

**A qualitative assessment on the impact of the youth development programme of the Chrysalis Academy in Cape Town on the lives of past participants.**

**Thandiwe Davids**



A minor dissertation submitted in partial fulfilment of the requirements for the degree of Master of Social Development

Department of Social Development  
Faculty of Humanities  
University of Cape Town

Supervisor: Dr Somaya Abdullah

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.

## DECLARATION

I know that plagiarism is wrong. Plagiarism is to use another's work and pretend that it is one's own. I have used the Harvard convention for citation and referencing. Each contribution to, and quotation in this research report from the work(s) of other people has been attributed and has been cited and referenced. This Research report is my own work. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

Signature: 

Signed by candidate
---------------------

 Date: July 2018

# CONTENTS

DECLARATION .....	ii
ACKNOWLEDGEMENTS .....	v
ABSTRACT.....	vi
CHAPTER ONE: .....	1
1. INTRODUCTION .....	1
1.1 Background .....	1
1.2 Rationale and Significance.....	3
1.3 Research questions .....	3
1.4 Research Objectives .....	4
1.5 Main Research Assumptions .....	4
1.6 Clarification of Concepts .....	5
1.7 Key Ethical Considerations .....	7
1.8 Reflexivity.....	9
1.9 Structure of the Research Report.....	10
1.10 Conclusion .....	11
CHAPTER TWO: .....	12
2. LITERATURE REVIEW .....	12
2.1 Introduction .....	12
2.2 Policies/legislation .....	12
2.2.1 The National Youth Policy .....	12
2.2.2 The National Development Plan.....	14
2.2.3 The Skills Development Act.....	16
2.3 Conceptual and Theoretical Framework .....	16
2.3.1 The Capabilities Approach.....	17
2.3.2 Basic Human Needs .....	18
2.3.3 Youth and unemployment in South Africa .....	19
2.3.4 Youth and crime in South Africa .....	20
2.3.5 Experiences of youth who have completed a skills training program .....	22
2.3.6 Additional Skills Development Programs .....	23
2.3.7 The Chrysalis Academy .....	24
2.4 Conclusion .....	25
CHAPTER THREE .....	26
3 METHODOLOGY .....	26
3.1. Introduction .....	26
3.2. Research Design.....	27
3.3. Phenomenological Research .....	28

3.4. Population and Sampling .....	29
3.4.1. Sampling Procedure .....	30
3.5 Procedure to gain entrance .....	31
3.6 Data Collection.....	31
3.7.Data Analysis .....	33
3.8. Research Ethics .....	34
3.9. Limitations .....	36
3.10. Conclusion.....	37
CHAPTER FOUR.....	38
4 DISCUSSION OF FINDINGS .....	38
4.1.Introduction.....	38
4.2.Demographics .....	38
4.3.Themes & Categories.....	40
4.4.Conclusion .....	61
CHAPTER FIVE .....	63
5 FINDINGS AND RECOMMENDATIONS.....	63
5.1 Introduction .....	63
5.2 Findings.....	63
5.3 Recommendations .....	67
5.4 Summary .....	72
5.5 Conclusion.....	74
LIST OF APPENDICES .....	81
Appendix A: Permission letter .....	81
Appendix B: Consent Form .....	82
Appendix C: Interview Questionnaire .....	84
Appendix D: Sample transcription.....	86

## **ACKNOWLEDGEMENTS**

I would like to thank my parents Patty, Paul and my sister Angel for their support, encouragement and motivation throughout this research project.

I would like to thank my supervisor Dr Somaya Abdullah for all her input and constant advice throughout the year.

I am extremely grateful to all the participants who offered their valuable time free of charge to support this research project in their various capacities.

A Special thanks to Mrs Lucille Meyer, the CEO of the Chrysalis Academy for her profound insight and support and her team, especially Mrs Lana Fortuin. These good people took time out of their busy schedules to provide me with advice, information and guidance throughout my involvement with the Academy.

Thanks to my employer and colleagues for permitting me time away from work to complete this project. Their support and tolerance is much appreciated.

Last but not least, thanks to my boyfriend Steven Turner and my friend Chadernnay Glenn for their continuing support and encouragement.

## **ABSTRACT**

Youth unemployment and crime is a serious problem in South Africa. Young people form the majority of the South African population (Barrar, 2010) and as future leaders and decision makers, it is vitally important to focus on youth and their future prospects. It is for this reason that this study examines youth development in the context of South Africa's young democracy. This research explored the experiences of young people who had completed a skills training programme at the Chrysalis Academy in Cape Town. Chrysalis Academy is an initiative of the Western Cape Provincial Government. The programme was developed to address crime in poor communities as a preventative measure rather than a rehabilitative one; it aimed to provide skills training to youth to enable them to obtain employment in the hope of preventing their engagement with a life of crime, gangsterism, and drug and alcohol abuse.

This study was based on a qualitative, exploratory, descriptive research design and therefore in depth, qualitative interviews were conducted with 15 past students who had graduated from the academy within the past five years. The findings of the research showed that the Chrysalis programme was unique in many respects. Its approach and subject matter as well as the learning techniques offered were different to those many of the participants had previously encountered. The programme offered the students valuable knowledge and skills, which they were able to utilize in their lives after the completion of the programme. There were, however, limitations identified in the programme and recommendations in response to these limitations are made at the conclusion of this paper.

# CHAPTER ONE

## 1. INTRODUCTION

Young people constitute the majority of the South African population (Barrar, 2010). As future leaders and decision makers it is important to focus on youth and their prospects; the more so since they face low employment prospects in South Africa and are also vulnerable to the temptations of crime. This research explored the experiences of young people who had completed a skills training programme at the Chrysalis Academy in Cape Town. The Chrysalis Academy is an initiative of the Western Cape Provincial Government. It seeks to help young people avoid a life of crime, and to improve their long-term chances for employment through work and social skills training

This chapter presents the problem statement and how the research came about, as well as its rationale and significance. The topic is then clearly stated, and this is followed by a list of the research questions, objectives and assumptions. Clarification of the main research concepts in this study is provided, as well as details on the structure of this research report. Key ethical considerations in relation to the research are considered, and this is followed by a short reflective description of the students' participation in the study before concluding the chapter.

### 1.1 Background

In South Africa, youth unemployment and crime present a serious challenge. According to May (1998) South Africa is an upper-middle income country yet many households experience some form of poverty or vulnerability. Past apartheid policies of segregation and discrimination have left a stubborn legacy of inequality and poverty and in more recent times South Africa has, (together with many other countries in the world), been experiencing extremely low economic growth (Standing, 2003). The devastation of apartheid has further resulted in low levels of education, limited skills training and personal development. The country has however, since the adoption of the stellar South African constitution, stabilized politically. But it has yet to effectively address the issues hampering economic transformation, especially the land issue. South Africa as a relatively new but committed democracy does not lack progressive policies; the challenge lies its ability to ensure the implementation of such policies.

The circumstances outlined above underscore the vulnerable position of youth. These circumstances place them at risk. Brooks-Gunn; Duncan; Kato Klebanov & Sealand. (1993) sums up environmental influences that affect young people. These include peer pressure, poor neighbourhood role models and competition for scarce resources within neighbourhoods. In Cape Town, there is also the risk of gang involvement. MacMaster (2007) states that gangs on the Cape Flats have a culture of their own. They have well-defined hierarchical structures, strict internal discipline and enjoy strong loyalty from their members. Gang leaders are also often seen as role models within the community, because they have money and power. They look after the elders in the community and have gained a level of respect from the locals in their mostly impoverished communities. Competition for resources within these neighbourhoods is fierce, making gangs a tempting option for youth to become involved.

To assist youth to deal with these circumstances the Chrysalis Academy in Cape Town offers a skills training programme to assist young people to develop skills that will help to improve their job prospects. The Chrysalis Academy offers a youth development program that provides not only skills training to young people but also tries to develop some of the important social skills to better prepare them for the world in general. The Chrysalis Academy is a state funded initiative that was started in 2000 by the Western Cape Provincial Government. It was initiated as a response to the growing crime rate in the Western Cape. The program is unique in that it focuses more on preventative measures as opposed to rehabilitation. This is achieved by providing targeted skills training for young people to improve their chances of obtaining employment, thus limiting the attractions of the criminal world. Chrysalis Academy provides three, three-month skills training courses every year, two of which are for male attendees and the third for females. Participants acquire theoretical and practical knowledge and experience in various disciplines they have not previously been exposed to. These include activities like mindfulness and meditation. After graduation, participants are placed into temporary jobs or internships which are between six and twelve months with external companies for short contract periods of time in the hopes of permanent employment. These are organized and managed by the Chrysalis Academy. (Chrysalis Academy, 2018).

The purpose of this study was to investigate the impact of this three-month program on the lives of its participants and to see first-hand if what they had learnt had indeed helped them better cope with everyday life back home in their communities. The research was also designed to determine whether the basic skills training offered by the Chrysalis Academy actually

contributed to job placements and better job opportunities outside of the agreed internship and in the longer-term.

## **1.2 Rationale and Significance**

The significance of this research lies in understanding the value of skills training as an empowerment tool to better equip young people today, whatever their circumstances. In the context of the Chrysalis programme, no research exists that shows what happened to participants after a year of having completed the academy's program and placement. This study is important therefore as it would allow stakeholders to gauge the impact of the academy's programme and its ongoing development. The intended outcome of this skills development program is, ultimately, employment, hence the importance of a monitoring and evaluation function which is an outcome of this study to complement the skills development program.

The National Development Plan (RSA, 2012) emphasizes the importance of organizations working together in addressing the need for more and better employment opportunities for all, especially the youth. The rationale is clear - better education leads to more and better employment, which, in turn leads to a better life for all. It is important that the Chrysalis Academy is able to show in terms of actual numbers that it is contributing to overall youth empowerment in the long term, and this research would provide important information in this regard.

## **1.3 Research questions**

### **Main Research question:**

How has the Chrysalis Academy's program influenced the lives of past participants?

### **Sub Questions:**

- How has the Chrysalis Academy skills training program influenced the employment prospects of participants who completed the program?
- Are the life skills and self-development techniques learned at the academy sustainable for participants once they return to their communities?

- Are there growth opportunities from the temporary job placements that the participants are placed in by the academy after the completion of their training?
- What are the participants' views on the Chrysalis training program?
- Have the participants been able to change their way of life when compared to their situation before they joined the program?

## **1.4 Research Objectives**

- To assess how the Chrysalis Academy's program has influenced the lives of past participants in Cape Town.
- To assess how the Chrysalis Academy skills training program has influenced the employment prospects of the students who completed the program.
- To evaluate whether the life skills and self-development techniques learned at the academy are sustainable for the students once they return to their communities.
- To determine if there are growth opportunities from the temporary job placements that the participants are placed in by the academy after their graduation.
- To determine the students' views on the Chrysalis training program
- To assess if the past participants have been able to change their way of life when compared with the situation before they joined the program.

## **1.5 Main Research Assumptions**

- The Chrysalis Academy's program positively affected the lives of past participants.
- The Chrysalis Academy skills training program has been beneficial and increased the skills of past participants.
- The life skills and self-development techniques learned at the academy are sustainable for the participants once they return to their communities.
- There are growth opportunities from the temporary job placements that the participants are placed in by the academy after their graduation; however, the participants have to work hard in order to be noticed and to grow.
- Past participants hold positive views on the Chrysalis training program and are confident that it has made a difference in their lives in a positive way.
- The participants have been able to change their way of life compared to before they joined the program and are motivated to want to better themselves.

## **1.6 Clarification of Concepts**

The paragraphs that follow unpack some of the key concepts such as youth development, and training and placement, whilst highlighting and exploring, to some degree, those underlying concepts such as learning, and behaviour change which are not often the focus of any of these intervention programs.

### **Youth Development**

Based on the mandate of the National Youth Commission Act (1996) and the National Youth Development Policy Framework (2002), the National Youth Policy (2020) defines young people as those falling within the age group of 14 to 35 years. Although much has changed for young people since the advent of democracy in South Africa in 1994, the motivation for the age limit of 35 years has not yet changed since historical imbalances in the country are yet to be fully addressed. Youth development focuses on developing a young person on all fronts in preparation for adulthood. This includes finding employment and developing skills that will not only help in finding employment but also skills that will help young people cope with everyday life challenges (National Youth Policy, 2020). It is therefore important that if we are to properly measure the impact of the academy program, that this is done within the broader context of youth development. The academy, in its revised approach, appears to have taken care of this.

### **Training**

This can be defined as an instructor-led, content-based intervention leading to desired changes in behaviour (Sloman, 2005:2). Many of the Academy graduates started off as students with motivational deficiencies for which this training was and remains a necessary precursor to their active engagement in the learning process and execution of appropriate learning strategies and skills. It is therefore important that the academy invests as much in the training of its instructors as it does the students.

### **Development**

According to Burkey (1993:38), economic and political development must translate into social development. As a broad concept, development has been extensively explored with a view to

realising economic growth and social development. Social development addresses issues of poverty, unemployment and populations-at-risk within South Africa and the role of the social welfare system in South Africa in tackling these issues (Burkey, 1993). Patel (2015), looks at the theory and practice of social development as the practice through which the South African government aims to address social challenges.

## **Learning**

Learning in the context of this study is defined as a process, which encompasses training as well as education (Jensen, 2001). According to Jensen (2001), the process is ongoing and should always be seen as a lifelong journey that may not always be clearly planned or intentional.

## **Placement**

Placement according to the Collins English dictionary (2004) is the process of finding employment. In this instance, it is where graduates are placed in temporary employment. The Skills Development Act (1998) defines “placement opportunity” as any opportunity for work or learning that could be offered to an individual, and includes a vacancy for employment, an opportunity for self-employment, a learning programme or community service. The entire skills development program of the academy is informed by its ability to find adequate placement for its graduates once the program is completed.

The key concepts described above are relevant to the research. They are also relevant to the work of the Chrysalis academy. The Chrysalis Academy aims to support development focusing on youth by integrating both hard and soft skills into their program. These skills include, but are not limited to, electrical circuitry, firefighting, welding, cookery and meditation as well as a range of other skills both social and occupational depending on the students’ needs (Chrysalis Academy, 2018). The goal is to empower young people in more ways than simply learning a skill, so that they can also become agents of community change and be part of building a better society. Employment is one of the key measurables of this endeavor. The core focus of the

Chrysalis Academy has also changed since it first started in that today it tries to address more than simply preparing the person for a job. It does this by way of the social and human development components of the program. These components include life skills training such as building self-esteem, inter-personal communication and leadership skills (Chrysalis Academy, 2018). Further, the Academy focuses on participant learning in everything that they do. Participants learn to be independent, to question, analyse, and understand and more importantly to be in touch with both themselves and others. They learn to be considerate and aware of the environment and its surroundings and to be exemplary in their own behaviour. This holistic approach is what sets this program apart from many others, to ensure a better chance of successful outcomes.

## **1.7 Key Ethical Considerations**

Ethical considerations for the individual and for society are equally important in research. According to de Vos De Vos; Strydom; Fouché & Delpont, (2011) Research should be based on mutual trust, acceptance, cooperation, promise and well-accepted conventions and expectations between all parties. For this research to take place all the ethical considerations for a research process was taken into account. These were, amongst others, permission from the Chrysalis Academy to access the participant information in order to set up interviews, including with the participants themselves. Gaining entry to a research site involves a combination of planning, perseverance and luck (Kothari, 1985). The success of data gathering depends directly on how easy or difficult it is to access the site, and how well the student can build and maintain relationships with the participants and hold them to agreements (De Vos, et al, 2011). This was done through numerous informal and formal engagements with the CEO of the academy, Mrs Lucille Meyer who generously granted permission by way of a signed agreement. This was followed by a range of other official requirements, which were checked for compliance by the CEO on an ongoing basis. Only once all of the compliance and ethical considerations from the side of the Academy were attended to, could the project get underway.

Careful consideration was given to the individual participants who were required to sign consent forms once they agreed to their involvement in the study. Research should be based on participants freely volunteered informed consent. This implies a responsibility to explain fully and meaningfully what the research is about and how it will be used and distributed.

Participants should be aware of their right to refuse to participate; understand the extent to which confidentiality will be maintained; be aware of the potential uses to which the data might be put; and in some cases, be reminded of their right to re-negotiate consent (Corti, Day & Backhouse, 2000). It was extremely important to constantly check if participants were comfortable with the line of questioning and with the manner in which they were being treated. Participants knew from the beginning and were frequently reminded that they could opt out at any time if ever they felt uncomfortable in any way.

Social research should never injure the people being studied (Babbie & Mouton, 2001). This refers not only to physical harm, but also to information that respondents may have given in the study, which when revealed without their consent could cause them or their loved ones' embarrassment. According to de Vos et al (2011) the researcher has an ethical obligation to protect participants within all possible reasonable limits from any form of physical discomfort that may emerge from the research project. An example in this particular research study is where the participants were asked questions that they may have felt were a bit too personal, or they did not feel comfortable answering. It was therefore important that participants had the assurance that they were not obligated to answer questions that they did not want to, and if at any time they felt uncomfortable they could stop the interview process. The participants were further protected by addressing sensitive and delicate issues with extreme caution and diligence by the interviewer. Careful attention was paid to the body language and behaviour of the participants during the interview sessions.

An ethical research principle related to avoiding deceiving research participants, requires being clear with the participants as to what the researchers' intentions are, as well as stating who the researcher is and the purpose of the research. The participants should also know that they consent to publication as part of informed consent and that they can have access to any publications that may come from the interviews and research process (Babbie & Mouton, 2001). Participants were informed ahead of and during the interviews that they would have full access to the results of the study if they so wished.

Anonymity and confidentiality are two ethical considerations, which highlight the importance of protecting the identity of research participants and their interview responses. Anonymity and confidentiality of participants according to Crow & Wiles (2008) are central to ethical research practice in social research. Where possible, researchers aim to assure participants that every

effort will be made to ensure that the data they provide cannot be traced back to them in reports or presentations. Babbie & Mouton (2001) define anonymity, where the respondent may be considered anonymous, as being when the researcher cannot identify a given response with a given respondent. Pfitzmann & Kohntopp (2001) state that anonymity is the state of being not identifiable within a set of subjects, and that in order to enable anonymity of a subject, there always has to be an appropriate set of subjects with potentially the same attributes.

Confidentiality refers to where a researcher can identify a given person's response but essentially promises not to do so publicly. Confidentiality points to the handling of information in a confidential manner (de Vos, 2011). De Vos (2011) also states that confidentiality can be seen as a continuation of privacy, which refers to agreements between persons that limit others' access to private information. The researcher ensured that the participants would not be identified according to their interview response since the participants did not mention their real names during the interview and were identified as participants by numbers. Furthermore, their names did not appear on the transcriptions. The only time that a participant's name was given, was on a separate consent form, which they signed when giving the researcher permission to conduct the interview. Participants were however informed that the researcher would be aware of the participants' identity and therefore there could not be complete anonymity.

