – Participant 22 (NGO Founder/Market Exec.)

‘I think it boils down to your support that you have, your support structures and some people don’t have support structures, it is a bit difficult for them to overcome their circumstances, whereas others have the support from their family members or their friends or whatsoever. Some don’t at all but yet they still make it, so it also boils down to how you as an individual are in terms of your stand in confidence and believing in oneself to actually do something.’ – Participant 24 (Teacher/Fashion Designer/Model)

Uniqueness & Conformity:

- i) **Uniqueness:** The understanding of one’s own capabilities, motives or character.
- ii) **Conformity:** Changes in one’s own beliefs or behaviour in order to fit in with a group.

The ratio of Uniqueness and Conformity is largely proportionate amongst Level 0 and Level 1 respondents. Uniqueness among L0 members was predominantly described as something that the youth are unaware of or lacking within themselves. In Level 2 Conformity is the lowest and Uniqueness is the highest compared to all other Levels. In Level 0, participants merely stated things they personally experience or witness within their surroundings. Whereas in Level 2, and similarly in the Level 1 excerpt; interviewees are attempting to describe possible explanations responsible for creating the high Conformity levels, and lack of Uniqueness prevalent among Cape Flats youth. This represents a somewhat more interpretative and insightful perspective among L1 and L2 interviewees and could be connected to their level of understanding of their own Uniqueness, allowing for stronger comparison in relation to their context.

Level 0: Uniqueness was referred to by 7 participants 11 times. Conformity was referred to by 7 participants a total of 10 times.

‘...like some guys on the streets have lots of potential, and what they doing is becoming gangsters, robbing people, where they could be using their talents but they doing all the wrong things.’ – Participant 02 (Drug Dealer)

‘Some people are just there feeling sorry for themselves; like okay this is where I’m from and this is just how things are, there’s nothing better. They’ll just look at other people and be like they have everything and this is where I’m from so I can’t get that, but that’s not the actual situation, they can do something about their lives. Other people see the bigger picture and they realise that where I’m from doesn’t define my future or who I am.’ – Participant 06 (Unemployed/Dancer)

‘I dont know, I just know I wanna be successful but I don’t know what I wanna be. I just can’t make up my mind, I’m fighting this battle struggling to figure out what I wanna do.’ – Participant 07 (Unemployed)

Level 1: Uniqueness was referred to by 7 participants on 16 occurrences. Conformity was referred to by 8 participants 12 times.

‘I’ve came across a lot of youth that has so much talent, not just the basics of singing, dancing and all of those kinda stuff but I mean it goes deeper; it goes to the soul, and I’ve noticed people that have so much potential when it comes to who they actually are and I feel like the youth of today don’t know who they really are because of the music, because of the reality TV shows. Everybody’s trying to follow that lifestyle so they forget who they actually are.’ – Participant 13 (Call Centre agent/Musician)

‘I’m working on a little life strategy where I define what it is I want, I define what I want my home to feel like, I define what I want my relationship with my partner to be like. So constant self-exploration, constant world exploration cause once you know what is out there you can better define what works for you. Cause if all you know is what you know then you won’t know that there is more to want. Creating the space where I meet myself that’s why I like the alones, when I’m alone with my thoughts I’m realising all these crazy cool things. It’s not being alone it’s like you meeting yourself. By being alone I feel like I’m constantly exploring what she wants, where she wants to grow, and what her interests are. For me it’s about opening up to who she is when she doesn’t have to be anyone.’ – Participant 15 (Fund Strategist)

Level 2: Self-knowledge was referred to by 10 participants 31 times. Conformity was referred to by 8 participants a total of 14 times.

‘I think it’s in their surroundings like if you living in a negative environment where there’s constant bad, that can sometimes cloud your mind and the vision that you have for yourself and your life or it distracts you from your goals because there’s so much shit happening and it demotivates you, it discourages you because there’s so much kak!’
– Participant 28 (Student: Teaching/Singer/Vocal Teacher)

‘It’s also down to your own personality and the people that surround you. So if you chill with people that are just fine with going with the whole flow of society saying okay you belong here so you go this way and you become this and this and this and they will do that as well. As humans we mimic other people around us. What I’ve discovered working with people, the group of friends; if they not goal driven, you’ll slowly become not goal driven. If you surround yourself with goal-driven people then you’ll want to also become goal-driven so the people that surrounds you. Then also down to yourself as well. If you a strong person you can overcome your circumstance. If you a hard worker, a hustler and you push every single day to become something that society is telling you not to do or not to be then you can do that.’ – Participant 25 (Content Creator/Marine Biologist)

Foresight & Short-sighted:

- i) **Foresight:** Ones ability to judge what is likely to happen and plan action accordingly.
- ii) **Short-sighted:** Narrow-minded thinking, unable to anticipate long-term consequences.

In Level 1 and Level 2 Foresight is higher than short-sightedness. Short-sightedness is higher than Foresight in Level 0. Short-sightedness was related to lack of knowledge derived from lack of exposure, or exposure to negative influences in the environment.

Level 0: Foresight was mentioned by 4 participants 9 times. Short-sighted was referred to by 8 participants a total of 11 times.

‘Like maybe the person that can’t overcome it, like maybe he has problems at home, and no one’s supporting him, and like nothing’s going right for him, so he thinks the only way out is going the wrong way you see.’ – Participant 02 (Drug Dealer)

‘It’s taking a big step to actually see where you from and not putting yourself down from what’s around you.’ – Participant 06 (Unemployed/Dancer)

‘But for now I’m confused. Someday I’d like to be a family man, be a role model for my kids. That’s about it like I said I’m confused in where I want to be in life so that is my ultimate goal really becoming a family man so that I know there’s set things in my life, I have to be a role model to somebody so I have to keep on doing positive things.’
– Participant 08 (Drug Dealer)

Level 1: Foresight was mentioned by 9 participants 16 times. Short-sighted was referred to by 6 participants 9 times.

‘Some people they so trapped within the circumstances and their life sort of becomes like living with horse vision, especially within the Cape Flats, it’s like you can’t broaden your horizon, you can’t see above and beyond exactly what you exposed to.’ – Participant 18 (Cloud Computing/Baseball Player)

‘Because I grew up where that was a lifestyle around me, and I just saw what that did to people around me and I just decided that I didn’t wanna be that, I wanted to be more than gangsterism and I wanted to be more than that falling into drugs and I didn’t wanna loose myself entirely to a substance that I could’ve prevented that I gave into.’ – Participant 11 (Call Centre agent)

Level 2: Foresight was mentioned by 7 participants 20 times. Short-sighted was referred to by 7 participants 11 times.

‘There’s so much potential in the Cape Flats but it’s always overseen cause there’s so much judgementalness in the Cape Flats. So there’s not other people that want to see better for you or get you there, it’s always about them trying to push you down and let you know that it’s not possible – but it is possible – it’s just that they afraid that you might be doing better than them. There’s a lot of potential but a lot of people don’t support the potential that others have to.’ – Participant 21 (BMX Biker)

‘Overcoming circumstance to me means that you find a plan. In order for you to get over your circumstances you need to have a plan and actually execute that plan but a plan that is S.M.A.R.T so I always work with SMART principles: Specific, Measurable, Attainable, Realistic and Timeous (where it can actually be measured over a specific time).’ – Participant 24 (Teacher/Fashion Designer/Model)

Will-power & Settling:

i) **Will-power:** One's ability to exert control over their own thoughts, emotions, or actions.

ii) **Settling:** To accept or remain on a certain level that one considers as less than ideal.

Amongst Level 1 participants, Will-power far outweighs Settling; the inverse is true for Level 0 participants. Level 2 shows an almost symmetrically balanced ratio between the two characteristics.

Level 0: Will-power was mentioned by 7 participants 10 times. Settling was mentioned by 10 participants 29 times.

‘Yes there’s a lot of people with a lot of talent and they can do something with it, other people are just doing it at home (okay, me included) but we can do something with our talents, we can make something of ourselves I guess.’ – Participant 06 (Unemployed/Dancer)

‘I feel like people who overcome their circumstances, they are probably more determined to get somewhere cause like a lot of people who are in a circumstance, they will have the thought that they wanna get out of this circumstance, out of this position that they in – because they didn’t ask to be in this position – but they just left with the thought, they never action it. People who make it out of their circumstance are people who have the thought and they actually action that thought.’ – Participant 07 (Unemployed)

Level 1: Will-power was mentioned by 9 participants 21 times. Settling was mentioned by 8 participants 10 times.

‘I basically come from a single parent home where it wasn’t even my parent it was my grandmother, but the circumstance or system that was around me was; ja² get pregnant at a young age, or if you are a guy at my age be into gangsterism, do this, do that, and for me it was just accepting the fact that no, I’m gonna break that cycle and I’m gonna do my own thing and try to be above that, but other people that don’t make it is because they fall into the trap or they are taught that this is the way.’ – Participant 11 (Call Centre agent)

‘Growing up in the ghetto, I mean yoh³, it’s difficult. A lot of people stay in the exact same circumstances that they are because there isn’t any, there isn’t anybody that they can reach out to. Like especially with the Coloured community because we are the

only people that's not fighting for land, we not fighting for jobs, anything, like we are just literally settling for what we get or what we have so. Motivation, like I said if you not motivated, you not going to get where you want to be, and once again everything starts within yourself. You can't expect someone to do something for you if you not willing to do it yourself.' – Participant 13 (Call Centre agent/Musician)

Level 2: Will-power was mentioned by 9 participants 12 times. Settling was mentioned by 8 participants 13 times.

'I feel like it just means that you become more than what you are, more than what you grew up in, you become more than what your circumstance is, you reach for more and you actually do that, and you actually become that what you set out to be.' – Participant 23 (Fashion Model)

'I feel like some of us have ambition but we don't have drive, and we don't have the determination, and we don't persevere. When we set out to do something, we are determined to get it done. Like we start things and then we like nah, because it's getting tough and then we like: "no I'm not gonna do it anymore". Like when we experience difficulties we like, no I can't handle this so I'm just gonna leave it and ja³. We become discouraged when things get hard then you just like: "no I'm not gonna do it". Even I've been there, but you just have to push through it.' – Participant 23 (Fashion Model)

'The other thing is that a lot of creatives get kicked down very quickly when they don't get somewhere, and you also need to learn that to keep on fighting and to stand up. You have to wake up tomorrow and be like: "I really want this I don't care if that person said that or I got kicked there or whatever". Like you have to know that's your passion, that's what you want and stay focused, like that's all.' – Participant 22 (NGO Founder/Market Exec.)

Table #5: Summary of Cognitive Characteristics:	Level 0	Level 1	Level 2
	partic. (mentions)	partic. (mentions)	partic. (mentions)
Self-belief & Self-doubt	5 (8) & 6 (15)	9 (15) & 7 (10)	9 (21) & 8 (14)
Uniqueness & Conformity	7 (11) & 7 (10)	7 (16) & 8 (12)	10 (31) & 8 (14)
Foresight & Short-sighted	4 (9) & 8 (11)	9 (16) & 6 (9)	7 (20) & 7 (12)
Will-power & Settling	7 (10) & 10 (29)	9 (21) & 8 (10)	9 (12) & 8 (13)

Table 5 summarizes the number of participants from each Level who referred to a particular Cognitive characteristic, as well as the total number of instances each concept was mentioned throughout the interviews.

Level 0 (Unemployed/Criminal): These youths convey the greatest Self-doubt and the lowest Self-belief. They have the second highest Conformity rating yet the highest Short-Sightedness and Settling. This indicates that the qualities which are inherently existing and vicariously learnt from people in the Cape Flats limits the potential of others exposed to this context.

Level 1 (Corporate): L1 youth had higher accounts of Self-belief and Foresight compared with the opposing characteristics of Self-doubt and Short-sightedness. They had a relatively balanced account of Will-power and Settling, while slightly higher Conformity than Uniqueness.

Level 2 (Creative): L2 youth had the highest mentioned Self-belief and Will-power. Their Foresight outweighed Short-sightedness, and they conveyed the greatest Uniqueness.

Next, contrasting Behavioural characteristics will be examined to determine whether the youth’s behavioural patterns are related to the Cognitive characteristics.

4.1.2) Potential Behavioural Characteristics:

This section focuses on the Collective Behaviour patterns among community members of the Cape Flats and how these external contextual activities and actions of others affect the youth’s personal Behavioural Practices. This is outlined in Table 6 below:

Table #6: Behavioural Characteristics Overview	<u>Cape Flats Environment:</u> (Context & Collective)	<u>Personalization:</u> (Personal & Individual)
Behaviour:	Collective Behaviour:	Personal Practices:
	Social Persuasion Lack of Support Avoid Issues Easy Way Out	Personal Growth Communication Face Challenges Perseverance

Personal Growth & Social Persuasion:

- i) **Personal Growth:** Behaviour that develops an individual’s own talents and potential.

ii) **Social Persuasion:** Changes in one's own behaviour in response to social settings.

Amongst each Level, Social Persuasion is highlighted more than Personal Growth. However, the difference between the two contrasting characteristics lessens with each increase in Level. In Level 1 the difference between the two is faintly less than in Level 0. While in Level 2 these two characteristics are approximately balanced equally.

Level 0: Personal Growth was mentioned by 6 participants a total of 7 times. Social Persuasion was referred to by 10 of the L0 participants, 24 times.

'There's like one out of a few mybru⁴ that will live to do what they say; you know like he's a soccer player and he will strive to be that soccer player. You know what I mean? You get those that are in it, but because of what's happening around them they tend to stray and end up doing the opposite, because on the Cape Flats bru⁴ it's; being cool is not achieving your goals, its fighting for someone else's goals. Like I lost a lot of friends mybru⁴, fighting for other people's goals where you can just strive, stick to your thing. Like if you had to fight for soccer the way you fighting for this boss or this gang, bru⁴ then you would've made it long time. Just it's entirely up to the individual and he's willpower, that's how I see it.' – Participant 08 (Drug Dealer)

'What kept me back and what is keeping me back is probably still the same thing, feel like it didn't change. It's hard to say but I feel like it's my friends. Like sometimes I focus too much on doing things with my friends or wondering what they doing, like when I busy, like when I was working, then I check yoh³: "what is the ouens⁵ doing now?" like I have F.O.M.O, like I don't wanna miss out, a 'fear of missing out'. That's why I feel like sometimes my friends could be a big part of, or a big reason of why I'm kept back a bit because I'm always like thinking about that man.' – Participant 07 (Unemployed)

'We faced everyday with like bigger challenges than what we have on our own plate. You see, it so you choose to be a part of it or withdraw and do your own thing. People's not strong enough to choose their own path. They feel stronger in a group, and that's what you get on the street: strength in numbers, but you need to choose to be strong for yourself.' – Participant 05 (Drug Dealer/Cannabis Grower)

Level 1: Personal Growth was mentioned by 9 participants a total of 19 times. Social Persuasion was referred to by 9 participants a total of 25 times

‘I’d go into peer influence, surrounding yourself by the correct people; likeminded individuals. You basically surround yourself by people that motivates you all the time, and from the Cape Flats side again, if you surrounded by the incorrect people you can’t really grow as an individual.’ – Participant 18 (Cloud Computing)

‘For me, it’s about understanding that context builds character, but mid context, differentiating yourself from the situation you’re in. Being able to have foresight and being able to set mini-mini step by step goals to get to wherever you see yourself in the long distance. For me its understanding that you are not your situation, you are in your situation. You can get out of your situation, but only if you can differentiate yourself from the context by looking at the context very objectively, by being open to what else is out there, being open to possibilities of what life could be like and pursuing the other.’ – Participant 15 (Fund Strategist)

Level 2: Personal Growth was mentioned by 10 participants a total of 24 times. Social Persuasion was referred to by 10 participants a total of 25 times.

‘In the BMX scene we have this thing called beef, the riders was talking about how I was collab’ing with brands that weren’t involved in BMXing or had nothing to do with the extreme sports. So they saw me as a sell out because I collab’ed with Puma, or a break dancer, or an artist rather than be the mainstream BMX rider with Vans, or Monster or Red Bull. So the thing that held me back was me taking in what they were saying, and not setting that aside and just doing what I felt was right.’ – Participant 21 (BMX Biker)

‘When I firstly came out of the closet, because I was very hidden when I was closeted. I didn’t want to be myself during high school. Second year varsity (2013) I came out as a gay guy and I was like: “listen here world, this is who I actually am and you gonna vriet⁶ it”. And I became more confident; I started on radio, I started my YouTube channel, and I just became this different much more better person.’ – Participant 25 (Content Creator/Marine Biologist)

Facing Challenges & Avoiding Issues:

- i) **Facing Challenges:** To confront and deal with difficult situations or problems.
- ii) **Avoiding Issues:** To evade or keep from dealing with difficult situations or problems.

Avoiding issues is highest among Level 0, while Facing Challenges is the lowest compared to others Levels. The inverse of this is found with Level 2 participants, while Level 1 demonstrates a marginally higher account of Facing Challenges than avoiding issues.

Level 0: Facing Challenges was mentioned by 5 participants during 6 instances. Avoiding Issues was referred to by 6 participants a total of 17 times.

‘Well personally I think some people are good at using excuses and not facing problems. They run away from their problems, where you need to face it bra⁴, that’s the reality of life, and life is not always gonna be how you want it to be. Life is what we make it to be, and I just think it has to do with commitment; committing to something, goals, and just doing it man. Like stop using excuses and just try find a way, awe⁷.’ – Participant 01 (Drug Dealer)

‘That is entirely up to the individual, what they call it is will-power. So if you really want to, any circumstance that you in, whether its addiction, or you being abused you know, it’s up to the individual. If you really want to get out of that position, you will strive. You will fight for that thing you know what I mean.’ – Participant 08 (Drug Dealer)

Level 1: Facing Challenges was mentioned by 10 interviewees 12 times. Avoiding Issues was referred to 12 times by 7 interviewees.

‘Experience I think or I dunno. Like right now I think it would be that you have to study for it, but you don’t also have to study for it, so nothings stopping me. I’m stopping myself but I dunno why.’ – Participant 11 (Call Centre agent)

‘A lot of people are just very driven and they just seek opportunity after opportunity and they don’t let adversity stand in their way. So even though they fail, even though they don’t have money, they just do whatever they have to do to make it happen for themselves.’ – Participant 12 (Student: Occupation Therapy)

Level 2: Facing Challenges was mentioned by 9 participants a total of 17 times. Avoiding Issues was referred to by 6 participants a total of 10 times.

‘I guess some people don’t accept what it is but they try to escape what it is you know instead of accepting it. And the more we try to run or escape from whatever we are

dealing with, it always catches up to you, it hasn't been accepted or dealt with.' – Participant 21 (BMX Biker)

'To overcome circumstance is to rise above what you are not able to do based on what is available in your surroundings, so having a strong will and doing whatever it takes to get what you want and be what you want in life and achieve the things you want to.' – Participant 28 (Student: Teacher/Singer/Vocal Teacher)

Perseverance & Easy Way Out:

- i) **Perseverance:** Displaying persistent effort despite experiencing difficulty.
- ii) **Easy Way Out:** Doing what requires least effort instead of dealing with things properly.

Perseverance is highest among Level 2, and participants also display the lowest account of pursuing the Easy way out. Searching for the Easy way out is prevalent amongst Level 0 participants, with zero mention of Perseverance. Level 1 has a more proportionate account of each attribute, with moderately more Perseverance presented.

Level 0: Perseverance was not referred to at all. Easy way out was mentioned by 9 participants a total of 23 times.

'My weakness would probably be I have a lack of commitment man. Like I know what needs to be done, but to commit to it, because if I want something it's almost like I want it now man, I don't still soek⁸ long vibes. So I know you need to study, you need to do this, to get to there, now I will always try look for shortcuts and stuff because I want it now man. So like when it comes to committing like I don't commit a lot and that's one of the reasons why I'm not where I should be.' – Participant 01 (Drug Dealer)

'It's so easy especially now like every generation is becoming more easily influenced. Even looking at the gangs now in our area, shooters in the gangs, hitman for the gangs now are like 18 years old, 17 years old, 19 years old. It's crazy, how do you live out your potential or your purpose, or your calling if you are so easily influenced by the gangs? And it all roots out of circumstance also man, because the gang will like provide or give this façade that they will provide whatever you have a lack of, cause you don't get clothes at home, or you don't get money from your parents, or whatever they will like say we will buy you clothes, or give you money, or whatever. So whatever there is a lack of in your life they will provide that in order to get you in the

gang, and that's why it's so easy to get them into the wrong path or whatever.' – Participant 07 (Unemployed)

Level 1: Perseverance was mentioned 8 times by 10 participants. Easy way out was referred to 6 times by 11 participants.

'I procrastinate a lot and I don't always feel like I live up to my full potential. Sometimes I just do things for the sake of doing it, cause I have to do it. Like I am driven and things but because I procrastinate I don't always give it my best.' – Participant 12 (Student: Occupation Therapy)

'Other people don't have the necessary support so they kinda have to push harder, but in that pushing hard stance when you don't have the support of people you kinda get like: "okay I'm just gonna give up". So that's when you give up and you give in to the circumstances around you.' – Participant 11 (Call Centre agent)

'Perseverance, I mean like when you driven and all of those kinda stuff I feel like that's when you could possibly overcome your current circumstance, you could change it.' – Participant 13 (Call Centre agent)

'There's a reason why when someone makes it out of a situation so dire we consider it against all odds. You going against the grain, taking the road with most resistance, it's not easy to decide to other. It's not easy to decide to get out. It's going against the odds. The cards are against you. Everything is laid out for you to succumb to a bullshit life. So unless you are up for the fight of getting out – which most people are not – cause obviously there's safety in comfort, there's safety in what you know, there's safety in going with the flow. People are gonna think that you're up to bullshit, that you're spending your money on bullshit, and that you are wanting to learn for bullshit. It's difficult because as social beings all we want to do is blend with our immediate social environment, but if you're immediate social environment is bullshit then it's difficult.' – Participant 15 (Fund Strategist)

'It just means dealing with life I guess. You have to deal with it. There's no other option, so basically overcoming it's just dealing with everything as it comes day by day, accepting help, just being resilient, persevering and not giving up. That's the only way you can get through it, so that's basically it.' – Participant 16 (Student: Geography/Part-time work)

Level 2: Perseverance was mentioned by 6 participants 10 times. Easy way out was referred to by 3 participants only 4 times.

‘I do think everyone has creative talent, however, they don’t exercise it too much or they don’t actually invest in it, so they look for the easy way out, where they can just do something that’s simple and its with given instructions so they don’t have to actually break their brains or they have to actually sit with themselves and actually work something out on their own and not being told what to do. Whereas in the corporate world or whatsoever, you are basically being told by someone what to do; this is your task for the day, or this will be your task for the rest of this period that your contract is. So that you basically just taking instruction but you not comfortable with yourself actually exploring who and what you capable of.’ – Participant 24 (Teacher/Fashion Designer/Model)

‘Patience, it takes a lot of patience because I always see people who are brilliant creatives, they’ve got a real talent it’s just that they don’t have enough exposure, no money is coming in from it so they give up before the time. So patience and perseverance and hard work that’s what it takes to get in there. There’s thousands and hundreds of creatives at the bottom then there’s an empty gap in the middle and your top ones at the top, making that jump is the biggest challenge. Once you up there you stay there but there’s so many people at the bottom they get underpaid, they take so much time and they feel like they getting nowhere but it just takes that one jump either a viral video if you a blogger, that one good painting, that one amazing song, anything to jump up there. Being at the bottom doesn’t mean that you bad it just means you didn’t get exposure. Once you make it up and you start networking you stay up there.’ – Participant 25 (Content Creator/Marine Biologist)

‘Consistently hard work! Like you need to work hard you need to hustle hard, you need to grow like, in the creative industry you always have to be, not different, but always try and stand out or something work hard hustle hard people will definitely see your hard work even if it takes long like super long or whatever but if you wanna do it just consistently work hard at it and keep the passion. If you doing it for the passion it will definitely workout if it’s for fame it will die out eventually even if you famous now and it was just for fame you will die out eventually but if its passion and for the drive and for that then ja.’ – Participant 26 (Dancer)

Communication & Lack of Support:

- i) **Communication:** The exchange of information and understanding between people.
- ii) **Lack of Support:** The shortage or absence of assistance or dependable social figures.

Lack of Support is relatively similar within each Level. While Level 1 has a moderately higher account of Communication, and a more uniform balance between the two traits, Lack of Support outweighs Communication in both L0 and L1. Level 2 participants mention Communication the most. The first quote in this section explains how an individual's personal perspective is formed from what they were taught and the support that they receive from their family figures growing up. Among L1 and L2 members, Communication is described as a tool that can be utilized to gain subsequent insight, facilitating personal progression. Both of these relate to the strong influence others have on the individual.

Level 0: Communication was mentioned by 5 participants. Lack of Support was mentioned by 7 participants on 9 instances.

'Some people just have a stronger mental perspective because of what they've learnt, what they were taught by those around them. Some people don't have role models, or people to guide them, or make them believe in themselves. So they have a weaker mind-set than some people. I'm one of those people that happen to have lots of positive role models in my life; so I have my aunt always telling me, encouraging me to do what's best for myself, or what will make right into the world. And then I do feel like there are those people that maybe have negative people in their lives that makes them feel like they are not enough.' – Participant 09 (Unemployed)

Level 1: Communication was mentioned by 8 participants 10 times. Lack of Support was mentioned by 7 participants 14 times.

'I feel so bad for the Coloured community; the fact that we don't have the connections to reach out to. We don't have the people that's in higher positions that could help us grow as a person.' – Participant 13 (Call Centre agent/Musician)

'It depends on the circumstance basically, but like there's a process to everything so you can't just do everything immediately. So like you have to tackle the circumstance in a certain way to achieve it basically; by even you could speak to somebody like ask them for advice or whatever and that can help.' – Participant 14 (Student: Human Resources)

Level 2: Communication was mentioned by 10 participants a total of 23 times. Lack of Support was mentioned by 7 participants a total of 9 times.

‘I think it boils down to your support that you have, your support structures and some people don’t have support structures, it is a bit difficult for them to overcome their circumstances. Whereas others have the support from their family members or their friends or whatsoever, some don’t at all.’ – Participant 24 (Teacher/ Fashion Designer/ Model)

‘I think some people overcome circumstance in the sense of research, communication, speaking to other people, learning about the situation, finding the ways and means to overcome it basically.’ – Participant 27 (Dancer)

‘What helped me was people I was fortunate enough to meet, because the more people I met within the industry, things became easier. I had little lessons. I was helped by people; like I had a mentor who taught me about music, introduced me to people, and along the journey people would show me things, they’d tell me things, lessons, not formal lessons, just like in conversation. So just people I was fortunate enough to meet. Like it’s sad but it’s just who you know.’ – Participant 28 (Student: Teacher/Singer/ Vocal Teacher)

The following Table 7 summarizes the number of participants who referred to particular Behavioural characteristics alongside the total amount of instances that these concepts were mentioned throughout the interviews per each Level.

Table #7: Summary of Behavioural Characteristics	Level 0	Level 1	Level 2
	partic. (mentions)	partic. (mentions)	partic. (mentions)
Personal Growth & S Persuasion	6 (7) & 10 (24)	9 (19) & 9 (25)	10 (24) & 10 (25)
Face Challenges & Avoid Issues	5 (6) & 6 (17)	10 (12) & 7 (12)	9 (17) & 6 (10)
Perseverance & Easy way Out	0 (0) & 9 (23)	8 (10) & 6 (11)	6 (10) & 3 (4)
Communication & L.O. Support	5 (5) & 7 (9)	8 (10) & 7 (14)	10 (23) & 7 (9)

Level 0 (Unemployed/Criminal): In relation to Behaviour, L0 participants also displayed behaviour patterns which stagnates potential i.e. Avoiding Issues, Lack of Support, and Easy Way Out.

Level 1 (Corporate): In relation to Behaviour, L1 participants displayed slightly more behaviour patterns which optimizes potential i.e. Facing Challenges and Perseverance, yet still indicated higher rating of Lack of Support and Conformity.

Level 2 (Creative): In relation to Behaviour, L2 participants displayed behaviour patterns which optimizes potential i.e. the most Personal Growth, Communication, Facing Challenges, and Perseverance.

These findings indicate that cognitive characteristics greatly influence the behavioural practices undertaken by an individual. Self-belief, Self-knowledge, Foresight, and Will-power is linked to higher Personal Growth, Communication, Facing Challenges and Perseverance. Whereas Self-doubt, Short-sightedness, Conformity, and Settling relates more to Avoiding issues, a Lack of Support, and opting for the Easy way out.

4.2. Support Systems:

“What is needed for youth to overcome circumstance?” The findings state various Support Systems – Primary and other pivotal types of support needed. The Support Systems highlighted include: Education, Media and Relationships.

Family – Structure:

Level 0 (Unemployed/Criminal): Only 4 participants still have or live with both their parents. 3 participants’ parents are divorced, 3 participant’s parents have passed away, and 1 parent is in rehab.

Level 1 (Corporate): Only 4 participants still have or live with both their parents. 5 parents are divorced, 1 parent has passed away, and another is a criminal, constantly in and out of prison.

Level 2 (Creative): 6 participants have/live with both parents. 3 participants have single mothers, 1 parent passed away.

Level 2 interviewees have a slightly higher account of a traditional family structure, along with seemingly less parents involved with criminal related activities.

Family – Support:

Level 0 (Unemployed/Criminal): 3 participants stated their family is supportive of them, 3 said their parents were not supportive, 2 participants said only one of their parents is supportive.

Level 1 (Corporate): 7 participants have supportive family members in their lives, 2 are somewhat supportive, and 1 is not supportive.

Level 2 (Creative): 9 participants have supportive parents and the 10th interviewee has 1 supportive parent and 1 unsupportive parent.

Level 2 participants have the highest account of supportive parents. Level 0 participants have the lowest amount of supportive parents and the highest account of unsupportive parents. This indicates that the problems experienced by Level 0 participants could be directly linked to inadequate support figures in their domestic environment.

Media:

Interviewees were asked whether they use traditional media such as newspaper, TV, radio or digital media such as the internet and mobile apps to get information.

Level 0 (Unemployed/Criminal): 4 participants make use of digital media, while 1 uses traditional media only and 5 participants use both forms.

Level 1 (Corporate): 7 participants make use of digital media and 3 participants use both.

Level 2 (Creative): 6 participants make use of digital media and 4 participants use both.

Education – Level:

Level 0 (Unemployed/Criminal): 8 participants matriculated, 2 participants were expelled and did not matriculate. While 4 participants pursued tertiary education, only 1 completed their course and the other 3 dropped out due to financial and other personal reasons.

Level 1 (Corporate): All participants matriculated. 7 participants pursued tertiary education and only 1 of them dropped out.

Level 2 (Creative): 9 participants matriculated, all of whom pursued tertiary education with only 2 participants dropping out.

Even though Level 0 presents the lowest pass rate, this group still achieves a generally high account of high school matriculation. L1 and L2 youth have greater accounts of tertiary education, signifying that higher education relates to an increased ability to overcome circumstance.

School – Self-knowledge:

Participants were asked: ‘Do you think school taught you enough about yourself?’

Level 0 (Unemployed/Criminal): 7 participants replied no and 3 said yes.

‘Hell no, I’m only learning that now and I’m like 25 years old and I’m still learning, so no.’ – Participant 09 (Unemployed)

‘Definitely not, I feel like I learnt more on the streets than what I did in the class room but I feel that I’m very open-minded man and schools mainly just like, I’m not a person that will sit with books and study I’m more of a practical person. So that’s why studying and stuff is not for me basically.’ – Participant 01 (Drug Dealer)

‘I don’t feel it taught me enough about myself, like it didn’t teach me to find myself or learn who I am as a person like my individuality or anything. It just teaches you to conform, like just do the work or become something that everyone else is becoming. Become a doctor, become a lawyer, like just be like everyone else. They didn’t motivate your personality; you must cut your hair stuff like that.’ – Participant 07 (Unemployed)

‘No, like I said school is just a system to keep you where they want you to be and there you don’t get to discover yourself. It should’ve been an environment where everyone got put on their levels or whatever but if they see you becoming good at what you doing, advance you, push you on, let you achieve your goals sooner because you capable. Others will maybe excel in a different environment, maybe there’s a wide variety of whatever, if he’s being good at that and not good at that you wouldn’t want him to focus on that because maybe he’s never gonna wanna touch on that, he’s not good at it at all. He would never wanna do it you know what I mean. Some people on school they had to do it because it was a matter of needing to do a certain amount of things on school why? When that’s the one thing you wanna do.’ – Participant 05 (Drug Dealer/Cannabis Grower)

Level 1 (Corporate): 9 participants replied no, 1 said yes.

‘Not enough but it taught me a lot about myself. I learned about the type of person that I am and the potential that I have but definitely not enough I think.’ – Participant 12 (Student: Occupation Therapy)

‘No it didn’t. It taught me peer pressure, literally. It taught me to fit into a crowd where you suppose to actually stand out like we all have our own talents and our own gifts, you teaching us all one thing. You want us to be together, to be in sync with each other but we not, we individuals; we all have our own talents, our own gifts, our own aspirations. We all have something that we want so it didn’t benefit me at all.’ – Participant 13 (Call Centre agent/Musician)

‘No because I’m still trying to discover who I am and what are my strengths and weaknesses basically.’ – Participant 14 (Student: Human Resources)

‘Not at all and I feel like if they spent more time on honing in on individual interests or at least giving the period for the individual to hone in on their own interests there would be less depressed and more found people in this world. We are force fed period to period with what they want us to know and no period for us to explore what we innately have as talents or skills or abilities.’ – Participant 15 (Fund Strategist)

‘No, the most I’ve learnt about myself was on that internship I did: Year Beyond; they had a lot of self-awareness programs to help you find yourself.’ – Participant 19 (Student: Teaching)

Level 2 (Creative): 7 participants replied no, 3 said yes.

‘Nope. School taught me nothing about myself.’ – Participant 30 (Fashion Designer/Rapper)

‘No. School didn’t teach me enough about myself school just gave me knowledge but it’s not something I can reflect on and be like this is me. There was bits and parts like discipline yes but I had to go out and experience who I am, school only limits you to a certain amount of knowledge that they give you but it’s entirely up to you to gain more knowledge and go out there and experience things.’ – Participant 21 (BMX Biker)

‘I don’t think school taught me enough about myself. I think school taught me things about the world in terms of geography and mathematics and how to do all those things but it didn’t teach me about myself, I had to learn those things on my own.’ – Participant 23 (Fashion Model)

‘For me it helped me to think better and look at life differently because I never went to school in my community so I could see more things since I was travelling by bus. I could look at life from a different angle, like I could see different students coming from different communities and backgrounds. So then I could see there’s no tunnel vision happening here, whereas if I had gone to a school within my community then I wouldn’t see anything different. I wouldn’t think different because we all come from the same community; same type of house, so there’s no difference I’m just following the trend. So it shaped the way I think and the way I made my decisions for the future.’ – Participant 24 (Teacher/Fashion Designer/Model)

‘Yoh err... no, yes, no, no, yes, no, no, no I don’t think school taught me enough about myself cause the schools not the one where I found my creative abilities, that was within

myself. School was mainly education but not in my creative abilities.’ – Participant 27 (Musician/Business Owner)

‘Actually no, school didn’t teach me much about myself I’d say. I think only after high school I started learning things about myself or paying attention to myself and being aware of like my strengths and my weaknesses. Like it was a topic in Life Orientation but I don’t think they facilitated me and other children in finding themselves and knowing themselves.’ – Participant 28 (Student: Teacher/Singer/Vocal Teacher)

These findings demonstrate that although youth are dedicating the majority of the first 18 years of their lives to school, this system does not directly develop their understanding of themselves or equip them for pursuing anything other than tertiary level education.

School – Community:

Participants were asked if they thought school was able to better the community.

Level 0 (Unemployed/Criminal): All interviewees responded yes.

Level 1 (Corporate): 8 interviewees responded yes, while 2 interviewees were unsure.

Level 2 (Creative): All interviewees responded yes.

This indicates that there is a collective belief among most youth that the school system is indeed capable of playing a pivotal role in community improvement.

Role models:

Level 0 (Unemployed/Criminal): 4 participants named family members as being role models, another 4 participants claimed to have no role models, while 2 participants stated their role models were media figures in the creative industry.

Level 1 (Corporate): 6 participants named family members as their role models and 4 participants stated their role models were media figures, most of who were in the creative industry.

Level 2 (Creative): 5 participants included family members as role models and 7 participants stated their role models were media figures, most of who were in the creative industry. Another 2 participants said their role models included their peers.

Role models – Negative vs Positive influence:

Level 0 (Unemployed/Criminal): 6 participants made mention of negative influences while only 3 mentioned positive influences.

‘So some people just have a stronger mental perspective because of what they’ve learnt, what they were taught by those around them. Some people don’t have role models or people to guide them or make them believe in themselves so they have a weaker mindset than some people. I’m one of those people that happen to have lots of positive role models in my life; so I have my aunt always telling me, encouraging me to do what’s best for myself or what will make right into the world. And then I do feel like there are those people that maybe have negative people in their lives that makes them feel like they are not enough.’ – Participant 09 (Unemployed)

‘...usually in the Cape Flats everything is like negativity. So they follow whatever they see – but there is some that try to live past that, be better – but most of them see the bad, and when they see the bad they wanna be bad. So they don’t feel like they can move on, they feel like they part of it. They don’t feel like they live in the place, it’s almost like the place lives in them, something like that.’ – Participant 10 (Unemployed/Dancer)

Level 1 (Corporate): All 10 participants mentioned positive influences 16 times, while negative influences were only mentioned 12 times by 7 participants.

‘I’ve been working here I see it on a daily basis in my community how 5 year olds see things that they not supposed to be seeing. They seeing how people are and basically that is what they portray as its going to be okay for them one day to do the same that they saw. That is why they don’t have the will power, because of the individuals that they look up to.’ – Participant 17 (Police Officer)

‘I’d say its role models and influences of like being 3 brothers and having 2 older brothers to look up to. There’s a lot of things that I actually learned from them and I applied that to my life so I was never really associated with criminals and gangsters, and being in sports as well took me out of that and ja, like I said at the beginning of the interview; it’s who you associate yourself with, and with the guidance in my life I was never associated with people that would lead me astray in a sense.’ – Participant 19 (Student: Teaching)

Level 2 (Creative): 10 participants mentioned positive influences 18 times, while only 5 participants mentioned negative influences 6 times.

‘I dunno if I mentioned; ja I’m from Hanover Park ghetto and I see a lot of people (I’m gonna generalise it because I know there’s a lot of people that is making it) but people is accustomed to what they know. Like I said earlier; your life is only as far as you see it. They can’t see beyond their paradigm or their circumstances of what they in. And also they haven’t been exposed to certain things, and that’s why us; that is more mature or more shifted in our paradigm, or more not scared for change and to move away from what we know; we should shed that light upon them as well or at least try.’ – Participant 29 (Fashion Designer/Photographer)

‘Personally I think it all starts at home first, the foundation; God, family. There are some role players that I’ve met growing in my field; businessmen such as DJ Lloyd, Sir Vincent, Kurt Mayor businessly and from an art point of view.’ – Participant 27 (Musician/Business Owner)

‘When I was 14 once I started seeing my heroes and they were living lavish; they were travelling, started following them on YouTube and how they would go to shops and get like their shoes; their vans and just pick out things. And that’s when I knew there’s somewhere to go with this.’ – Participant 21 (BMX Biker)

‘I actually take something from everybody that I meet, so I don’t have 1 or 2 people that I look up to they are my idols like, for me, I take something from everybody and that for me becomes something I build on and I actually, I model that. So like traits and characteristics or how they handle situations or what they stand for and how they carry themselves overtime.’ – Participant 24 (Teacher/Fashion Designer/Model)

The Level 0 members were the only group that do not have role models who they looked up to. This could be due to the fact that 6 Level 0 participants stated there is a lack of, or only negative role models in the Cape Flats. This sentiment was shared by half of the Level 1 participants and another Level 2 participant as well. Level 2 participants mentioned the most amount of role models with each individual listing a minimum of 2 role models they admired.

4.3. Employment Industries & Personal Potential:

“What is the difference between corporate, criminal and creative employment?” The participants’ perceptions of each industry and why they choose their industry. The findings are represented in terms of Features and Barriers of each industry.

4.3.1. Criminal Industry:

4.3.1.1. Features:

The prominent features of the criminal industry reported by all participants were: Entrepreneurship (mentioned by 13 participants), Flexible hours (8 participants), Money driven (21 participants), High Risk (19 participants), Unethical (18 participants) and Negative Impact (19 participants).

Level 0 (Unemployed/Criminal): Money driven (7), Entrepreneurship (4), High Risk (5), Unethical (6), Negative Impact (7) and Flexible hours (4).

Level 1 (Corporate): Money driven (7), Entrepreneurship (3), High Risk (7), Unethical (7), Negative Impact (5) and Flexible hours (4).

Level 2 (Creative): Money driven (7), Entrepreneurship (6), High Risk (7), Unethical (5), and Negative Impact (7)

4.3.1.2. Barriers:

Shared barriers limiting criminal activities among the 20 Level 1 and Level 2 respondents were: Goals (mentioned by 12 participants), Family (9 participants), High Risk (14 participants), and the Unethical nature (13 participants).

Level 2 (Creative): High Risk (7), Unethical (6), Goals (5), and Family (4).

Level 1 (Corporate): High Risk (7), Unethical (7), Goals (7), Family (5), and Sport (1).

Level 0 (Unemployed/Criminal): High Risk (5), participants had virtually no other barriers as this was most accessible in their neighbourhood. Although L0 members in most cases do have family and goals; these did not serve as hindrances but instead were related to associations with criminal activities in some of their cases.

The desired features of the Criminal industry are centred around its Economic Value (i.e. Money driven and Entrepreneurship) while the general features (i.e. High Risk, Unethical, Negative Impact) as well as the barriers (i.e. High Risk and Unethical) compromise the integrity of an individual's Social Value.

4.3.2. Corporate Industry:

4.3.2.1. Features:

The principle features of corporate sector employment as the most frequently occurring concepts stated by the 30 interviewees of the study's sample group were: Money-driven

(mentioned by 22 participants), Financial Stability (17 participants), Routine (22 participants), and Organisational Structure (16 participants).

Level 0 (Unemployed/Criminal): Money-driven (5), Financial Stability (3), Routine (5) and Organisational Structure (6).

Level 1 (Corporate): Money-driven (9), Financial Stability (7), Routine (8) and Organisational Structure (5).

Level 2 (Creative): Money-driven (8), Financial Stability (7), Routine (9) and Organisational Structure (5).

4.3.2.2. Barriers:

Common barriers to enter the corporate sector listed by all interviewees were: Lack of qualifications (mentioned by 13 participants), Time consuming (17 participants) and Unhappiness (17 participants).

Level 1 (Corporate): Time consuming (4), Lack of qualifications (8), and Unhappiness (2).

Level 2 (Creative): Time consuming (8) and Unhappiness (6), furthermore, L2 participants stated other barriers to corporate jobs being: Too many rules (6) and Following orders (7).

Level 0 (Unemployed/Criminal): Time consuming (5), Lack of qualifications (5), and Unhappiness (7). L0 participants mentioned the highest amount of barriers associated with corporate jobs, adding: Too many rules (4), Following orders (8), Lack of opportunity (7) and criminal records (2).

The desired features of the Corporate sector are centred around its Economic Value (i.e. Money-driven and Financial Stability) while the general features (i.e. Routine and Organisational Structure) as well as many of the aforementioned barriers (i.e. Time consuming, Too many rules, Following orders and Unhappiness) all compromise the individuals Social Value.

4.3.3. Creative Industry:

4.3.3.1. Features:

The common features of the creative industry identified among all participants in the sample group were: Entrepreneurship (mentioned by 23 participants), High Risk (15 participants), Financial instability (21), Flexible hours (15 participants), Happiness (17 participants), and Positive Impact (21 participants).

Level 0 (Unemployed/Criminal): Entrepreneurship (7), High Risk (3), Financial instability (6), Happiness (4), and Positive Impact (7).

Level 1 (Corporate): Entrepreneurship (6), High Risk (5), Financial instability (7), Flexible hours (6), Happiness (6), and Positive Impact (6). In addition to the shared features, L1 participants also mentioned Freedom (6) and Self-determined success (7).

Level 2 (Creative): Entrepreneurship (10), High Risk (7), Financial instability (8), Flexible hours (9), Happiness (7), and Positive Impact (8). Other than the common features listed, L2 participants also mentioned Freedom (8), Self-determined success (8) and the lowered demand for qualifications (5).

4.3.3.2. Barriers:

The collective barriers preventing youth from entering the Creative industry were: Lack of funds (mentioned by 16 participants), Financial instability (21 participants), Lack of support (15 participants), and Lack of knowledge (21 participants).

Level 2 (Creative): Lack of knowledge (5), Financial instability (8), Lack of support (5) and Lack of funds (10).

Level 1 (Corporate): Lack of knowledge (8), Financial instability (7), Lack of support (6). Additional obstacles L1 interviewees recognised were: Unclear Vision (4) and undiscovered talent (3).

Level 0 (Unemployed/Criminal): Lack of knowledge (8), Financial instability (6), Lack of support (4) and Lack of funds (6). L0 participants also stated deterrents like: Unclear Vision (8), undiscovered talent (8) and Hard work (6).

The desired features of the Creative sector favour its Social Value (i.e. Flexible hours, Freedom, Happiness, and Positive Impact) while the general features (i.e. Entrepreneurship, High Risk, Financial instability) as well as many of the aforementioned barriers (i.e. Lack of support and Lack of funds) are all riskier to the Economic Value of individuals.

4.3.4. Creativity:

4.3.4.1. Self-Knowledge:

Participants were asked things like: *“What is your biggest passion/dream job?”*

Level 0 (Unemployed/Criminal): 4 participants said they were unsure of what they wanted to become. While 2 interviewees said they want to be criminals in the future, 3 said they would like to be in corporate fields, and seven participants stated wanting to be part of the Creative sector.

Level 1 (Corporate): 7 participants said they want to be in the corporate sector, 2 were unsure, and 6 interviewees aspired to be in the Creative industry.

Level 2 (Creative): All 10 interviewees said that they want to be in the Creative sector, 2 participants mentioned wanting to be in corporate fields, and only 1 person was unsure.

4.3.4.2. Creative Talent:

Participants were asked: *“Do you think everyone has creative talent?”* All ten Level 0 interviewees responded yes! While seven Level 1 and seven Level 2 interviewees also responded yes.