De Vos, et al, (2011) says that privacy implies an element of personal privacy, while confidentiality refers to the handling of the information. Privacy was ensured by respecting what the participant feels comfortable to share and not pressuring them into giving information that they were not comfortable to share. The researcher ensured that the participants felt respected enough to share their own personal opinions and were confident that the research would not judge them.

## **1.8 Reflexivity**

Finlay (2002) suggests that to increase the integrity and trustworthiness of a qualitative research study, the researchers need to evaluate how intersubjective elements influence data collection and analysis. Reflexivity in this case is where researchers engage in explicit, self-aware analysis of their own role and how this offers itself as a tool for such evaluation. The process of engaging in reflexive analysis, however, is difficult and its subjective, ambiguous nature is contested (Finlay, 2002).

Before this research study took place, the researcher completed a three-month internship at the Chrysalis Academy. On completion of this internship she developed an interest in discovering how the students had fared once they had graduated from the academy. She thus became interested in doing a follow up research study on the experience of past participants who had completed the academy's skills-training programme. Whilst it is clear that many of the students are placed in work programs once they leave the academy very little is known about their lives beyond the work programs and internships. This then became a key interest area of the researcher as was an interest in whether many self-development techniques that were taught during the three-month programme were ever used by the students once they left the academy. With this in mind it was felt that a study of this nature could help not only in assessing the impact of the programme, but also the impact on the participants themselves and to assess if the expectations and training of the participants in the Academy matched their lived experiences when they returned to their communities.

## **1.9 Structure of the Research Report**

The research report is structured into five chapters. A plagiarism declaration and appendices, which include the research permission form signed by the Chief Executive Officer of the Chrysalis Academy, as well as an anonymous sample of the consent form signed by the participants who were interviewed, and the transcriptions of the interviews, are included.

Chapter one introduces the research study, focusing on the rationale and significance of the study. It lists the research questions, objectives, assumptions and clarifies the key concepts used in the research study. This chapter ends with a discussion of the key ethical considerations of the study and a brief input on reflexivity.

Chapter Two discusses the key policies and legislation which relate to this research study, namely the National Development Plan, the National Youth Policy and the Skills Development Act. This is followed by the conceptual and theoretical frameworks related to the study which are the Capabilities Approach and the Basic Human Needs approach. A discussion on relevant themes of youth and unemployment in South Africa concludes the chapter.

Chapter Three is a discussion around the research design which includes definitions and explanations of the research as an exploratory qualitative study. This is followed by a description of the population and sampling process as well as the data collection process.

Chapter three concludes with an overview of the data analysis and the data verification and ends with the limitations of the study.

Chapter Four focuses on the demographics of the participants, analyses the main themes and categories and concludes with limitations that the researcher experienced during the study.

Chapter Five is the final chapter. It concludes the dissertation, offering an overview of the full study and presenting recommendations in respect of the objectives of the research.

## **1.10 Conclusion**

This chapter introduced this research study. It stated the research questions, objectives and assumptions of the study. This was followed by a section on the clarification of concepts, which included youth development, training, placement and development. The researcher also discussed the structure of the report and detailed the ethical considerations and how the research process was covered in relation to these ethical considerations. The chapter ended with a short section on reflexivity. The next chapter is dedicated to the literature review, which focuses on the policy and legislation related to the research study as well as the theoretical frameworks, and research themes that the researcher linked to the study.

# CHAPTER TWO

## 2. LITERATURE REVIEW

### 2.1 Introduction

South Africa currently faces extremely high rates of unemployment and crime amongst the youth. This chapter discusses the literature surrounding these social issues, specifically looking at the law and legislation with regard to youth unemployment in relation to the topic, the theoretical frameworks that underline this phenomenon, as well as a general discussion around the challenges facing young people in South Africa.

The first section of the literature review focuses on the policy and legislation relevant to this research, looking specifically at the National Youth Policy, the National Development Plan and the Skills Development Act. This is followed by a discussion on the theoretical frameworks utilized in this study, which consist of Sen's capabilities approach, and the basic human needs approach. The chapter concludes with a discussion around general challenges that young people face growing up in lower income communities in South Africa, which include violence, gangsterism and crime.

### 2.2 Policies/legislation

#### 2.2.1 The National Youth Policy

The National Youth Policy (2015) defines young people as those who fall within the age group of 14 and 35 years. This policy was created as a response to the social and economic issues that the youth are currently facing in South Africa. The ideas, values and principles around this policy speak to making changes, with the focus directly on the needs of the youth and emphasize how young people should not only be afforded better opportunities which will result in them making different life choices, but also improve the mind-set of young people.

The focus of the National Youth Policy is on redressing the wrongs of the past and addressing the specific challenges and immediate needs of the country's youth (National Youth Policy, 2015). This policy is based on the notion that young people are a major human resource for the

development of a country, and it acknowledges the important role that young people play in building the country. The policy aims to ensure there are processes and opportunities in place which allow young people to grow, develop and are given agency to participate and engage in society and the economy, as well as taking advantage of what South Africa has to offer so that they can reach their full potential (National Youth Policy, 2015).

The vision of the National Youth Policy is to achieve an integrated, holistic and sustainable youth development programme - development where people are conscious of historical imbalances, current imbalances and realities, and yet remain committed to building a non-sexist, non-racist, democratic South Africa in which young people and the organizations they engage in not only enjoy and contribute their full potential to the social, economic and political spheres of life, but also recognize and develop their responsibilities to build a better life for all (National Youth Policy, 2015).

The objectives of the National Youth Policy are outlined as follows:

- To consolidate and integrate youth development into the mainstream of government policies, programs and the national budget.
- To strengthen the capacity of key youth development institutions and ensure integration and coordination in the delivery of youth services.
- To build the capacity of young people and to enable them to take charge of their own well-being by building their assets and realizing their potential.
- To strengthen a culture of patriotic citizenship among young people and to help them become responsible adults who care for their families and communities.
- To foster a sense of national cohesion, while acknowledging the country's diversity, and inculcate a spirit of patriotism by encouraging visible and active participation in different youth initiatives, projects and nation-building activities.

These objectives address key issues currently facing the youth of South Africa. If these objectives are effectively implemented it will not only contribute positively to the development of our young people, but to society at large.

This policy is relevant to the study because it focuses on all areas of youth development, taking a human rights approach (National Youth Policy, 2015). This human right approach also forms the basis of the Chrysalis Academy's values and objectives. A human right based

approach according to Hausen & Launiala (2015) is focused on conscious and systematic development of human rights in all aspects of project development and implementation directed to empower people to claim and exercise their rights (Hausen & Launiala, 2015). They also state that it is widely recognised that promoting and protecting human rights is crucial for achieving peace, sustainable human development, democracy and security and is an essential tool for achieving sustainable development outcomes (Hausen & Launiala, 2015). This can be linked to the South African Bill of Rights, which protects the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom (Constitution of the Republic of South African, 1996).

Lansdown, Clark & Craissati (2007) speaks of the rights-based approach to education as the assurance that every child has a quality education that respects and promotes his/her right to dignity and best development, which is at the core of this policy.

In addition, the National Youth Policy discuss pertinent issues relevant to this study. The policy has noted that the unemployment rate amongst the youth in South Africa is extremely high and remains stubbornly persistent (NYP, 2015). The policy also discusses the high dropout rates and inadequate skills development as contributing factors to youth unemployment. First and most importantly are literacy and numeracy skills at primary school level in South Africa, which are below the international average. This leads to poor results in primary school and to weak participation in other levels of learning activity, guaranteeing large numbers of high school dropouts. According to the NYP (2015) there are about one million young people exiting the schooling system annually, of whom 65% leave without achieving a matric certificate, negatively affecting their future opportunities. The policy also emphasizes that the interventions it advocates are to enable the optimal development of young people, both as individuals and as members of society, thereby enhancing their capabilities to transform their economy and the country (NYP, 2015). The Chrysalis Academy is an initiative that targets these concerns and aims to give practical expression to these policies.

### **2.2.2 The National Development Plan**

The National Development Plan (NDP) is a long-term South African development plan, developed by the National Planning Commission. The National Development Plan was

released in 2011 and speaks to South Africa's current challenges. In response, the cabinet then put together a long-term vision and plan for the country to overcome these challenges.

The National Development Plan (2012) is promoted as a living document, which outlines the steps needed to eliminate poverty and reduce inequality by 2030 in South Africa. There are areas of the NDP that specifically focus on youth, and which provide for measures to face the challenge of youth unemployment in South Africa. The plan contains a dedicated section on the development of young people, which focuses mainly on further education and training, highlighting the importance of this training in contributing to the development of the country (NDP, 2012).

The idea is that young people should be given the opportunity and their capabilities enhanced to further their studies through tertiary education, whether it be in academic institutions or practical and technical institutions. The challenge with this however is that there is not enough emphasis in the National Development Plan (2001) on what happens to young people who are not able to attend these institutions for various reasons. This is where organizations like the Chrysalis Academy have a critical role to play. The National Development Plan (2012) emphasises the importance of organisations working together to achieve the goal of decreasing the high numbers of unemployed youth. Not working in silos is the first step to a holistic approach. The Chrysalis Academy demonstrates this to a certain extent, as they work with different organisations including the private sector. The Academy is funded by the Western Cape Government Department of Community Safety, but it also has partnerships with other organisations, such as the City of Cape Town and many non-governmental organisations and private institutions, who contribute in different ways including providing job placements and work opportunities once students have graduated from the academy.

The National Development Plan also supports employment equity emphasising the need to focus mainly on providing opportunities for younger people from historically disadvantaged communities who remain largely marginalised (NDP, 2012). The high levels of youth unemployment in South Africa, it notes, is largely the result of the skills gap amongst the youth. The National Development Plan (2012) aims to address this skills gap by providing training for school leavers and unemployed youth, with a focus on skills development. It also speaks of creating an entrepreneurial attitude amongst the youth, and this can be done by providing skills development while students are still in school.

The National Development Plan (2012) states that the single most important investment in any country is its people. Therefore, education has an essential value in creating societies that are better able to respond to the challenges of the 21st century. Therefore, lifelong learning needs to continue; continuous professional development and knowledge production including innovation are central to building the capabilities of individuals and society as a whole (NDP, 2012). The Chrysalis Academy promotes continuous development and knowledge production by the activities and tasks that are inherent to its program. The academy focuses on equipping young people with the skills that they need to take on the real world.

### **2.2.3 The Skills Development Act**

The Skills Development Act was put in place in 1998 for the purpose of developing the skills of the South African workforce, to increase the levels of investment in education and training in the labor market, and to improve the return on that investment (Skills Development Act, 1998). The aim is to develop the skills of the South African workforce and to improve the quality of life of workers and their prospects of work. It is also focused on improving productivity, competitiveness of employers, and to promote self-employment.

The act is relevant to this research study as it encourages employers to use the workplace as an active learning environment, where young people acquire new skills and are able to use the opportunities by entering a job and gaining experience within the workplace as a step to obtaining fulltime employment (Skills development act, 1998), all of which the Chrysalis Academy encourages and tries to promote through their skills training and work placement programs. In the academy, students are encouraged to make use of the placements that they are given as a stepping-stone toward developing themselves and finding their way in the labour market.

## **2.3 Conceptual and Theoretical Framework**

The theories relevant to this research are Sen's capabilities approach and the Basic human needs approach.

### **2.3.1 The Capabilities Approach**

The core focus of the Capabilities approach is on the significance of an individual's capability to achieve the kind of life the individual has reason to value (Sen, 1980). Sen (1980) states that an individual's capability to live a good life is defined in terms of the set of valuables such as being in good health or the basic needs to which they have real access. This is very important, as this is the challenge that South Africans face today. According to Robeyns (2003), the capability approach is a broad normative framework for the evaluation of individual well-being and social arrangements.

The capability approach is used in a wide range of fields, most prominently in development thinking, welfare economics, social policy and political philosophy. As such, it is an appropriate framework underlying this research study. Robeyns (2003) states that this approach can be used to evaluate a wide variety of aspects of people's well-being, including individual well-being, inequality and poverty. The core characteristic of the capability approach is its focus on what people are effectively able to do which entails their capabilities (Robeyns, 2003). This contrasts with philosophical approaches that concentrate on people's happiness and a focus on capabilities in the choice of development (Robeyns, 2003).

The capabilities approach is a core approach on which this study is based, because it focuses on whether or not young people going through the skills development program have the capabilities and are equipped with the resources, they need to live the life that they choose. It looks at whether or not these young people are in good health and if they have access to the basic needs, which they require to live a good life. The Chrysalis Academy encourages the youth to realise that they have the agency and freedom to live the life that they choose, that they do not have to be stuck in a specific life cycle. They can go out make the necessary choices to reach their life goals.

DeJaeghere & Baxter (2014) study emphasises that the capabilities approach support livelihoods that are valued by individuals and society and that it aims to understand constraints of structures and agency as well as transformational processes. The authors also suggest that a comprehensive treatment of capabilities should go beyond the individual level to examine the social and structural conditions permitting people to act and participate in society (DeJaeghere & Baxter, 2014).

### **2.3.2 Basic Human Needs**

According to Green (1979) basic human needs comprises of main elements which include the universal access to basic personal goods such as food and nutrition, pure water, health, housing, clothing, education and employment (Green, 1979).

Gil (1992) speaks of the development of social orders and social policies as being motivated by basic human needs. Basic human needs is a complex concept to define, because, as Gil (1992) points out, the fact that people's perceptions of needs and interest differ and are not only a result of becoming conscious of their instinctive basic needs, but more importantly from socialization, as life is so strongly socially constructed that these definitions of needs and interests change according to what society pronounces is the norm. For example, specific skills may be taught for specific jobs, but if a company does not see certain characteristics in a person, the company will be hesitant to give the person a fair chance at a particular job opportunity.

This basic human needs approach is especially important and relevant to this research study; it is an underlying method that the Chrysalis Academy applies, which is important for the academy as it has to consider a more focused and resourced monitoring and evaluation program that will look more closely at the integration of students back into their home environments and if possible, beyond. The Chrysalis Academy focuses on the young person and all their human needs as a whole for the duration of the program (three months), This could be viewed as a step in the right direction in terms of basic human needs when one considers its attempt at a holistic approach that focusses on the young person's spiritual, physical, emotional and social well-being.

Streeten (1979) suggests that the objective of a basic needs approach is to provide opportunities for the full development of the individual. The approach focuses on mobilizing particular resources for particular groups, identified as lacking in specific resources. The basic needs approach is compared with income and employment approaches and highlights the fact that important features of meeting basic needs are frequently neglected. The principle of the basic human needs approach is to fill the gap between requirements and actual living standards, in a shorter period, while using fewer resources. The primary objective according to Streeten (1979) of a basic needs approach is the development of opportunities for the full physical, mental, and social development of an individual. The author states that this approach focuses on mobilizing particular resources for particular groups, identified as deficient in these resources, and concentrates on the nature of what is provided rather than on income (Streeten. 1979).

Maslow (1970), in his famous book *Motivation and Personality*, describes his theory of human needs to understand how humans have created their history where people fulfil their needs which Maslow describes as six needs.

1. Physiological Needs are air, water, food, sleep and sex. These needs are considered essential for survival.
2. Safety and Security Needs relate to structure, order, control over our lives and predictability
3. Needs for Love and Belonging include having friends and companionship, kinship ties, and a community to live within.
4. Need for Self-Esteem means the need to have the respect of others along with attention and recognition from them. This can also include needs for identity, achievement, independence, freedom, and even dominance. This can also include a need for self-expression be it through speech, art, music or dance.
5. Need for Self-Actualization means a need to fulfill special talents. Only a small fraction of people are able to reach this stage.
6. Need for Spiritual Expression includes the need humans have manifested from earliest beginnings for an understanding of divine forces.

### **2.3.3 Youth and unemployment in South Africa**

The severity of unemployment in South Africa, and especially amongst young people, is a major concern. Young people are the biggest group of new job seekers, and this makes them the most vulnerable group when it comes to matters of unemployment. Lam, Leibrandt and Mlatsheni (2008) emphasize how serious an issue youth unemployment is in South Africa. They mention reasons for the unemployment challenge, which include population growth, lack of education or experience amongst young people, inappropriate ways of searching for a job, and the lack of career guidance that students are experiencing at school.

According to Lam et al, (2008) this leads to a sense of alienation amongst young people from the larger portion of society and feelings of betrayal especially by government reinforcing current class divisions. Many of these youth have had very little tangible differences made to their lives whilst they continue to see opulence grow around them, and extreme wastage and

under expenditure by those who have pledged to bring about change to their lives, namely their public representatives. Du Plessis & Smith (2007) states that employment in South Africa has fallen due to the relative increase in demand for skilled labour. This has led to a decrease in the demand for unskilled labour as part of efforts to improve the country's international competitive position.

Young people and the unskilled South Africans are most affected by unemployment, therefore it is clear that education and skills development are essential for those who wish to join the category of people who are more likely to find jobs. The rate of unemployment amongst skilled people is also however increasing, (Mokgohloa, 2006).

Fourie, (2011) describes the link between poverty and unemployment as 'bi-directional causality' because unemployment causes poverty and poverty contributes to unemployment. He also speaks to the perceptions of poverty, which persist through scarcity of resources, lack of natural resources and societies having inefficient economic systems. Fourie (2011) emphasizes the point that poverty is a product of human social relationships, meaning that the way people assign and distribute things of value depends both on how integrated and segregated their relationships are, and how powerful they are in relation to one another. In this regard, the author indicates that there is a certain stigmatization attached to and stereotyping of and prejudices toward poor people, because poverty is associated with such problems as lack of hygiene, illness, disease and lack of education (Fourie, 2011). This makes it even harder for the poor to find work, because employers do not always make decisions based on what the applicant's background and social standing is but on how they represent themselves at the interview and how they could potentially represent the company they are applying to.

#### **2.3.4 Youth and crime in South Africa**

According to Standing (2003), the Cape Flats is an impoverished area with high levels of unemployment, making it very difficult for young people to break free of the cycle that they are brought up in. Their environment is not only limited but also their job opportunities and thought processes are affected as well. The main aim for many of the young people coming from these areas is to find jobs that pay enough to get them by on a daily basis, and to support their families. The mindset and the job aspirations that these young people have is largely based on their upbringing and what they have been exposed to.

MacMaster (2007) states that it is not always easy to separate politics and economics. Apartheid aimed at keeping Blacks and Coloureds economically dependent. This resulted in large-scale illiteracy, as well as unemployment. Youth unemployment is a huge contributing factor to increases and the spread of crime and gangsterism in communities. According to MacMaster (2007), youth gangs provide an obvious and welcome substitute to obtain resources. Young people in the black African townships develop their own means of survival by doing all that is in their power to get money. Not only are these economic factors part of the root causes of gangsterism, they also play a major role in sustaining gangs. Gangs operate within communities affected by poverty, where they become providers of the basic needs of many people in the form of food, payment of rent and school fees (MacMaster, 2007). They often do what Governments fail to do.