Participants were asked: *“Do you know what your strengths, gifts and talents are?”* All ten Level 2 knew what their strengths, gifts and talents were and listed quite a few, while only five Level 0 and six Level 1 members replied yes to this question. The remaining five Level 0 and four Level 1 members stated that they do not have or do not know what their creative gifts/talents are. The most common ‘strength’ mentioned by seven interviewees in both Level 2 and Level 1, as well as five Level 0 members were having People Skills.

Only Level 0 and Level 1 Participants were later asked: *“Do you have any hobbies?”* It was found that nine Level 0 and all ten Level 1 interviewees practiced Creative Hobbies! Common hobbies across both Levels were things like Sport, specifically: Soccer, Basketball, Baseball, Cycling, as well as things like Dancing and Singing. Exclusive to Level 0 were Rugby, Modelling and Painting; whereas Level 1 had others such as Drawing, Writing, Tennis, Athletics, and Styling Hair.

4.4. Creative Potential:

“How do youth overcome circumstance using their creative gifts and talents?” Cognitive and behavioural characteristics of the Level 2 youth are highlighted here.

Level 2 members were able to engage in the creative industry by synthesizing the desired features of both the Corporate and Criminal industries such as: Entrepreneurship, Flexible hours, Money-driven, and Financial Stability. Thus, minimizing the barriers of each sector

including the: need for qualifications, time consuming nature, and Unhappiness that is associated with corporate jobs; as well as the High Risk, Unethical nature and Negative Impact of criminal activities. In so doing, L2 participants overcome the barriers of the creative industry such as Lack of funds, financial instability, Lack of support, and Lack of knowledge. They achieved these feats solely through developing particular Cognitive traits and Behavioural practices.

In order to discover how Level 2 members managed to attain and maintain income and employment in the creative sector, these participants were asked subsequent interview questions. The 10 key concepts which emerged included 4 Cognitive characteristics and 6 Behavioural practices. The Cognitive characteristics were: Talent, Originality, Passion, and Consistency. The Behavioural practices were: Hard work, Expression, Research, Networking, Collaboration, and having Multiple Income sources.

4.4.1) Creative Cognition:

Talent: Natural skill or ability which enable people to do something well, especially without being taught.

Talent: All 10 of the Level 2 participants mentioned Creative Talent a total of 50 times.

‘I think everybody is blessed, genuinely blessed, with some kind of gift/talent to make the world a better place and to inspire other people.’ – Participant 30 (Fashion Designer/Rapper)

‘I do think everyone has creative talent however they don’t exercise it too much or they don’t actually invest in it, so they look for the easy way out where they can just do something that’s simple and its with given instructions so they don’t have to actually break their brains or they have to actually sit with themselves and actually work something out on their own and not being told what to do whereas in the corporate world or what so ever you are basically being told by someone what to do, this is your task for the day or this will be your task for the rest of this period that your contract is so the you basically just taking instruction but you not comfortable with yourself actually exploring who and what you capable of.’ – Participant 24 (Teacher/Fashion Designer/Model)

‘What it takes is firstly to find out if you are creative because it always starts with you. So once you’ve identified your creative abilities, you can build from there basically. So as you find your creative ability as the foundation and you just build your house from

there basically. Basically if you are a creative I think it's fairly simple just treat it as a business. Find out how you gonna sell your creativity as a product in many ways possible, find out and the research the market in where your money is, and once you get to that point, you build from that point basically.' – Participant 27 (Musician/Business Owner)

'Talent and investment; you need to have talent obviously, there's people who don't have talent and they invest and they make it big but talent and investment as a true musician, a true artist, a true creative. I think a lot of creatives in Cape Town lack the investment part, they don't actually wanna put money into their things, they think it's just getting exposure and promoting online and things it's not just about that. If I was an artist like I wanna make this my job type of thing I would invest in my own events, in my own spaces, equipment etc. and I think a lot of artists lack that because they just want a free ride.' – Participant 22 (NGO Founder/Market Exec.)

Originality: The ability to think independently and express oneself in a unique manner.

Originality: 9 Level 2 participants mentioned Originality a total of 19 times.

'I think with the creative industry you are at liberty to do whatever you want to and its more unique because it comes from your own perspective and what influences your world view and whatever you create it's based on your past or whatever it is that you've been through or your generation and what you've brought with it and actually what you wanna bring out there, and your expression.' – Participant 24 (Teacher/Fashion Designer/Model)

'...within each of those young ones who are thinking to sell drugs they all have a capability and they all have something unique that the other one cannot do cause I've noticed most of the youth with Mitchells Plain are quite good with their hands, they very practical so in that regard they can start projects and start creating things to sell and break their brains to think about actually what is missing in my community, how can I be better or how can I benefit maybe the elderly, the sick or create something that will benefit them but through their knowledge and their capabilities within the youth so it's just a matter of them sitting down and actually strategizing what it is that is missing in this community and how can I beat it.' – Participant 24 (Teacher/Fashion Designer/Model)

'...then everybody is not constantly clashing with one another because at the moment everybody is doing the same thing but their own particular way. So I have a problem

with the way she's doing what I'm also doing, but I want to better whatever it is that she's doing, but it's a job that was handed to both of us, it's not something that we created. So if I'm doing my own thing, and you doing your own thing, we can collide and somehow complement each other and not clash.' – Participant 24 (Teacher/Fashion Designer/Model)

'There is a certain crowd or a community that's supporting local which is a good thing just the thing is if that can grow and we can become more original and stop looking at everything European wise or anywhere outside of where we from. I'm not saying we shouldn't be inspired but if we can take that and make it our own I feel like people would buy into it.' – Participant 29 (Fashion Designer/Photographer)

'By now I'm confident; I know my work is dope! People love my work, people buy my clothing, and people support me. That is my gifts and my talents and my strengths. And there's only me, and nobody can steal what I think, nobody can steal what I'm going to put out next that is my strength.' – Participant 30 (Fashion Designer/Rapper)

Passion: A feeling of intense desire for something.

Passion: All 10 Level 2 participants mentioned Passion a total of 13 times.

'I think it takes lots of passion and drive and determination. It's not an easy job because for me creative industry is nothing different to that of the corporate in the sense of getting up early and getting your things done, having all your ducks in a row. You don't just sit there and wait for things to come to you. You actually have to go there and have a set out time for meetings or whatever, and planning, it takes intense planning. The principle for me stays the same but the atmosphere is different but the principle is the same.' – Participant 24 (Teacher/Fashion Designer/Model)

'...if you wanna do it just consistently work hard at it and keep the passion. If you doing it for the passion it will definitely workout if it's for fame it will die out eventually. Even if you famous now and it was just for fame, you will die out eventually, but if its passion and for the drive and for that then ja.' – Participant 26 (Dancer)

Consistency: Remaining true to one's usual principles and motives; maintaining the same attitudes and patterns of behaviour over time.

Consistency: 9 Level 2 participants mentioned Consistency a total of 15 times.

‘Coming from someone that doesn’t have any training, just work hard and work on your craft within yourself cause I feel like when you work hard you practice whatever your talent is, you start to learn things about yourself and I have a lot of friends who didn’t study music, but they are musicians, but the thing they do is they practice and they constantly creating. You wanna be in the creative industry you need to constantly create.’ – Participant 23 (Fashion Model)

‘I always say invest, invest, invest, invest! Work hard and invest. The other thing is that a lot of creatives get kicked down very quick when they don’t get somewhere and you also need to learn that to keep on fighting and to stand up. You have to wake up tomorrow and be like I really want this I don’t care if that person said that or I got kicked there or whatever. Like you have to know that’s your passion, that’s what you want and stay focused like that’s all.’ – Participant 22 (NGO Founder/Market Exec.)

‘Patience, it takes a lot of patience because I always see people who are brilliant creatives, they’ve got a real talent it’s just that they don’t have enough exposure, no money is coming in from it so they give up before the time. So patience and perseverance and hard work, that’s what it takes to get in there. There’s thousands and hundreds of creatives at the bottom then there’s an empty gap in the middle and your top ones at the top, making that jump is the biggest challenge. Once you up there you stay there, but there’s so many people at the bottom; they get underpaid, they take so much time and they feel like they getting nowhere, but it just takes that one jump either a viral video, if you a blogger, that one good painting, that one amazing song, anything to jump up there. Being at the bottom doesn’t mean that you bad, it just means you didn’t get exposure. Once you make it up and you start networking you stay up there.’ – Participant 25 (Content Creator/Marine Biologist)

‘Consistently hard work! Like you need to work hard you need to hustle hard, you need to grow, like in the creative industry you always have to be, not different, but always try and stand out or something. Work hard, hustle hard, people will definitely see your hard work even if it takes long like super long or whatever, but if you wanna do it, just consistently work hard at it and keep the passion.’ – Participant 26 (Dancer)

4.4.2) Creative Behaviour:

Expression: Actions which articulate one’s inner thoughts and feelings externally.

Expression: All 10 Level 2 participants mentioned Creative Expression a total of 27 times.

‘I believe we all some type of creativity within us that we should exhibit or showcase it doesn’t necessarily need to art it could be anything know what I mean.’
– Participant 29 (Fashion Designer/Photographer)

‘For me personally I picked up a camera one day, I was working at blue collar white collar and I never really took pictures, I took pictures but not as a job I never took it seriously and then I did a shoot for a friend on behalf of GQ for his style diary and that’s where it started. I just threw myself in the deep end.’ – Participant 29 (Fashion Designer/Photographer)

‘It’s about realizing what their worth is, if they want to express their talents they need to put their pride aside or fear or whatever and just do it. Show everyone. show it off, brag about it. It doesn’t mean you arrogant, just show people what your talents are and what you’d like to express. There will be people that think bad of you or think you arrogant, but that’s never gonna stop, there’s always gonna be that person, but you just need to do it.’ – Participant 21 (BMX Biker)

‘First thing you should do is focus on getting the work out there rather than trying to reach the top. Just do what you love and get it out. Before you know it you will be where you want to be. It will just hit you automatically, you’ll just realise like: “whoa when did I get here?” Cause you put in the work, you weren’t just looking forward to get to a specific place. Just doing what you love and it will automatically just be there.’ – Participant 21 (BMX Biker)

‘I would say that they shouldn’t wait for someone to approach them and ask them: “what do you wanna do?” “What difference do you wanna bring?” I would say they should sit down, create something, and work it out. And like in the corporate world you need a business plan, work out your business plan for that particular task you believe can make a change or that you actually feel strong about. Work out a plan and then just make it happen. Don’t wait for a sponsor or look for a sponsor just go out there with what you need or think is actually cool, put it out there, and wait for a response from social media or whoever it is that you targeting. You dunno that hype that you can create might then attract the people that you wanted in the beginning.’ – Participant 24 (Teacher/Fashion Designer/Model)

‘...when me and my best friend started our first dance group and our first NGO, he basically helped me open up because before that I was basically in a shell, and that’s

when I realized like: “dude you can actually like run projects and stuff.” – Participant 22 (NGO Founder/Market Exec.)

‘So I started dancing when I was 6 at church and I always enjoyed performing at church and stuff, but I never knew that I love dancing, but my family knew. So my grandfather always wanted to take me to dancing schools but I was a very shy girl. I was like: “I don’t want to go, I don’t wanna do this”. Then I came to high school and my friends started noticing that I constantly, always have my ears in and I’m dancing. And whenever I go home like I rush home to go dance at home in front of the mirror. So I used to pretend like I’m always in this music video, and my friends used to be like: “Do you like, like dancing or what’s the vibe?” Then I was like err! I actually love dancing cause I was constantly, my mind was always like I was in dance videos, listening to music. And I learnt that I actually love dancing, and then afterwards I took it further and I went to classes.’ – Participant 26 (Dancer)

Research: Examining various sources of information in order to acquire new knowledge.

Research: 9 Level 2 participants mentioned Research a total of 22 times.

‘...we weren’t brought up with the knowledge of doing great things or big things, we always so stuck in our situations and the mentality, especially as coloured people so I think the knowledge basically was keeping us back you know, keeping me back. Because when I started doing what I had to do it’s because of research, I never had that I had to go find and do my research on the market and where I wanna be.’ – Participant 27 (Musician/Business Owner)

‘Whatever artist you are, do your research on the actual art that you have and again find the strengths, work on it. Do the research of where the money is, go that route, attack it and build from there basically.’ – Participant 27 (Musician/Business Owner)

‘...then find small courses to go to, like there’s a lot of non-profit like art schools, and if you really good at what you do creatively and then there’s definitely something for you to learn. You can either go somewhere to learn something, if you haven’t learnt anything now then work harder, research, there’s Wi-Fi in town. If you don’t know what to do you find someone to help you or you research how to do it. YouTube is super good at everything.’ – Participant 26 (Dancer)

‘...ask questions, come to people that’s been in the game ask advice, do research, that’s what I did. I did a lot of you tubing, and a lot of googling. I asked friends of friends just

to see what they do, just inform yourself, equip yourself, you as a creative, that's important for us to equip ourselves man even like if you don't have that qualifications like I don't have a photography qualification, but ja like I've been doing the most. Just equip yourself.' – Participant 29 (Fashion Designer/ Photographer)

Hard work: Activities which require intense physical or psychological effort.

Hard work: All 10 Level 2 participants mentioned Hard work a total of 31 times.

'It's hard. There is, but it's hard, you just need to reach the right market and the right target. But it's hard because I think people in Cape Town don't appreciate talent.'
– Participant 21 (BMX Biker)

'Actual talent number one and number two; I would say hard work, like you must be hard working; like you must be prepared for late nights and early mornings.'
– Participant 23 (Fashion Model)

'I just choose it even if it's gonna be super hard right. Even if its gonna take me so long to make a proper income I'm still gonna do it because it's something that I love and it's something I can't deny that I want to do, so I just done what my heart told me to. Some family and friends, don't really see why I do this as a career cause at first obviously it's hard because I had to come up in the industry, so I had to hustle and I had to work hard, and obviously I didn't get paid in the beginning, and I did gigs for free because I had to make a rep for myself so that other dancers that employ me can respect me as a dancer as well. So obviously it was tough in the beginning because my fam and friends were always like: "why you doing this, there's no income, it's not a career, it's not sustainable for future" – Participant 26 (Dancer)

'If you a strong person you can overcome your circumstance. If you a hard worker, a hustler, and you push every single day to become something that society is telling you not to do or not to be, then you can do that.' – Participant 25 (Content Creator/ Marine Biologist)

'I think there's nothing stopping you, if there is something stopping you, it's you, you the only person stopping you, cause I mean there's opportunities, and if no one is making a lane for you, you make your own lane, and you have to endure and push if you really want it. Just chase it, throw yourself in the deep end, do what you want to.' – Participant 29 (Fashion Designer/Photographer)

‘...every day I’m working towards it I’m always reading books to elevate my mind-set, I always make new music, I always write new songs, and poetry. I always keep me busy; I’m always focused on what’s next. I always work, work, work, work, that’s the main thing, I always produce something next. So there’s nothing stopping me from not doing the things I’m doing.’ – Participant 30 (Fashion Designer/Rapper)

Network: Meet and interact with people / A group of interconnected people

Network: 8 Level 2 participants mentioned networking a total of 16 times.

‘And number three you must know people, like you must know people, like you can’t just be in the industry and not know anyone in the industry cause the creative industry is networking constantly, that’s what you need to do. If you don’t know anyone, you not gonna go anywhere.’ – Participant 23 (Fashion Model)

‘If you trying to come up find someone who is there advise how you can start especially if you a singer, then get someone to mentor you as a singer.’ – Participant 26 (Dancer)

‘What helped me was people I was fortunate enough to meet, because the more people I met within the industry, things became easier. I had little lessons, I was helped by people. Like I had a mentor who taught me about music, introduced me to people, and along the journey people would show me things, they’d tell me things, lessons, not formal lessons, just like in conversation. So just people I was fortunate enough to meet. Like it’s sad but it’s just who you know. So if you get connected with the right people, then that kind of increases your chance of getting to where you wanna be.’ – Participant 28 (Student: Teaching/Singer/Vocal Teacher)

‘I realised different things in the sense of living, meeting people, unlocking your mentality to what you can actually do. So I feel like just meeting people, speaking to people, and situations actually unlocks a lot of these things.’ – Participant 27 (Musician/Business Owner)

‘There are some role players that I’ve met growing in my field; businessmen such as DJ Lloyd, Sir Vincent, Kurt Mayor, businessly and from an art point of view the strengths are that these guys have accomplished so many things within the means of Cape Town which is where we at right now, and me just learning from them, being around them and me just wanting to do what they do and more.’ – Participant 27 (Musician/Business Owner)

Collaboration: Working together with others in order to execute a task or achieve the same thing. Outcome “join forces with the focus of reaching the same goals to obtain the same outcomes”

Collaboration: 8 Level 2 participants mentioned Collaboration a total of 11 times.

‘...for me I do a lot of collabs with creatives and we kinda approach different brands and different people to invest and pay for what we doing which is a collab its between either me being a biker and a skate boarder and we’ll create content which a lot of people in the ghetto don’t have the network or people that could film for them they not exposed to that crowd or have the resources to create content but for me on the other hand I do have it so I need to use it to the best of my ability so that’s why avenue its collabing and getting sponsors and getting brands on board.’ – Participant 21 (BMX Biker)

‘...then everybody is not constantly clashing with one another because at the moment everybody is doing the same thing but their own particular way so I have a problem with the way she’s doing what I’m also doing but I want to better whatever it is that she’s doing but it’s a job that was handed to both of us, it’s not something that we created so if I’m doing my own thing and you doing your own thing, we can collide and somehow complement each other and not clash.’ – Participant 24 (Teacher/Fashion Designer/Model)

Multiple incomes: Earning income from various sources at the same time.

Multiple incomes: 6 Level 2 participants and 5 Level 1 participants mentioned having multiple income sources a total of 18 times.

‘Why I didn’t just be and artist, remember that fear I was talking about, like I need to have a certain amount of money that I’m earning at the end of the month. With being a creative, if I put a lot of effort into it I could earn a lot of money from it. It’s just that I want to focus more on my conservation work than my entertainment work for now. If I do end up doing the creative bit then I might leave here, but at the moment I feel very comfortable being at the aquarium and doing creative work on the side.’ – Participant 25 (Content Creator/Marine Biologist)

‘My job is linked to what I do as a creative, obviously as a creative you market a lot, to make sure you look for new ways to get things out there, how are you gonna be seen or heard: marketing. I think that is one reason why I went into the job that I have cause it’s also marketing and it’s something that I love doing because I feel like I know how to get

to people. I'm basically a creative throughout; it's using the same skills but just driving it in a different form.' – Participant 22 (NGO Founder/Market Exec.)

'I don't want to see myself in that 9-5 ever, but you know I had to. I had a friend that told me: "Just balance out what's working for you right now and just keep doing what you doing". So if I'm working the 9-5 and its paying the bills I should do it, and then if BMXing is what I love and I'd like to pursue that, I should also do that but I should balance it out so not neglect any one of them.' – Participant 21 (BMX Biker)

'In my case I am doing both so I first want to be financially secured because it's very rare that you gonna find security from the get go when you become an artist or you exercise your creative side because it is you fendng for yourself, and you creating your own capital and going out there looking for people to support your vision. Whereas if you are going into the corporate world you getting a set task or result for what it is you are doing, and you will get a set salary and you know it's coming. Its secured, whereas with the creative side it's a battle, you don't know, it's a unknown, you dunno what to expect and there's constant weighing of if its gonna work. So it's more of a trial and error. So I'm doing both where I can balance and I don't have to feel the punches in the beginning, when I can stand on my own two feet and I've made room to becoming a fulltime artist then I will let go of my corporate job and then I'll exercise the creative side when I've made a route to run with it fulltime and not rely on any external forces that will bring me down or hamper my progress at being a success.' – Participant 24 (Teaching/Fashion Designer/Model)

Findings Overview:

- Support Systems in the Cape Flats Environment (i.e. Family, Education, the media and Role models) influence an individual's growth potential.
- Individuals and Levels tend to favour certain Cognitive and Behavioural characteristics, as shown in Table #8 below.
- Each (Corporate/Creative/Criminal) industry sector has perceived Features and Barriers: Youth pursue select employment industries based on their Features and Barriers
- Individuals active in the Creative industry demonstrate additional characteristics i.e. Cognitive Characteristics: **Talent, Expression, Originality and Passion**
Behavioural Characteristics: **Hard work, Consistency, Research, Network, Collaboration, and Multiple Income** sources.

Table #8: Potential Characteristics

Potential Characteristics:	Context & Collective	Personal & Individual
Cognition:	Self-Esteem:	
	Self-Doubt	Self-Belief
	Self-knowledge:	
	Conformity	Uniqueness
	Vision:	
	Short-sighted	Foresight
	Determination:	
	Settling	Will-power
Behaviour:	Direction:	
	Social Persuasion	Personal Growth
	Strategy:	
	Avoid Issues	Face Challenges
	Dedication:	
	Easy Way Out	Perseverance
	Guidance:	
	Lack of Support	Communication

Chapter 5: Discussion of Findings

5.1. Cape Flats Environment & individual Personal Potential:

The Cape Flats Environment consists of conditions – circumstances – which are notorious for restricting the potential of its community’s members (Aziz, 2017). The findings illustrate how an individual’s reaction to these conditions affects his or her Personal Potential, which supports the Personalization theory in Jackson & Tap (1998). This stipulates that individuals continually interact with their environment and this interchange, in turn, influences their performance outcomes in situations that they experience.

Level 1 and Level 2 youth both shared common characteristics such as Self-belief, Foresight, Facing Challenges and Perseverance; which show resemblance to people with high self-efficacy (Bandura, 1989a). These characteristics were thus found to Maximize the Personal Potential of the individual as shown below in Figure #9:

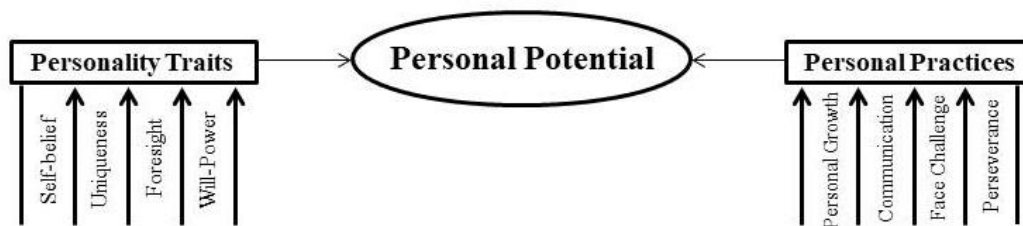


Figure 9: **Maximizing Personal Potential**

Uniqueness & Personal Growth:

Uniqueness amongst Level 0 and Level 1 interviewees was found to be relatively proportionate to its contrasting characteristic: Conformity. However, regarding Level 0 members, Uniqueness was predominantly described as a quality that the youth are unaware of or lacking within themselves. Level 2 youth indicated the greatest amount of Uniqueness, two times more than other Levels. Notably, prior research in the Cape Flats have not taken into account the potential individuals possess i.e. their Personal Potential, and thus overlooked the fact that many youth lack uniqueness. The lack of self-knowledge and uniqueness inhibits an individual from attaining self-actualization (Singh, 2016).

According to Dmitrienko, Gorbina, Porozhnyak, Trusova, (2017) self-actualization is the “result of personal development and personal needs and abilities to implement individual potentials in any significant activity”. This is in line with the research findings as Level 2 youth behaviourally demonstrated the most Personal Growth; more than three times that of Level 0

members. Level 1 had slightly lower Personal Growth than Level 2, while Level 0 had the lowest Personal Growth rating of all. This suggests that Level 2 participants are more highly self-actualized compared to the other Levels; which could be associated to their increased cognitive depth of Uniqueness.

Self-efficacy:

Self-efficacy is an individual's perceived self-confidence in their ability to successfully complete exercises (Burhan, 2019). It is partially due to self-efficacy beliefs that individuals select what tasks to pursue, the amount of energy to use, and how long to endure when confronted by difficulties (Bandura, 1990).

Self-belief:

Level 1 and Level 2 are most alike in that Self-belief surpasses self-doubt in both these groups. It was found that Self-belief in these Levels was referred to by nine of the ten participants, yet Level 2 shows a slightly higher occurrence of participants referring to this concept. As shown in the quotation captions of the previous chapter aside the participant numbers, Level 2 youth are generally active in two or three professions, while Level 1 and Level 0 youth are generally only active in one field at any given time. This supports (Bandura, 1990) conceptualization that the stronger the individuals' self-belief in their competence, the more career options they deem doable, and the greater the interest they display in them, the better they prepare themselves for their various occupational pursuits.

Self-doubt:

In this study, it was found that Self-doubt outweighs Self-belief amongst Level 0 youth. This again affirms (Bandura, 1990) in that if individual's possess low levels of self-efficacy, they face situations with heightened emotional arousal of anxiety or self-doubt and do not make the best use of the skills they have. The Level 0 youth showed the highest Self-doubt and the lowest Self-belief rating of all Levels. This may be due to the Level 0's lack of Uniqueness previously described or that they demonstrated the lowest account of Foresight relative to all other Levels. This may suggest that Uniqueness serves as a catalyst informing other cognitive traits.

Foresight & Facing Challenges:

Foresight is higher than Short-sightedness among Level 1 and Level 2 participants and this once again supports the Self-efficacy construct as individuals motivate themselves and direct their actions expectedly through the practice of forethoughts. They envision probable results of

potential actions, set goals and devise courses of action intended to achieve the desired future outcome (Bandura, 1990).

Facing Challenges is highest among Level 1 and Level 2 youth, compared to the Level 0 group. Facing Challenges is referred to by three more participants compared to those who mentioned Avoiding Issues in both L1 and L2. What is referred to as Approach behaviour Gaylor & Nicol (2016) is displayed among people with high self-efficacy who often tend to engage in more difficult activities (Harrison et al., 1997). These individuals pursue challenges that afford them with opportunities to develop their intellect and capabilities i.e. Personal Growth (Bandura, 1990). Those with high self-efficacy tackle such challenging activities as tasks to be mastered (Bandura, 1997). This study affirms that individuals with higher efficacy beliefs are more prone to engage in risky, demanding activities such as creative tasks as all Level 2 youth practice creative activities, with the same to be said for most of the Level 1 participants (Bandura, 1997).

Short-sighted & Avoiding Issues:

The findings indicate that Short-sightedness is higher than Foresight among Level 0 youth. Level 0 members had the highest Short-Sightedness rating compared to other Levels. Short-sightedness was mentioned by double the amount of Level 0 respondents who mentioned Foresight. This confirms (Bandura, 1990) that individuals who perceive themselves as inefficacious tend to envision failure by lingering on things that might go wrong, which consequently impairs performance.

Avoiding issues, within Personal Potential, relates to Avoidance behaviour; a component linked to people with low self-efficacy. Avoidance behaviour involves evading tasks and quitting if the endeavour is viewed as being too difficult (Gaylor & Nicol, 2016). As stated in Bandura (1990), the self-restriction of occupational pursuits emerges from perceived inefficacy, instead of genuine inability. By restricting choice behaviour that could develop interests and capabilities, self-doubts lead to particular behavioural validation and protection from rectification. Avoiding issues was found to be lowest among Level 2, only by a slight margin, as Level 0 indicated the second lowest (or highest) account of avoiding issues. While Level 1 has the highest account of Avoiding issues, Level 0 however is the only group where avoiding issues outweighs Facing Challenges, which is significantly lower in Level 0 compared to the other Levels. This suggests that it is not the presence of the limiting traits which restricts the individual, but rather the relationship between the contrasting traits as in Level 0 with Short-sightedness and Foresight, as well as the patterns which emerged in Level 1 and Level 2 relating

to Foresight and Facing Challenges. Therefore, the trait which surpasses its opposite is the trait which is habitually expressed by the individual.

Will-power & Perseverance:

Level 2 demonstrates a somewhat symmetrically balanced ratio between the two contrasting characteristics, however one more participant mentioned Will-power than Settling. Amongst Level 1 participants, Will-power far outweighs Settling, and the inverse is true in Level 0. Bandura (1990) states that the higher the individual's self-efficacy beliefs that challenges are achievable, the more they strengthen and continue their efforts.

In both Level 1 and Level 2, it was found that Perseverance is mentioned more than wanting the Easy Way Out. This affirms (Bandura, 1990) that when confronted with difficulty or failure, individuals who have a strong belief in their competence apply increased energy to master the challenge. They often tend to persevere longer than people with lower self-efficacy beliefs (Harrison et al., 1997). This is referred to as Task Persistence (Gaylor & Nicol, 2016). Even self-actualized individuals can be identified as those who display a strong sense of commitment (Hall & Hansen, 1997). Perseverance is highest in Level 1, although only moderately more Perseverance is presented, and there is a somewhat proportionate account of each contrasting trait within this group. In Level 2, participants recorded the second highest Perseverance along with the lowest account of searching for the Easy Way Out; equating to half the amount of Perseverance mentioned within that Level. Level 1 showed both the highest account of Will-power and the highest account of Perseverance. This suggests that the cognitive trait Will-power influences Perseverance behaviour.

Settling & Easy Way Out:

Level 0 youth indicated the highest Cognitive account of Settling, far surpassing Will-power – its contrasting characteristic (and more than double the Settling found in other Levels). This supports (Bandura, 1990) that when confronted with difficulty or failure, individuals who have self-doubts about their competence lessen their efforts or cease their attempts early and settle for second-rate outcomes.

Behaviourally, looking for the Easy way out is prevalent amongst Level 0 participants, with no mention of Perseverance. Level 0 participants displayed an extremely high account of looking for the Easy way out, four times that of other Levels. This suggests a link between the cognitive thought of Settling and behaviourally opting for the Easy Way Out.

5.2. Cape Flats Environment:

In the Cape Flats environment, children encounter numerous personal, physical, and psychological pressures which provoke them to react in particular manners (Ramson & Chetty, 2016). Certain Cognitive and Behavioural circumstances within the Cape Flats Environment were found to contribute towards youth unemployment. Level 0 youth typically favoured characteristics such as Self-doubt, Short-sightedness, Avoiding Issues and opting for the Easy Way Out; similar to people with low self-efficacy beliefs (Bandura, 1989a). Avoidance behaviour cause individuals to face situations with heightened *emotional states* of anxiety or self-doubt and consequently do not make the best use of the skills that they have (Bandura, 1990). Avoidance behaviours involve evading tasks and quitting if specific endeavours are viewed as being too difficult. This generally leads to reduced practice and consistently poor performance (Bandura, 1990; Gaylor & Nicol, 2016).

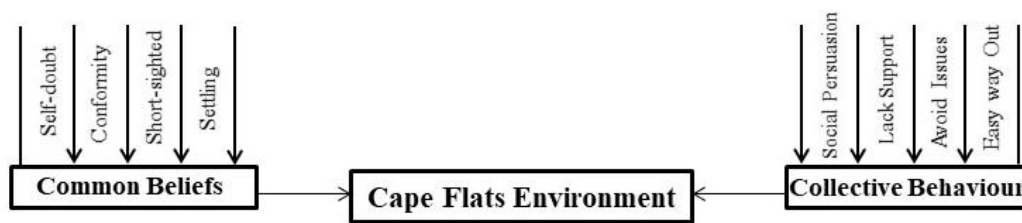


Figure 10: **Environmental Limitations**

Illustrated in figure #10; these contextual characteristics were found to limit the potential possessed by the youth. Similar to how people with low efficacy beliefs exhibits weak performance (Gaylor & Nicol, 2016), an individual who favours characteristics which limits their potential, tends to remain unemployed or engages in Criminal activities such as the youth of Level 0. These youths are essentially succumbing to the Environmental circumstances already present within the Cape Flats. Conversely, just as those who possess high efficacy beliefs achieve greater levels of success (Bandura, 1990): if an individual develops characteristics which maximize their Personal Potential, they stand a greater chance at attaining employment in the Corporate or Creative sectors as Level 1 and Level 2 members do, effectively overcoming the circumstance of high unemployment among South African youth.

Personalization & the Environment:

Self-actualization is said to be common for most individuals and can be established with the influence of particular social conditions (Dmitrienko, Gorbina, Porozhnyak, Trusova, 2017). Similarly, an individual's Self-efficacy beliefs originate as a product of experiences of control or lack of control which occur in one's environment (Dupé, Véronique, Leventhal, 2012). Experiencing certain physical and social contexts growing up such as school settings, relationships with peers, and changes in family structure, all form a framework for individualized learning which informs the process new yet similar scenarios are dealt with thereafter (Jackson & Tap, 1998).

Conformity:

It is reasonable that young people will engage with and even welcome the hostility which retains community cohesion in an attempt to relate with and fit in to an environment that is unsympathetic and renounces them as individuals (Aziz, 2017). Level 1 is the only group where the number of participants who mention Conformity – eight – is more than those mentioning Uniqueness – seven. Conformity is the highest in Level 2, however, in this group, Uniqueness is more than two times the amount of Conformity. Level 0 had the lowest Conformity and nearly the exact same rating of Uniqueness as both concepts are referred to by seven (7/10) interviewees. This reiterates that it is not solely the presence of characteristics but instead the relationship between the contrasting characteristics. Therefore, since Conformity was greater than Uniqueness in Level 1, it could account for why these youths pursued the conventional route as opposed to resorting to other avenues of employment. Given that these individuals mainly followed what they have been taught as being the proper way to make a living.

Social Persuasion:

Maslow's work focused on individuality which defines individuals as being unique and having a specific relation within 'the social matrix', concentrating on personal attempts to avoid societal pressures (Francis & Kritsonis, 2006). Unlike the other preceding Cognitive and Behavioural Traits which tend to deviate significantly with respect to each Level, all participants in the sample group surprisingly stated a consistently high account of Social Persuasion.

Certain individuals consider ability as skills that can be gained by acquiring knowledge and developing capabilities. These people assess their competence in relation to personal development i.e. Personal Growth rather than in relation to the achievement of others (Bandura,

1990). Throughout all Levels, Social Persuasion was highlighted more than Personal Growth. However, the difference between these two contrasting characteristics decreases as each Level increases in Personal Growth – to the point that Personal Growth and Social Persuasion are approximately evenly balanced among the Level 2 group.

Social Persuasion involves the physical and social contexts we experience such as school settings, relationships with peers, and family relations. As previously stated in (Jackson & Tap, 1998) all of these factors form a framework for individualized learning which informs the process new yet similar scenarios are dealt with thereafter. Each one of us are individuals with our own nuances to the preferences, likes dislikes unique to us and those we share with others. Too much Social Persuasion entails being agreeable to others manner of influence to the point of going against your own best interests. As presented in (Jackson & Tap, 1998), the external environment should not overshadow the interactional process, whereby the individual continually contributes to the various social scenarios which she or he encounters, as this resultantly influences the outcomes. By maintaining their pursuit of Personal Growth and not being distracted by others' influence, Level 2s demonstrates being most highly self-actualized compared to the other Levels. This again points out that the individuals' responses in relation to the conditions experienced is ultimately what determines Personal Potential.

Too much Social Persuasion from the incorrect sources could induce increases in self-doubt detracting from one's uniqueness, potentially dampening one's *Self-esteem*.

Communication vs Lack of Support:

For the Coloured adolescent in the Cape Flats, majority of their influences experienced are generally negative (Aziz, 2017). The findings of this study support this as there is a significant and consistent Lack of (L.O.) Support stated across all Levels in the sample group. Lack of Support outweighs Communication in the Level 0 group. Maslow proposed that highly self-actualized people possess a greater capacity to connect with others and consequently forge stronger friendships (Neto, 2015). Level 1 has a moderately higher account of Communication, plus a more uniform balance between the two contrasting characteristics. Level 2 participants mentioned Communication the most.

Effective communication is a practical learning tool as individuals are more receptive to problem-solving guidance when listening to the personal trials of others (Neto, 2015). This notion is supported by the findings of this research as Level 1 and Level 2 members described

Communication as a tool which they utilized to gain insight, thus facilitating their Personal Growth. In this way effective communication facilitates self-actualization; as these individuals often receive insight (feedback) into the capacity or limitation of their capabilities, along with external suggestion on how they may be able to counterbalance these (Neto, 2015).

5.3. Educational Support System:

Education is seen as the “progressive development of man’s innate powers” (Singh, 2016). Education unlocks the potential within oneself and is intended to aid the individual in realising all that he or she is capable of becoming (Singh, 2016). According to (Jackson & Tap, 1998); education is comprised of parental behaviour, social relationships, physical exercise, and the processes of personalisation which give rise to self-awareness and self-knowledge. Self-knowledge and awareness of uniqueness are big influences on one’s *Self—esteem*. Due to the conventions of society, certain social and cultural aspects of the education system generally discourage the individuals’ *Self-actualization* (Dmitrienko, Gorbina, Porozhnyak, Trusova, 2017). Support Systems in this study include: Education, Media and Relationships. The relationships between the different support figures are depicted in the diagram Figure #11:

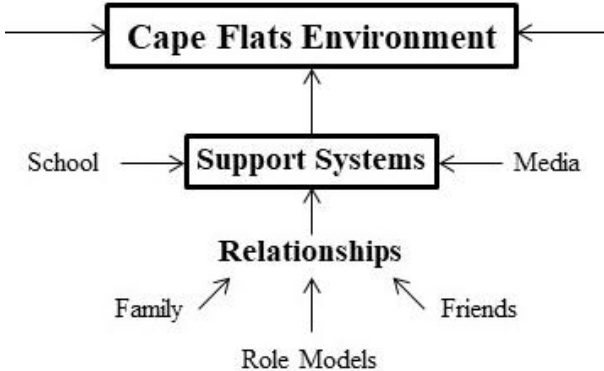


Figure 11: **Support Systems & the Environment**

Unlike the other Cognitive and Behavioural Traits which tend to deviate relative to each Level, all participants surprisingly mentioned a consistently high account of Social Persuasion. Social Persuasion had the highest total of 74 mentions across all Levels. Social Persuasion was referred to by all ten Level 2 participants on 25 occasions, similarly the ten Level 0 participants referred to this on 24 instances, while nine Level 1 participants referred to Social Persuasion a total of 25 times. This demonstrates the strong desire that the youth have for social connection and alludes to the sense of community cohesion prominently experienced within many Cape Flats

neighbourhoods. The Support Systems of youth are what aid or hinder the formation and application of their Cognitive characteristics and Behavioural practices.

Family:

Whilst learners are the responsibility of their parents, in certain cases in the Cape Flats, teachers are often required to act as guardians of children as parents may be criminals, drug addicts or associated with gang life (Chetty, 2015). This mostly relates to Level 0 participants who stated having the lowest amount of supportive parents as well as the highest account of unsupportive parents. Level 2 participants however have the highest account of supportive parents. In the Cape Flats where traditional family structures are missing; in households devoid of love and care, where food and clothing are not consistently catered for and negative role models are prevalent, it leads children to seek these things elsewhere. Youth succumb to deviant behaviour and affiliate with gangs who serve as a gratifying substitute support system which socialises current and successive generations in the conventions of their destructive practices (Ramson & Chetty, 2016). Level 2 interviewees were found to have a slightly higher account of traditional family structure, along with seemingly less parents involved with criminal related activities. This supports the research of Chetty (2015) which point out that problems experienced by Level 0 participants could be directly linked to inadequate positive support figures in the domestic environment. In this way, the family structure is an example of a social aspect that may possibly discourage an individuals' self-actualization (Dmitrienko, Gorbina, Porozhnyak, Trusova, 2017).

School:

The school is identified as an essential element in the lives of Cape Flats' youth and poor communities often await the schools to handle social issues of drug abuse, gangsterism and teenage pregnancy (Chetty, 2015). Participants in this study were asked if they thought school was able to better the community – twenty eight of the total thirty (28/30) participants across three Levels responded yes. This indicates that there is a compellingly unanimous belief among youth that the school system is capable of serving a pivotal role in community improvement. Although Level 0 participants presented the lowest high school pass rate, this group still achieves a generally high amount of matriculation i.e. eight out of ten (8/10) interviewees. Based on the results from this study's sample group, it suggests that most Cape Flats youth finish secondary level education. Therefore, if intervention is intended to improve adolescent behaviour, it should be implemented prior to the youth leaving school.

Today's rapidly transforming job market makes it unlikely that learners will pursue the career which they contemplate in high school (Gaylor & Nicol, 2016). In her study, Carpenter (2018) enquired whether participating youth thought that their high school education was sufficient in equipping them for corporate jobs or to start a company, to which the vast majority responded: no. The participants of this research project shared a similar sentiment in that they felt school did not develop any insight to the awareness of their personal self-knowledge. This indicates that although youth are spending the bulk of the first 18 years of their lives in school, the main flaw is that the education system does not directly develop the youths' understanding of themselves or equip them for pursuing anything other than tertiary education. Given that the sample group consist of born-frees, this speaks volumes for quality of education provided in post-apartheid South Africa. Clearly the education system is lacking in the department of critical thinking that could enable marginalised youth with the knowledge and resources needed to break mental slavery which psychologically locks peoples mind in the past.

For one to attain significant achievement in their life, the individual needs to possess knowledge of their personal potentialities regarding what he or she is good at (Singh, 2016). It is essential that educators aim for encouraging exploration opposed to pressuring learners to make a particular career choice (Gaylor & Nicol, 2016). School curriculum should therefore facilitate learners to think critically and creatively, to resolve issues and bring about positive change. Creativity is closely related to an individual's personality and emotional standing (Sharp, 2004). Besides focusing on academic and cognitive development, the education system should be orientated to the youth's social and emotional development needs as well (Jackson & Tap, 1998). In this way, schools would better equip youth to deal with the multitude of social issues in their environment such as those mentioned in (Chetty, 2015).

5.4. Employment Industries:

An overview of the three Employment Industries is illustrated in Figure #12 which highlights the Features and Barriers of each as follows;

High Risk	Neg. Impact	Entrepreneur	Unethical	Money driven	Flexi hours	: Features	Money driven	Org. Structure	Routine	Employed	Comfortable	Finan. Stability	: Features	Entrepreneur	Flexi Hours	High Risk	Happiness	Self Success	Positive Impact
Criminal Industry							Barriers:	Corporate Industry						Barriers:	Creative Industry				
High Risk	Family	Goals	Unethical		Sport	Opportunity		Follow Orders	Many Rules	Unhappiness	Time Consume	Qualifications	Fin. Instability		Lack Support	Lack Funds	Knowledge	Unclear Vision	Undiscover Talent

Figure 12: Features & Barriers of Employment Industry’s

5.4.1. Criminal Industry:

For Coloured youth in the Cape Flats, positive adult guidance is a grave need (Aziz, 2017). Only in the Level 0 group were there some individuals that stated not having any role models who they could look up to. Six L0 participants stated there is a lack of, or only negative role models in the Cape Flats. This realisation was shared by half (five) of the L1 youth and one other L2 interviewee as well.

Organized crime provides for the community through supplying income opportunities, and it is financially rewarding in that sense (Standing, 2003). Gang leaders demand recognition and community compliance by fulfilling operations generally associated with the government (Standing, 2003). Standing (2003) found that the entrepreneurial activity the government seeks to promote in the informal economy is established in criminal activities. This relates to the prominent Features of the criminal industry – reported by participants in the sample group as: **Entrepreneurship** (mentioned by 13 participants), **Flexible hours** (8 participants), **Money driven** (21 participants), **High Risk** (19 participants), **Unethical** (18 participants) and **Negative Impact** (19 participants).

When participants were questioned as to the reasons restricting them from engaging in criminal behaviour, across all Levels, the only commonly mentioned factor (i.e. Barrier) named was the **High Risk** involved. This was mentioned five times in Level 0 and seven times in both the Level 1 and Level 2 groups. A barrier deterring only Level 1 and Level 2 participants from

involvement in criminal activities was Family. Five Level 1 and four Level 2 participants mentioned how their **Family** sheltered or prevented them from engaging in this type of behaviour. Interestingly Level 0 and Level 2 members stated having a similar amount of family figures as role models, although in L0 they were not limited to biological parents but included aunts, uncles, grandparents, and even family friends. This suggests that the specific support figure is secondary to the fact that support is provided. The results of self-actualisation needs presented by Maslow redefine educators as facilitators of future communities and individual's skill sets to provide for the needs of the community (Neto, 2015). Could Cape Flats' schools then introduce more positive role models that are able to compensate for the Lack of Support certain youth experience within their household environments? A shared barrier stated by thirteen L1 and L2 participants was the **Unethical** nature. An explanation as to why Level 0 participants did not mention this could be associated to the Lack of Support they receive from their families. Therefore, if schools were to implement principles and values of welfare, wellness, respect, ethics and caring for each other (Chetty, 2015) into the curricula; it may be able to decrease the prevalence of criminal behaviour. In this way, could Cape Flat's schools perhaps enable youth to be more ethical and active in pursuing goals and decrease the risk of them being unemployed or engaging in criminal activities?

A barrier to the criminal industry listed only by Level 1 and Level 2 participants were the fact that they had long-term **Goals** which they stated were not worth jeopardizing for the short lived 'benefits' of criminal activities. Goals were noted as a barrier by five Level 2 and seven Level 1 participants. This supports (Neto, 2015) in that academic success is achieved by learners who possess self-knowledge of what motivates them and utilizes their internal drive towards performing tasks. This suggests that Self-knowledge (as a guide for the direction of Personal Growth) is a prerequisite for other Cognitive and Behavioural characteristics which enable individuals to maximize their potential, hence improving efficacy beliefs and self-actualization. Bandura advocated that motivation and self-knowledge are primary domains in self-efficacy, therefore these two domains should be incorporated into the educational curricula (Kolb, 2011). If schools highlight diversity, for instance, by introducing new role models; youth could gain awareness of their individuality which may increase the depth of their Self-knowledge. This might consequently develop stronger efficacy beliefs, and as mentioned in (Bandura, 1990), the stronger an individuals' self-beliefs in their competence, the more career options they deem doable, the greater the interest they show in them and the better they prepare themselves academically for various occupational pursuits.

5.4.2. Corporate Industry:

Corporate employment in the Western Cape is associated with security and varied benefits and permanent contracts are more prominent in this province compared to other parts of the country (Provincial Treasury of the Western Cape Government, 2017). This is linked to the main Features of corporate jobs listed by participants in the sample group, such as: **Money driven**, **Financial Stability**, and **Routine**.