Gangsterism according to MacMaster (2007) has been part of the communities of the Cape Flats since the establishment of these townships under apartheid laws such as the Group Areas Act (1950). When young people are discouraged because they cannot find employment, getting involved in gang-related activity is very common simply because of the opportunity to make money and gain respect at the same time, Gangsterism affects the lives of individuals, families and entire communities (MacMaster, 2007). Once young people get involved in these gangs, it is very difficult for them to get out. MacMaster (2007) states that gangs on the Cape Flats have a culture of their own; they have well-defined hierarchical structures, strict internal discipline and enjoy strong loyalty from their members. This demonstrates the importance of skills development and teaching and learning that is needed by youth, so that they are not enticed into joining gangs. This would not only position them for better jobs but also would expose them to a better healthier way of living resulting in a healthier mind, which ultimately leads to better life choices, and decision making.

According to Ward et al. (2012) the state's response to criminal youth during the twentieth century prior to the end of apartheid was to incarcerate them in prisons, reformatories and schools of industry (Badroodien, 2000; Chisholm, 1991). Pinnock, (1984) argues that these institutions were central in drawing young people into gangs in the Western Cape (Ward et al, 2012). Gangs also provided 'alternative families' and sources of identification that were not available to young people at home (Ward et al, 2012).

According to Statistics South Africa (2014), young people constitute 37 percent of the country's population. This presents a powerful resource for the country, provided the youth are supported and able to become active members of society. The NDP states that: "Having a relatively young population can be advantageous, provided the majority of working-age individuals are gainfully employed...The challenge is to convert this into a demographic dividend. This will only be possible if the number of working-age individuals can be employed in productive activities" (NDP 2012: 98). However, this is not happening in South Africa, which is why there is a continued need for policies and implementation frameworks that prioritize and focus attention on youth concerns.

### **2.3.5 Experiences of youth who have completed a skills training program**

India is the largest democracy as well as the youngest nation in the world, having 54% of its population under the age of 25 years, and more than 70% of the population live in rural areas where the majority of the people live below the poverty line (Singh, 2016). Thus, the focus on youth being a central point of concern, skills development programs are implemented in India for economic growth and inclusive development purposes.

Today, youth across the world face serious challenges regarding skills and jobs. A study done by Singh (2016) based on sustainable livelihoods through skills development among rural youth indicates that even the programs that are aimed at raising general or average well-being do not improve the condition of the least well off. Skills development therefore in a broader context needs to be specific, and it should highlight what is needed, why it's needed and how it is achieved (Singh, 2016). According to Hudson (1997) youth development interventions aim to empower young adults by fostering self-direction and skills development by encouraging personal responsibility in the health, physical, personal, social, cognitive, creative, vocational and civic arenas (Hudson, 1997). In terms of skills development, life skills are the basic skills necessary for successful living (Massinga & Pecora, 2008).

According to Singh's (2016) study, of those who were employed after the skills development program, five of the fifteen students interviewed felt their current incomes were inadequate to cater for their present needs. Atkinson (2008) states that earning a low salary exposes the respondent to the temptation of obtaining extra money through illegal means, such as drug dealing.

Research has shown that youth may not have acquired the required skills or education to find

a good job after they have completed the skills development programs (Atkinson, 2009). This draws on the conclusion that sufficient education in specific fields, which at risk youth lack, may be a very important requirement for lasting employment (Atkinson, 2009).

Brooks-Gunn (2015) states that youth development programs are developmentally appropriate programs designed to prepare adolescents for productive adulthood by providing opportunities and support to help them gain the competencies and knowledge needed to meet the increasing challenges they will face as they mature (Brooks-Gunn, 2015).

### **2.3.6 Additional Skills Development Programs**

According to the Western Cape Government website (2018), the expanded Public Works Programme (EPWP) is one of the many programmes offered by the Western Cape Government and the National Department of Public Works. The programme aims to provide poverty and income relief through temporary work for the unemployed to carry out socially useful activities at the EPWP. The EPWP beneficiaries work in various places in the districts of the Western Cape, changing their young lives for the better.

The Department of Cultural Affairs and Sport (DCAS) facilitates work opportunities and capacity building through programmes aimed at youth acquiring skills to facilitate their entry into the job market.

The aims are to bring the unemployed into a temporary working environment, where they will obtain skills and gain work experience. The unemployed will receive a stipend (allowance) and the experience will enhance their chances of future employment and/or trigger their "entrepreneurial spirit".

NARYSEC is a 24-month skills development programme within the Department of Rural Development and Land Reform which targets unemployed rural youth aged between 18 – 25 in possession of Grade 12 (Standard 10) as part of the rural economy transformation strategy from poor rural wards.

NARYSEC has recruited 16178 rural youth from all 9 Provinces since its inception on 1 September 2010 to date. The programme develops the skills of targeted NARYSEC participants through various skills development initiatives in partnership with other public and

private sector institutions, in line with the rural economy transformation strategy. It exposes participants to different skills fields which focus on instilling a culture of discipline, patriotism, community service as well as technical and vocational skills that equip participants with skills on Construction, Agriculture, Household Profiling, Welding and Records Management, amongst others.

### **2.3.7 The Chrysalis Academy**

According to the Chrysalis Academy website (2018), the vision of the academy is to become the leading Academy for Youth Development in South Africa. The organization operates on the following core values: professionalism, excellence, integrity, accountability, respect and dignity, passion, love for humanity and sustainable relations with nature. According to Chrysalis Academy, their intervention is a holistic and sustainable youth development process based on a 3-month empowerment-training programme that focuses on the individual's physical, emotional, mental, energetic and spiritual development. The Chrysalis Programme is a preventative initiative, as opposed to rehabilitative. The academy, based at Porter Estate in the suburb of Tokai is registered as an NPO (Non-Profit Organization) and is mainly funded by the Western Cape Provincial Department of Community Safety. Since the project started 15 years ago over 6,000 youth from the different communities, reflecting the demographics of the Western Cape Province, have trained to be empowered to address the challenges of life.

The academy is based on a 3-month 'in-residence' training programme, which is divided into four stages that are compulsory for all students. These include the orientation phase, which consists of various life skills training such as personal hygiene, building self-esteem, interpersonal communication, cultural diversity, substance abuse, and leadership skills. The outdoor phase is aimed at building leadership capability and using the healing power of nature to overcome challenges. The skills phase is where students learn basic skills such as electrical circuitry, firefighting, welding, cookery, youth development and a range of other skills, depending on the student's preferences. The last phase is the community phase and is when the students engage in various career discussions, volunteer at community projects and prepare for their exit back into their communities and home life (Chrysalis Academy, 2018). The 3-month program concludes with the graduation ceremony where parents, families and friends are invited to attend the certification and awards ceremony at a gala event where students showcase their dancing, acting and singing talents, as well as the crafts that they have produced during their training.

## **2.4 Conclusion**

This chapter focused on the policy and legislation that relates to the research study. This is a very important area of discussion as it points out the challenges that the youth of South Africa currently face. It looks at the relevant segments of the National Development Plan and the National Youth Policy as a focus area that not only highlights the challenges of South African youth, but also indicates ways to remedy and fix these challenges. The aim of these policies is to look at a way forward that is in line with both this research project and the National Skills Act. The theoretical frameworks, which were discussed in this chapter, were mainly the key underlying frameworks on which the Chrysalis Academy bases its thinking, but also informed the direction of the study. The next chapter will present the methodology used in this research study, including the research design, population and sampling, data collection, data analysis, and the limitations of the study.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Introduction**

Research according to Kothari (2004) refers to a search for knowledge and a scientific and systematic search for relevant information on a specific topic. It is an art of scientific investigation.

According to Kothari (1990) research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis (Kothari, 2004). Babbie & Mouton (2001) also state that scientific research essentially comes down to making observations and then interpreting those observations. However, before any observations can be made and analysed, a plan needs to be put in place, which determines what is going to be observed and analysed. Polit & Hungler (2004) define methodology as a way of obtaining, organizing and analysing data, however research methodology according to Rajasekar et al (2006) is a systematic way to solve a problem. It is the science of studying how research is to be carried out and is essentially the procedures by which researchers go about their work of describing, explaining and predicting phenomena called research methodology. It is also defined as the study of methods by which knowledge is gained (Rajasekar et al, 2006).

The methodology in this section is structured discussion around the research design and gives an explanation as to why the qualitative approach was chosen. This is then followed by a description of the population and sampling of the participants. The sections that follow are broken up into the data collection approach, the data collection tools and apparatus that were used in the study as well as a discussion on the ethical considerations and measures that were employed in order to provide trustworthiness between the researcher and the participant. The chapter concludes with a conversation around data analysis verification and the limitations of a research study.

## 3.2. Research Design

According to Babbie & Mouton (2001), the research design is very important as it involves multiple decisions about the way in which the data will be collected and analysed to ensure that the final report answers the initial question. This study was based on a qualitative, exploratory, descriptive research design, which is an attempt to look into unknown areas of research (Babbie & Mouton, 2001). Babbie & Mouton (2001) describe qualitative research further, as having the characteristics that it is conducted in the natural setting of the social participants where the focus is on the process rather than the outcome. The participant's perspective is emphasized where the primary aim is in-depth descriptions and understanding of events and actions. This research also emphasizes the main concern to understanding social action in terms of its specific context rather than attempting to generalize to some theoretical population.

According to Babbie & Mouton (2001), further, qualitative research is the attempt to study human action from the perspective of the social actors themselves. The authors note that the primary goal of using this method is to describe and understand human behaviour rather than explaining it. Qualitative research is mainly associated with language and experiences rather than numbers, statistics and measurements (Burns & Grove, 2003). Qualitative research is described as developmental, dynamic and allows the researcher to adopt a person-centred perspective to understand the human experiences without focusing on specific notions (Holloway, 2005).

Holloway (2005) states that original experience in qualitative research is unique and therefore rich in knowledge. This approach allows insights to be generated, which create a real picture of the participants' reality through the collection and analysis of narrative data organized to identify the significance of human experience. The researcher tries to identify the experience from the participants' point of view in order to interpret their words. The researcher gains the participants' trust through basic interviewing and interpersonal skills, and by being a good listener, non-judgmental, friendly, honest and flexible. This allows the researcher to gain enough information from the participant to begin to understand their real-life perceptions, opinions and experiences about their lives, as well as others (Holloway, 2005).

Terre Blanch et al (1999) identifies key features of qualitative research:

- The research is conducted in the natural setting of the social actors.
- The focus of the research is on the process rather than that of the outcome.
- Participants' perspective is emphasized.
- The primary aim is drawing on in-depth descriptions and understanding of actions and events.
- The researcher is seen as the main instrument and is interested in describing the actions of the research participants, and then attempting to understand these actions in terms of their own beliefs, history and context.

In this research, the long-term impact of the Chrysalis Academy skills training program on participants who completed the program was explored. It was based on in-depth interviews conducted with research participants to explore each participant's individual personal experience and their views of how the program impacted on their lives. The idea of this study was to determine how the graduates of the Chrysalis Academy related to the program from their point of view. It is for this reason that a qualitative, explorative, descriptive research approach, embedded in a phenomenological design, was used in the research process. Babbie & Mouton (2001) states qualitative methods are an attempt to view the world through the eyes of the participants themselves, which was applied in this context.

### **3.3. Phenomenological Research**

Phenomenological research is used here as an approach of qualitative research that was applied in this study. According to Davis (1995), Phenomenology provides a philosophical perspective for understanding and completing composition research. It suggests that the researcher try to understand the ordinary world, not by examining its structure, but by accounting for the ways individuals define and reflect upon situations and actions (Davis, 1995). Phenomenology, by focusing on the individual, studies how people actively construct the cultures they take part in (Van Manen, 1978). Phenomenology focuses on persons lived experience instead of their specific culture, so that a phenomenon can be described as it is initially experienced (Davis, 1995).

This research approach was the most appropriate for the aim of the study, which was to explore and understand the life experiences of the graduates beyond the program. This approach aims

to gain a deeper understanding of the nature of their everyday lives and experiences, through in-depth interviews. It allows the participants to describe their own experiences of before, during and after the Academy. According to Christensen et al (2010), the primary objective of a phenomenological approach is to explain the meaning, structure and lived experiences of a person, or group of people with regard to a particular phenomenon. They state that this approach attempts to understand human behaviour through the eyes of the participants in the study. They believe that all perceptions and constructions are ultimately grounded in a particular perspective in time and space (Christensen, Johnson & Turner, 2010).

The most common data collection method in phenomenological research is through in-depth interviews to gather participants detailed descriptions of their experiences (Christensen et al, 2010). This approach gives the participant the opportunity to express their feelings, perceptions and views of a particular situation without having an expectation of what to say by the researcher. It is then up to the researcher to articulate and analyse this data correctly. This data analysis processes focus should be on understanding the meaning of the description of the phenomenon. To get the essential meaning of the lived experience of the participant and doing this by analysing specific statements to assemble common themes (Christensen et al, 2010).

### **3.4. Population and Sampling**

The population includes all elements that meet a certain criterion for inclusion in a study (Burns & Grove, 2003). Polit & Hungler (1999) state that the population is an aggregate of all the objects or subjects that conform to a set of specifications. In this study, the population was South African male and female youth of all races that had graduated from the Chrysalis Academy within the past five years and lived in the Western Cape Region.

According to Walliman (2011) to get information about a large group of individual people or things, it is normally impossible to get all the answers as it would take much too long and be far too expensive. The solution therefore is to just ask or examine some of them and hope that the data you get are representative of all the rest (Walliman, 2011). When we talk about population in research, it does not necessarily mean a number of people, it is a collective term used to describe the total quantity of things of the type, which are the subject of your study. Therefore, a population can consist of certain types of objects, organizations, people

or even events. Within this population, there will probably be only certain groups that will be of interest to your study, for instance, of all school buildings only those in cities, or of all limited companies, only small to medium sized companies (Walliman, 2011).

Sampling is the selection of research participants from an entire population (Terre Blanche et al, 1999). Terre Blanche et al (1999) points out that in the decision-making process, when it comes to sampling, the researcher will always have access to more participants than needed for the research study but would need to choose participants from whom the most useful information will be retrieved. The population for this study consisted of all the Chrysalis Academy students that graduated within the last five years and are living in the Cape Town area. The sample size that was used in this research was a sample of 15 students who had graduated from the Chrysalis Academy within the last five years and who were from the Cape Town region. They must have completed the full three-month program. For this research, the Academy was approached to put out an advertisement calling for voluntary participation in the study. Those that met the criteria were taken on a first come first served basis and contacted and an interview was set up. This is in accordance with Polit & Hunger (1999) who state that sampling is the process of selecting a portion of the population to represent the entire population.

### **3.4.1. Sampling Procedure**

The type of sampling that was used in the study is purposive sampling which Terre Blanche et al (1999) defines as sampling that is used for cases for theoretical reasons and which is used in qualitative research. According to De Vos et al (1998) purposive sampling is usually used because it illustrates some features or processes that are of interest for a particular study. Purposive sampling is also in some cases seen as judgmental sampling (Rubin & Babbie, 2005). This type of sampling is based entirely on the judgement of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population that serve the purpose of the study best (Grinnell & Unrau, 2008). De Vos et al (1998) state that in purposive sampling the researcher must first think critically about the parameters of the population and then choose the sample case accordingly. In this instance, it is as though the data of the study is purposively pursued (De Vos, et al, 1998).

In this study, the sampling procedure was not done randomly, as there were specific criteria

that needed to be followed when selecting participants. Non-probability sampling is a sampling technique where the odds of any member being selected for a sample cannot be calculated. According to LoBiondo- Wood and Haber (1998), it tends to produce less accurate and less representative samples than random samples. Non-probability sampling implies that not every element of the population has an opportunity for being included in the sample such as convenience quota (Burns & Grove, 2001). The reason the researcher used this method of sampling is because there was a specific group of participants that were needed in order to complete the study.

### **3.5 Procedure to gain entrance**

Permission to undertake the study was formally requested by the researcher to the CEO of the Chrysalis Academy, Mrs Lucille Meyer. First, the researcher had telephonically set up a face- to-face meeting with Mrs Meyer where the researcher explained what the requirements were, and then presented Mrs Meyer with a formal request followed by a permission letter. The CEO agreed to the research and signed the permission letter. This process granted the researcher permission to access the Chrysalis Academy, its staff, participants and information on past graduates in order to make contact with them.

The CEO assigned the Chrysalis Academy staff member who deals with graduate placements to serve as a first point of contact, these are also known as gatekeepers. Emails were the normal method of communication between the researcher and the Academy. In order to access potential participants, the study was advertised on the Academy's Facebook page and other platforms including notices sent to companies on the program placement database. Although the response was slow the researcher managed to secure 15 participants. As the participants live and work in different parts of Cape Town, the interviews were arranged at the convenience of the participants, either at or close to their place of employment or where they resided. Those who agreed to be interviewed were asked to sign a consent form (Appendix 1) allowing the researcher permission to conduct the interview as well as record it, whilst keeping the participants' identity and personal information anonymous and completely confidential.

### **3.6 Data Collection**

Data according to Terre Blanche et al (1999) is the basic material that researchers work with. To draw valid conclusions from a research study, it is essential that the researchers have sound data to analyse and interpret. The data should capture the meaning of what the researcher is investigating (Terre Blanche et al, 1999). Data gathering according to Burns & Grove (2001) is the precise systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observation, and focus group discussions.

The data that was needed was descriptive personal experiences and opinions by the participants and for this reason face-to-face in-depth interviewing was conducted with the research participants. In-depth interviewing according to Boyce (2006) is a qualitative research technique that involves conducting concentrated individual interviews with a small number of respondents to explore their perspectives on a particular idea. A standard set of open-ended questions to guide the interview was used with the participant doing most of the talking, answering the questions as descriptively as possible and in detail. According to Babbie & Mouton (2001), face to face interviews are the most common form of data collection in South Africa for research, and this is due to the low level of literacy amongst the South African population. The researcher decided to do interviews over questionnaires and then record the participants answer with a tape recorder, the researcher felt that this method was more effective than using questionnaires, the more so since she required in-depth answers from the participants.

The interviews were recorded on a recording device, with the participants' permission. It was important to get the participants consent before recording the interview. This allowed for a full record taken verbatim ensuring that no information got lost by way of inaccurate note taking. It also reinforced the notion that what the participants were saying was being taken seriously (Babbie & Mouton, 2001). The recordings were transcribed, and an analysis of the information undertaken to answer the research questions. The interviews were taken at either the Chrysalis academy or in some cases at the place of current employment or internship. Interviews lasted from twenty minutes to one hour, depending on how much the participant was willing to share.