Employment growth trends prominently benefit individuals with higher levels of education (Western Cape Government Provincial Treasury, 2017). The findings confirm this since **Lack of Qualifications** was named a barrier to corporate employment by five Level 0 and eight Level 1 participants. Due to academic or financial limitations, large amounts of Cape Flat's youth are not able to proceed in studying further after matriculation (Carpenter, 2018). This relates mostly to Level 0 youth as just four participants pursued tertiary education, yet only one person completed their course while the other three dropped out due to financial and other reasons. In Level 1, seven participants pursued tertiary education and only one of them dropped out. While nine participants in Level 2 pursued tertiary education with only two of them dropping out. In the Western Cape in 2017, out of a total of 1.97 million corporate sector workers: 10% have degrees, 13% have diplomas and/or certificates, and 33.5% have matric certificates. A relatively large proportion (34 %) of corporate sector employees has only some secondary education (Western Cape Government Provincial Treasury, 2017). In this study's sample group, the vast majority – twenty-seven out of thirty (27/30) participants matriculated. Based on these findings, virtually all participants from this study's sample group could potentially acquire corporate employment given that they have all attained some secondary level education. Unfortunately, South Africa is afflicted by severe job scarcity (Western Cape Government Provincial Treasury, 2017). **Lack of Opportunity** however, was only listed as a barrier by seven Level 0 participants while other Levels did not relate to this, which is likely because they obtained higher levels of education.

Another barrier to employment mentioned by seventeen participants is the **Time Consuming** nature of corporate work. In the Western Cape 80.7% of corporate employees are likely to work between 40 and 49 hours per week. Time consuming was stated as a barrier by five Level 0 and four Level 1 participants. The approximate equivalent of this is (eight) Level 2 participants listed this as a deterrent from formal employment. Participants included the time spent acquiring qualifications, the time travelling, and the time waiting for promotions. **Unhappiness**

was yet another barrier named by seventeen interviewees in this research study. In the Western Cape, 87.3% of employees stated being satisfied (Western Cape Government Provincial Treasury, 2017). This is largely affirmed by the findings as two participants i.e. 20% of the Level 1s who are employed in the corporate sector mentioned being Unhappy (or unsatisfied). However, among other Levels Unhappiness was much higher, being mentioned by six Level 2 and seven Level 0 participants. This was based on their personal experiences working in the corporate industry. Associated deterrents to corporate work, listed only by L0 and L2 interviewees, were having: **Too many Rules**, stated by six Level 2 and four Level 0 participants, and **Following orders** which seven Level 2 and eight Level 0 participants stated. An additional barrier, mentioned by just two Level 0 members, was having **Criminal Records**.

The Level 0 group listed the greatest number of Barriers to Corporate Industry employment – twice the amount listed by both the L1 and L2's. Statistics say that the majority of the Cape Flats youth are known to be unemployed. The corporate industry then does not present the most accessible avenue of employment given the large amount of physical and perceived barriers encountered, specifically by the (unemployed) Level 0 youth. This is reason to speculate that the Creative Industry may be better suited for born-free youth.

5.4.3. Creative Industry:

Creative employment in South Africa is more unstable compared to conventional corporate sector jobs (Hadisi & Snowball, 2016). Although inequality has grown, the Western Cape is seen as the best province to live in and has the greatest potential for creative industries to thrive. The special quality of the creative industries is that this sector jointly contains a social or cultural and an economic dimension (Graan, 2005). The common features of the creative industries identified by participants in this study include: **Happiness** (17 participants), and **Positive Impact** (21 participants). Happiness was mentioned by four L0 participants, six L1, and seven L2 participants. Positive Impact was listed by seven L0, six L1, and eight L2 participants. A distinguishing feature named by five Level 2 members was the lowered demand for qualifications, which makes this sector practically more possible for Level 0 youth to pursue. In creative work substantially more people are freelancers or self-employed (Hadisi & Snowball, 2016). These research findings support this since **Entrepreneurship** (mentioned by 23 participants) was of the features commonly listed within the study's sample group. Entrepreneurship was mentioned by seven L0, six L1 and all ten L2 participants. In relation to the collectively recognized features, L1 and L2 members mentioned shared aspects such as

Flexible hours, Freedom and Self-Determined Success. Flexible hours were stated by six L1 and nine L2 participants. Freedom was mentioned by six L1 and eight L2 participants. Self-determined Success was mentioned by seven L1 and eight L2 participants.

Creative employment is characterized by extremely heavy workloads (Joffe & Newton, 2008). This is essentially an inherent feature of the creative industry as **Hard Work** was listed by all ten of the Level 2 participants on twenty-eight separate occasions. Six Level 0 participants also recognised this feature, yet they however referred to Hard work more as a barrier, which aligns with their preference of opting for the Easy way out. Nonetheless, employment conditions in the creative industries in this country do seem quite challenging (Joffe & Newton, 2008). The beginning of a creative career is often characterized by irregular employment and income, accompanied by a lack of security and benefits for workers (South African Cultural Observatory, 2016; Joffe & Newton, 2008). Furthermore there are insufficient of opportunities for development (Joffe & Newton, 2008). Most of these aspects are confirmed in this study since the collective barriers found to hinder youth in the Creative industry included: **High Risk** (15 participants) and **Financial instability** (21 participants). Financial instability was mentioned by six L0, seven L1, and eight L2 participants. High Risk was stated by three L0, five L1, and seven L2 participants. With the time restrictions of short term contracts, preparatory training oftentimes does not take place (Hadisi & Snowball, 2016). Creative work tends to require high performance even though inadequate training and support is provided (Joffe & Newton, 2008). This relates to the **Lack of Support** listed by fifteen participants, and the **Lack of Knowledge** stated by twenty-one participants. Lack of knowledge was mentioned by eight L0, eight L1 and five L2 participants, while Lack of Support was named by four L0, six L1, and five L2 participants. One way of entering the creative industries is by volunteering as an unpaid intern. People from well-off backgrounds are able to withstand these long periods of unemployment, financially constricted people however are not able to do the same (Hadisi & Snowball, 2016). As sixteen participants mentioned **Lack of Funds** being a limitation, ten of whom were in Level 2, with the remaining six being in Level 0.

Unlike the contrasting Features of Corporate and Creative work, the Criminal and Creative industries share mostly common Features for example; Entrepreneurship, High Risk, and Flexible hours. It may thus be presumed that Level 0 youth could adapt more easily to Creative entrepreneurship than to Corporate employment. Moreover, where Corporate and Creative industries have contrasting Features, the Features of the Creative industry counteract most of

the Barriers that L0 participants encounter when pursuing corporate employment, for instance: Lack of qualifications vs. lowered demand for qualifications, Time consuming vs. Flexible hours, Following orders vs. Entrepreneurship, Lack of opportunity vs. Self-determined success, Unhappiness vs. Happiness. This suggests that the Creative sector may provide an alternative, more accessible income stream for Level 0 youth.

Table #9: Corporate & Creative Differences	
Corporate Industry Barriers:	Creative Industry Features:
Lack of qualifications	Lower demand of qualifications
Time consuming	Flexible hours
Following Orders	Entrepreneurship
Lack of opportunity	Self-determined success
Unhappiness	Happiness

Employment Industry: Summary

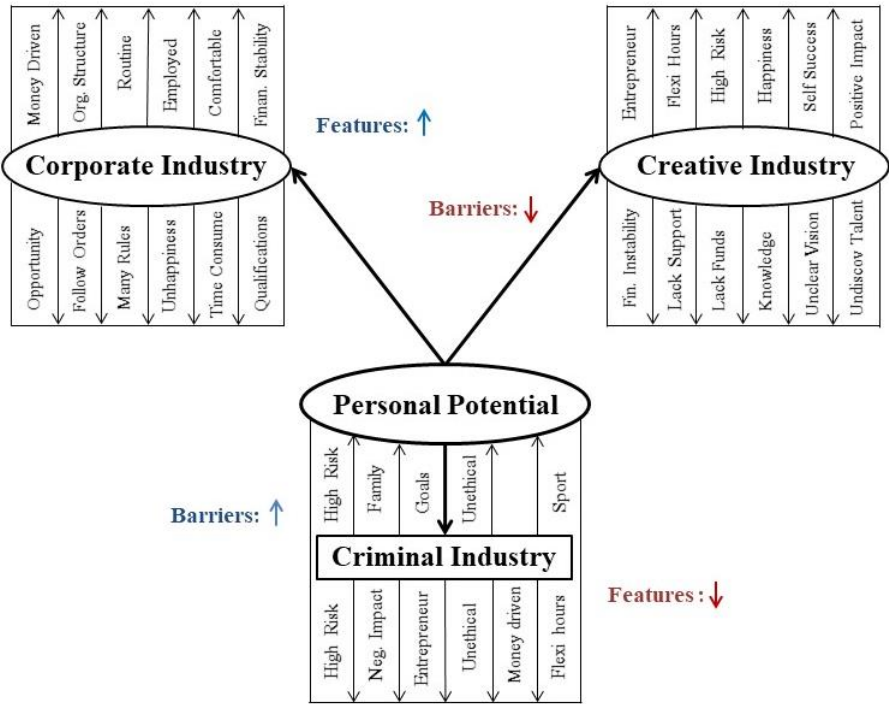


Figure 13: Personal Potential & Employment Industries

Even though all participants in the sample group recorded **Financial Instability**, **Lack of Funds** and **Lack of Support** as barriers, these factors did not deter Level 2 youth from pursuing

careers in the Creative industry. The findings indicate that the obstacles (barriers) exclusive to Level 0 and Level 1 youth were recorded to be **Undiscovered Talent** and **Unclear Vision**. This traces back to the concepts of **Uniqueness** and Personal Growth. These qualities then are the most noteworthy hindrances preventing youth from maximizing their creative potential and consequently the pursuit of employment in the creative sector.

5.5. Creative Potential:

Research shows that engagement in stimulating, high-quality, extra-curricular activities in the school or community are directly connected to positive adolescent development (Dupé, Véronique, Leventhal, 2012). In this study, only one Level 1 participant unequivocally specified **Sport** as a deterrent to his involvement in Criminal activity.

When participants were asked: *“Do you know what your strengths, gifts and talents are?”* Only five Level 0 and six Level 1 youth replied yes to this. The remaining five Level 0 and four Level 1 members stated that they do not have or do not know what their creative gifts or talents are. Yet when interviewees were later asked: *“Do you have any hobbies?”* It was found that nine Level 0 and all ten Level 1 interviewees practiced some form of Creative Hobbies. Common hobbies for both Levels were **Sport**, specifically; soccer, basketball, baseball, cycling, as well as other activities such as dancing and singing. By participants not recognising these as talents, it could suggest a faulty understanding of what counts as gifts and talents, or it may indicate an inadequate sense of **Uniqueness**. Due to this deficient awareness of their Uniqueness, a related code was identified to be **Unclear Vision**. This code was present in the responses of eight Level 0 and four Level 1 participants.

A substantial amount of literature indicates that exposure to successful role models increases an individual’s belief that they are capable of executing the displayed behaviour (Kolb, 2011). Level 0 and Level 2 youth stated having a similar number of family figures as role models. A major distinction between Level 0 and Level 2 participants however is that those on Level 2 had significantly more media figures and artists as role models. Of those in Level 2, four interviewees stated how creative expression within themselves had been sparked by through witnessing the craft of influential creative artists. Level 2 participants mentioned having the most role models, with each individual listing a minimum of two role models who they admired. Due to the fact that they have so many different people who they look up to and given that the Cape Flats predominantly has negative role models, it may suggest that Level 2 participants have had more access or exposure to people and things outside of the Cape Flats.

Self-determined Success:

The determining feature in Corporate and criminal industries is that both are primarily Money Driven i.e. pursued for their economic value. In the Creative industry there is a shortage of the following skills: marketing, distribution, legal knowledge, fundraising, sponsorship, public relations, research and project management (Joffe & Newton, 2008). To counteract this, Level 2 interviewees mentioned doing Research, Hard work, Expression and Consistency. Level 2 creatives managed to overcome the circumstances of unemployment by earning an income, and in some cases making a living purely based on the effective use of their personal cognitive characteristics and behavioural practices. To be employed in the creative sector, individuals need to be able to manage time and work with very little input and supervision (Joffe & Newton, 2008). The 10 key characteristics to attain and maintain employment in the creative sector were discovered to be: **Talent, Expression, Originality, Passion, Hard work, Consistency, Research, Network, Collaboration**, and having **Multiple Income** sources.

Collaboration:

In conjunction to the skills connected to the creative industries, prospective workers will require proficiency in interpersonal skills to communicate efficiently and be able to work well in teams. According to Joffe & Newton (2008) the personal skills creatives require are:

- Network effectively to promote themselves & generate income opportunities
- Have the skills to plan their careers & manage diverse activities
- Be able to communicate effectively, manage interpersonal relationships & conduct research
- Integrate themselves into organisations in a very short space of time, work well with others & assume responsibility very early on in their careers

The above listed skills are reflected in the findings as **Expression, Networking** and **Collaboration** are three of the key behavioural practices recorded by Level 2 interviewees as necessary for creative success. Whether working formally or informally, it is evident that constant professional development is prime to successful portfolio careers in the creative industries (Self-Belief, Uniqueness, Foresight, Will-power, Personal Growth, Face Challenges, Perseverance, Communication). Portfolio based careers have multifaceted career trajectories with individuals working multiple jobs in different fields, usually at the same time (Joffe & Newton, 2008). This aligns with this study's Findings as Multiple Income streams was mentioned by most and practiced by many Level 2 respondents. This highlights the importance of high self-efficacy beliefs. The stronger the individuals self-beliefs in their competence, the

more career options they deem doable, the greater the interest they show in them, and the better they prepare themselves academically for various occupational pursuits (Bandura, 1990).

5.6. Theoretical Overview:

The Theoretical Overview Figure #14 presents the relationship between all key aspects covered in this chapter, namely, the Cape Flats Circumstance, Support Systems, Personal Potential and Employment industries:

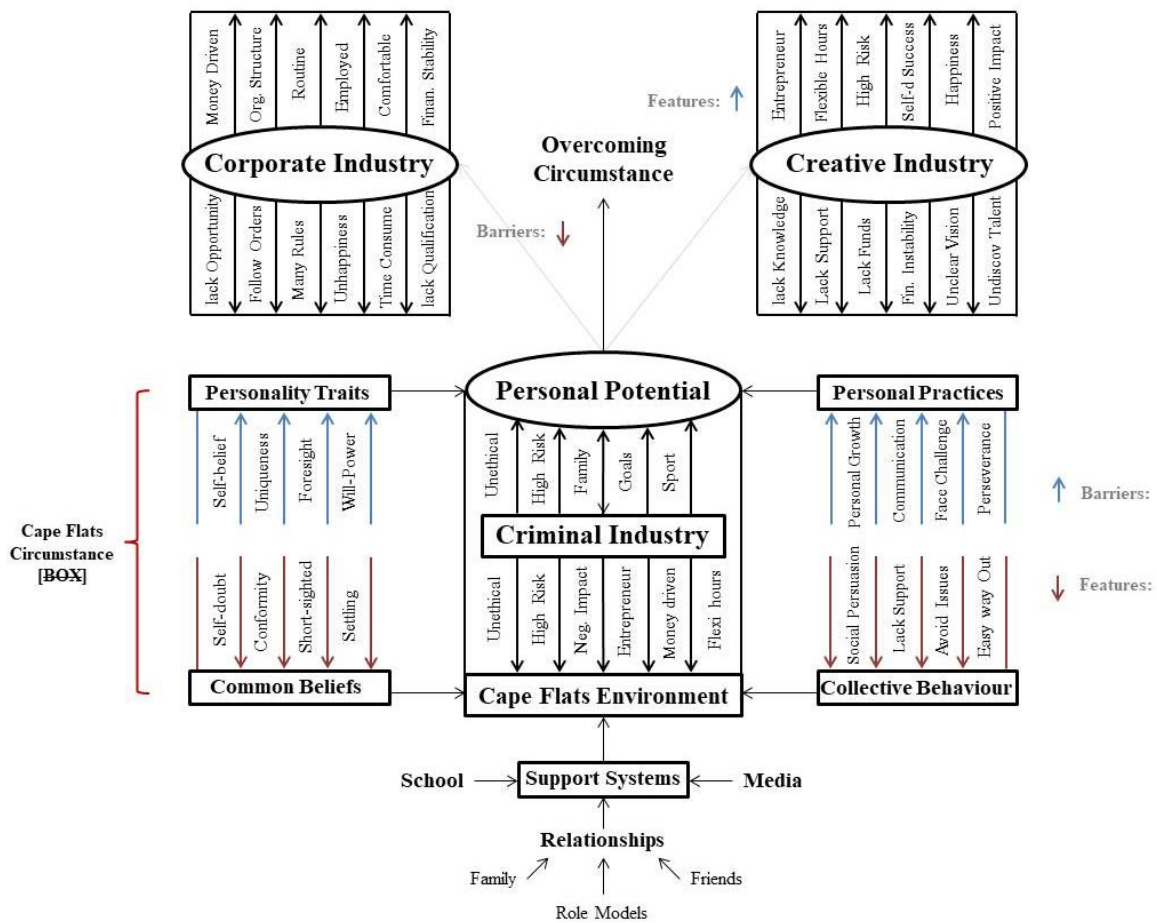


Figure 14: Theoretical Overview

Chapter 6: Conclusion

How Cape Flat's Youth can overcome (*Environmental*) circumstance using their (*Personal*) potential.

An individual's Personal Potential is made up of her/his Cognitive Personality Traits and Behavioural Practices. Certain Cognitive and Behavioural Characteristics are formative in an individual's utilization of their Personal Potential. Particular sets of Cognitive and Behavioural characteristics were found to be seminal in influencing whether people limited or maximized their potential. The Cape Flats Environment has become synonymous with Common Cognitive Beliefs and Collective Behaviour which limit the potential of its community members. The relationship between an individual's Personal Potential and the Cape Flats Environment is represented below in the Figure #15:

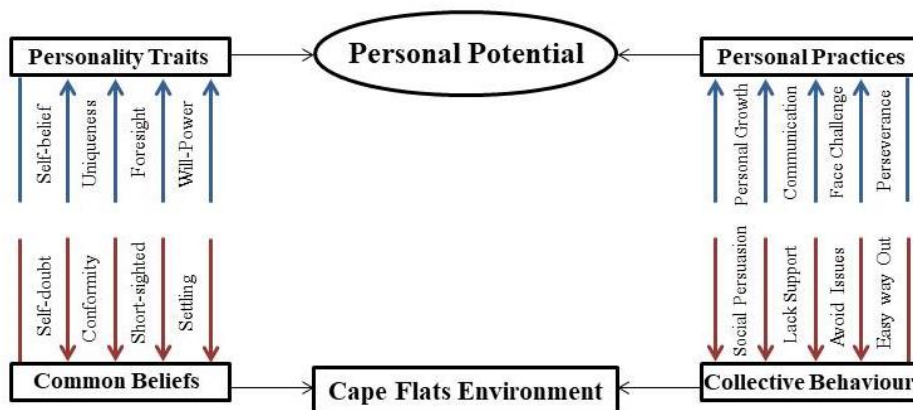


Figure 15: Cape Flats Environment & Personal Potential

Cape Flats' youth can overcome Environmental circumstance by (1) Maximizing their Personal Potential and (2) Maximizing their Creative Potential. This study's Findings reveal that Maximizing one's Potential requires enhancing particular Cognitive and Behavioural characteristics.

(1) Maximizing Personal Potential:

Youth who maximize their Personal Potential exhibit Cognitive attributes such as **Self-belief**, **Uniqueness**, **Foresight** and **Will-power**. Behaviourally these youth practice **Personal Growth**, **Communication**, **Facing Challenges** and **Perseverance**.

(2) Maximizing Creative Potential:

Youth who maximize their Creative Potential exhibit cognitive attributes such as **Passion, Talent, Originality** and **Consistency**. Behaviourally these youth practice **Research, Expression, Hard work, Networking, Collaboration** and having **Multiple Income** streams.

6.0. Personal Characteristics & Potential: Summary

For both the Cognitive and Behavioural Characteristics, it was found that each individual, and consequently their collective Level, favoured either the upper or lower rows in figure diagram #15: Cape Flats Environment & Personal Potential. In these diagrams, the lower row contains common Environmental conditions which limit potential, while the upper row consists of Personal responses to those conditions which maximise an individual's potential. This is further illustrated in the concept diagram Figure #16:

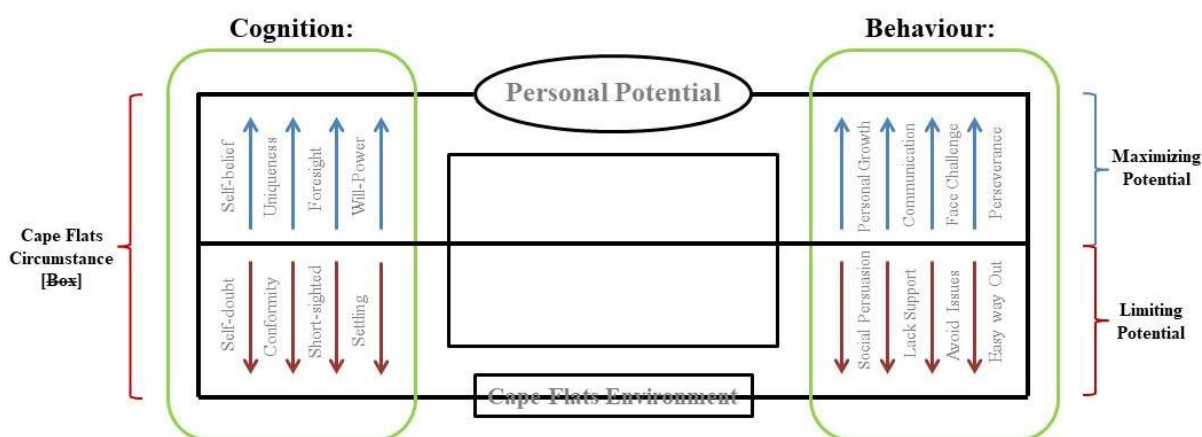


Figure 16: **Environmental Circumstance [BOX] & Personal Potential**

Level 0 (Unemployed/criminal) youth generally favoured Cognitive characteristics which limit their potential. In relation to Behaviour, this group also indicated patterns which limit potential i.e. Avoiding Issues, Lack of Support, and the highest account of looking for the Easy Way Out. They indicated the most Social Persuasion compared to Personal Growth.

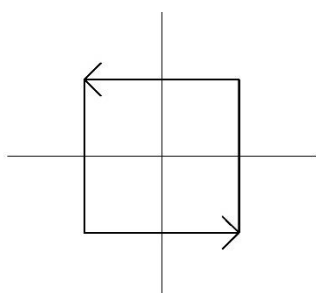


Figure 17: **Criminal Industry Line**

Level 1 (Corporate) youth mostly favoured Cognitive characteristics which maximize their potential. Behaviourally, these individuals demonstrated more practices which maximize potential i.e. Facing Challenges, Communication and Perseverance, yet stated a somewhat equal account of Social Persuasion compared to Personal Growth, with just marginally more instances of Social Persuasion mentioned.

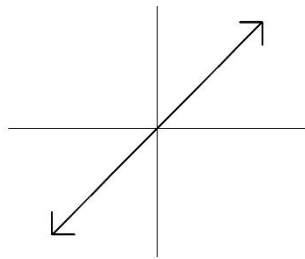


Figure 18: **Corporate Industry Line**

Level 2 (Creative) youth favoured Cognitive characteristics which maximize their potential. In terms of Behavioural practices, these members indicated patterns which maximize potential i.e. Facing Challenges, Communication, Perseverance and the highest Personal Growth; approximately equating to the same amount of Social Persuasion.