According to Opdenakker (2006), a disadvantage can be created when the interviewer

guides, the interviewee in a special direction with his or her behaviour. This disadvantage can be diminished by using an interview protocol and by the awareness of the interviewer of this effect. The researcher was therefore apprehensive about the fact that the interview process could come with caveats, as it might unintentionally result in the participants taking on other roles, and this in turn might influence their responses to the questions being asked. The risk of respondents feeling that they were being judged according to their answers and in so doing may be reluctant to reveal their own personal and honest experiences was a serious consideration. This did not however turn out to be a concern, since after having completed the interviews the responses came across genuine and sincere. There appeared to be complete honesty on the part of the participants in answering the questions. A reason for this assumption is based on the calm and ease of communication from the participants, which could be informed by that fact that they completely understood from the onset that they were not obliged at all to participate Appendix C shows the data collection questions that the participants answered very comfortably.

### **3.7. Data Analysis**

Babbie & Mouton (2001) refer to qualitative data analyses as all forms of analysis of data that was gathered using qualitative methods. The first step in this process was to decide how the research information is coded and decide on a level at which the data would be analysed. In this research study, the data was analysed by key phrases and coding. The codes or key phrases were attached to certain meaningful key texts and research themes. This was then followed by exploring the strengths and direction of relationships and the text (Babbie & Mouton, 2001).

Terre Blanch et al (1999) state that data gathering in interpretive research is not just a mindless technical exercise but involves the development of ideas and theories about the phenomenon that is being studied This means that by the time the researcher gets to the data analysis stage she should already have an understanding of the meaning of the data. By looking at the material the researcher tries to work out what the principles are that underscore the material. The researcher then matches what the participants say according to themes that were identified and put together (Terre Blanch et al, 1999).

They also emphasize the importance of immersion and unpacking data in this stage. Immersion according to Terre Blanch et al (1999) refers to the familiarization one has with images, becoming familiar with the text to the point of knowing where particular quotations occur in it, and getting a feel for the overall meaning of the text. Whereas unpacking refers to reflecting on instances that show thematic similarity, where each layer reveals more layers until the text seems to have had its contents revealed and the researcher knows and understands what it is (Terre Blanch et al, 1999). This is how the themes and categories are created. Researchers categorise data according to emerging themes and make deductions from the results. Saldana (2009) states that coding is just one way of analysing qualitative data and that a code in qualitative research is often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of data. The data can consist of interview transcripts, participant observation field notes, journals, documents, drawings, artefacts, photographs, video, Internet sites, e-mail correspondence, literature, and so on (Saldana, 2009). In this study, the researcher categorised the key recurring themes and concepts based on the interview transcriptions. She then found that majority of the participants expressed similar feelings regarding certain topics, these then became subthemes and once these were analysed by comparing similarities and connections. Categories were created as is displayed in a table in chapter four.

### **3.8. Research Ethics**

The ethics of research is based on the morality of a study and takes into consideration what is right and what is wrong when doing research. This is a very important section as the researcher is dealing with people, and their rights need to be respected (Babbie & Mouton, 2001). Ethics according to Black (2009) does not prescribe a specific set of rules or policies. Instead, it provides a framework for evaluating problems and determining an appropriate course of action. Ethical analysis should reflect both internationally accepted norms and locally relevant cultural values.

Although the researcher had completed an internship at the Chrysalis academy a few months before conducting the interviews, she was certain that none of those that she had interviewed she had already known from the time that the internship was done, there was therefore no bias during the interview process.

### **Informed consent**

Informed consent according to Maheswari (2013) informs participants that they are free to participate, decline to participate or withdraw from the research, and also informs participants of significant factors that may be expected to influence their willingness to participate (Maheswari, 2013). When explaining this to the participant, the researcher should use language that is reasonably understandable to the participant in order to obtain their appropriate informed consent (Maheswari, 2013). Fouka & Mantzoru (2011) also state that informed consent is one of the means by which a participant right to autonomy is protected. The researcher clearly explained this to each participant before conducting the interview. She also gave every participant an informed consent form, which explained this further, and once the participant was happy that he/she understood everything, the form was then signed by the participant.

### **No harm to participants**

No harm to the participants speaks to social research that should never injure the people being studied (Babbie & Mouton, 2001). This refers not only to physical harm, but also to information that respondents may have given in the study, and which is revealed without their consent causing them or their loved ones to be embarrassed. In this study, the researcher made sure that the participant knew that none of the information that they were giving would be used against them or their families in any way and that there was no intended harm to them during the research study process. This also requires being clear with the participant as to what the intentions are, as well as stating who the researcher is and the purpose of the research. The participant should also know that they could have access to any publications that may come from the interviews and research process.

### **Anonymity**

Anonymity, which highlights the importance of protecting the identity of the participant as well as their interview responses, is another important agreement. Babbie & Mouton (2001) define anonymity where the respondent may be considered anonymous when the researcher cannot identify a given response with a given respondent. The researcher ensured this by making sure that the participants were referred to by number and that their personal

information including their names would not be linked to the study in any way.

### **Confidentiality**

Confidentiality refers to research subjects being entitled to a guarantee that all information they provide about their private lives will be treated confidentially. Privacy and confidentiality are very important components for research involving human subjects. People have a right to protect themselves, and information gathered during research participation could harm a person by violating their right to keep information about themselves private (Thomas, 2003).

### **Measures of Trustworthiness**

Shenton, A (2004) discusses the measures of trustworthiness which is important in qualitative research and they include credibility which deals with the core focus of the research and how well the researcher's ability is to capture the multiple realities of the participants viewpoints.

Transferability refers to the extent to which the findings can be transferred to other settings. Dependability refers to whether the researcher can repeat the findings in the same context with the same participants. And then lastly confirmability refers to what extent the findings are due to personal interests or bias (Shenton, 2004).

## **3.9. Limitations**

According to Simon, (2011) limitations in a study can often be predicted before the time. In these cases, the researcher can prepare, before the time, ways to deal with this, but in other instances there are limitations that come up either during the research process or afterwards. These are not as easy to deal with, because there is no time to prepare for them, and the researcher will have to address them as they arise. Therefore, limitations are potential weaknesses in your study and are out of your control (Simon, 2011).

The researcher emphasizes that the data collected in this study was limited to only 15 participants despite the huge intake of students. It is important to highlight as a slight concern

the validation of data as it was limited to only these fifteen participants. This if scaled is a very small number considering the huge volumes of participants in the program. The researcher makes this point in consideration of the fact that since the parameters for this study were predetermined / predefined by the University of Cape Town (UCT) the point is made for future reference. The exercise however proved that despite the low numbers of participants in the study the similarities of the experiences of each participant, and the environment from which they came, were consistent enough to ensure the legitimacy necessary for the study to continue; this is known as data saturation. A further and final limitation with regard to the interviews was the fact that participant number 15 had signed the consent forms and participated in the entire interview session, the recording was unfortunately faulty. The researcher then asked if she could do another interview, but her supervisor had stated that because there was already written documentation, that she keep what she has and not do another interview.

In this research although the researcher had access to the contact details of participants via the academy contact data base, there were many instances where the contact information had since changed, thus requiring more patience and effort in locating the participants.

### **3.10. Conclusion**

Chapter three summarized the methodology that was used in this research study, starting with the research design and followed by an explanation on how the population and sample was selected, and why the researcher chose the specific method of sampling for this research study. This chapter also discussed the data collection process, how the participant's interviews were analysed and ended with limitations of the research. The next chapter is a discussion on the findings of the research study. It describes the demographics of the participants who participated in the study, and the main finding based on a thematic analysis of the data.

## **CHAPTER FOUR**

### **4. DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter highlights the findings of the research study based on the interviews that were conducted with the 15 participants who had graduated from the Chrysalis Academy in the past five years. A specific group of youth was identified as a suitable sample who had attended the program under review to participate in the research. They were chosen according to set criteria and using a structured interview schedule. The research aimed to uncover the impact of the program from their point of view as past graduates. After careful consideration and analysis, a set of common themes and categories were identified, and linked to the overall objectives of the study.

This chapter outlines the main finding of the research in respect of the collected data. The researcher starts with a look at the basic demographics of the sample used. Very few details of the participants were given in order for the study to honour the anonymity and confidentiality agreement. This is then followed by the key themes and categories that emerged from the research study. There are three specific key themes, which include life before the Chrysalis academy, life at the academy and life after graduation. The researcher then further discusses these themes and categories and concludes with the limitations of the study.

#### **4.2 Demographics**

Fifteen past graduates from the Chrysalis academy participated in this study. Of the 15 participants, 13 were male and 2 were female. The reasons for this was based on availability, which was influenced by the nature of the academy's intake. As previously mentioned, the Chrysalis Academy has three intakes per annum, two of which are exclusively for male students whilst one is for female students. This made it difficult to secure a greater proportion of female volunteers for the interviews. In terms of the racial composition of the students, 6 were identified as black students and nine as coloured. The areas that the participants came from included Mitchells Plain, Lavender Hill, Khayelitsha and Retreat.

The Chrysalis Academy has basic initial criteria for the students that they accept into their three-month program. They target young people between the ages of 18 and 25 who are motivated and want to contribute positively to the society that they live in. Students must have attained a minimum educational level of Grade 9 (Standard 7), be unemployed, have no criminal record, must not be pregnant and should also not be using any illegal substance when entering the program. The table below is a representation of the students who participated in the research.

**Table 1. Profile of Participants**

Participant	Gender	Race	Age	Current employment status
1	Male	African	26	Cleaner
2	Male	Coloured	20	Intern
3	Female	African	26	
4	Male	African	25	Intern
5	Male	African	21	Cape Town Central City Improvement District
6	Male	Coloured	22	Ambassador
7	Female	Coloured	28	Assistant Ambassador
8	Male	Coloured	20	Procurement Intern
9	Male	African	21	Assistant Coach
10	Male	Coloured	22	
11	Male	African	18	Administrative Intern
12	Male	Coloured	21	Office admin
13	Male	Coloured	20	Unemployed
14	Male	Coloured	20	Intern
15	Male	Coloured	20	Unemployed

Based on the information all 15 participants were deployed into temporary job placements as soon as they graduated from the academy. Only two of the participants were unemployed at the time of the interview but the rest were still in temporary placements. It was found that none of the students had been afforded the opportunity to further their career choices other than continue at the same level as they were when they were placed after their respective graduations. This means that the participants did not grow within the work place. If they started out as interns for example, they were not offered permanent positions once their

contracts were exhausted; they either had to find work elsewhere or the contract was just extended but the remuneration remained the same.

### 4.3 Themes & Categories

**Table 2. represents the themes, subthemes and categories of the research study**

Themes	Subthemes	Categories
<b>Life before Chrysalis</b>	Attitudes and Beliefs	Participants industry of interest
		Unrealistic expectations
<b>Life at the Academy</b>	Skills Development within the academy	Self-Confidence
	Exposure to different cultures	New way of thinking
<b>Life after graduation</b>	Self-care, self-healing Discipline and respect	Payment of R80.00 a day
		Twelve-Month Contract
		Sense of Hope

An analysis of the collected data led to a set of key themes emerging. Gary (2003) states that theme identification in research is one of the most fundamental tasks in qualitative research and that it is also one of the most mysterious. Vaismoradi et al (2016), states that a theme is the main product of data analysis that yields practical results in the field of study, and that categories are descriptors of themes. Similar to theme, the meaning of category is attributed by the researcher and it may consist of subcategories that further explain the meaning of category. Category is the primary product of analytical process, has a descriptive identity and is mainly used at the beginning of the theme development process to classify findings (Vaismoradi et al, 2016). The researcher identified three main themes in this study, which are discussed below, as well as the categories within those themes.

## **Life before Chrysalis**

Based on the interviews done, what was common among all participants was the desire to have a better life than the one they were living. They had joined the program in the hope of being given the opportunity to live a much better life than the one they had at the time, or aspects of it. In particular, and most commonly, the response was to get an income which could lead to a better standard of living, as many of them were not only unemployed at the time that they had applied to join the program, but they also had no direction or any idea as to what they wanted from life. Their situations appeared completely hopeless, as evidenced from responses about their lives before joining the programme:

*“I was doing wrong stuff, firstly I was smoking, drinking a lot”* (Participant 8).

*“Before coming to Chrysalis Academy I was very irresponsible. Uhm, I was drinking a lot. I was working, but the money I was getting from the job, I would party most of the time with the money with my friends and basically didn’t have any goals set for myself or any future plans or even to see myself as becoming something or somewhere in the future. Basically, just tensioning as we call it, basically doing whatever we can do,*

*drinking and looking in my friends’ face, stuff like that. So ya, I had no purpose, I had actually no hope for anything, before coming to the academy”* (Participant 9).

*“I was a little lost in terms of knowing what I wanted because I always thought that rugby would be my success and then an injury struck”* (Participant 1).

According to Leibbrandt & Mlatsheni (2011), the development of youth depends very much on employment, as employment is a key factor in the transition from youth to adulthood and from dependence to independence. Therefore, unsuccessful or prolonged transitions from school to work impose high psychological and social costs on the youth as well as the loss of income associated with the unemployment (Leibbrandt & Mlatsheni, 2011). This therefore speaks to why participants found that they did not know where they belonged and found themselves wasting their time getting involved in unconstructive activities.

Many of the participants come from households with a minimal income and the members of the household are numerous. For some participants this was one reason why they were forced to leave school in search of work to contribute to the household income. As a participant noted:

*“I was actually forced to go work because of the situation at home”* (Participant

1). *“I was studying to be a teacher, but intermediate phase”* (Participant 13).

Jordan et al. (1994) explains the pressures on students and dropout factors, one being that students can be extracted when factors inherent to the students divert them from completing school. These occur when factors, such as financial worries, out-of-school employment, family needs, or even family changes, such as marriage or childbirth, draw students away from school (Doll et al, 2013).

When participants were asked about their daily routine before joining the academy, many of them portrayed circumstances of deprivation and risk through their responses: This links to the basic needs approach discussed earlier where young people feel they have lack of meaning in life.

*“Went to work, came out of work. Smoked weed be on the streets till whatever time because I had my own car also. So, I didn’t like care about anything, cause the pay was nice. I always had money”* (Participant 6).

*“I was like smoking weed and cigarettes and stuff like that, so I was very hard headed I’d say so I didn’t focus on the important things to really make it in life”* (Participant 4).

*“Before I came here, I was working, dropped out of school 2013. Then started working after that and started partying a lot”* (Participant 6).

It was disconcerting to discover the levels of apathy amongst the participants before joining the academy. This was especially the case with participants classed coloured. MacMaster (2007) states that coloured people are far more likely to be murdered than any other group and are also over-represented in the nation’s prisons. This is significant and relevant when considering how participants described not having done anything constructive with their time

and how they would wander the streets daily without any real purpose. This had become a way of life that potentially left them to the mercy of all that was wrong in society. They remained vulnerable to the dictates of illegal activities and the drug lords. . In South Africa, Lavender Hill for example has high unemployment as evident from the fact that there are numerous young people and adults loitering in the streets or sitting on the pavements during the day (Wonnacott, 2005). Gangsterism in Lavender Hill is viewed as a mechanism for meeting the needs of the youth (Galvaan, 2004b). These needs are met through illegal activities such as drug dealing, gun-running, money laundering, prostitution, protection rackets, shebeen operations and fencing stolen goods (BBC News, Cape Town's Gangs: Martin's story, 2010).

*"It was a boring life man, I won't lie. It was a boring life and when I was nearly close to end up doing something like you know like you know in the townships. When you are not studying, when you are not working, staying there not doing nothing. There are a lot of things that are happening there, you end up rob people. At least you have some money to buy cosmetics and then you have money to buy anything you need and there are people there that are willing to support you when you are doing the wrong thing, like supporting you with guns and give you the strategy what are you going to do this, that was a boring life" (Participant 8).*

Woolward (2002) states that poverty is multi-faceted and linked with hunger, unemployment, exploitation and lack of access to clean water, sanitation, health care and schooling and that in South Africa living standards were always closely associated with race, whilst poverty is not confined to any one specific racial group it is largely concentrated among blacks and particularly black Africans (Woolward, 2002).

According to Woolward (2002), South Africa is one of the most unequal societies in the world. It is an upper-middle-income country but is also a country of extreme inequality, which is evident by areas with high destitution, hunger and serious overcrowding that is often located in close proximity to the affluent areas (Woolward, 2002). It is important to note that the communities from which these students come have high unemployment, high levels of violence, crime, gangsterism, teenage pregnancy, domestic violence, drug and alcohol abuse as a direct outcome of apartheid. Standing (2003) states that 97% of children surveyed in his study on crime in the Cape Flats, reported that they had at some time heard gun shots and nearly

half of them had seen the dead body of a stranger, and nearly as many the dead body of a relative or someone that they had known who had died from unnatural causes (Standing, 2003). Gangsterism has been a part of the Cape Flats communities since the establishment of the townships under the apartheid laws, such as the Group Areas Act of 1950 (MacMaster, 2007). It is a systemic phenomenon rooted in multiple socio-economic and political causes, and it affects the lives of individuals, families and entire communities (MacMaster, 2007).

*“Yes, for me it was like um next year I was going to take a gap year right, so I was anyway going to look for work just to keep myself busy while taking the gap year so then I thought why not go into this program where I can develop and get some knowledge and skills instead of sitting around. So that’s so, then I saw it as a stepping- stone for me also” (Participant 3).*

Participants were unanimous about the relief they felt when they were accepted into the Academy. They agreed that when they first heard of the Chrysalis Academy program it offered a newfound hope that could lead them out of the difficult circumstances, they found themselves in. The Academy meant a acquiring a new skill and a route to a better-paid job and ultimately a better life, as indicated by responses. The National Youth Policy (RSA, 2015) emphasises the fact that increasing the skills levels of young people will increase their chances of being gainfully employed.

*“What he told me about Chrysalis was that you would get a certificate for something, cause I don’t have any certificates. So that was on my mind, the only thing, I’m going to get a certificate” (Participant 6).*

The certificate to many was an opportunity for better employment prospects. This links to the capabilities approach discussed earlier where Sen (1999) speaks about the significance of an individual’s capability to achieve the kind of life the individual has reason to value. As discussed earlier Standing (2003) states that the standard of living varies from one area to the next, but those coming from the Cape Flats find it hard to keep up with the cost of living. Standing (2003) states that the Cape Flats is exceptionally impoverished, and the unemployment rates have reached extremely high levels. This makes the challenge for young people trying to find work a huge concern. This is an enormous worry because when young

people do not have anything to keep them occupied, they are at risk of engaging in destructive behaviour.

### **Life at the Academy**

All the participants expressed huge appreciation when asked what the experience was like being at the Academy. Overall, the consensus was that it remains an unforgettable and amazing experience and one that many will never forget.

*“It is an experience that is hard to explain to someone, you need to experience it for yourself” (Participant).*

*“To be honest I didn’t know what I was putting myself into, I knew it was something to do with fitness and something to do with my health”, “Basically to get out of my comfort zone” (Participant 7).*

*“What I experience here at Chrysalis uhm it was something different like I would never in my wildest dreams picture myself waking up at 4.30 in the morning actually mmm, the program that they have here is actually an amazing program uhm not only for me but for those who come from different circumstances actually. Reason being is there’s so much opportunity man there’s so much that people can learn from this program and so much that is offered to them by Chrysalis” (Participant 7).*

Based on these interviews, participants expressed how their experiences at the academy had taken them on an unexpected journey and how it had opened their minds to a new way of looking at their situations. This mind set shift plays a big role in the decisions that young people make. Swartz’s (2007) states that the strong self-perceptions of the youth in Cape Town townships and the belief that through doing what is “right” and “good” and avoiding what is “bad” and “wrong” young people can be successful in spite of the challenges of their environments.

*“I doubted myself and that’s something I’ve overcome being here I no longer doubt myself in anything I do now like because of things I did in my past I always doubted*

*going forward progressing from what I used to be to what I am now so ja Chrysalis actually taught me a lot with regards to managing my life managing emotion and ya” (Participant 9).*

The researcher could tell, based on the interviews, that every day at the academy was a learning experience. Just being around the positive energy of the teachers, administrators made a huge difference in these young and often very traumatized lives. Bush et al (2001) highlights the fact that role models are important for youth as they are influential in developing educational goals and career aspirations.

The daily routines, the rules of self-management and self-regulation, many had said was challenging at the beginning but was soon accepted as another daily activity. Other daily routines like having to wake up at 4 in the morning, make their beds and clean up after themselves were hard lessons to digest but lessons were ultimately learnt. It also seemed that having to follow a specific diet with lots of physical activity and exercise was extremely effective in changing existing behaviours.

*“Uhm yes, especially the physical side where fitness side, I haven’t stopped” (Participant 13).*

Participants agreed that although these new and extremely tough changes in their daily routines were extremely harsh and difficult in the beginning it was necessary and welcomed. The challenge however was to hold on to some of these practices once they were back in their communities. Some still adhere while others have found it impossible to continue. According to the academy, although the daily programme is well planned and aims to encourage structure, self-discipline, order and routine amongst students, each day is unique in its outcomes (Chrysalis Academy, 2018).

*“Yoh, it was a great experience and being challenged in many ways such as emotionally, physically, it was it was a great experience for me. It really has an impact in my life right now also, was a great experience over all” (Participant 3).*

*“The outdoor for me, you know the outdoor break me you know, not mentally but emotionally man” (Participant 2).*

The Chrysalis Academy provides a range of therapeutic modalities to help students build their resilience. These includes Trauma Release Exercises (TRE), yoga and mindfulness, nature- based therapies, journaling, art, meditation and music. Therapeutic classes take place on a Thursday for two hours in the afternoon. According to the Chrysalis Academy website (2018) students have always reported positively on the value and power of these sessions and the Academy is supported in its therapeutic work by a number of committed and skilled volunteers (Chrysalis Academy, 2018).

Trauma Release Exercises (TRE) was developed by Dr. David Berceli from the USA, he has since taken it to 33 countries and has taught the exercises to thousands of people across the world (Berceli, 2009). It is a self-help technique which uses body-work, neuro-physiological and psychological insight, and personal interaction and reflection to gently relax the stress patterns embedded in the body, thought processes, and the belief systems of the individual (Berceli, 2009). Most relaxation exercises are designed to release surface level tension, which is said to be insufficient when dealing with the deep chronic tension created during trauma and repeated stressful experiences. TRE is therefore specifically designed to release deep, chronic muscle tension created by high stress and anxiety and with this method, the individual learns to reduce the impact of trauma and stress (Berceli, 2009).

TRE is easy to learn, has immediate effects, and can be integrated into a simple daily routine to help restore a sense of inner peace and relaxation. It also complements any physical activity or training, including the practice of meditation and yoga (Berceli, 2009). Over time (usually not more than three months, which makes for a perfect fit with what the Academy has to offer), the entire physiology of the body is supposed to return to balance. The immune system returns to normal and the person doing the exercise also benefits from being more relaxed calm and better improved sleep (Berceli, 2009).

Some of the Chrysalis Academy's senior staff and instructors have been trained by Dr Melanie Salmon, the South African co-ordinator of TRE and have subsequently been certified as TRE providers (Chrysalis Academy, 2018).

Participants felt that these exercises helped them connect with themselves on an emotional level but also with the world around them. They have to appreciate themselves, which led to better self-esteem. Nair (2016) defines self-esteem as a person's overall opinion of

his/herself and how you feel about your abilities and limitations. He emphasises the importance of having a healthy self-esteem, because you then feel good about yourself and see yourself as deserving the respect of others. When you have low self-esteem however, you put little value on your opinions and ideas (Nair, 2016).

*“like now the money that I get its way little that I got before, so now I’m starting to budget. That time I didn’t like care about anything, just doing me. My own thing but now it’s like I see things different now” (Participant 6).*

The participants spoke about seeing things differently and in some cases more clearly. They started asking more relevant questions, which at times revealed more than they were ready to deal with. Introducing these young people to these new techniques exposed them to a much deeper sense of awareness, an awareness they never before knew. If the Academy did anything that stood out as definitive it would be this newly discovered sense of awareness amongst these young people. Mead (1934) a Sociologist proposed a definition of self-awareness as focusing attention on the self and processing private and public self-information. This research finding would go as far as stating that this revelation would most probably be among the most profound learning experiences they ever had; one that will last them as a life time resource. The researcher herself has undergone this experience and can therefore totally identify with some of these testimonies.

### **Skills Development within the academy**

During the skills phase of the program the students were given the option to spend a set period learning different skills depending on what they identified with. Some of the skill options available include office administration, welding and electrical skills, cooking skills, youth development and firefighting. These are all skills, which are in line with the placement opportunities that was on offer once students graduated from the academy.

*“Chrysalis is not a rehab but when I’m there, I can see the better side of life and Chrysalis can help me build a better future” (Participant 8)*

From the interviews it was learnt that many went into the three months with high expectations

and maybe it's at this point that either more time is given to the induction phase ensuring that all participants understood very clearly the limitations surrounding the program and later opportunities, or to work in a more integrated manner with all other state funded youth projects.

The students are also certified in whatever area of study they choose, once they have completed the skills phase. According to The National Youth Policy (2015) access to post-school education and training is limited for school leavers, and those who do access these opportunities are often not sufficiently prepared for the workplace due to the poor quality of education and training provided (National Youth Policy, 2015). This is extremely important to the students especially since the competition for scarce work eliminates and recruits based on certified proof of study or skills. This is another huge challenge that the state needs to overcome. The certificate goes a long way in building self-esteem and more importantly confirms a sense of achievement, which one hopes, would result in possible permanent career choices. Before the Academy, many of the students did not believe in this possibility. What was normal for your middle and upper-class youth was merely a distant dream for these working-class young people.

As previously mentioned in the literature review, skills development amongst young people is essential in contributing to their growth and that of the economy.

*“Basically, I was young and reckless I’d say very irresponsible before I came here and that’s about it” (Participant 7).*

Many young people in South Africa lack basic skills and this makes it harder for them to find employment. It is therefore extremely important that organisations such as the Chrysalis Academy certify the students that go through the program with more relevant skills. In addition, although the academy instils many skills and values that cannot be reflected in the form of a certificate, it is nonetheless a symbol of achievement and represents an acknowledged victory for the student in a world where evidence of accomplishment is hard to come by.

## **Exposure to different cultures**

It was here that students had the opportunity to meet and live with other young people exposing them first-hand to different cultures, languages and belief systems.

*“for me, meeting new people of different backgrounds to see what this person went through and that person, ya and that’s it, and for me that was actually like the thing really that, that did stand out for me because I was someone, I got everything, I was actually spoilt” (Participant 6).*

This unanticipated forced living arrangement challenged their thinking, their prejudices, and their comfort zones in a big way, but soon many of them formed strong new and long-lasting friendships.

*“it was just the language barrier, in my room we had a lot of fighting, uhm, because we females, where they talking in their language or I would say Africans speaking their mother tongue and I didn’t understand and I would be speaking about me now like coloured people speaking in Afrikaans they would be like you talking about us now. But on graduation day it was time for us to say goodbye, then we were all in a room together coming to terms that we were actually going to leave each other and not see each other again, then everybody just cried (Participant 9).*

The participants revealed their difficulty in adapting to people from different backgrounds in the initial stages of the program. Everyone made very different assumptions of the other until they learnt otherwise, leaving them a lot richer in experience. As time passed, they grew on each other, learning to respect and care for the other. They learnt to be tolerant and open to things they did not understand. Participants realized that they were able to learn from each other and share their own individual experiences with the others. They learnt to trust. The Academy not only succeeded in building the character of these young people but also prepared them for a much bigger task in society, namely social cohesion.

The National Development Plan (2012) predicts that in 2030 South Africans will live in a more

cohesive society that cuts across the divisions of race, gender, space and class, and is more accepting of peoples' multiple identities. Nation-building and social cohesion create unity of purpose, which is needed to overcome the obstacles preventing prosperity and equity (NDP, 2012).

This unforeseen development goes a long way in proving, not only that young people have the ability to easily adapt, but that they too can play a role in building this nation. Living and working together at the Academy; having to face the same challenges under the same conditions is further proof that together a future generation will easily conquer the effects of racism and the ongoing prejudices that continue to stifle progress. The Academy has on its own become a huge contributor to this social cohesion, simply through the opportunities created by its integration of different young people into its programmes.

### **Self-care, self-healing**

The academy offers a unique package of therapeutic care modalities as a compulsory set of activities that form part of the program. At first the students reported they were not very impressed or even interested in that matter, but because of it was compulsory they had to comply. However, and with the benefit of hindsight, it proved one of the most profound teaching and learning experiences they have ever had. One of the techniques used is yoga. According to Bussing et al (2012), the physical exercises may increase a participant's physical flexibility, coordination, and strength, while the breathing practices and meditation may calm and focus the mind to develop greater awareness and diminish anxiety. As a result, this may lead to a higher quality of life (Bussing et al, 2012).

*"I was really happy especially the therapeutic care because the yoga and stuff like that heal you mentally" (Participant 4).*

These therapeutic practices are extremely beneficial as they penetrate the individual's defense mechanisms and trigger a sense of release, something none of them ever experienced before (Berceli, 2009). When the participants report back on how they felt during and after these sessions many of them were at a loss for words.

*“The personal mastery, the checking with yourself, but I spend alot of time alone, even while I’m here and on a day basis especially before I go on duty and this is something I was taught while I was at Chrysalis” (Participant 1).*

Based on the interviews the researcher noticed that participants felt that self-care and hygiene was and is as important as everything else, the sense of looking and feeling good became more important as they discovered their new selves. The Academy again through its strict codes forced certain behaviour changes such as proper dress code, cleanliness that was monitored, as is done in the army. This contributed to how participants started to take an interest in how they looked after themselves and their personal spaces.

### **Discipline and respect**

Discipline and respect are traits that are emphasized in everything that is done at the Academy. The CEO and staff members including the facilitators and the instructors all lead by outstanding example making it extremely contagious for the young recruits, for the vast majority of whom discipline is a novelty. Bush et al (2004) emphasises the fact that role models are important for youth as they are influential in developing goals and career aspirations. Role models are regarded as a potential group of people that are able to make an impact on the intentions and behaviours of individuals (Bush and Martin, 2000). Role models can range from direct models such as parents, peers, relatives and to vicarious role models such as celebrities (Bandura, 1986; Bush and Martin, 2000).

From as early as 4am when they wake up in the morning to when they go to sleep in the evening, they are constantly taught and reminded to be respectful of themselves and of one another. All the activities that are offered at the academy constantly drive this core basic behaviour home, sometimes unknowingly so. Students in quickly swapped the bad for the good, and in no time, discipline soon followed.

*“It has influenced my life in general in terms of how I now approach certain things, how I behave and how I do my things, time management we were taught here and its taught me a certain way of doing things” (Participant 3).*

During the interviews the participants were all on time and they were extremely polite in how they conducted themselves showing that they understand the importance of respect for both themselves and the people around them which is a key contributor to making their immediate surroundings better and in turn life itself.

### **Life after graduation**

Participants expressed a great deal of unhappiness and part disappointment during the interviews, with regard to their respective placements after graduating from the Academy. This negative feedback was no doubt informed by the initial expectations that they had when they first came into the program. Whether these were matters of clarity, misguided or wrongly shared information, the bottom line was that expectations were not met.

Those who came to the academy with no prospects would have left with less disappointment than those who believed their worlds were about to change. What was consistent was that the large majority of participants came from very little or even no hope situations at all, making many of them exceptionally grateful for any kind of placement, but this gratitude was short lived. This sense of disappointment challenges the long-term effects of the program.

*“I was always interested in doing office administrative work, so it was a stepping stone for me for further development” (Participant 4).*

Some of the participants were more optimistic, they felt that even though the job placement was not necessarily a fixed solution to their employment status, they saw it as an opportunity for growth and knew that it was up to them to make the most of the opportunity. A finding of this research will challenge this bold claim by participants and state for the record that it is not sustainable in a vacuum. They would need tangible ongoing support.

Other participants complained that their high expectations of skills and finally a good job was totally misplaced. They loved the experience but did not benefit as much as they had hoped. They came to the Academy having had very specific expectations of a career but after three months, ahead of the placement, knew that it was not going to be easy. The three months of training was just not enough to give them the level of skill they had hoped for. However, they were willing to attend the programme.

*“So my main reason for joining was I wanted to build myself, I never had any certificates nothing like that, didn’t have any skills, practical skills or anything like that and so the academy offered me all of that” (participant 4).*

*“I thought why not go into this program where I can develop and get some knowledge and skills instead of sitting around. So, then I saw it as a stepping-stone for me also” (Participant 3).*

It is clear that the expectations that were based on what participants had heard about the academy and what it actually had to offer, turned out, for many, to be a contradiction in the final outcome, and was often described in terms of disappointment and unhappiness. This was especially amongst those that had left the program more than a year before.

According to the Chrysalis Academy 2017 report, all the graduates were placed into temporary employment, and within one year of contacting them 159 were employed, 12 unemployed and 5 were studying (Chrysalis Academy report, 2017). This does not necessarily mean that those that were employed were still employed by the companies that they were placed in. That was in fact not the case., As reported in the interviews, many of the participants were not happy with their placements, and they spoke of many others who had left their placements to go and work at places such as Pick n Pay, for example, thus rendering their newly acquired hard skills irrelevant.

The following highlights some of the key areas of disappointment:

- Participants were not placed in their industry of interest and choice or where they felt was there area of skill or qualification.
- Payment of R80 a day was not sufficient especially for the kind of work they were exposed to.
- 12-month contract came and went without any hope of them proving themselves or even negotiating extensions.

### **Participants industry of interest**

Participants felt that although they had expressed their interest in particular careers during

the skills phase of the program, they were not taken seriously and simply randomly placed out for the sake of ticking the box.

*“Procurement is not in any of my interests . When I leave here as of next year I want to further my studies ah I wanna study sports management” (Participant 7).*

*“I didn’t do none of the public safety I’m doing here now. I dunno what’s going to happen when my contract is done here, where I’m gonna go, cause I don’t have a public safety, so I’ll say this job is not for me” (Participant 13).*

Participants were encouraged to choose a trade that interested them during the skills phase creating the expectation that it would automatically follow with an industry relevant placement and when this proved mistaken, they saw it as a betrayal.

Molelemane (2014) stated that South Africa’s young people should grab any opportunity available to them and that this is not the case in South African as most of the youth are too meticulous and they use the excuse that this is not what they studied for or the career path they wanted. In this study, most of the students declared how unhappy they were being placed in fields that were not in their field of interest.

### **Payment of R80.00 a day**

Some participants believed that although R80.00 a day was better than not earning anything at all, they still felt it was much too little to sustain themselves and their dependents. Whilst they understood it to be a stipend for the duration of the internship it did not suffice, considering just the transportation cost on its own. This stipend was locked in for the duration of 12 months, leaving very little by way of incentive to go beyond the call of what was required. Participants in other similar initiatives, such as the NARYSEC program of the Department of Rural Development and Land Reform, receive a similar stipend but for the duration of the entire two- year learner ship program.

*“I’ve noticed that most of us just left and they resign others they resign because of money they know it is less than R2000” (Participant 12).*

According to the National Minimum Wage for South Africa (2016) the minimum wage is seen as one of the tools to close the wage gap, including that between the genders, and thereby to overcome poverty. The minimum wage in South Africa is R20 an hour, which works out to about R160 a day, and even with this it is hard to afford a comfortable life. With the cost of living in South Africa, it is very difficult for someone to sustain themselves on R80.00 a day. Add to that the fact that many of the graduates from the Chrysalis Academy also have the responsibility of supporting their children or their families. Coming from very low-income generating households, this stipend is often a vital contribution to the overall household income. The National Minimum Wage for South Africa (2016) emphasises that what the minimum wage ought to at least do is give workers a minimum wage of at least R4480 per month, which is the working poor line for October 2016 to support themselves and those who are relying on them whereas the students from the Academy earn substantially less than this making it difficult for them to sustain themselves.

### **Twelve-Month Contract**

The participants are secured a stipend for a period of 12 months. The fact that it offers no opportunity to learn and further grow their skills, or more importantly to increase their earnings, is a serious area of concern for many of them. This is most definitely an area that needs to be reviewed. Many felt that they were not benefitting from completing an internship that offered them nothing beyond R80 a day for 12 months. It was often referred to as a bonus to the employers because they were almost guaranteed twelve months of cheap labour.

*“I’m looking for something else, but it’s for my experience I know, I’m not happy and there no other people that take us seriously” (Participant 8).*

Others described how hard it was to find alternative work and therefore decided to stick with the program, settling for something rather than nothing. A small number however saw it as an opportunity to gain experience.

### **Unrealistic expectations**

It was clear that many of the participants had joined the Academy with unrealistic expectations of what they were going to get out of the three-month program. They had come

to the academy with the idea that once completing the program they would then be placed in permanent careers in organizations such as SAPS, with a fixed monthly income.

*“The only thing that I could think of is the placement of the graduates, and in some cases the graduates aren’t placed in placements that they want to be and that can be an issue that can be changed” (Participant 3).*

It was for this reason that the few that were previously employed had given up their jobs to join the Academy and only to find that this was not the case. As much as they expressed disappointment, they acknowledged the value of everything else that they have to take away. This does not however take away the matter of unrealistic expectations, or to put it differently, inaccurate expectations.

The Academy continues to do a great job, the challenge is to manage and improve on its program but also to improve its communications, especially during the recruitment phase of the program.