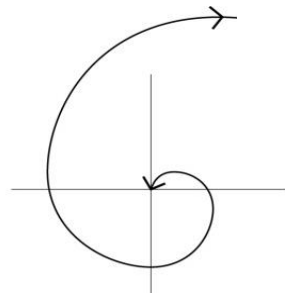


Figure 19: **Creative Industry Line**

6.1) Maximizing Personal Potential:

The findings indicate that the Common Beliefs and Collective Behaviour among members of the Cape Flats Environment can be counteracted by an individual developing particular contrasting Personality Traits and Personal Practices. In order for an individual to overcome the limitations of Common Beliefs and Collective Behaviours observed in their Environmental Context, it is necessary that he or she possess and exercise an approximately equal balance of the listed contrasting Personality Traits and Personal Practices. The findings show that if one of the characteristics in the coupled codes far outweighs its opposing counterpart, that characteristic then dominates. For example, Level 0 youth indicated the highest Cognitive account of Settling, far surpassing Will-power; its contrasting characteristic (with more than double the Settling found in other Levels). L0 participants, Behaviourally, displayed an extremely high account of looking for the Easy Way Out, four times that of other Levels. Similarly, in Level 2, youth displayed the greatest Uniqueness; double that of other Levels with more than double its contrasting characteristic: Conformity. L2 participants Behaviourally showed the most Personal Growth and Communication; double that of any other Level. This is evident by the amount of occupations that each individual is involved in. As seen in the

quotation captions of the previous chapter, L2 interviewees are generally active in two or three occupations while L1 and L0 interviewees are generally only active in one field.

The above findings including the sections of Self-esteem, Approach/Avoidance Behaviour and Task Persistence suggests that Level 1 and Level 2 participants possess high efficacy beliefs, whereas Level 0 participants display low self-efficacy beliefs. Low beliefs in one’s self-efficacy equates to weak performance (Bandura, 1990). Therefore, prior to the individual achieving the secondary characteristics and practices needed for Maximizing their Creative Potential, she or he needs to develop the Personality Traits of Self-Belief, Uniqueness, Will-power and Foresight, coupled with the Personal Practices of Communication, Facing Challenges, Personal Growth and Perseverance. Thus, success in the creative industry inherently relies on the individual developing characteristics and practices which maximizes their Personal Potential.

Employment Industries & Personal Potential:

The concept diagram Figure #20 shows the relationship between Personal Potential and the Employment Industries:

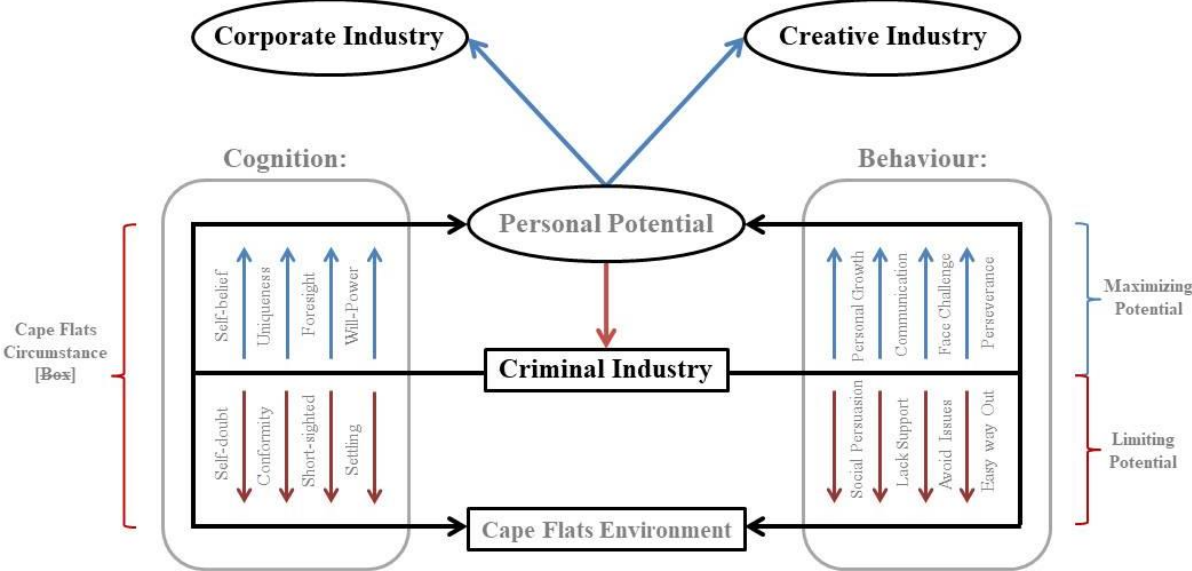


Figure 20: Employment Industry’s & Personal Potential

As depicted in Figure #16, the Environmental circumstance [BOX] affects Personal Potential: if an individual favours Cognitive characteristics and Behavioural practices which limit their potential – low self-efficacy beliefs and behaviour (Bandura, 1989a) – they are more likely to

remain unemployed or participate in Criminal activities Essentially, they succumb to the Environmental circumstance and descend down to remain inside of the Cape Flats circumstance box. However, if an individual develops Cognitive characteristics and Behavioural practices which maximizes their Personal Potential, ultimately displaying high self-efficacy (Bandura, 1989a), they are more equipped to attain employment in the Corporate or Creative industry, ascending beyond the borders of the [BOX] and effectively overcoming the circumstance of unemployment.

Criminal Industry:

The destructive nature of criminal behaviour such as its risks, lack of ethics and negative impact are widely known. Other than High Risk, which is mentioned by half (5) of the Level 0 interviewees, these youths mentioned virtually no barriers to the criminal industry, as this was most accessible to this group. Level 1 and Level 2 interviewees mentioned barriers such as High Risk, Goals, Family, Unethical nature and Negative Impact. Most of these concerns reveal that certain Cognitive values influence their choices in Behaviour. More than half of the L1 and L2 participants stated that having Goals was a great barrier hindering them from pursuing lives of crime. While L0 participants in most cases have family and goals, in some cases these did not serve as a barrier to the criminal industry.

Creative Industry:

One Level 1 interviewee recalled how participating in Sport consumed time and thus prevented him from participating in criminal activity. Although just one participant mentioned Sport as a barrier to crime, it was found that the vast majority (8 out of 10) Level 0 participants, and (all – 10) of Level 1 participants regularly practice Creative Hobbies such as Sport (6 L0 and 7 L1 interviewees), dancing and singing. Perhaps the fact that so many stated not knowing what their skills and talents were was because they did not realize that sport and hobbies are forms of creative expression – possibly due to shortage of knowledge: self-knowledge and/or industry knowledge. Subsequently, they were not able to merge what they are passionate about to their employment industry where some would reap the economic rewards and feel socially or emotionally unfulfilled and others feeling happiness in what they do while not receiving sufficient economic remuneration.

A high incidence of Happiness was recorded from all levels when asked about the creative industry, indicating the high social or emotional value that comes along with it. L2s has the

highest account of Self-knowledge and the lowest account of Unclear Vision. The barriers to enter the creative industry unique to L0 and L1 participants, to differing degrees, were having Undiscovered Talent and an Unclear vision. This shows that some of these youths may possess insufficient self-knowledge.

This could mean that Self-knowledge (as a guide for the direction of individual growth) is a prerequisite for other positive Cognitive characteristics such as Self-belief, Foresight and Will-power. These characteristics motivate behavioural practices which maximize potential such as Facing Challenges, Personal Growth, and Perseverance. Without self-knowledge how does one develop Talent, Originality, Passion. Passion influences Hard work, Consistency. How can one possess passion if they do not enjoy what they do?

Criminal and Corporate industries are analogous to full stops (.). These fields have well-known, pre-existing and pre-determined paths with definitive end points. School is X number of years, university is X more years, work at office X time, retire at X. Creative industry however is more of a question mark (?). not very well-known, no definitive or universal paths to success as it is highly specialized and determined by knowledge of one's Uniqueness.

6.2) Maximizing Creative Potential:

The common Feature in both Corporate and Criminal industries is the fact that they are both Money Driven. Level 2 members were able to engage in the creative industry by synthesizing the desired Features of both the Corporate and Criminal industries such as: Entrepreneurship, Flexible hours, Money driven, and Financial Stability. This therefore minimizes the Barriers of each sector including the need for Qualifications, Time consuming nature, and Unhappiness associated with corporate jobs. The High Risk, Unethical nature and Negative Impact of criminal activities also plays a role in this. In so doing, L2 participants overcome the Barriers of the creative industry such as lack of Funds, Financial Instability, lack of Support and lack of Knowledge. Level 2 creatives manage to overcome the circumstance of unemployment by earning an income, and in some cases even making a living, purely based on the effective use of their personal Cognitive qualities and Behavioural practices.

These individuals manage to work several jobs as they pursue goals which are aligned to their self-knowledge and they work on things that they are Passionate about. These individuals are able to Consistently Work Hard in multiple fields by means of Expressing their personal Originality and Talent.

The 10 key concept codes which emerged included the Cognitive characteristics: Talent, Originality, Passion, and Consistency; and the Behavioural practices: Hard work, Expression, Research, Networking, Collaboration, and having Multiple Income streams. This is accomplished as these individuals pursue goals which are aligned to the insights of their self-knowledge.

6.3. Support Systems:

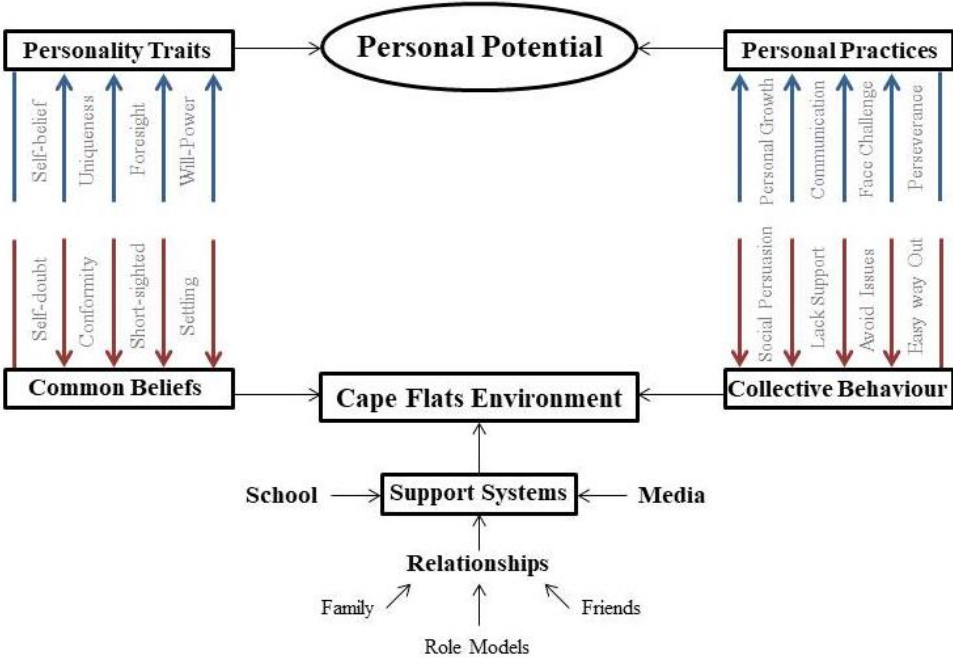


Figure 21: **Support Systems & Personal Potential**

The Level 0 members were the only group in which participants stated not having role models who they looked up to. This could be due to the fact that 6 Level 0 participants stated there is a lack of, or only negative role models in the Cape Flats environment. This sentiment was shared by half of the Level 1 participants and another Level 2 participant as well. Level 2 members mentioned the most role models with each participant listing a minimum of 2 role models whom they admired.

Level 0 and Level 2 members have a similar amount of family figures as role models, although in L0, they were not limited to biological parents but included aunts, uncles, grandparents, and even family friends. This points out that the specific support figure is secondary to the fact that there is support provided. Another major distinction is that Level 2 interviewees have significantly more media figures and artists as role models: of those in Level 2; 4 interviewees

stated how creative role models have sparked creative expression within them. This shows that Level 2 participants perhaps have more access and exposure to people and things outside of the Cape Flats.

In terms of Relationships, when it comes to family and friends, those are individually fixed or chosen based on personal preference. The larger social structures of schools and the media have the remaining influence as to who the youth look to as role models.

Even though Level 0 presents the lowest high school pass rate, this subgroup still achieves a generally high amount of matriculation relative to other Levels. Based on the results from this study's sample group, it suggests that most Cape Flats youth finish secondary level education, and if intervention is intended to improve adolescent behaviour, it should be provided before the end of high school.

6.4. Praxis:

Youth do not want to be told what to do yet they do want to be like other people they see (vicarious experience). Mentioned by almost all interviewees, (29/30) participants across the 3 Levels strongly indicated being Social Persuaded by people who they are in contact with. Many youth across Levels recognized that the direction of influence (good or bad) varies dependent on whether the source of influence is positive or negative. This illustrates the strong desire that youth have for *social connection/belonging* and could account for the evident sense of community cohesion prominently witnessed and experienced within most Cape Flats communities.

If Self-knowledge amongst all youth were facilitated it could lead to the discovery and awareness of Creative Talent, improving their Self-belief, promoting Personal Growth, Creative Entrepreneurship, and greater Perseverance as they would find more Happiness and meaning in the work they do.

Could Cape Flat's schools introduce more positive role models who supplement the lack of support some youth experience within their household structures? Could Cape Flat's schools focus more on values and principles enabling youth to be more ethical and active in pursuing Goals which prevent them from being unemployed or engaging in criminal activities?

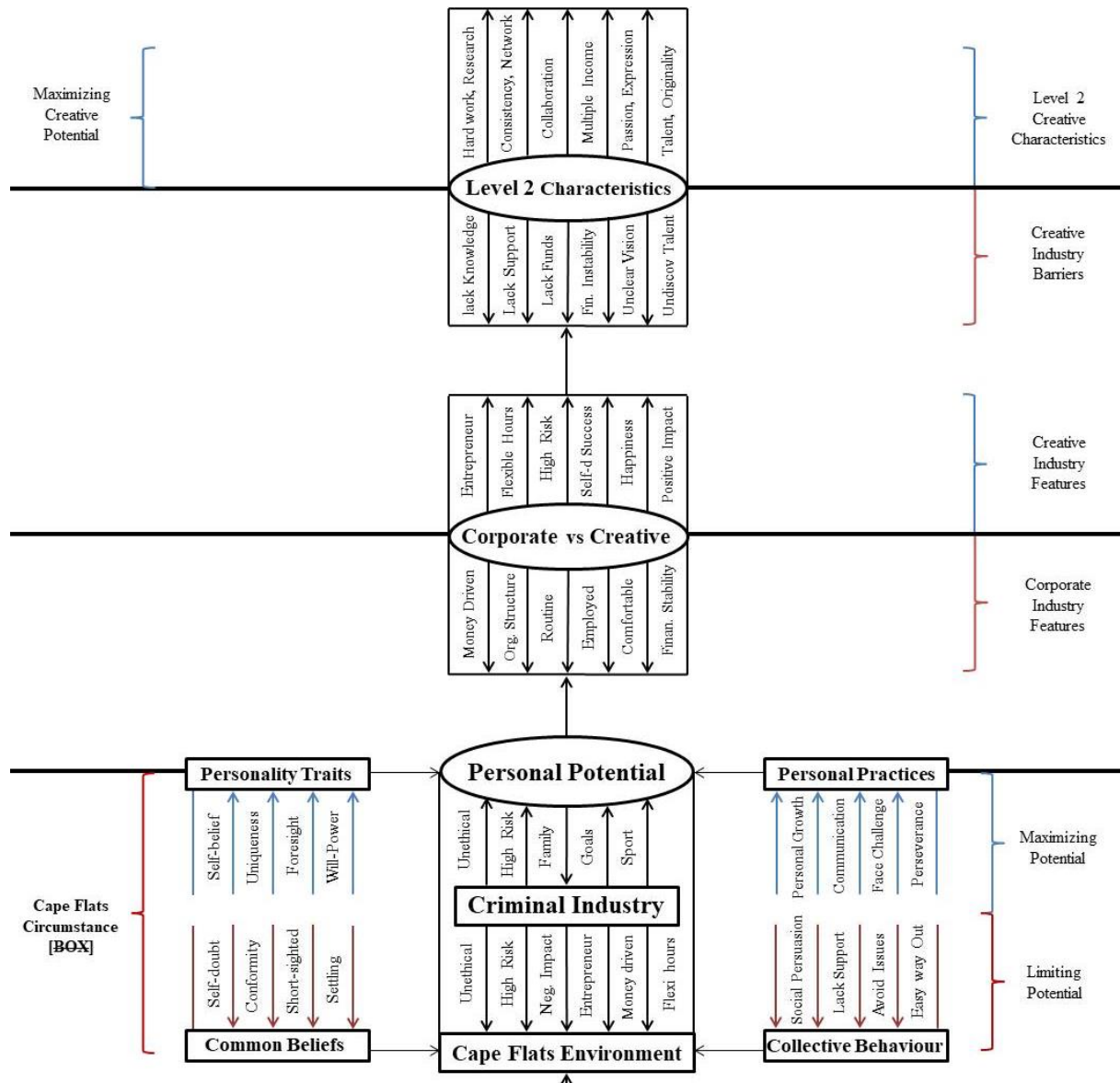


Figure 22: Maximizing Creative Potential

If youth were able to gain more awareness about what other locals are doing, such as the qualities and practices employed by Level 2 creatives, their natural tendency toward Social Persuasion and socially influencing others could be exploited for the benefit of themselves as individuals as well as communities at large. This cognitive stimulation could lead to increased behavioural imitation of those positive Personality Traits and Personal Practices which artists employ in order to Maximize Creative Potential.

Increased access to digital connectivity could be the most cost effective solution which exposes Cape Flats youth to knowledge beyond the common conditions found in their direct physical

environment. More exposure from external sources, by comparison, enables a better understanding of one’s own self-knowledge. The insights gained from this increased awareness could cognitively stimulate youth to improve their physical behaviour within the context, contributing to positive social impact in the community.

Each of the above mentioned considerations i.e. culture, place, identity, peer role models and citizen participation (social belonging) should be synthesized into a participatory digital social networking platform creating awareness of local creatives by acknowledging their neighbourhood and instilling a sense of pride in their Social Belonging; representing their identity and showcasing their creative work. This type of inclusive platform can present artists who then, through pure observation, inspire other local youth in discovering and expressing their creativity, bringing about social change toward a collective creative cultural identity amongst locals.

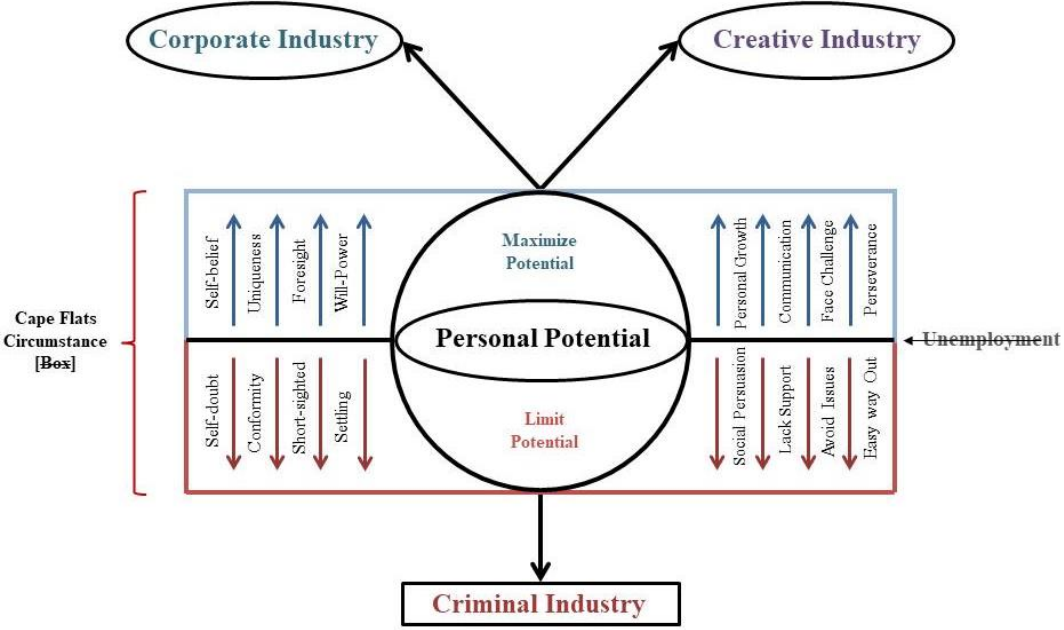


Figure 23: Personal Potential Overview

In a 2-dimensional view, the overview of Cape Flats circumstance appears as a [BOX] made up of an upper and lower rectangular shape. When viewed 3-dimensionally however, the 2-D [BOX] is more comparable to a common 50c coin, composed of two sides: Heads and Tails.

The upper and lower halves reflect binary opposites. Unemployment/Personal Potential is represented by the flat-line betwixt the upper and lower parts of the [BOX]. Personal Potential (Unemployment) parallels the ground floor surface level which separates the underground below (Criminal industry) and the sky above (Corporate & Creative industry). An individual's Personal Potential within the Cape Flats circumstance is thus like a coin toss, intertwined in chance amidst prevailing forces.

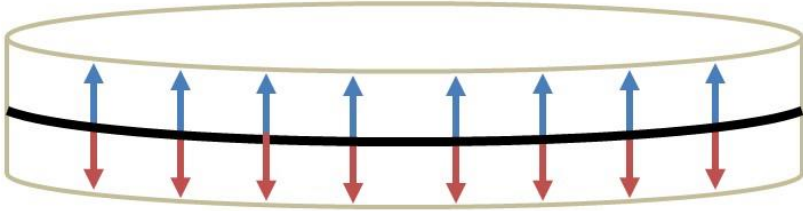


Figure 24: **Personal Potential Coin Currency**

One's Personal Potential Coin Currency determines the Socio-Economic value outcome of one's lifestyle standard.

References:

Bibliography:

- Aziz, G. (2017). Youth ministry as an agency of youth development for the vulnerable youth of the Cape Flats. *Verbum et Ecclesia*, 38(1), 1–6.
- Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1007/978-3-319-75361-4>
- Bandura, A. (1989a). Effect of Perceived Controllability and Performance Standards on Self-Regulation of Complex Decision Making. *Journal of Personality and Social Psychology*, 56(5), 805–814.
- Bandura, A. (1989b). Social Cognitive Theory. R. Vasta (Ed.), *Annals of Child Development*, 6, 1–85. https://doi.org/10.1007/978-90-481-9066-9_3
- Bandura, A. (1990). Perceived Self-efficacy in The Exercise of Personal Agency. *Revista Española de Pedagogía*, 48(187), 397–427.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. https://doi.org/10.1007/SpringerReference_223312
- Beare, J. I. (1896). Self-knowledge. *Oxford University Press on Behalf of the Mind Association*, 5(18), 227–235.
- Burhan, U. (2019). Self Efficacy, Self Actualization, Job Satisfaction, Organization Citizenship Behavior (Ocb), Effect on Employee Performance. *Ekulilibrium : Jurnal Ilmiah Bidang Ilmu Ekonomi*, 14(1), 46–57. <https://doi.org/10.24269/ekulilibrium.v14i1.1555>
- Carpenter, J. (2018). Enabling a Generation of Social Entrepreneurs: A study to establish if the practice of social entrepreneurship offers inclusive self-employment opportunities for disenfranchised South African youth (Issue June). University of Cape Town.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide to Qualitative Data Analysis*.
- Chetty, R. (2015). Social Complexity of Drug Abuse, Gangsterism and Crime in Cape Flats' Schools, Western Cape. *Acta Criminologica: South African Journal of Criminology*, 30(3), 54–65.
- Cho, J. Y., & Lee, E. (2014). Reducing confusion about grounded theory and qualitative content analysis: Similarities and differences. *The Qualitative Report*, 19(32), 1-20. Retrieved from <http://nsuworks.nova.edu/tqr/vol19/iss32/2>
- Christiansen, B., & Chandan, H. C. (2017). Handbook of Research on Organizational Culture and Diversity in the Modern Workforce. *Handbook of Research on Organizational Culture and Diversity in the Modern Workforce*, i, 1–506. <https://doi.org/10.4018/978-1-5225-2250-8>
- Christopher, A. J. (2002). “To define the indefinable”: Population classification and the census in South Africa. *Area*, 34(4), 401–408. <https://doi.org/10.1111/1475-4762.00097>
- Corbin, J. and Strauss, A. (2015), Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. Los Angeles, CA: Sage.
- Creswell, J. W. (1991). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In *SAGE Publications, Inc.* (Third Edit, Vol. 8). SAGE. <https://doi.org/10.1163/22118993-90000268>
- Creswell, J. W. (2018). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (3RD Edition). SAGE Publications, Inc.
- Cunningham, N., & Carmichael, T. (2013). Sampling, Interviewing and Coding: Lessons from a Constructivist Grounded Theory Study. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>

- De Beer, S. F. (2017). Urban social movements in South Africa today: Its meaning for theological education and the church. *HTS Teologiese Studies / Theological Studies*, 73(3), 1–11. <https://doi.org/10.4102/hts.v73i3.4770>
- Dictionary.com, L. (2020). *Dictionary.com*. Dictionary.Com. <https://www.dictionary.com/browse/circumstance>
- Dupé, Véronique, Tama Leventhal, F. V. (2012). Neighborhood Processes, Self-Efficacy, and Adolescent Mental Health. *Journal of Health and Social Behavior*, 53(2), 183–198. <https://doi.org/10.1002/9781405165518.wbeosa047.pub2>
- Fernandez, W.D., & Lehmann, H.P. (2005). Achieving rigour and relevance in information systems studies: Using grounded theory to investigate organizational cases. *The Grounded Theory Review* 5(1), 79-107. Retrieved from <http://groundedtheoryreview.com/2005/11/17/1443/>
- Francis, N. H., & Kritsonis, W. A. (2006). A Brief Analysis of Abraham Maslow's Original Writing of Self-Actualizing People: A Study of Psychological Health. *National Journal of Publishing and Mentoring Doctoral Student Research*, 3(1), 1–7.
- Gaylor, L., & Nicol, J. J. (2016). Experiential high school career education, self-efficacy, and motivation. *Canadian Journal of Education*, 39(2), 1–24.
- Graan, M. van. (2005). *Cultural Industries, Arts, Culture and Creative Arts First Paper: Towards an understanding of the current nature and scope of the Creative Industries in the Western Cape*.
- Hadisi, S., & Snowball, J. (2016). Employment in the Cultural and Creative Industries in South Africa. In *South African Cultural Observatory*.
- Hadland, A., Louw, E., Sesanti, S., & Wasserman, H. (2008). Power, Politics and Identity in South African Media: selected seminar papers. In *Human Sciences Research Council Press* (Issue 1). <https://doi.org/10.1017/CBO9781107415324.004>
- Hall, E. G., & Hansen, J. (1997). *Self-Actualizing Men and Women - A Comparison Study. 1972*.
- Hamann, R., & April, K. (2013). On the role and capabilities of collaborative intermediary organisations in urban sustainability transitions. *Journal of Cleaner Production*, 50(July), 12–21. <https://doi.org/10.1016/j.jclepro.2012.11.017>
- Harper, D. (2020). *Online Etymology dictionary*. Online Etymology Dictionary. <https://www.etymonline.com/word/circumstance>
- Harrison, A. W., Rainer, R. K., Hochwarter, W. A., & Thompson, K. R. (1997). Testing the self-efficacy—performance linkage of social—cognitive theory. *Journal of Social Psychology*, 137(1), 79–87. <https://doi.org/10.1080/00224549709595415>
- Hendricks, C. (2005). Debating Coloured Identity in the Western Cape. *African Security Review*, 14(4), 117–119. <https://doi.org/10.1080/10246029.2005.9627597>
- Isaacs-Martin, W., & Petrus, T. (2012). The Multiple Meanings of Coloured Identity in South Africa. *Africa Institute of South Africa*, 42(1), 87–102.
- Jackson, S., & Tap, P. (1998). Education and personal development. *European Journal of Psychology of Education*, 13(4), 435–445.
- Joffe, A., & Newton, M. (2008). The Creative Industries in South Africa. In *Human Science Research Council, Department of Labour* (Issue March).
- Kaufman, S. B. (2020). *Transcend: The New Science of Self-Actualization*. In *TarcherPerigee*. Penguin Publishing Group. <https://doi.org/10.1017/CBO9781107415324.004>
- Kekes, J. (1986). Self-Knowledge and Convention. *Cambridge University Press on Behalf of Royal Institute of Philosophy*, 61(237), 313–329.
- Kiefer, D. (2009). Research Methodology, Method, Research Design and Research Context.

In *Peter Lang AG*.

- Kolb, S. M. (2011). Self-Efficacy : A Necessary Social Skills Curricula Component. *Journal of Emerging Trends in Education*, 2(4), 206–210. <https://doi.org/Report>
- Kritzinger, J. N. J. K. (2012). Overcoming theological voicelessness in the new millennium. *Missionalia*, 3(Nov), 233–250.
- Lorelei Lingard, Mathieu Albert, W. L. (2008). Grounded Theory, Mixed Methods, and Action Research. *BMJ: British Medical Journal*, 35(4), 216–226. <https://doi.org/10.1136/bmj.39602.690162.47>
- Macmaster, L. L. M. (2007). Social and Economic Emasculation as Contributing Factors to Gangsterism on The Cape Flats. *Scriptura*, 95(February), 278–289.
- Macmaster, L. L. M. (2009). Resilience of Faith Communities on The Cape Flats (SA): A Pastoral Theological Perspective. *Scriptura*, 101(1), 288–300.
- Malila, V. (2013). Born Free: Without A Cause? *Rhodes Journalism Review*, August(33), 4–7.
- Malila, V. (2015). Being a Born Free: the misunderstandings and missed opportunities facing young South Africans. *Rhodes Journalism Review*, September(35), 126–135.
- Manach, L., & Pop, S. (2017). *Creativity in the urban context*. 65–78. <https://doi.org/10.1212/WNL.0000000000001298>
- Maslow, A. H. (1954). *Motivation And Personality* (1st Edition). Harper & Brothers.
- Mattes, R. (2012). The ‘born frees’: The prospects for generational change in post-apartheid South Africa. *Australian Journal of Political Science*, 27(1), 133-153. doi: 10.1080/10361146.2011.643166
- Nadezhda A. Dmitrienko, Marina A. Gorbina, Natalya F. Porozhnyak, Tatyana V. Trusova, T. G. K. (2017). Formation of Students’ Professional Self-Actualization in Modern Educational Environment. *Journal of Social Studies Education Research*, 8(2), 161–177.
- Neff, J. M. (1998). Grounded Theory: A Critical Research Methodology. *University Press of Colorado Utah State University Press Chapter*, May 2019, 200–215.
- Neto, M. (2015). Educational motivation meets Maslow : Self- actualisation as contextual driver Educational motivation meets Maslow : Self-actualisation as contextual. *Journal of Student Engagement: Education Matters*, 5(1), 18–27.
- O’Brien, D., Laurison, D., Miles, A. and Friedman, S. (2016) Are the creative industries meritocratic? An analysis of the 2014 British Labour Force Survey, Cultural Trends, DOI: 10.1080/09548963.2016.1170943.
- Petrus, T. (2013). Social (re)organisation and identity in the “Coloured” street gangs of South Africa. *Acta Criminologica: Southern African Journal of Criminology*, 26(1), 71–85.
- Phills, J. A., Deiglmeier, K., & Miller, D. T. (2008). Rediscovering Social Innovation. *Stanford Social Innovation Review*, Fall(January), 34–43. <https://doi.org/10.1111/j.1369-7625.2010.00656.x>
- Potberg, C., & Chetty, R. (2017). ‘Voices’ of School Dropouts About the Use of Illicit Drugs on The Cape Flats, Western Cape. *Acta Criminologica: Southern African Journal of Criminology*, 30(3), 135–148.
- Priya, A. (2016). Grounded theory as a Strategy of Qualitative Research: An Attempt at Demystifying its Intricacies. *Sociological Bulletin*, 65(1), 50–68. <https://doi.org/10.1177/0038022920160104>
- Provincial Treasury of the Western Cape Government. (2017). *Provincial Economic Review and Outlook (PERO)*.
- Rabbior, G. (1990). Elements of a successful entrepreneurship/economics/education program. In C. Kent (Eds.), *Entrepreneurship education: Current developments, future directions* (pp. 53- 65). New York, NY: Quorum Books.
- Ramson, S. M., & Chetty, R. (2016). Taking Strain: Theorising Drug Use in The Cape Flats.

- Acta Criminologica: South African Journal of Criminology*, 29(3), 67–84.
- Rappe, S. L. (1995). Socrates and Self-Knowledge. *A Journal for Ancient Philosophy and Science*, 28(1), 1–24.
- SAHO. (2019). *South African History Online*. Race and Ethnicity in South Africa. <https://www.sahistory.org.za/>
- Sharp, C. (2004). Developing young children’s creativity: What can we learn from research? *Topic*, 32, 5–12.
- Sharp, J. (2005). Just art for a just city: Public art and social inclusion in urban regeneration. *The Editors of Urban Studies*, 42(5–6), 1001–1023. <https://doi.org/10.1080/00420980500106963>
- Singh, J. (2016). A study of self-actualization among high school adolescents belonging to district Kathua. *Internat Ional Journal of Applied Research*, 2(10), 328–332.
- Snowball, J., Collins, A., & Tarentaal, D. (2016). *Transformation and job creation in the cultural and creative industries in South Africa* (Issue September).
- Standing, A. (2003). The social contradictions of organised crime on the Cape Flats. *Institute for Security Studies*, 2003(74), 1–16.
- Strauss, A. L., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: SAGE.
- Suddaby, R. (2006). From the editors: What grounded theory is not. *Academy of Management Journal*, 49(4), 633–642. <https://doi.org/10.5465/AMJ.2006.22083020>
- Sweetman, D., Luthans, F., Avey, J. B., & Luthans, B. C. (2011). Relationship between Positive Psychological Capital and Creative Performance. *Canadian Journal of Administrative Sciences*, 13(28), 4–13.
- Tourism, C. T. (2021). *Cape Town Tourism - The Official Guide To Cape Town*. Cape Flats. <https://www.capetown.travel/cape-flats/>
- UNESCO. (2016). *Culture Urban Future*.
- Usher, E. L., & Pajares, F. (2008). Sources of Self-Efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4), 751–796. <https://doi.org/10.3102/0034654308321456>
- Walker, D., & Myrick, F. (2006). Grounded theory: An exploration of process and procedure. *Qualitative Health Research*, 16(4), 547–559. <https://doi.org/10.1177/1049732305285972>
- Worldometers.info. (2020). *Worldometer*. Dover, Delaware, U.S.A.

Appendix 1 – Potential Questionnaires:

Questionnaire 1: Level 0 (unemployed/criminally employed)

Section 1.1 – Biography:

1. Full Name:
2. Age/D.O.B/Star sign:
3. Race: Black, Coloured, White or Prefer not to answer
4. Gender: Male or Female or Prefer not to answer
5. Residential area:
6. Occupation: (unemployed/studying/part time job/self-employed/full-time employed)
7. Which industry do you form part of? (Creative/Corporate/Unemployed)
8. What is your favourite thing about yourself?
9. What do you dislike about yourself?
10. Intro:

Section 1.2 – Career Choice:

11. Do you think most youth in Cape Flats live to their potential?
12. What is the difference between the creative, corporate, and criminal industries?
13. Why did you choose to be unemployed rather than get a corporate job?
14. Why did you choose to be unemployed rather than become an artist?
15. What is your biggest accomplishment?
16. What is/was holding you back the most?
17. Who are your role models? What do you admire about them?
18. What is your dream job? / Do you know what you want to be someday?
19. What is stopping you from pursuing that as a career?
20. What steps are you taking to get there?

Section 1.3 – Creative Potential:

21. Do you think South Africa would be a better place if people used their gifts and talents?
22. Do you think there is an avenue for youth to make money creatively?
23. Do you think everyone has creative talent? / What is creative talent to you?
24. Do you know what your strengths, gifts and talents are?
25. Do you know what your weaknesses are?
26. Do you have any hobbies?

Section 2.1 – Family:

1. Do you have both parents? Do you live with both parents?
2. Are they supportive of your accomplishments?
3. Do you have siblings? How many other people do you live with?

Section 2.2 – Media:

4. Do you use traditional media such as newspaper, tv, radio or digital media such as the internet or mobile apps to get information?

Section 2.3 – Education:

5. Do you think the school can do something to better the community?
6. What schools did/do you go to? Highest grade?
7. Do you think school taught you enough about yourself?

Questionnaire 2: Level 1 (Corporately employed)

Section 1.1 – Biography:

1. Full Name:
2. Age/D.O.B/Star sign:
3. Race: Black, Coloured, White or Prefer not to answer
4. Gender: Male or Female or Prefer not to answer
5. Residential area:
6. Occupation: (unemployed/studying/part time job/self-employed/full-time employed)
7. Which industry do you form part of? (Creative/Corporate/Unemployed)
8. What is your favourite thing about yourself?
9. What do you dislike about yourself?
10. Intro:

Section 1.2 – Career Choice:

11. Do you think most youth in Cape Flats live to their potential?

12. What is the difference between the creative, corporate, and criminal industries?
13. Why did you choose to study/work rather than become an artist?
14. Why did you choose to study/work rather than become a gangster/criminal?
15. What is your biggest accomplishment?
16. What is/was holding you back the most?
17. Who are your role models? What do you admire about them?
18. What is your dream job? / Do you know what you want to be someday?
19. What is stopping you from pursuing that as a career?
20. What steps are you taking to get there?

Section 1.3 – Creative Potential:

21. Do you think South Africa would be a better place if people used their gifts and talents?
22. Do you think there is an avenue for youth to make money creatively?
23. Do you think everyone has creative talent? / What is creative talent to you?
24. Do you know what your strengths, gifts and talents are?
25. Do you know what your weaknesses are?
26. Do you have any hobbies?

Section 2.1 – Family:

1. Do you have both parents? Do you live with both parents?
2. Are they supportive of your accomplishments?
3. Do you have siblings? How many other people do you live with?

Section 2.2 – Media:

4. Do you use traditional media such as newspaper, tv, radio or digital media such as the internet or mobile apps to get information?

Section 2.3 – Education:

5. Do you think the school can do something to better the community?
6. What schools did/do you go to? Highest grade?
7. Do you think school taught you enough about yourself?

Questionnaire 3: Level 2 (Creatively employed)

Section 1.1 – Biography:

1. Full Name:
2. Age/D.O.B/Star sign:
3. Race: Black, Coloured, White or Prefer not to answer
4. Gender: Male or Female or Prefer not to answer
5. Residential area:
6. Occupation: (unemployed/studying/part time job/self-employed/full-time employed)
7. Which industry do you form part of? (Creative/Corporate/Unemployed)
8. What is your favourite thing about yourself?
9. What do you dislike about yourself?
10. Intro:

Section 1.2 – Career Choice:

11. Do you think most youth in Cape Flats live to their potential?
12. What is the difference between the creative, corporate and criminal industries?
13. Why did you choose to become an artist rather than a gangster/criminal?
14. Why did you choose to become an artist rather than get a job?
15. What is your biggest accomplishment?
16. What is/was holding you back the most?
17. Who are your role models? What do you admire about them?
18. What is your dream job? / Do you know what you want to be someday?
19. What is stopping you from pursuing that as a career?
20. What steps are you taking to get there?

Section 1.3 – Creative Potential:

21. Do you think South Africa would be a better place if people used their gifts and talents?
22. Do you think there is an avenue for youth to make money creatively?
23. Do you think everyone has creative talent? / What is creative talent to you?
24. Do you know what your strengths, gifts and talents are?
25. When did you realise you had these abilities? How long have you been doing this for?
26. When did you realise you could generate an income from your talents?
27. Do you know what your weaknesses are?
28. What does it take to get into the creative industry?

29. What advice would you give to artists who are trying to get into the industry but do not have any formal training?
30. How do you let people know about your work?

Section 2.1 – Family:

1. Do you have both parents? Do you live with both parents?
2. Are they supportive of your accomplishments?
3. Do you have siblings? How many other people do you live with?

Section 2.2 – Media:

4. Do you use traditional media such as newspaper, tv, radio or digital media such as the internet or mobile apps to get information?

Section 2.3 – Education:

5. Do you think the school can do something to better the community?
6. What schools did/do you go to? Highest grade?
7. Do you think school taught you enough about yourself?

Appendix 2 – Consent Form: (PTO)

MASTER OF PHILOSOPHY IN INCLUSIVE INNOVATION

INTERVIEW CONSENT FORM:

Participant name:

I volunteer to participate in a research project conducted by Max-Gordon Stoffberg as partial fulfilment of the requirements for the MPhil Degree at the Graduate School of Business. I understand that the research is designed to gather information about unemployment amongst Coloured youth in the Cape Flats and that I will be one of approximately 30 of people being interviewed for this research.

Background and purpose of the research

The research question is “How can Cape Flat’s youth overcome (Environmental) circumstance by using their (Personal) potential?”

Most media and literature about the Cape Flats is focused on the negatives in the community such as youth unemployment. Little is mentioned about the singers, dancers, musicians or ordinary formal workers who come from the Cape Flats yet manage to overcome circumstance by being employed in the corporate and creative industries.

This study compares youth who are unemployed to youth who are formally employed as well as comparing them to youth who are creatively employed. The aim is to identify differences and commonalities among each group and give insight into the draw factors of why people choose to make money in a particular (informal/formal/creative) way. The goal is to identify factors which help youth overcome circumstance and be employed.

Ethics approval

Ethical consent for the study has been approved by the *UCT Commerce Faculty Ethics in Research Committee*

Participation and confidentiality

I understand that my participation in this research is voluntary, that I will not be compensated and that I may withdraw at any time.

The interview will take approximately 45 - 60 minutes to complete and will be audio/video recorded. I understand that I will not be identified by name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

Should you have any questions or concerns please contact me.

Max-Gordon (Student): 0823503663

Consent

I consent to participate in this interview, based on the terms outlined above and subject to the following additional condition of my own (if any).

Signed by interviewee

Date

.....
Signed by Student

.....
Date

Appendix 3 – Ethical Approval:



Faculty of Commerce

Private Bag X3, Rondebosch, 7701
2.26 Leslie Commerce Building, Upper Campus
Tel: +27 (0) 21 650 4375/ 5748 Fax: +27 (0) 21 650 4369
E-mail: com-faculty@uct.ac.za
Internet: www.uct.ac.za



@Commerce UCT



UCT Commerce Faculty Office

26th March 2019

Mr Max-Gordon Stoffberg
Graduate School of Business
University of Cape Town

Dear Mr Stoffberg

REF: REC 2019/000/022

CAN CAPE FLATS YOUTH OVERCOME (ENVIRONMENTAL) CIRCUMSTANCE BY USING THEIR (PERSONAL) POTENTIAL?

We are pleased to inform you that your ethics application has been approved. Unless otherwise specified this ethical clearance is valid for 1 year and may be renewed upon application.

Please be aware that you need to notify the Ethics Committee immediately should any aspect of your study regarding the engagement with participants as approved in this application, change. This may include aspects such as changes to the research design, questionnaires, or choice of participants.

The ongoing ethical conduct throughout the duration of the study remains the responsibility of the principal investigator.

We wish you well for your research.

Shandre Swain
Administrative Assistant
University of Cape Town
Commerce Faculty Office
Room 2.26 | Leslie Commerce Building

Office Telephone: +27 (0)21 650 2695 / 4375

Office Fax: +27 (0)21 650 4369

E-mail: sl.swain@uct.ac.za

Website: www.commerce.uct.ac.za<<http://www.commerce.uct.ac.za/>

"Our Mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society."