### **Attitudes and Beliefs**

Based on the interviews and the study’s completion, it is safe to conclude that although some participants had left the academy not totally fulfilling their expectations, they had gained a lot more from the entire experience. They experienced a complete shift in both mind and body, they had learned the art of silence, how to listen and a great deal about themselves and their own limitations.

*“I can say I’ve become more confident to speak in a crowd and um leadership skills and personal mastery, time management they always teach you that because you must be on track at all times”, “I became positive, I’m healthy, I’m very fit as well so I’d say it changed me a lot because all the negative things I left behind” (Participant 4).*

*“I appreciate things more now” (Participant 6).*

As we can see from the interviews the participants were exposed to self-development with respect to the physical, the spiritual, mental and emotional state of being. Many of the participants described this part of their learning as one of the most revealing but fulfilling experiences ever. They left with better communication skills both verbal and non-verbal, better leadership skills, improved public speaking and decision-making skills.

As previously mentioned in this chapter the therapeutic practices are very beneficial, as it penetrates the individual's defence mechanisms and brings a sense of release, something these participants had not previously experienced (Berceli, 2009).

### **Sense of Hope**

*"Chrysalis is the place to be because it is life changing experience and you only get an opportunity like this once in a lifetime" (Participant 4).*

*"I would really say make use of this program" (Participant 9)*

The above interview extracts are examples of the conclusion that despite the continued difficulties and challenges participants continue to face out in the bigger world, they have been given a slight edge compared to what they had when they first arrived at the Academy. They have a new sense of hope and belief. They have opened up to a world of possibilities as opposed to always complaining.

*"Me and the CEO is busy at the moment. Chrysalis academy wants to put up a music school. One of my big dreams is to stay with the academy, because they have done so much in my life that I'd like to give back forever. I want to learn now is to read, write, educate or to get the right education in music so I can teach others" (Participant 1).*

Cloete (2015) observes that most societies regard work as one of the most important aspects of being human and points out that from a young age child are asked what they would like to become one day, or if we meet an adult the question will be 'what do you do?' Moreover, the answer to this question provides instant clues to income and social status. She emphasises

that work can help young people enter the adult world and a job can provide a sense of purpose and value (Cloete, 2015). Based on the interviews, many of the participants had felt that they had no sense of purpose before joining the academy. However, being part of the program reaffirmed for the participants that there is hope for them and that it is not too late for them to take a step toward a better life. The three-month program had reignited a flame of ambition within many of them. It has given them the strength and determination, not felt before, to go out and find a career regardless of a misplacement or other obstacles. In fact, some were more determined to find something worthwhile. They knew and acknowledged that despite their criticism that placements were made in good faith and knew deep down that they only had themselves to depend on. They would take what they learned at the Academy out into the real world and use it as a guide to find the life that they wanted. This is again linked to Sen's (1980) capability approach where he refers to whether or not young people have the capabilities and are equipped with the resources, they need to live the life that they choose. Once the students had graduated from the academy they would have been in a better position to have these capabilities.

### **Self-Confidence**

Participants easily expressed how the academy had 'forced' them to unknowingly get in touch with themselves through the activities of the program. They were able in hindsight to see how they slowly got to learn and figure out what their strengths and weaknesses were.

The participants presented that they had dreams and were aspiring to more than becoming a drug lord or dealer. When they spoke about themselves before joining the academy, the lack of enthusiasm in their voices and the way they described their lives was clearly negative in all respects, compared to the enthusiasm about how they felt after joining.

*"It helped me a lot, I can talk to people now, I can live with anyone, even here at work I can communicate, cause I always have a problem"* (Participant 11).

*"Yes it has influenced my life in general in terms of how I now approach certain things, how I behave and how I do my things, time management we were taught here and it's taught me a certain way of doing things"* (Participant 3).

Johnson & Fowler, (2011) argue that self-confidence is an essential ingredient in a range of areas ranging from job performance and mental health to sports and business. They state that it may even be that not just confidence but overconfidence, believing that you are better than you are in reality, is advantageous because it serves to increase ambition, morale, resolve, persistence or the credibility of bluffing, generating a self-fulfilling prophecy in which exaggerated confidence actually increases the probability of success (Johnson & Fowler, 2011). During the interviews, the participants emphasized the importance of self-worth, the ability and confidence to believe in themselves after years of constant negative feedback about how useless they were. The one thing they all acknowledge was the absence of the constant reminders, the motivation and encouragement from the teachers and instructors when they were at the academy. Self-motivation they admit is no easy task. The academy in short has succeeded in giving back to a number of young people the self-esteem to act and think differently, to stand tall and be counted with dignity.

### **New way of thinking**

Participants had mentioned at the beginning of the interviews that they had previously not given much thought to their actions, and in making daily decisions.

*“went to work, came out of work. Smoked weed be on the streets till whatever time, because I had my own car also. So, I didn’t like care about anything” (Participant 6).*

*“Like now the money now that I get its way little that I got before, so now I’m starting to budget. That time I didn’t like care about anything just doing me. My own thing but now it’s like I see things different now” (Participant 6).*

However, after attending the program they found themselves daydreaming and making plans openly admitting sometimes far-fetched plans but nevertheless plans. They confessed that unlike before, this time around they considered others and were more sensitive to others feelings This was indeed a good trait to take and learn from the program. However, most important of all was that they realized that they were responsible for the choices they made - with their right to an education also came the responsibility. The Academy once again successfully delivered an important life lesson with regard to rights and responsibilities, but also started the grooming of a new kind of youth with a new and different way of thinking.

*"I have my own mind set now" (Participant 9).*

This new way of thinking is based on a positive outlook on life where the participants feel that they too can make a difference in their own lives and that of others. They know that they are able to change their current situations and that there is opportunity for them if they want it. They just need to be willing to put in the effort

*"It has influenced my life in general in terms of how I now approach certain things, how I behave and how I do my things, time management we were taught here and its taught me a certain way of doing things" (Participant 3).*

*"I was a short-tempered person, but there I learnt to communicate with a lot of people with different way of thinking and explained how to control it and manage my anger" (Participant 8).*

These young people have taken away much more than a basic hard skill. They are ready and much better placed to make an actual difference in society. They believe this, anyway.

#### **4.4 Conclusion**

Past policies of segregation and discrimination have left a legacy of negativity and poverty and in more recent decades, low economic growth (Woolward, 2002). This makes it difficult to break the current cycle and change the situation of unemployment overnight.

According to Jesselyn & Mitchell (2006) the current state of the South African economy is a cause for concern for most young adults as they are confronted with problems of crime, corruption, mismanagement and unemployment (North, 2002, p. 24). These challenges continue to include difficulty in accessing resources, and yet access to drugs and alcohol becomes easier, adding fuel to an already out of control fire. We see this in the increased reporting of serious domestic violence and abuse-related crimes, leaving very little hope for the working-class youth.

Jesselyn et al (2006) mentions that it is therefore not surprising that it is widely held that the only way for South Africa to effectively address unemployment and revitalize the economy is through the rediscovery of the entrepreneur who takes risks, breaks new ground and innovates. Unfortunately, the extant entrepreneurial base in South Africa is neither wide nor solid (Davies, 2001, p. 32). The majority of South Africans have grown up with little home experience of business innovation or entrepreneurship, and hence do not view themselves as potential entrepreneurs.

However, it is clear that the academy had made a huge difference in the lives and outlook of the students, as it provided a much-needed sense of hope, which the students willingly internalized, leaving them motivated and inspired and this was evident in the experiences that came out during the interviews. The challenge of sustaining this motivation will depend on how society reacts to these young people on their return back home. If they are received back with the proper guidance, mentorship and most importantly resources, they will stand a good chance to break from the cycle. This is where the Chrysalis Academy could use its power to its advantage and make changes that will open the way for more substantial and beneficial home-grown support initiatives. Chapter five discusses this in detail.

## CHAPTER FIVE

### 5 FINDINGS AND RECOMMENDATIONS

#### 5.1 Introduction

This, the final chapter, will consider all matters raised in this research exercise as it concludes by outlining a set of proposed recommendations. These recommendations are informed by three key considerations namely, the understanding of the researcher after 12 months of interacting with participants and administrators in separate time periods over the 12 months, secondly the ideas, experiences and inputs from participants, and then finally the intended outcomes of the Chrysalis Academy program.

South Africa, as stated many times before has an acute problem with youth unemployment. It is the finding of this research study that if any real change is to be realized with regard to the challenges facing our youth, it cannot be a state intervention alone. It will require a multi-pronged approach, informed by a fully integrated sectorial intervention and youth-specific strategy.

These high levels of youth unemployment are unsustainable, and have a huge negative impact on society at large, but also inhibits the country's economic development that further imposes a larger burden on the state to provide social assistance (National Treasury, 2011).

#### 5.2 Findings

**Objective 1: To assess what influence the Chrysalis Academy's program has had on the lives of past participants in the Cape region.**

The majority of participants agreed that the academy as an institution had a positive influence on their lives. They not only referred to the training and development activities but also to the influence that the people at the Academy had on them. The staff truly led by example, especially the CEO and her team. Participants identified a combination of things, starting with the calm secure environment in which they found themselves, removed from the usual hustle and bustle of the townships.

*“Amazing just having to walk there that alone is an experience and getting there and seeing all the sights there places like skeleton gorge, its just beautiful there so it’s a unique experience that you can’t explain”*

(Participant 1)

*Even when you leave you always want to come back, even if you just visit or even just call, your heart is here”*

(Participant 1)

They noted the surrounding open spaces, green forests, huge lawns, birds and animals (such as the odd baboon who often made an unexpected appearance) further complemented this experience. Many described the three months with the Academy as amazing, and others used the word ‘indescribable’.

There was a general consensus that the influence the Academy had on these young lives will remain forever with them and serve as a foundation that will continue to contribute in reshaping their futures.

**Objective 2: To assess how the Chrysalis Academy skills training program has influenced the employment prospects of the students who completed the program.**

As briefly discussed, the employment prospects of the participants who were interviewed were largely below their own expectations. This however was not entirely the fault of the academy but more due to unrealistic expectations. Participants had come to the academy with very specific expectations of a better life after graduation. This expectation was in itself over-blown and misleading, which tended to compromise the program before it even started and will continue to do so if not addressed.

When participants were asked to make certain career choices for consideration in the final placements, it again presented an opportunity to deal with any misgivings if properly used. This automatically led to an assumption that the Chrysalis Academy would then guarantee work in the fields of their interest, and that it would work of a permanent nature.

Many of the students who did not have the stamina for the 12 months internship for whatever reason, and left to explore other career choices did so without reference to the hard skills

they were trained in. This is unfortunate as it renders the skills training may not be as beneficial. Whilst in theory, yes it gives a certificate and a sense of self-worth at the time, but its ultimate goal appears to be compromised.

**Objective 3: To evaluate if the life skills and self-development techniques learned at the academy are sustainable for the students once they return to their communities.**

The life skills and self-development techniques that are taught at the academy are reported to most definitely be sustainable for the students once they return home. It goes without saying that much would depend on the students themselves to keep what they have learnt alive, but many reported back on its support value.

The participants articulated how they appreciated these modalities and how it had helped them in many aspects of their lives. It was clear that they completely understood the importance of these techniques and agreed that they were able to continue these practices back home, and that it was up to them to make the time to do so.

The therapeutic care taught at the academy is intended for the participants to use as a resource when they feel exposed, vulnerable and overwhelmed when back home. It was a way of helping the participants deal with situations on their own, by keeping their mental state healthy and positive.

**Objective 4: To determine if there are growth opportunities from the temporary job placements that the participants are placed in by the academy after their graduation.**

Many participants were not satisfied with the experience rendered by way of the placements they were given after graduation. Based on the interviews many of them stayed in the internship only until the next opportunity came along. They opted out at the first indication of more money, even for the mere basic minimum wage regardless of the skills they were taught. As soon as the students realized that they were misplaced in relation to that of the skill set acquired they were ready to abandon the path. The short-term contract helped where it could with regard to the money received and if nothing else, it provided some sort of relief. However, did it help with any growth opportunities? Unfortunately, not, though many would have wished it did.

Organizations, such as the academy itself, definitely offer more than just an internship

opportunity, and do provide room for growth and more stable employment, but again it's all dependent on a partnership between all stakeholders, and in particular, it is up to the participants to make it work for themselves within the work place.

**Objective 5: To determine the students' views on the Chrysalis training program.**

All of the participants responded positively to the overall program but felt that more could have been done with regard to the hard skills. Overall, they offered without any hesitation to recommend the program to other young people. It is clear that some may not have taken away a hard skill in the manner that they thought they would, but most definitely took away much more with regard to basic life and social skills. They all agreed that it was a life changing experience. Some of the participants indicated that they had already advised other young people to sign up, but that when doing so they be clear upfront as to their expectations.

**Objective 6: To assess if the past participants have been able to change their way of life compared to before they joined the program.**

Based on the research undertaken with the 15 participants, the research shows that there was definitely a change in the participants' ways of thinking about life.

Not only did the participants appreciate the changes that they had experienced, but others noticed this within them too. These changes ranged from a shift in thinking to a visible change in behaviour, mannerisms and finally a different outlook and appreciation of life.

However, in terms of the actual aspects of life on a practical level the findings had not shown any significant change. This could be because the participants had not taken on any further learning or training outside of the Academy and the jobs that they were in were still paying very little and did not constitute significant changes to the household income, which in most cases was extremely important.

Participants were still living in the communities that they lived in before the Academy and were still facing the same challenges within the household. Although one of the participants had stated that even though they are still in the same situation as before, they have learned to manage things differently.

## **5.3 Recommendations**

From the above conclusions, the following recommendations are made.

### **Unrealistic expectations, an unintended outcome**

What is needed is a strong and powerful communication strategy ahead of the recruitment and during the aims and objectives in a clear and precise manner, taking these concerns on board. Social marketing techniques would be recommended to ensure a better understanding by the future participants. What is also important to consider are the platforms and language used in these communications. The level of literacy, despite the fact that people went to school, is still very low amongst this sector of youth on the Cape Flats. Using cartoons, comic books and similar media to explain is an option. Equally important is the induction period where once again clear and concise explanations about its philosophy, its techniques and more importantly its outcomes are explained.

### **State intervention as a legal compliance**

The academy is advised to leverage state institutions and business more vigorously, not only to volunteer their services but that they as business are held accountable by signing up for a set number of participants over a set period such as 12 months under strict monitoring conditions. In addition, to introduce a system that would ensure compliance by business and if companies fail to deliver or even refuse to sign up for this responsibility, they be named and shamed. If more legislation is possible then it must be considered. In fact, the academy should think of making a submission to parliament based on its experience in this field. In terms of future legislation businesses will be able to qualify for a new Youth Employment B-BBEE rating which will hopefully further incentivize them to take a more active role in solving this crisis.

It is true that the State and big businesses alone cannot absorb all of the unemployed youth. It is therefore important that medium and small business also sign up to what is proposed as a central database outlining the skills and opportunities on offer and making this an ideal hunting ground for the Academy and others to send their recruits for internships. As an additional incentive for small businesses, participating in employing black youth between the ages of 18 and 29 will qualify in terms of the Employment Tax Incentive equivalent to

R1000 per month. This could then be offset to make more funding available for the stipends being paid out to trainees, and possibly increase the R80 a day to the BMW (basic minimum wage).

Much is talked about business incentives from the state and whilst this is a good thing, more must be done to put more money (stipends) and longer training programs in place for these young people. Participants felt that many of these businesses were benefiting from cheap labour and had no real interest in their personal development. Simply by placing them according to their desires will go a long way to dealing with misleading perceptions or the inflated expectations.

### **Monitoring and Evaluation (M&E)**

A possible solution is to ensure a better fit when the newly acquired skills are placed according to the internships offered. This should be complemented by regular monitoring and evaluation, which could easily be via online support programs, social media or telephonic updates.

### **The 4<sup>th</sup> Industrial Revolution - working together**

This is especially important with regard to youth development although it is not easily fixed as the solution is more long term. It is proposed that the national department of labour, education, science and technology, social development and other relevant departments considers centralizing all youth related skills training and development initiatives and its funding into a centrally coordinated Ministry or specially designed Government agency with one focus namely research, training and development.

A program that will be informed by the countries skills shortages, youth capabilities required and youth interests and that a system be developed which would complement this ministry or agency that will ensure and coordinate full integration of all stakeholders.

Whilst this is a long-term recommendation in the short-term departments as they exist, should now begin to plan for the already arrived 4<sup>th</sup> Industrial Revolution and its further impact on its future employment opportunities. It is estimated that nobody today really knows what jobs will look like in the future considering the advancement of Robotics, Artificial

intelligence and the internet of things etc. The world is fast becoming a very different place and institutions such as the Chrysalis Academy would need to change with it, if it wants to remain relevant.

Furthermore, it is recommended that this refocus of state institutions remain sensitive to the urgency of the situation but also focused on a future wide approach ensuring growth for the future but also for the present.

### **A Strategic Partnership**

It is important that the academy consider a strategic approach to the recruitment of companies and organisations for placement of the internship program. That the Academy also considers securing long term strategic partnerships with the relevant state institutions to allow for better consistency, but also implement improved monitoring and tracking of graduates. In this way the private sector, such as state contractors, could also be encouraged by way of incentive schemes to make their enterprises available for these internship programs. Many of the more successful companies would certainly take up the opportunity to show some civic responsibility when called upon to do so, especially when the program is state funded. Knowing in advance, what placements are available will reduce disappointment from participants in that they will now themselves have an opportunity to see and know ahead of time what will be available, making for better career planning. This approach will complement government's current deliberations on bringing back apprenticeships as part of its repositioning of the education system. In this way many more companies and organisations would benefit from the program, and in turn, the graduates themselves would be driven to compete for posts at the better bigger stronger companies.

### **Building Young Entrepreneurs**

This research has highlighted numerous examples of where the hard skills fall short simply because it's believed to be inadequate when obliged to compete against many years of experience and other better-trained competitors. A recommendation that might suit this kind of skills training if supplemented with entrepreneurial skills is to encourage small start-ups and communal businesses such as co-ops. These basic skills can then be leveraged to assist with local maintenance in local communities. Local municipalities could then also give first preference to these youth-run small business initiatives. A lot more state incentives such as

grants exist for co-ops and small business.

Education for entrepreneurship is mainly based on the construct and transference of knowledge about the field (Postigo & Tambornini, 2002). According to Jesselyn & Mitchell (2006), the current state of the South African economy is a cause for concern especially for most young people as they are confronted by many social ills such as crime, corruption, mismanagement and unemployment (North, 2002). In addition, in order for young people to escape this, there is an urgent need for interventions to take place, which involve training and educating young

people in the field of entrepreneurship (Jesselyn et al, 2006). This is where the Chrysalis Academy should come into play.

This research strongly recommends that the Chrysalis Academy uses all means at its disposal to introduce entrepreneurship training in and alongside the hard skills development during the current three-month program, (alternatively they could add an extra few weeks, which would make better sense). And then, to take this a step further, once the students have graduated, to broker partnerships with other organizations who will assist in providing these young people with the opportunity to sub contract to them again by way of an online database management system. This is something similar to how the navy uses their external contractors. The Academy could also recruit mentors for these young start-ups, both from the private sector and retired business leaders.

Kroon & Meyer (2001) state that entrepreneurship is a young developing field with growing importance in the global business environment. Further to this, there has been an increased demand for entrepreneurship courses from students who are interested in starting their own businesses. Because the demand has increased, there has been a need for an increased number of faculties to deliver these courses, administer programmes and conduct research in the area. As a result, the preparation of faculty to participate in entrepreneurship activities is of substantial importance (Kroon and Meyer; Davies, 2001)

As mentioned before, entrepreneurship training is extremely crucial to solving the unemployment problem. The importance of this cannot be over-emphasized. However, in order for young people to start and sustain successful businesses they need training and mentorship in this field.

This research therefore also recommends that in the event Chrysalis Academy does not have

the capacity, that they consider strategic partnerships with other learning institutions to bring in the relevant skills. Moreover, that they consider inviting regular motivational speakers who have started their own successful businesses, to run workshops with the students past and present. It should however be the responsibility of the Chrysalis Academy to set this up and make sure that there is a set program in place for the students, which will help them pursue this as a career opportunity.

According to the Chrysalis Academy website (2018) there are refresher courses run over a weekend. They take place six months after graduation. It is further proposed that this becomes a permanent and more regular feature with fulltime staff, who can also take charge of ongoing monitoring and offer support to these small start-ups, which could go as far as giving access to the workshops when not in use, such as weekends etc. Administration is usually the most difficult for small business, which could be another service, offered. We could call this the Young Start up Advice Office.

Having these proposed follow up courses would make the participants feel part of a bigger legacy, which will go a long way to keeping them inspired and focused. As much as the Chrysalis Academy emphasizes the fact that their program is a preventative rather than a rehabilitative process, it should not be taken for granted, or assumed, that the students are able to find their way once they have completed the program.

Although it is expected of the students to use what they have learned from the program to deal with the daily challenges that they face, and to try to pursue a career path for themselves, it is very clear that young people need additional support and guidance in order to do this.

This research would recommend that the academy should use this advice office to also constantly look for better employment opportunities, now that it is going to work with all other state entities.

This will include other activities such as helping past participant's general administration, for example updating their CV's, and job applications, funding applications etc.

Currently, the academy has an information hub where students and graduates can update their CVs, research the various options for further studies or opportunities in the job market, or simply relax and read one of the many good books on the shelves (Chrysalis Academy website, 2018).

The researcher however suggests that with fulltime staff this initiative could be taken to a

whole new level of support, especially with regard to online capabilities.

### **A New Generation**

Based on the research that was done, this is indeed a great program, and it most definitely had a positive impact on the lives of the participants, some shorter lived than others did. On the matter of sustainability, a few serious considerations need to be given to the curriculum; its stipend, and very importantly, its placement strategy. Address these and the current objectives will be reached quite easily. However, if we are talking about sustainability into the future then it would be a recommendation of this study to consider a complete revision of the Chrysalis current program, the employment gaps in the market but more importantly the kind of jobs that might be needed in the future, considering the knock-on effect the 4<sup>th</sup> Industrial Revolution will have on labour. This would be the kind of sustainability the country and its young job seekers will benefit most from.

## **5.4 Summary**

The apartheid system was heavily biased toward providing health, education and housing services to a small white minority, to the detriment of the black majority who were denied the opportunity to accumulate human and physical capital (Wooward, 2002). This left a huge gap to fill in terms of poverty and unemployment amongst the previously disadvantaged communities.

As discussed in this research study, it is the responsibility of organisations such as the Chrysalis Academy to continue doing what they are doing but keep improving on their programs so that they can not only remain relevant, but also continue to make better and more significant changes in both the lives of those who have attended the program, and in the communities which these participants come from.

The researcher believes that the Chrysalis Academy has an extremely powerful platform that should be exploited and duplicated across the country nationally to make an even bigger substantive difference in lives of South Africa's young people.

According to the Chrysalis Academy website (2018) their project started 15 years ago, and to date more than 6,000 youth from the different communities, reflecting the demographics of the Western Cape Province have been trained and placed out. As a result, the Academy has

sees itself as one of the most successful youth development organisations in South Africa.

Over the years, other provinces have shown a keen interest in the work of the Academy, so much so, that in 2012 the Chrysalis Academy trained 11 young men from Kwazulu Natal (KZN) to become youth instructors. The KZN province is now running two Academies based on the Chrysalis Academy's ethos and regimented approach (Chrysalis Academy <https://chrysalisacademy.org.za/>).

## 5.5 Conclusion

To conclude the main conclusions of this study are listed as follows:

- Clear and precise communications during the recruitment phase will result in a more realistic set of expectations that will lead to better-informed and positive outcome.
- State Intervention can be a benefit both in terms of its legislative compliance abilities but also through its new proposed subsidy schemes if properly exploited.
- Monitoring and Evaluation (M&E) is critical for the success of any long-term projects of program as in the case of the Academy.
- The 4<sup>th</sup> Industrial Revolution is not a myth or a futuristic concept, it's been with us for a long time and is today radically evolving beyond current developments, it must be taken seriously.
- Strategic Partnerships allows for maximum benefit of limited recourses especially amongst and between public and private sector, both locally and globally.
- Economic transformation for young people needs a paradigm shift, moving from a nine to five working mentally to that of becoming a Young Entrepreneur.
- Youth unemployment in South Africa is a serious threat with many challenges but despite it all, it is also a great opportunity to start building a socially cohesive New Generation of young people.

Finally, it is observed that the academy has the ability, the potential for more resources, and the political means and positioning to make a more meaningful more profound difference in the lives of so many young people and should seriously consider extending or duplicating itself (together with the proposed changes to its program) into other needy areas of the country. Chrysalis Academy is extremely good, but it could easily become much better and thus more effective. South Africa's young people deserve this.

## REFERENCE LIST

- Aunger, R. & Curtis, V. 2007. Consolidating behaviour change theory. *Technical Report. Unilever Plc.*
- Babbie, E. & Mouton, J., 2010. *The Practice of Social Research*. South Africa: Oxford University Press Southern Africa.
- Barrar, E.M. (2010). Township youth perceptions of poverty and unemployment in Cape Town, South Africa. Cape Town: University of Cape Town.
- Berceli, David. 2008. *The revolutionary trauma release process: Transcend your toughest times*. New York: *Namaste publishing*.
- Brooks-Gunn, J., Duncan, G., Kato Klebanov, P., Sealand, N. 1993. Do neighbourhoods influence child and adolescent development? *American Journal of Sociology*. 99(2).
- Bundred, S. 2006. Solutions to silos: joining up knowledge. *Public money and management*. 26(2):125-130.
- Bureau of Market Research (BMR) (1995), *International Market Insight*, BMR, Pretoria.
- Burkey, S. 1993. *People First: A Guide to Self-Reliant, Participatory Rural Development*. London: *Zed Books*.
- Burns, N. & Grove, S. 2009. *The Practice of nursing research: Appraisal, synthesis and generation of evidence*. St Louis, MO: Elsevier.
- Bush, A.J., C. Martin and V. Bush (2004). Sports Celebrity Influence on the Behavioral Intentions of Generation Y. *Journal of Advertising Research*, 44 (2), 108-118.
- Campbell, C. & MacPhail, C. 2002. Peer education, gender and the development of critical consciousness: participatory HUV prevention by South African Youth. *Soc sci med*. 55(2):331-45.

Crow, C. & Wiles, R. 2008. Managing anonymity and confidentiality in social research: the case of visual data in Community research. *NCRM Working Paper*.

Daniels, R. 2007. Skills shortages in South Africa: A literature review. School of Economics, University of Cape Town.

Davies, T.A. 2001. Entrepreneurship development in South Africa: redefining the role of tertiary institutions in a reconfigured higher education system. *Educational Research* 15(1) 32.

Davies, P. 2011. The SAGE dictionary of social research methods. London: *SAGE Publications, Ltd*.

DeJaeghere, J & Baxter, A. 2014. Entrepreneurship education for youth in sub-Saharan Africa: A capabilities approach as an alternative framework to neoliberalism's individualizing risks. University of Minnesota.

Denison, J. 1996. Behaviour change: a summary of four major theories: AIDSCAP Behavioural research unit.

De Vos, A. S., Strydom, H., Fouché, C. B., & Delport, C. S. L. (3rd Ed). 2005. *Research at Grassroots*. Pretoria: Van Schaik.

Eunsook, T., Koh, Willis. & Owen, L. 2017. Descriptive research and qualitative research. USA: University of Oklahoma Health Sciences Centre.

Finlay, L. 2002. "Outing" the Researcher: The Provenance, Process, and Practice of Reflexivity. *SAGE journals*. 12(4): 531-545.

Galvaan, R. 2004. Engaging with youth at risk. In R. Watson & L. Swartz (Eds). *Transformation through Occupation*. England.

Johnson, D. D. P. & Fowler, J. H. 2011. The evolution of overconfidence. *Nature* 477, 317–320.

Jensen, J. (2001). Improving training in order to upgrade skills in the tourism industry. Tourism and Employment, Final Report of Working Group B, European Commission.

Jesselyn, M & Mitchell, B. 2006. Entrepreneurship education in South Africa: a nationwide survey. *Education and Training*. 48(5):348-359.

Kelland, M. 2015. Social learning theory and personality development. *OpenStax*. 1(1).

Kekana, M. & Richter, L. 2003. Young people in South Africa: Status of the youth Report. Johannesburg: Umsobomvu Youth Fund & Human Science Research Council.

Kidd, S. 2003. Street youth: coping and interventions. *Child and adolescent social work journal*. 20(4):235–261. 72

Kirby, D & Coyle, K. 1997. Youth development programs. *Journal of Psychology*. 19:437-454.

Kingdon, Geeta. & Knight, John. 2005. How flexible are wages in response to local unemployment in South Africa? University of Oxford.

Kothari, C.1990. Research methodology: methods and techniques. New Delhi: *New Age publishers*.

Köhntopp, Marit. & Pfitzmann, Andreas. 2001. Anonymity, Unobservability, and Pseudonymity: A Proposal for Terminology. Germany: University of Technology.

Kroon, J. and Meyer, S. (2001). The role of entrepreneurship education in career expectations of students. *South African Journal of Higher Education*, Vol. 15 No. 1, pp. 47-53.

Lansdown, G., Clark, M.& Craissati, D (2007). A human rights approach to Education for All: a framework for the realization of children's right to education and rights within education.

Leosschut, L. 2006. The influence of family and community violence exposure on the victimisation rates of South African youth. *Journal of Ethnicity in Criminal Justice*. 6(3).

Lushaus, C., Adrian, M. & Perstinger, M. 1999. Capacity Development: Definitions, issues and implications for planning, monitoring and evaluation. *Universalia Occasional Paper*. No. 35.

MacMaster, L.L.M. 2007a. Social and economic emasculation as contributing factors to gangsterism on the Cape Flats. *Scriptura* 95:278-289.

Maslow, A. (1970) *Motivation and Personality*. New York: Harper & Row.

May, J. *Poverty & Inequality in South Africa*. Praxis Publishing, Durban, 1998.

McQuaid, R., Hollywood, E & Egdell, V (2012). Addressing the issue of disadvantaged youth seeking work. 10.

McQuid, R. 2015. The capability approach and disadvantaged young people in the labour market. Edinburgh Napier University, Edinburgh, UK.

National Planning Commission. 2010. Diagnostic Overview: <http://www.npconline.co.za/> [Accessed 1 April 2013].

Nattras, N. & Walker, R. 2005. Unemployment and reservation wages in working class Cape town. *South African Journal of Economics*. 73(3).

Neuman, W.L. (3rd ed.). (1997). *Social research methods: Qualitative and Quantitative Approach*. Boston: *Allyn and Bacon*.

North, E. 2002. A decade of entrepreneurship education in South Africa. *South African Journal of Education*. 22(1):24-7.

Oseifuah, E. 2010. Financial literacy and youth entrepreneurship in South Africa. *African Journal of Economic and Management Studies*. 1(2):164-182.

Patel, L. 2005. Social welfare and social development. 2<sup>nd</sup> ed. Cape Town: *Oxford University Press*.

Postigo, S. and Tamborini, M.F. 2002. Entrepreneurship education in Argentina: the case of San Andres University. Paper presented at the Internationalizing Entrepreneurship Education and Training Conference Malaysia.

Prager, K., Hutton, J. 2012. Institute Understanding behaviour change. RSA, no75 1997 Basic conditions of employment act – Department of labour.

Pfitzmann A., Köhntopp M. (2001) Anonymity, Unobservability, and Pseudonymity — A Proposal for Terminology

Ramphela, Mamphela. 2002. *Steering by the Stars: Being Young in South Africa*. Cape Town: Tafelberg.

Republic of South Africa. 1996. Constitution of the Republic of South Africa No. 108 of 1996.

Republic of South Africa. 2012. National Development Plan. Pretoria: National Planning Commission.

Republic of South Africa. 2015. National Youth Policy 2015-2020.

Republic of South Africa. 1996. National Youth Commission Act.

Republic of South Africa. 2002. National Youth Development Policy framework.

Republic of South Africa. 2011. National Treasury. *Confronting youth unemployment*.

Republic of South Africa. 2011. National Treasury Annual Report.

Republic of South Africa. 1998. Skills development act 97.

Robeyns, I. 2003. The Capability Approach: an interdisciplinary introduction. *Research Gate*.

Rhodes, J.E., Spencer, R., Keller, T., Liang, B. & Noam, G. 2006. A model for the influence of mentoring relationships on youth development. *Journal of Community Psychology*. 34(6):691–707

Robeyns, I. 2003. The Capability Approach: a theoretical survey. *Journal of Human Development* Vol. 6, No 1, March 2005: Routledge.

Ryan, G. & Bernard, H. 2003. Techniques to Identify Themes. *Field Methods. Sage Journals*. 15:85-109.

Saldanha, J. 2009. *The Coding Manual for Qualitative Researchers*. SAGE publications. London.

Sen, A. 1999. *Development as Freedom*. Oxford University Press.

Slovan, M. 2005. *Training to learning* [online] available from <<http://www.cipd.co.uk/NR/rdonlyres/52AF1484-AA29-4325-8964-0A7A1AEE0B8B/0/train2lrn0405.pdf>> [10 June 2007]

Standing, A. 2003. The social contradictions of organised crime on the Cape Flats. *Institute for Security studies*.

Statistics South Africa. 2012. *The Youth of South Africa: Selected findings*. Pretoria: Statistics South Africa.

Streeten, P. 1979. Basic Needs: Premises and Promises. *Journal of Policy Modelling*. 1:136-146.

Valadez, J. & Bamberger, M. 1994. *Monitoring and evaluating social programs in developing countries*. Washington DC: The world bank.

Ward, C., van der Merwe, A. & Davies, A. 2012. Youth Violence: sources and solutions in South Africa. South Africa: University of Cape Town.

Wonnacott, H. 2005. Young adolescent girls' experience of occupational engagement in Lavender Hill. Cape Town. University of Cape Town.

Woolward, I. 2002. An overview of poverty and inequality in SA. Working Paper prepared for DFID (SA).

Yeager, D.S. & Dweck, C. 2012. Mindsets that promote resilience: when students believe that personal characteristics can be developed. *Journal of Educational Psychologist*. 47(4).

Youth and violent conflict – society and development in crisis. 2006. United Nations Programme New York USA.

# LIST OF APPENDICES

## Appendix A: Permission letter

### UNIVERSITY OF CAPE TOWN



---

#### FACULTY OF HUMANITIES DEPARTMENT OF SOCIAL DEVELOPMENT

#### REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH (AT / OR WITH CLIENTS / SERVICE USERS ETC AT – THE CHRYSALIS ACADEMY

ATT: Ms Lucille Meyer

Dear Ms Meyer

As you are aware I am conducting research to fulfil the requirements of a master's degree in Social Development at the University of Cape Town. As previously discussed, this research requires conducting in depth interviews with 15 participants that have graduated from the Chrysalis Academy in the last five years. The analysis of these interviews will be used to help understand the experiences of graduates and how the Chrysalis development programme has helped them once they had completed the three-month program and returned home.

I would like to formally request your permission to conduct this research. The proposed research has been accepted and verified by the Social Development ethics review committee and will be supervised by Dr Somaya Abdullah.

Please feel free to contact my academic supervisor Dr Somaya Abdullah or myself should you require any additional information.

Should you grant me permission to undertake this research, would you kindly sign below.

Kind Regards  
Thandi Davids

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B: Consent Form

### UNIVERSITY OF CAPE TOWN



---

#### FACULTY OF HUMANITIES DEPARTMENT OF SOCIAL DEVELOPMENT

#### REQUEST FOR PARTICIPATION & CONSENT FORM

**Name of Researcher:** Thandi Davids

**Student number:** DVDTHA007

This research forms part of the qualification for a Msocsci degree in the Department of Social Development at the University of Cape Town.

**Title of Study:**

A qualitative assessment of the youth development programme of the Chrysalis Academy in Cape Town on the lives of past participants.

**Objectives of the Study:**

- To assess how Chrysalis Academy's programme has influenced the lives of past participants in Cape Town.
- To assess how the Chrysalis Academy skills training programme has influenced the employment prospects of the students who completed the programme.
- To evaluate if the life skills and self-development techniques learned at the academy are sustainable for the students once they return to their communities.
- To determine if there are growth opportunities from the temporary job placements that the participants are placed in by the academy after their graduation.
- To determine the students' views on the Chrysalis training programme.
- To assess if the past participants have been able to change their way of life compared to before they joined the programme.

Please read the following and sign if you agree to participate in this study.

**Research Procedures:** I understand that I will be participating in an interview process to explore the sustainability of the youth development programme of the Chrysalis Academy in Cape Town on the lives of past participants.

The interview will last approximately one hour and will be recorded with your permission using a digital recorder or by taking notes. The recording will be transcribed and the notes, the recorded information and the transcripts will be kept in a secure place. Once the research has been completed, this material will be only be used for academic purposes and the transcripts will be destroyed.

**Risks and Harm:** There are no foreseen risks or harm in participating in this research. However, in the event of any emotional distress by a participant, the researcher will make a referral for appropriate assistance.

**Benefits/Incentives:** I understand that this research will not benefit me directly and that I will not be paid for agreeing to do this interview. However, through my participation, the information gathered will provide important information on the experience of Chrysalis academy graduates.

**Participant's Rights:** I understand that I am free to withdraw from participating in this study at any time, without giving any reason and that there are no consequences should I decide not to participate at any stage.

**Confidentiality:** I understand that the interview process will be kept strictly confidential and that information will be available to the researcher and the supervisor. Extracts from the interviews will be included in the final research report without anyone being able to link my quotes to my identity. The final report will be examined by an external examiner and the findings will be made available to participating agencies. Under no circumstances will my name be revealed in the report or any other publications related to this research.

I understand that if at any time I would like any additional information about this research, I can contact my research supervisor, Dr. Somaya Abdullah telephonically at 021 650-4219 or by email at somaya.abdullah@uct.ac.za

**I confirm that I have read this consent form or researcher has read it to me and that the study has been explained to me. I voluntarily participate in this study**

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
Date (dd/mm/yyyy)

\_\_\_\_\_  
**Signature of Researcher**

\_\_\_\_\_  
Date (dd/mm/yyyy)

## **Appendix C: Interview Questionnaire**

### **University of Cape Town**

#### **Department of Social Development**

SWK5001W

Research Project

#### **INTERVIEW SCHEDULE FOR INTERVIEW WITH CHRYSALLIS ACADEMY GRADUATES**

---

##### **SECTION A**

*A brief look at your background before joining the Chrysalis Academy programme*

1. Please briefly tell me about yourself before you joined the program.

If not mentioned, probe around:

Were you previously employed or studying?

What was your daily routine like?

Did you have any sort of skills development?

2. How did you find out about the Chrysalis Academy programme?

3. Did you apply for the programme yourself?

4. What was your main reason for joining the Chrysalis Academy?

##### **SECTION B**

*The Chrysalis Programme*

1. What was your overall experience of the program?

2. What in your opinion was the most beneficial part of the program?

3. What did you find most challenging about the program?

4. What skills did you acquire through the program?

##### **SECTION C**

*Job placement*

1. Were you immediately placed in a temporary job once you left the Academy?

2. If yes, how long were you expected to work at this organization?

3. What type of work did they offer? Was the work of interest to interesting to you?
4. Was there any opportunity for growth or to progress further in this placement?
5. Are you still working at the organization that you were placed?
6. If no, how long were you working at the organization and are you currently working?
7. Did the placement help you in terms of career opportunities and further development?

## **SECTION D**

### *Satisfaction and Integration*

1. How has the academy program influenced your life?
2. In what ways have you developed and grown as a person since you left the Academy.
3. What have you learned from the Academy that you still use in your daily life?

## **SECTION E**

### *Feedback*

1. Do you feel that what you had learned at Chrysalis has helped to develop your employment prospects?
2. Do you feel that what you had learned at Chrysalis has helped you in your personal life?
3. Please share with me any suggestions or recommendations you may have (if any) for improving the Chrysalis Academy program.
4. Would you recommend others to attend the Academy and what would your reason for this be?
5. What else (if anything) would you like to add on how it is for you as a past graduate of the Chrysalis academy program?
6. How do you feel about sharing your views of the program?
7. Is there anything you would like to ask?
8. Thank you once again for your participation in this research.



## Appendix D: Sample transcription

### Department of Social Development

Participant 1 Interview transcription

Saturday 9<sup>th</sup> September 2017

**Researcher:** So again, thank you for meeting with me. This is just the consent form in front of you, so I'll read it through with you and then just at the back if you're okay with everything then I just need your signature and the date.

**Participant:** Okay

**Researcher:** So, do you want me to read it through with you or do you just wanna scan through it yourself quickly?

**Participant:** You can read it (laughs)

**Researcher:** Must I read it, okay so um the objectives, I explained the objectives of the study to you, it's just to assess how the Chrysalis academy's programme has influenced the lives of past graduates in Cape Town and then um, also to assess the skills training programme and how it's influenced the graduates.

**Participant:** (gets interrupted) Sorry.

**Researcher:** No problem.

**Participant:** And so that's just the objectives I've explained to you, the research procedure is going to be me asking you a few questions, don't feel pressured to answer questions that you don't feel comfortable answering and feel comfortable saying as much as you want to say, there's no limit, there's no right or wrong answer.

There will be no risk or harm to you but if you feel uncomfortable at any stage you can, um, stop me and you can walk out you don't even need to give me notice you can just say you don't feel like answering or continuing.

**Researcher:** Okay

**Participant:** And that will be fine. So that is basically what it says, so if you happy you can just sign at the back of the, and then todays date.

And then also um, if you don't want to give your personal information, you don't need to mention your name or anything during the interview, I'll just refer to you as participant A.

**Researcher:** Okay (laughs) then I'll be participant A, um todays date is?

**Participant:** the 9<sup>th</sup>, yah. **Researcher:**

of the 9<sup>th</sup> month? **Participant:** Yes.

**Researcher:** Perfect, thank you so much.

Okay so we just going to start with um, the first question which is looking at your background, so if you can tell me a bit about yourself before you came to the academy, before you even knew chrysalis existed

**Participant:** um well I actually came here I wouldn't say straight out of the school but yah I was stressed and I wanted to go on a break so I went to the school in 2010 and 2011 I worked at, I did some did some retail working uh and then in 2012 January I came to chrysalis academy um before I came here I well according to myself I was a promising sportsman I played rugby at a promising career in sport um and then I had some injuries and I was a little lost in terms of knowing what I wanted because I always thought that I that rugby would be my success um and then when it the injury struck uh I was lost didn't know what to do

**Researcher:** was it a rugby injury

**Participant:** yah it was the rugby injury to be particular and yah later I then broke my foot yah so yah um so then I actually came to chrysalis to regain well get a hold of my fitness with the goal that I would go back home and continue perusing my passion uh that didn't turn out as planned because when I came here obviously my life uh changed immediately uh, but I went uh when I finished and graduated

**Researcher:** okay so were you, you finished school up to matric

**Participant:** up until matric yes

**Researcher:** ok and then you said you were working in retail for a bit

**Participant:** yes

**Researcher:** was it a contract just

**Participant:** it was permanent

Um, I started working in the year that I was still on school. Um, I remember I was still writing my last subjects, the last ones, so it was in 2010, in November if I'm correct. I started working at Woolworths to be specific.

**Researcher:** Okay

**Participant:** I started working night shift and only night shift to accommodate obviously my, my um exams and those things and I was forced to go and work because of the situation at home.

**Researcher:** Okay

**Participant:** So, I was forced to go and work, um uhhh I think the, me working at that time had a big effect on my end results at the end of the year because I didn't get enough time, I know that's not an excuse, but I didn't get enough time to study and when I was in class I was sleeping because I worked night shift. But anyway yah, um so like I said I didn't then put a lot of efforts in to my studies at that time because I was under the impression that my rugby career is what's important and then I came to Chrysalis academy.

**Researcher:** Okay, and then you, did you live at home with your parents or?

**Participant:** Yes

**Researcher:** And do you have any siblings that stayed with you?

**Participant:** Well its myself or at that time it was myself, my brother that stayed with us, his wife, his two children and at that time he only had two children, um his got a little more now, and then my two sisters, my two older sisters and their children also staying with us, so we have about eight in one, under one roof.

**Researcher:** Okay, okay um thanks you.

So, and what was your routine like? I know you said that your um worked while you were studying

**Participant:** Yah

**Researcher:** So, would you go to school, come home and then go to work? Or?

**Participant:** Yah yah I'd go to school, come home, sleep and study a little bit, sleep, go to work and then in the morning have a review and then go to school.

**Researcher:** So, you didn't have much time for a social life then?

**Participant:** Yah, no I didn't

**Researcher:** Just working.

**Participant:** I remember this one girl told me at one stage that I'm uncivilized (laughs)

**Researcher:** And then you didn't have any sorts of skills development in that period it was just school and working in the retail

**Participant:** In on the school holidays I I was a prefect or what the board of the RCL

**Researcher:** okay

**Participant:** So I was part of a program called high schools programme it's an initiative by the department of social develop uh so then during the school holidays uh all the two members from each school, I don't know how they were selected but we then went on leadership camps and we uh okay the high schools programme is a (laughs) how can I say, let me see if I can still remember this the high schools programme is a programme that focuses on leadership and team building

**Researcher:** okay

**Participant:** and then it's done with a holistic approach, so that's it

**Researcher:** Okay, lovely that's lovely.um how did you find out about the chrysalis academy program?

**Participant:** One friend that lives down my street now him he's quite a success story of the chrysalis academy programme.

**Researcher:** oh really

**Participant:** Yah cause he came to chrysalis in 2011 and he did quite good here when he came home obviously you could see the difference in him. Not that he was a yah

**Researcher:** yah no

**Participant:** Anyway. You could see a lot of change in him, um he was positive spoke positively even like he walked up straight, he was just sharp um he also played rugby with me we played for a local club there at home uh and when he came back from chrysalis he was one of the fittest guys in the team. His tri scoring record was up there so then I, I was looking for that so ...

**Researcher:** so, did he recommend it to you or did you go out and look?

**Participant:** yah he recommended it to me

**Researcher:** and then you applied for yourself

**Participant:** yah I applied for myself yah

**Researcher:** okay and was there a long waiting period or did you

**Participant:** I remember I applied in December I think he, he told me about it in December I, 2011 I applied, and I actually forgot about it

**Researcher:** okay

**Participant:** in 2012 I was on leave and they contacted me uh I remember I was on lunch that day sitting outside, and they said that I am successful the contacted me on 12 January 2012 and I had to be here on the 14<sup>th</sup> (laughs) so I went back to inform them my manager and he wasn't too happy so, but I wanted to leave cause I was on lunch

**Researcher:** okay (laughs) that's good um and then so that was before the program so now you at the program what was your overall experience

**Participant:** hmmm

**Researcher:** just yah anything that comes to mind just your overall general experience, so you can say from when you started here

**Participant:** if I may I would first have to say that to explain the experience to someone it, it's almost impossible because you won't find the proper words to explain it to someone it's just its unique uh I remember Mr. Piet one of the operations managers he said the other day while we were training we were on the outdoors we were scouting for new roots and he said that um we wanted to take pictures of the sight and he said he would prefer not, he preferred the mental picture because showing someone something and bringing them here and letting them experience it is two different things

**Researcher:** sorry can I just (gets disturbed) sorry about that

**Participant:** yah but to uh give you uh some type of experience or explain it to you I also said to someone one of my biggest experiences was going on the outdoors to cape I mean table mountain we slept on table mountain and that was our first sight and I always thought that table mountain is some thing with a flat top and nothing behind it and that was amazing just having to walk there that alone is an experience and getting there and seeing all the sights there places like skeleton gorge it's just beautiful there so it's an it's a unique experience that you can't explain.

**Researcher:** and was it anything that you expected coming I did you have any expectations

**Participant:** no the physical part of the program I expected that and I really expected it and I really wanted it um the rest like the emotional program that they offer its(laughs) you can't prepare for that the things that you go through here like the solar for instance where they put you for 24 hours out in the wild just there on your own, you don't know what to think yours thoughts you fight with your thoughts you, you, you forced actually to think to yourself um you don't expect those things you can't prepare for it

**Researcher:** okay so you say overall it was a positive experience

**Participant:** definitely

**Researcher:** definitely do you feel that um because it's a 3-month program do you ever feel that um there were moments when you were on a low or was it just every day you felt motivated

**Participant:** but you would wake up and be on a low maybe something maybe the previous day didn't go your way and especially in the orientation part the first 3 weeks when you get to know the people and then there's people from a lot of places in cape town so it's a lot of different characters people with different beliefs and cultures and all those things um so you have to deal with all those characters and get used to all of them.at night you maybe go to bed angry because people were talking loud still while you're trying to sleep but at parade in particular, let me say during inspection when inspection starts there will always be and instructor that motivates you the instructor that comes in

**Researcher:** in your opinion what is the most beneficial part of the program, so I know that chrysalis has different components where the focus on the spiritual, physical and all of that, in your, just for you as a person do you feel was most beneficial for you

**Participant:** education, because they educate you in so many things. I mean there is first aid, theirs thsites that you go do. You learn about why this thing is here and why did it happen here. So, I'd say the education part for me

**Researcher:** so, what did you find most challenging about the program

**Participant:** living with other people, sharing your space with other people

**Researcher:** so, you are talking about the other students not necessary the facilitators

**Participant:** no, no, the other students. That's challenging, because people have different beliefs and you don't always agree with other people's beliefs. So that's challenging and the big change that you go through, the emotional change.

**Researcher:** what skills do you think you have acquired through the program

**Participant:** leadership

**Researcher:** leadership skills 'ok' and is that something you feel was naturally you were born with leadership skill and chrysalis just tapped into that potential,

**Participant:** I'd say so mam

**Researcher:** so, before you came to the program you didn't necessarily see yourself as a leader

**Participant:** well I thought of myself as a leader, already involved {prefect} they just boosted it and brought it out, it was there. Wasn't exposed, chrysalis brought it out and said this was you

**Researcher:** when you graduated where you placed into a job placement or did you have

**Participant:** ya I did

**Researcher:** outside chrysalis

**Participant:** yes, I was placed with, {funny enough} I was part of the public safety student. So, I did the public safety course with G4S, but then I think it was in the exit phase, last 2 weeks or so. We had an opportunity to go for interviews, we actually had interview skills training that week. So, they told us that there are people coming from social government, we were told that we were getting an opportunity to get an internship to work for social government. To be honest I didn't really know what it was all about, I challenged myself, and we did interview skills. Went there, challenge myself. A week after that they said I'm successful and then the people came and introduced us to them and said where we will be going, when we leave here. I remembered I graduated the Saturday, the Wednesday I had to start there. Got the internship in 2012, 6 months their applied for a permanent position, wasn't successful, because of experience. Err, 2 months later 8 months applied again and then I was successful. 2013 January 01 was the

appointment starting date, since that time up until a few months back this year err, I've been their permanent. Employed by the department of social development, child new care department.

**Researcher:** so, you where there until you came back here, was that something you wanted to do or approach you, how did that happen?

**Participant:** no, you see when you a student you part of the program, 3-month program and the instructors ask you is everything fine, you always say you want to go home, but soon as that last week come and even on graduation day. You ask the instructors can't we stay longer and even when you leave you always want to come back even if you just visit, or even if you just call your heart is still here. So, I said to the CEO the other day that it almost like a reunification of my heart and my soul, cause my soul and my body gone away, but my heart will always be here.

**Researcher:** wow. So, do they have openings, or did you apply

**Participant:** there was a senior position, so I applied

**Researcher:** Lovely

**Participant:** so, I've just been waiting all the years to come back here, it was just the matter of the right time

**Researcher:** yah, but the place you had with social development also impacted on you in a positive way?

**Participant:** a positive way yes, I was 19 years old when I started working there so I was basically still a child and as a person I grow. The field or art of the work that I did, it forces you to grow. You must think out of the world not out of the box. But ya.

**Researcher:** that's a lovely story actually, I'm we have touched on this but, in what ways have you developed as a person since you left the academy, so you like spoke about your leadership skills and maybe in your personal life do you feel you were more of a positive role in your families lives or do you

**Participant:** yes I'd say so, to talk about family I'm because of the area I live in and my parents live in, there is two 15 year old kids in the house and obviously they will be facing challenges like peer pressure and all those things, they will be exposed to gangsterism and all these things, but I think reason why they not into this is, because they know someone in this line of work, because they always sit with me and ask me to share the stories with them especially when I was working at lindalani pressure safety that was a facility I worked at with DSD. So that I

could share with them and sometimes when I did programs I take them with, so they could see at these facilities 14 – 15-year-old boys. They actually made the choice that they don't want to be part of that. Only, because I could introduce them to that.

**Researcher:** so, you definitely play a positive role in their lives

**Participant:** the other thing I've grown in other than leadership is decision making, I've learnt to make decisions and good decisions.

**Researcher:** so, you don't think chrysalis has only had a positive impact on your life, but it has through you impacted on others as well.

**Participant:** especially my family, my immediate family around me, but they're not a lot of people around me at the moment

**Researcher:** but there enough around you to make a difference, ya that's wonderful.

So, the next question is what you learned from the academy that you still use in your daily life and something specific I want to ask, when I was involved in the chrysalis TRE therapeutic work that they do. Do you feel that type of work still helps you in your daily life? Do you still practice those things they taught you on your own, because I know them quite strong on therapeutic modalities?

**Participant:** ya, like the things that you do like the personal mastering, the checking with yourself, but I spend a lot of time alone, even while I'm here and on a day to day basis, especially before I go on duty and this is something I was taught while I was at chrysalis and when I was placed whilst I was working there. If you are working with people you always have to check in with yourself, prepare yourself you can't just go. You won't be able to do your job if you not personally feeling good or whatever, if don't know where you are. Especially the person check in. I've learnt not to take emotions into my work place.

**Researcher:** very important, so it does still play a role in your life

**Participant:** yes mam

**Researcher:** that's lovely

Do you think what you have learnt at chrysalis will help you in your future employment prospects, maybe you haven't thought about what next, maybe now chrysalis is it, but if you should do you feel what you've learnt can help you in that direction. Cause I know you still have that rugby or?

**Participant:** at the moment I'm also a musician, I'd like to teach music one day

**Researcher:** what do you play

**Participant:** guitar, me and the CEO is busy at the moment. Chrysalis academy wants to put up a music school. One of my big dreams is to stay with the academy, because they have done so much in my life that I'd like to give back forever. I want to learn now is to read, right, educate or to get the right education in music so I can teach others.

**Researcher:** so, you want to put a combination of your two passions together. That's very clever. So, we going to wrap up soon, it's been an awesome interview, but can you share with me any suggestions or recommendations you may have if there anything that needs improve with the Chrysalis academy. So, they have a great academy program at the moment, but there are always things I think that only people who have experienced it or go through the program no what if any changes needs to be made, because people that set the program and people that go through the program see it differently

**Participant:** the big thing and I've been in the community for quite some time is a large number of students/ graduates that go back into the communities, whilst they hear things change and out they're there the world stands still and waits for them. When they go back some of them still need the support, so if the academy can have people out there in the communities to check up. I know the academy has a 5-year relationship with the graduate, where they still mentor you and whatever, but to be physically present now and then and have programs out there. Say for instants you have a drill program, you introduce your drill programs at schools in Mitchell's plain for example and then your graduates in that area would run it. Run it after school to keep them busy and also to make an impact in the community. That my idea.

**Researcher:** definitely. Stupid question but would you recommend others to attend academy

**Participant:** No, I'm joking (chuckle) 'ya' of Couse. Most definitely

**Researcher:** "ok" how do you feel about sharing your views about the program, you've obviously got just positive feedback, but how to feel about expressing how you feel, are you happy to do it

**Participant:** like I said there is not enough words in the dictionary to explain it,

**Researcher:** well that's all from me, thank you so much for answering my questions, it's been a great interview and I think you have really given me what I need. Thanks again for your time.

---