Appendix 4 – Coding Table: (PTO)

Data Extracts: Interviewee Quotations	First Order: Codes	Second Order: Categories	Aggregate: Themes
"Some people are just there feeling sorry for themselves, like; 'Okay, this is where I'm from, and this is just how things are.'" – Participant 06	Self-doubt	Common Beliefs	Limiting Potential
"They believe there's like one straight path that they have to follow, so they don't know they can branch out." – Participant 03	Conformity		
"Usually in the Cape Flats everything is like negativity; so they follow whatever they see. Most of them see bad, and when they see bad, they wanna be bad. They don't feel like they can move on, they feel part of it. They don't feel like they live in the place, it's almost like the place lives in them." – Participant 10 "Most look at the position they in, and once you look at things from a place of lack, that is where it all falls." – Participant 30	Short-sighted		
"Growing up in the ghetto, I mean yoh, its difficult. A lot of people stay in the exact same circumstances that they are because there isn't any, anybody that they can reach out to. Like especially with the Coloured community; because we are the only people that's not fighting for land, we not fighting for jobs, anything. Like we are just literally settling for whatever we get, or what we have." – Participant 13	Settling		
"I'd go into peer influence; surrounding yourself with the correct people. You basically have to surround yourself by people that motivates you all the time. And from the Cape Flats side again, if you surrounded by the incorrect people you can't really grow as an individual." – Participant 18	Social Persuasion	Collective Behaviour	
"Some people don't have people to guide them, or make them believe in themselves, so they have a weaker mind-set than others." – Participant 09 "With true potential I just believe that we need more support structures, we need more influences (good influencers). We need more backup and just for the community as a whole to actually stand together and to say no to the circumstances around us." – Participant 11	Lack of Support		
"I guess some people don't accept what it is but they try to escape what it is you know, and the more we try to run or escape from whatever we are dealing with; it always catches up to you, it hasn't been dealt with." – Participant 21	Avoiding Issues		
"Like we start things and then we like; 'nah' (because it's getting tough) and then we like; 'no I'm not gonna do it anymore'. Like when we experience difficulties we like; 'I can't handle this'. We become discouraged when things get hard, then you just like; 'no I'm not gonna do it.'" – Participant 23	Easy way Out		
"I believe that it stems from power within yourself— because if you want to do anything in life, you need to start with yourself first. So believing that you do have the power to overcome the circumstances around you means that you can do it." – Participant 11	Self-belief	Personality Traits	Maximizing Potential
"All of us literally have talents; you just don't know who you are so you don't know what the fock you have inside of you to actually let out." – Participant 13 "Other people see the bigger picture, and they realise that where I'm from doesn't define my future or who I am." – Participant 06	Self-knowledge		
"Some people see the bigger picture and they have aspirations; they have goals. They have something that motivates them to get out of that situation. So I'd say it boils down to mind-set." – Participant 18	Foresight		
"I realised the only way for me to get out of this situation is if I put the work in. So it doesn't matter where you come from; you can still make your own decisions in life and determine your own success." – Participant 19	Will-power		
"That is entirely up to the individual, what they call it is will-power. So if you really want to, any circumstance that you in; whether its addiction or you being abused – it's up to the individual. If you really want to get out of that you will strive, you will fight for that thing." – Participant 08	Personal Growth	Personal Practices	
"I had little lessons, I was helped by people. Like I had a mentor who taught me about music, introduced me to people and along the journey people would show me things, they'd tell me things: lessons. Not formal lessons just like in conversation." – Participant 28	Communication		
"I feel like people who overcome circumstances are probably more determined to get somewhere, cause a lot of people who are in a circumstance will have the thought that they wanna get out of that position (because they didn't ask to be in it) but they just left with the thought; they never action it. People who make it out of their circumstances are people who have the thought and they actually action that thought." – Participant 07	Face Challenges		
"It just means dealing with life I guess. You have to deal with it, there's no other option. So basically overcoming it's just dealing with everything as it comes day by day; accepting help, just being resilient, persevering and not giving up." – Participant 16	Perseverance		

Data Extracts: Interviewee Quotations	First Order: Codes	Second Order: Categories	Aggregate: Themes
"Growing older you need to sustain a living. With the corporate you guaranteed your pay check at the end of the month." – Participant 18	Money Driven	Features	Corporate Industry
"In the corporate sector you definitely getting your pay check every month, its more safe I suppose." – Participant 29 "For the corporate side there is a lot of stability. You know what you suppose to do and what is wanted from you and there's basically a contract. So there is that stability that you know, okay there will be something for you even if you should leave as well. I think it was more of a secure option in terms of medical aid and the benefits and housing allowance and also salary wise." – Participant 17	Financial Stability		
"In corporate industry things are set, you go to work, you come back, you go and study, and it's a routine basically." – Participant 23	Routine		
"The corporate industry is way more formal. It's just more levels to it, like the hierarchy." – Participant 07 "In the corporate world it's someone else's vision you fulfil. So you basically taking instruction for what was already set out." – Participant 24	Organisational Structure		
"In the corporate industry, you just stuck in a system. You robots doing what other people want you to do and you pleasing them." – Participant 11 "They mould you into this specific person which you have to be in the corporate world every day. So you get to work; you have to be John – whether you like being John (you actually Patrick) but now you have to be John." – Participant 08	Following Orders	Features & Barriers	
"The corporate to me is a little bit like slavery." – Participant 30 "In the corporate there's a certain time you have to work that 9-5; there's restrictions. You have breaks where you can't just do whatever you want to, you have to follow a system." – Participant 29	Too many Rules		
"In corporate there's time allocations for everything; everything gets done on its time. You lost weekends, you didn't get to spend family time, public holidays you working. Its back to back shifts, its night shift, its day shift." – Participant 05	Time Consuming	Barriers	
"I got a real job for like a month and something in me was not right. My family even said I was very unhappy and it was constantly eating on me. I swear I would've gotten depressed if I stayed working." – Participant 26	Unhappiness		
"I didn't pass matric like with awesome colours. I passed with a diploma, so I'm gonna have to rewrite in order to study what I want." – Participant 13 "There is nothing that's stopping me. The hard reality is that things take time so ja, I'm not where I want to be. I don't have the relative qualifications just yet, so I need to finish that." – Participant 18	Lack of Qualifications		
"Like I'm trying to get a normal job it's just, like it's hard to get a job these days. There's not a lot of opportunity." – Participant 07	Lack Opportunity		
"A criminal may receive a cash flow much greater than someone working in the formal work industry." – Participant 03 "Crime wise from my point of view it's like blooming - because the gangsters and the merchants are the only people with money in the community and they are living the lifestyle." – Participant 30	Money Driven	Features	Criminal Industry
"They have to do maths every day. They have to strategize, they have to work out a plan. You need to have a level of confidence and you need to have some background in that particular field cause not anyone can do that." – Participant 24	Entrepreneurship		
"The one that's on the street, the criminal, he feel like he's living he's life you know. He's at home, he's getting to enjoy himself, taking he's breaks when he wants to take breaks." – Participant 05	Flexible hours	Features & Barriers	
"Like criminals they sell drugs, they shoot people, they do things that's not really helpful to the world." – Participant 09	Negative Impact		
"When you a criminal you are on your toes - you have to be watching your back like all the time, and once you go into that industry its already like you signing your death note like; 'okay I'm prepared to die now for this shit.'" – Participant 19	High Risk		
"Being a criminal is against what I believe as a person you know what I mean, it goes against my faith or my paradigm." – Participant 29	Unethical		
"I'd say its role models and influences of like being three brothers and having two older brothers to look up to. There's a lot of things that I actually learned from them and I applied that to my life. So I was never really associated with criminals and gangsterism." – Participant 18	Family	Barriers	
"I just think there's more to life than crime. And really reaching my full potential is important to me, and that's not reaching my potential." – Participant 12	Goals		
"...and being in sports as well took me out of that." – Participant 18	Sport		

Data Extracts: Interviewee Quotations	First Order: Codes	Second Order: Categories	Aggregate: Themes
"Basically, if you are a creative, I think it's fairly simple; just treat it as a business. Find out how you gonna sell your creativity as a product in many ways possible. Research the market in where your money is and you build from that point basically." – Participant 27 "For me creative industry is nothing different to that of the corporate in the sense of getting up early and getting your things done; having all your ducks in a row. You don't just sit there and wait for things to come to you, you actually have to go there and have a set out time for meetings or whatever, and planning, it takes intense planning. The atmosphere is different but the principle is the same." – Participant 24	Entrepreneurship	Features	Creative Industry
"Creative you determine your own success rate how much work you put in, how much collaborations you get or whatever you trying you promote cause it's a creative is a skillset that's the way I see it so to get yourself out there to get your work out there, you need to" – Participant 18 "If you doing your own thing it's more of a challenge and no one owns you, no one's gonna tell you go to work" – Participant 29	Self-determined success		
"I didn't have any formal training. I wouldn't say that I'm well known but I get to work with a lot of people and people know my name and stuff like that. I performed at the Cape Town International Jazz festival 2019 and I won the 2017 Open mic competition and got a great amount of cash." – Participant 28	Not Qualification dependent		
"We don't have a 9-5 you know, your proper times, none of that. So it's always like last minute but we don't have proper time or we working overtime cause our creative spark doesn't spark at a normal time always. So sometimes we force ourselves to do something today but then it doesn't come, and then later we chilling and then we like: woah! And then you like working super hard. So I guess ja, we don't have a time, we just free like that." – Participant 26	Flexible hours		
"I choose to be an artist because it's fairly my talent and I wanted to live and be happy doing what I love basically." – Participant 27	Happiness		
"Creative people like artists, painters, singers, writers and musicians; they trying to contribute positivity to the world. We all have different gifts and different talents, so for example a musician can inspire people by he's lyrics or he's voice and an artist like a painter or writer can maybe inspire someone to do the same thing or do something better." – Participant 09	Positive Impact		
"They don't exercise it too much or they don't actually invest in it, so they look for the easy way out where they can just do something that's simple and with given instructions. So they don't have to break their brains or have to actually sit with themselves and work something out on their own." – Participant 24	Hard work	Features & Barriers	
"With the creative side it's a battle, you don't know; it's a unknown. You dunno what to expect and there's constant weighing of if its gonna work, so it's more of a trial and error." – Participant 24	High Risk		
"being an artist you won't earn the money because not everybody is gonna be into your vibe." – Participant 13 "The creative industry is a lot more exciting but also a lot more risky. There can be months where you earn no money but then there can be months where you earn a lot of money. That pushes you to work harder and to struggle, that fight for that pay check." – Participant 25	Financial Instability		
"Nothing really kept me back in life, the only thing was no funds, no financials but I'm going and I'm not letting that keep me back" – Participant 30	Lack of funds	Barriers	
"Like I feel so bad for the Coloured community, the fact that we don't have the people that's in higher positions that could help us grow." – Participant 13	Lack of support		
"If you gonna be the whole time in your area and stuff, you not gonna be exposed to too much. So you will never know what there is you know. People need to be exposed to more in order to find out what their gifts and talents is because some people never know and it's hard for them to find." – Participant 01	Lack of Knowledge		
"I've come across a lot of youth that has so much talent. Not just the basics of singing, dancing but I mean it goes deeper; and I've noticed people have so much potential when it comes to who they actually are and I feel like the youth of today don't know who they really are; because of the music, because of the reality TV shows. Everybody's trying to follow that lifestyle so they forget who they actually are." – Participant 13 "I'm very confused of what I want to do because there's so much that I can do. So it's basically like I have to sit and think about what one I actually wanna go into and pursue, so it's quite hard." – Participant 06	Unclear Vision		
"I haven't felt that it's something that I'm good at. To me creative talent is something you need to find in yourself, and when you find it you will know. It's something you can find very early in life, sometimes late. Sometimes you don't find it. So creative talent, I don't feel everyone have it, or maybe they just die before they see it." – Participant 05 "Everyone, if it's not found, somewhere inside of them they do have creative talent. It's just they haven't yet picked up that spark but I believe everyone does have a creative talent." – Participant 17	Undiscovered Talent		

Data Extracts: Interviewee Quotations	First Order: Codes	Second Order: Categories	Aggregate: Themes
"What it takes is firstly to find out if you are creative, because it always starts with you. So as you find your creative ability as the foundation, you just build your house from there basically." – Participant 27 "Within each of those young ones who are thinking to sell drugs they all have a capability, and they all have something unique that the other one cannot do – cause I've noticed most of the youth in Mitchell's Plain are quite good with their hands, they very practical." – Participant 24	Talent	Creative Cognition	Creative Potential
"Obviously a talent that sets you apart from the rest, cause I feel like there are a lot of singers, a lot of musicians, rappers, artists, poets. So I think it all comes down to what makes you you." – Participant 28 "If we can become more original and stop looking at everything European wise or anywhere outside of where we from, I'm not saying we shouldn't be inspired, but if we can take that and make it our own I feel like people would buy into it." – Participant 29	Originality		
"I think it takes lots of passion, drive and determination. It's not an easy job. They should sit down, work it out and, like in the corporate world you need a business plan; work out your business plan for that particular task you believe can make a change or that you actually feel strong about." – Participant 24 "A lot of creatives get kicked down very quick when they don't get somewhere and you also need to learn to keep on fighting and to stand up. You have to wake up tomorrow and be like: 'I really want this. I don't care if that person said that or I got kicked there or whatever'. Like you have to know that's your passion, that's what you want, and stay focused like that's all." – Participant 22	Passion		
"Consistently hard work! Like you need to work hard, you need to hustle hard. People will definitely see your hard work, even if it takes long, like super long or whatever but if you wanna do it just consistently work hard at it and keep the passion." – Participant 26 "Patience. It takes a lot of patience, because I always see people who are brilliant creatives; they've got a real talent, it's just that they don't have enough exposure, no money is coming in from it so they give up before the time. There's so many people at the bottom: they get underpaid, they take so much time and they feel like they getting nowhere but it just takes that one jump; either a viral video if you a blogger, that one good painting, that one amazing song, anything to jump up there. Being at the bottom doesn't mean that you bad, it just means you didn't get exposure. So patience and perseverance and hard work that's what it takes to get in there." – Participant 25	Consistency		
"First thing you should do is focus on getting the work out there rather than trying to reach the top, just do what you love and get it out." – Participant 21 "I didn't want to be myself when I was closeted. I came out as a gay guy and I was like: 'listen here world! this is who I am and you gonna eat it!' And I became more confident; I started radio, I started my YouTube channel and I just became this different, much more better person." – Participant 25 "For tutoring I market on social media. I also go out to places like schools and have one-on-one talks with the principle or whoever it is that I would want to target and I basically have like a proposal. I put up posters in my community at different places. And with fashion, basically I would just be me daily. I would just go out there and put on whatever I want and just let that speak whatever it is I'm feeling." – Participant 24	Exposure		
"When I started doing what I had to do, it's because of research. I never had that knowledge, I had to go find and do my research on the market and where I wanna be. Whatever artist you are, do your research on the actual art that you have and find the strengths. Work on it, do the research of where the money is – go that route, attack it, and build from there basically." – Participant 27 "I did a lot of YouTubing, a lot of Googling. I asked friends or friends just to see what they do. Just inform yourself, equip yourself." – Participant 29 "Find small courses to go to; there's a lot of non-profit like, art schools and if you really good at what you do creatively then there's definitely something for you to learn. If you don't know what to do you find someone to help you or you research how to do it. YouTube is super good at everything." – Participant 26	Research		
"I realised different things in the sense of living, meeting people, unlocking your mentality to what you can actually do. So I feel like, just meeting people, speaking to people and situations actually unlocks a lot of these things." – Participant 27 "What helped me was people I was fortunate enough to meet because the more people I met within the industry, things became easier. Like it's sad but it's just who you know. So if you get connected with the right people then that kind of increases your chance of getting to where you wanna be." – Participant 28 "If you trying to come up, find someone who is there advise how you can start. Especially if you a singer; then get someone to mentor you as a singer. Find people to help you and to guide you." – Participant 26	Network		
"I don't want to see myself in that 9-5 ever but you know I had to. I had a friend that told me just balance out what's working for you right now and just keep doing what you doing. So if I'm working the 9-5 and it's paying the bills, I should do that, and then if BMXing is what I love and I'd like to pursue that, I should also do that but I should balance it out so not neglect any one of them." – Participant 21 "Music has always been my passion but I'm doing modelling now which is something that I never wanted to do but that's one step, that's 50% of what I wanna become." – Participant 23 "In the beginning I chose the creative because I enjoyed it. It started as a hobby and I kept going once I started earning money from it, but then also I had other interests in science. So I was like: 'there's a job at the aquarium. I'll do that and do my creative things on the side.'" – Participant 25	Multiple Income		

Appendix 5 – QMK Business Plan:

QMK

Business Plan:



Mission statement

QMK promotes local Heritage, Arts, and Culture to aid in Social Development and Collective Creative Cultural Identity among Born-free Capetonians.

Name: Question Mark Kaffy (Advertising)

Physical address: Colorado Park Mitchells Plain Cape Town South Africa 7785

Website: www.qmk.co.za

Email address: maxstoffberg@gmail.com

Contact numbers: 0823503663

Executive summary

Question Mark Kaffy is an advertising platform empowering Cape Flat's/Cape Town creatives. QMK is a social enterprise established, and run, by artists for artists: aiming to develop a Collective Creative Cultural identity among Capetonians. The main service we provide creatives with is a profile on our website platform. There are 2 profile types: free & premium. The free profile includes their profile picture, biographic description of themselves and 1 social media link. The premium profile includes a profile picture/video, their bio and several links to their social media accounts. As part of the premium features; QMK creates/develops audio-visual media for entrepreneurs. Producing promotional content such as logo design, portrait/group/event photography as well as biographic and music videos. We offer various services under one roof, for the sole purpose of establishing a brand's identity and digital presence. Additionally, the network platform helps one identify others in the community sharing similar creative visions.

An analysis of the competition:

In the Cape Flats setting, there are virtually no competitors who provide advertising. Fiver, behance, freelancer are international platforms with focus on industry professionals, mainly for upper and upper middle class markets. Our platform is exclusively for local creative's from South Africa. Freelance Cape Town is likely the closest competitor with a reasonably priced service yet their target market is for adult professionals while our aim is to incorporate the fresh younger perspective. Another key difference is that the aforementioned are all typically IT companies, whereas QMK is run by artists for artists. As a group, our personal artworks concurrently serve as marketing tools in the collective context.

The product (or service) and why it is valuable to customers:

“Most small-scale production is realised in poor neighbourhoods where individual producers would have direct contact with a meagre customer base that helps maintain the business with no growth prospects. Lack of important financial support and business knowledge limits their capacity to move beyond their modest local market. This seems to be a common issue in the informal sector in general” (How we made it in Africa: Africa business insight). Our main value would be developing the digital infrastructure for creative entrepreneurs to incorporate their personal information, making it possible for others to discover their enterprises. Leading to the creation of a collective database or central hub for creative entrepreneurs to receive exposure and develop their network and business ventures.

Question Mark Kaffy allows creatives to establish a digital presence by offering a profile which acts as a portfolio to showcase ones work online. The online portfolio aggregates all social media platforms of the individual, which thusly serves as an introduction to the rest of their body of work. It increases opportunities for freelance work which may be more suited to born-frees of Colour, as opposed to fulltime corporate employment given the requirements of educational qualifications. Photography and videography services QMK provides act as a product said customer can use as part of their professional body of work. Logo design

personifies their uniqueness and builds brand identity. All services showcase individual brand identity, in essence compiling a directory of contemporary Cape Town culture.

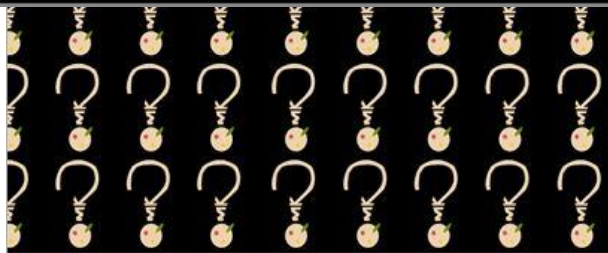
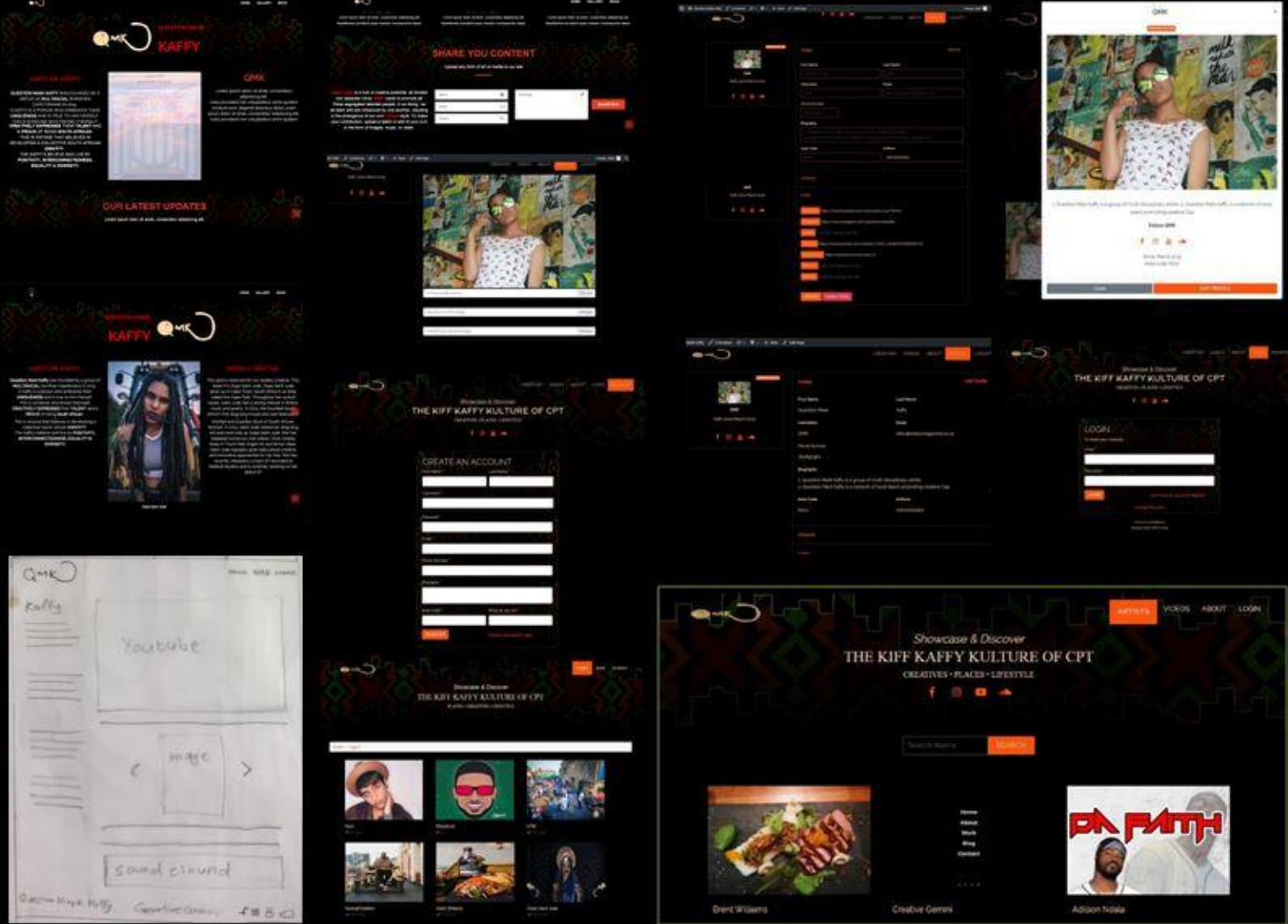
The detailed description of the target market:

The Townships and Cape Flats is known as a challenging environment for career development in the lives of Black and Coloured youth. Coloured and Black adolescents could be classified as vulnerable because their life is categorised by conditions of ill-education, unemployment, poverty, violence, drug addiction, gangsterism and lack of positive role models (Aziz, 2017). Unemployment seems to be what Black and Coloured youth have most in common (Malila, 2015). 51% of South African youth (15-24) are unemployed (Chetty, 2015). “Unemployment may also be the single most important characteristic setting Black and Coloured born-frees apart from whites and Indians/Asians” (Malila, 2015). Many youth are unemployed and find it challenging to secure jobs in the formal economy. Youth are looking for alternative ways of making money, youth are in need to make money without having much money (hence the high trends of crime). “Few artists have the entrepreneurial desire or skills to market their own work, and prefer to engage in creativity rather than the selling part.” (<https://www.entrepreneurmag.co.za>).

Question Mark Kaffy provides a free platform for youth, not focused on formal academics but rather on the expression of creative talent. This could combat unemployment by enabling existing freelance behaviour. The creative sector offers opportunities for income, purpose and belonging to a collective identity developing SA culture.

The positioning of the product or service:

QMK promotes local heritage, arts and culture as crucial to social development and collective identity. QMK is an additional tool which inherently maps all individuals, NGOs, businesses, by their SA postal code. As creativity crosses the divisive borders in societal hierarchy between government and citizens, elderly and young, gangsters and religion etc. creativity can be the bridge which reintegrates communities.



Facebook Cover Photo's:



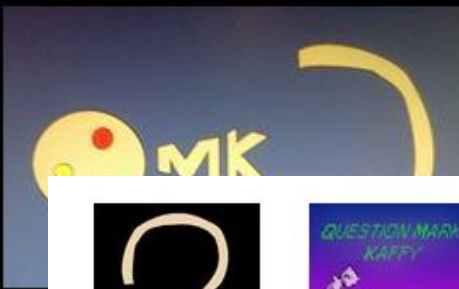


Logo Design: Question Mark Kaffy

The Question Mark Kaffy logo design is a 'combination mark' logo using a 'lettermark' & 'brandmark'



Its side depicts the lettermark - made up of initials "QMK"



When rotated 90 degrees, the lettermark becomes a pictorial/brandmark representing



Question Mark Kaffy
A network of local talent to promote CPT Culture



Four Child/youngity World
A book on everchanging circumstance through Self-Discovery written by 2 hardcores from Mitchell Pele & Gagliardi



www.qmk.co.id
Question Mark Kaffy



QUESTION MARK KAFFY
View your artists profiles
Create your own profile
Upload and share your art
Listen to fresh local music



Appendix 6 – QMK Business Model Canvas:

