

# **THE EDUCATIONAL INTERVENTIONS OF THE NGO IKAMVA YOUTH**

**By**

**Sinazo Onela Nomsenge**

**A treatise submitted in partial fulfilment of the requirements for the degree**

**MASTER OF ARTS IN DEVELOPMENT STUDIES**

**In the Faculty of Business and Economic Sciences at**

**NELSON MANDELA METROPOLITAN UNIVERSITY**

**November 2014**

**Supervisor: Dr Frans Du Toit**

## **Declaration**

In accordance with rule G4.6.3, I hereby declare that this treatise is my own work and that it is the result of my own research and investigation, except when otherwise stated. I also declare that the contents of this treatise have not been submitted before to another University or institution for another qualification.

**STUDENT NAME:** SINAZO ONELA NOMSENGE

**STUDENT NUMBER:** 213412373

**QUALIFICATION:** MASTER OF ARTS IN DEVELOPMENT STUDIES  
(By coursework and research treatise)

**MODULE CODE:** EDS510 (Research Treatise)

## **Table of Contents**

<b>Dedication.....</b>	<b>8</b>
<b>Acknowledgments.....</b>	<b>9</b>
<b>Abstract.....</b>	<b>10</b>
<b>Abbreviations and acronyms.....</b>	<b>12</b>

### **CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY**

<b>1.1 BACKGROUND OF THE RESEARCH.....</b>	<b>12</b>
<b>1.2 RESEARCH PROBLEM.....</b>	<b>14</b>
<b>1.3 PROBLEM STATEMENT.....</b>	<b>15</b>
<b>1.3.1 Sub-Problems.....</b>	<b>15</b>
<b>1.4 AIMS OF THE STUDY.....</b>	<b>15</b>
<b>1.5 RESEARCH OBJECTIVE.....</b>	<b>16</b>

### **CHAPTER TWO: NON-GOVERNMENTAL ORGANISATIONS IN CONTEXT**

<b>2.1 INTRODUCTION.....</b>	<b>17</b>
<b>2.2 THE DEVELOPMENT OF NGOS IN SOUTH AFRICA.....</b>	<b>19</b>
<b>2.3 EDUCATION-BASED NGOS IN SOUTH AFRICA.....</b>	<b>20</b>
<b>2.4 NGO SECTOR IN KHAYELITSHA.....</b>	<b>21</b>
<b>2.5 IKAMVA YOUTH.....</b>	<b>22</b>
<b>2.5.1 Vision.....</b>	<b>23</b>
<b>2.5.2 Mission.....</b>	<b>23</b>
<b>2.5.3 Objectives.....</b>	<b>24</b>

2.5.3.1 Computer Literacy.....	24
2.5.3.2 Tutoring.....	25
2.5.3.3 Mentoring.....	25
2.5.3.4 HIV/AIDS.....	25
2.5.3.5 Career Guidance.....	26
2.6 SUMMARY.....	26

### **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

3.1 INTRODUCTION.....	27
3.2 THE GOALS OF THE RESEARCH.....	27
3.3 RESEARCH DESIGN.....	27
3.4 RESEARCH METHODOLOGY.....	28
3.5 QUESTIONNAIRE DESIGN.....	29
3.5.1 Mentoring.....	30
3.5.2 Computer Literacy.....	30
3.5.3 Career Guidance.....	30
3.5.4 HIV/AIDS.....	31
3.5.5 Tutoring.....	31
3.6 THE DESIGN OF THE SEMI-STRUCTURED INTERVIEW QUESTIONS.....	31
3.7 DATA INTERPRETATION.....	32
3.8 ETHICAL CONSIDERATION.....	33
3.8.1 Autonomy.....	34
3.8.2 Beneficence.....	34

3.8.3 Justice.....	34
3.8.4 Informed Consent.....	35
3.9 SUMMARY.....	35

## CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION.....	36
4.2 DESCRIPTION OF CONTEXT.....	36
4.3 RESPONSE RATE.....	37
4.4 QUESTIONNAIRE FINDINGS.....	38
4.4.1 Data analysis and interpretation.....	38
4.5 MENTORING.....	38
4.6 COMPUTER LITERACY.....	39
4.7 CAREER GUIDANCE.....	41
4.8 HIV/AIDS.....	42
4.9 TUTORING.....	43
4.10 FINDINGS RELATED TO INTERVIEWS.....	44
4.11 SUMMARY.....	46

## CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION.....	48
5.2 CONCLUSIONS.....	50
5.2.1 Outline and profile of the community of Khayelitsha.....	50
5.2.2 IKamva Youth values.....	51

5.2.2.1 A culture of responsibility for self and others.....	51
5.2.2.2 Collaboration and peer-to-peer support.....	52
5.2.2.3 Impact through democratic processes.....	52
5.2.2.4 Integrity and openness.....	52
5.2.2.5 Paying it forward.....	53
5.3 EFFECTIVENESS OF IKamva YOUTH OBJECTIVES.....	53
5.3.1 Respondents' knowledge of the organisation's purpose, vision, mission and objectives.....	54
5.3.2 Nature of the relationship between the branch assistant, the branch coordinator and the learners.....	54
5.3.3 Lack of family support.....	55
5.4 FINAL FINDINGS AND CONCLUSIONS.....	56
5.4.1 Khayelitsha community.....	56
5.4.2 IKamva Youth within Khayelitsha.....	56
5.5 Recommendations for further research.....	57
5.5.1 Community challenges and NGO work.....	57
5.5.2 Family support and youth academic performance.....	58
5.5.3 Evaluating the effectiveness of NGOs.....	58
5.6 Challenges faced during this study.....	58
5.7 Summary.....	59
Bibliography.....	61

**LIST OF GRAPHS**

**Figure 4.5.1:**

**The extent to which the mentoring program has been effective.....32**

**Figure 5.6.1:**

**The extent to which the computer literacy program has been effective.....33**

**Figure 5.7.1:**

**The extent to which the career guidance program has been effective.....35**

**Figure 5.8.1:**

**The extent to which the HIV/AIDS program has been effective.....36**

**Figure 5.9.1:**

**The extent to which the tutoring program has been effective.....37**

**LIST OF ANNEXURES**

**Annexure A: Cover letter for data collection.....**

**Annexure B: Questionnaire and interview covering letter.....**

**Annexure C: Blank Questionnaire.....**

**Annexure D: Interview Questions.....**

**Annexure E: Confidentiality and Non-Disclosure Agreement.....**

## **DEDICATION**

This treatise is dedicated to my parents, Mr Thembinkosi Nomsenge and Mrs Khangelwa Nomsenge, for their continued support and encouragement in all my endeavours. Had it not been for all the words of encouragement I would not have known my true potential. I appreciate every bit of time and effort you have invested in my life and academic career.

To my sisters, Ncebakazi and Nelisa for the joy you bring me and all the support you have given me this year, even though I was far. You are both the strongest women that I know in my life and I thank you for showing me the most tangible form of love and care.

To my nephew, Mila and niece Unabo for being an inspiration for me this year. I do hope that one day you will both grow up to understand the positive contribution you have had to me finishing this year.



## ACKNOWLEDGMENTS

I would like to first extend my deepest appreciation to my supervisor, Dr Frans du Toit, who has afforded to me a level of support and encouragement that has enabled me to successfully complete this chapter of my life. I cannot express how much I appreciate all the unwavering support and effort that you put into making sure I get to where I am now.

I would also like to acknowledge the priceless support of my parents, Mr Thembinkosi Nomsenge and Mrs Khangelwa Nomsenge. You never got tired of supporting me in whatever dream I was chasing. It is a rare privilege to have parents such as you.

I would also like to express my endless appreciation to my sisters, Nelisa and Ncebakazi Nomsenge for displaying a rare and priceless form of support to me in a year that proved to be very challenging. You have both have been anchors in my life.

My life would not be complete without the love and care of my nephew, Mila Nomsenge and niece Unabo Nomsenge.

This season of my life would not have come to full fruition without the support of my dear friends. Thank you all for all the encouraging words and for allowing me to dream. At the lowest and highest points in my life, the strength I drew from you all has been a blessing I will never be able to repay.

Lastly, I would like to acknowledge the power and strength of God in my life. On my own, this was impossible but with God all things have been made possible.

To God be the Glory.

## **ABSTRACT**

NGOs continue to play a central role in the delivery of services in South Africa. Many of the gaps left by government in small and vulnerable communities are filled by community and nation-based organisations aimed at providing specific needs for communities. Education-based NGOs, more specifically, play the role of satisfying education and skills-related needs.

This treatise is founded on the theoretical assumption that society functions just like a human body with all its different parts, or elements, interdependent: the one cannot function without the other. Central to this study is the understanding that when analysing and evaluating one area or element of society, it is vital to consider the impact of that area or element on other areas or elements of society. Such is the case with IKamva Youth, an NGO situated in Khayelitsha, a township on the outskirts of Cape Town. Although the organisation is independent and exists on its own terms, it is affected and influenced by the community and context within which it exists.

Khayelitsha is considered a previously disadvantaged area, characterised by socio-economic challenges such as high levels of crime, poor quality of education, lack of sanitation, illness and disease and unemployment. IKamva Youth, situated in such a community, was founded with the purpose of addressing such issues. The purpose of this study was to evaluate the extent to which the organisation has been effective in doing so. Paying specific attention to the community of Khayelitsha and the challenges it faces, the effectiveness of the organisation was evaluated according to the overall purpose of NGOs and this organisation's own vision, mission, purpose and objectives.

This evaluation was done using the organisation's different programs which are tasked with the responsibility of carrying out the purpose of the organisation. These programs were outlined and explained and used as the units of measuring the extent to which the organisation has been effective. In order to obtain an in-depth knowledge of these programs, the organisation was first located within its broader context after which these various programs were evaluated for effectiveness using responses from sampled participants. A questionnaire and in-depth interviews were

compiled as measuring instruments for this evaluation. Data collected by means of the instruments formed the central point of reference that crafted the conclusion that in the midst of a number of socio-economic challenges, IKamva Youth has been effective in carrying out its purpose as an NGO and fulfilling its own vision and mission.

## **ABBREVIATIONS AND ACRONYMS**

CBD	Central Business District
IY	IKamva Youth
SANGCO	South Africa Non-Governmental Organisation Coalition
NGO	Non-Governmental Organisation
KDF	Khayelitsha Development Forum
SHAWCO	Students' Health and Welfare Centres Organisation
NDP	National Development Plan

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background to the research**

Education lies at the centre of South Africa's development agenda. The National Development Plan (NDP 2012) was designed as a vehicle towards a more developed South Africa and emphasises the importance of education in nation building and development. The NDP states that education has intrinsic and instrumental value in constructing and forming societies that are better able to respond to the challenges of the 21<sup>st</sup> century (National Planning Commission 2012: 296). A variety of challenges have been faced by those responsible for upholding quality within the education system. These challenges have required in-depth research and investigation with the intention of obtaining a more effective approach towards delivering education to the South African population, more especially those coming from previously disadvantaged backgrounds, such as the township of Khayelitsha.

South Africa has a rapidly growing population that requires more attention to be paid to young people, given that they form the foundation of the next generation and the working population. This calls for greater force and effort to be channelled towards developing and educating young people. Magongo (2011: 1) states that 68.3% of the South African population is between 0-4 years and about 40% of the total population is between the ages of 14-35. It is important that in-depth research be conducted in order to discover and implement better and more effective ways of addressing the challenges related to the education and development of the youth.

The education system plays an important role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential; in particular those previously disadvantaged by apartheid policies (National Planning Commission 2012: 296). This creates a need for more intensive context-specific and effectively designed approaches to research that cater for the needs of specific communities, bearing in mind the impact of history and current social ills of specific social contexts.

NGOs have played and continue to play a central role in attending to the needs of the country as a whole, especially to disadvantaged communities that were neglected during Apartheid times. Mazibuko (2000: 1) defines NGOs as “groupings of people who have a common mission to meet a particular need in a community for which government institutions are either not designed to meet or are unable to meet because of the unavailability of resources or because of having other priorities”. These organisations channel funds, host programs, events and launch projects aimed at addressing the needs of communities which have been left unattended and, in the South African context, communities regarded as disadvantaged due to the country’s history. In addition, Nzimakwe (2008: 96) states that “NGOs have become very important in articulating and responding to the development needs of the poor communities”. This is to say that NGOs are central to addressing social, political, economic and other issues nationwide, and in particular within disadvantaged communities such as Khayelitsha.

Given that Khayelitsha is one of South Africa’s largest townships, and is regarded as a previously disadvantaged community because of its history, it was the intention of this research to investigate the role played by a specific NGO, IKamva Youth, in educating, empowering and developing young people within that community. This study paid specific attention to the work that has already been done by the organisation and the extent to which the organisation has been fulfilling its role and obtaining its designated vision, mission and objectives. This study was also aimed at revealing factors that either impede on or contribute to the effectiveness of the work done by the NGO. The objective was to collect data from the research participants that would assist in evaluating whether the interventions of the NGO have improved their level of development, education and personal initiative towards development.

## **1.2 Research problem**

In spite of efforts by NGOs to improve the plight of disadvantaged youth in the townships of South Africa by means of specially designed and prepared educational interventions, studies indicate that large numbers of young people remain unemployed and destined to a life of poverty and deprivation. A report provided by Haskins (2003: 19) shows that although levels of education have increased in the

area from 1996, 51% of the population of Khayelitsha, of which the youth constitute 75%, remains unemployed. The envisaged outcomes of NGOs and the NGO-driven programs such as tutoring programs, mentoring programs, extra classes, computer literacy initiatives and educational projects aimed specifically at the youth are not consistent with the level of unemployment, helplessness, apathy and underdevelopment in Khayelitsha. Another study conducted by Spatial Structure in the Social Sciences (2008: 6) suggests that, although the number of young people who finish school has increased over the past 17 years, many of them do not have access to the job market due to a number of social issues. In order to investigate the problem more closely the activities of one particular NGO, namely IKamva Youth, will be scrutinized and evaluated, using a case study approach.

### **1.3 Problem Statement**

In spite of educational and other interventions by NGO's, and in particular IKamva Youth, there have been no significant changes in trends of unemployment and levels of underdevelopment among the youth of Khayelitsha.

#### **1.3.1 Sub-problems**

The youth, who form the majority of the population of Khayelitsha and should be able to contribute immensely to the economy and development of the area, are unable to do so because of various social, economic, environmental and geo-political constraints. Unemployment, in particular, and its related social ills such as a high crime rate, helplessness, lack of development and personal initiative towards development continue to exist in spite of interventions by IKamva Youth. It therefore becomes important to conduct a study that evaluates the effectiveness of these interventions on the youth in the Khayelitsha community.

### **1.4 Aims of the study**

This research aims to evaluate the efforts of the NGO IKamva Youth, to determine how effective it has been towards meeting its objectives. The research also aims to uncover the impediments that may prevent these initiatives from having their desired impact. It is hoped that the findings will reveal guidelines to IKamva Youth and other NGOs to improve their overall performance in meeting the objectives and possibly to overcome these impediments.

## **1.5 Research objectives**

The following research objectives were identified based on the research problem:

- A review of relevant literature to obtain an accurate profile of the Khayelitsha population, demographic distribution, education and development initiatives;
- An investigation of the levels of computer, HIV/AIDS awareness, effects of mentoring and tutoring and career guidance.



## CHAPTER 2

### NON-GOVERNMENTAL ORGANISATIONS IN CONTEXT

#### 2.1 Introduction

Non-governmental organisations (NGOs), according to Gunlugu (2003: 301) are:

*“... exogenous or indigenous, voluntary, private, non-profit organisation that are engaged in relief, rehabilitation and development programs using finances raised from voluntary, private sources and donor agencies and managing themselves autonomously at local, natural and/or international levels”.*

Organisations of this nature have existed for many years. There has, however, been little consensus in the academic arena as to the actual period within which the first NGO was established. Although these types of organisations have existed for long, there is little consensus regarding the definition of NGOs and what constitutes an organisation that is to be termed an NGO. Gunlugu's definition of such organisations brings forward an idea of an NGO as being an autonomous institution that exists independently from state control. Such organisations function on their own terms, craft their own paths and exist within the parameters dictated by their own purpose and vision. They draw up their own constitutions and channel their own destinies, responding, of course, to the societal need they have chosen to address (2003: 301). Drawing from this definition, history suggests that organisations that take on this shape have existed long before the term itself was coined.

Mostashari (2005: 15), for example, locates the formation of NGOs to the year 1945 and relates their formation to a need identified by the United Nations (UN) to differentiate in its Charter between participation rights for specified intergovernmental agencies and those for private international organisations. Lewis and Kanji (2009: 7), on the other hand, maintain that within the European context the anti-slavery movement in England in the late 18<sup>th</sup> century provided the initial impetus for the rise of what we know today as the NGO movement, and this movement gave rise to various political associations that eventually led to the World Anti-Slavery Convention in 1840. Following this, the World Alliance of Young Men's Christian Associations (YMCAs) was founded in 1855, followed by the establishment of the International Committee of the Red Cross in 1863.

Lewis and Kanji (2009: 1), however, maintain that NGOs have existed in various forms for centuries but rose to high prominence in international development, and increased their numbers dramatically in the 1980s and 1990s. It was during this period, according to Lewis and Kanji (2009: 3), that the NGOs assumed a more prominent role in development. It was also at this time that NGOs, through the support of the global donor community, became the more trusted stewards of solutions to community-based problems and considered to be better suited to find solutions to longstanding development problems. On an international scale, the 19<sup>th</sup> century saw a rapid rise of NGO activity in societies. Many of these welfare-related activities were, according to Korten (1990: 115), inherited from the charitable work that flourished in the industrial centuries from the 19<sup>th</sup> centuries onwards. It was during this period that rapid social change occurred, elevating isolated societies from a micro level to a macro level. The rise of the industrial era brought with it the need for a deeper form of social cohesion that was to be achieved through the formation of community-based gatherings and institutions that would act as liaisons between governments and citizens. Ozdubun, Ergun & Yazici (1993: 114) maintain that it was at the peak of the industrial period that NGOs channelled their efforts towards care and welfare activities in response to the gaps left by government, which was either unable to perform such tasks or did not perform such tasks at all. Gunlugu (2003: 305) refers to this period as the rise of liberal, social, political and economic development of societies.

Over the past two decades, NGOs have come to be recognised as important actors in the landscape of international development, from the reconstruction efforts in Indonesia, India, Thailand and Sri Lanka after the tsunami disaster, to campaigns for aid and trade reform such as “Make Poverty History” (Lewis & Kanji 2009: 1). This demonstrates that, on an international scale, NGOs continue to play a pivotal role in fulfilling two main purposes, namely (1) delivering basic services to people in need and (2) organising policy advocacy and public campaigns for change (Lewis & Kanji 2009: 1). It therefore appears that groups aimed at addressing human problems may have existed prior to the UN's first formal acknowledgment of the concept itself. Since the early 18<sup>th</sup> century, for example, religious and community-based groupings established organisations and institutions aimed at providing relief, care, welfare, support, advocacy and security.

## **2.2 The development of NGOs in South Africa**

In South Africa, the organisation of civil society into NGOs is located within a broader global state of social change. Julie (2009: 12) states that domestically, the formation of NGOs can be viewed across three time-frames in history. The first period, between 1973-1991, represents a time in South Africa that followed the political repression, where the major political actors were banned, imprisoned or forced into exile (Julie 2009: 12). It is within this historical period that the country was experiencing economic recession and widespread national civil unrest that led to the big Durban strike of 1973 (Julie 2009: 12). The rise of civil unrest, brought on by the political situation in the country, necessitated a strong civil society that would advocate for citizens on platforms that were not open to the majority due to various forms of discrimination.

Moreover, this historical period also represents a significant time in the history of the country where student movements, inspired by Steve Biko's Black Consciousness Movement, rose to prominence. Students gathered and mobilised one another to fight against the Bantu Education Act of 1953 that denied black and coloured people access to state-run educational institutions and participation in political organisations. In opposition to the legislation, many religious and other non-governmental organisations adopted the responsibility of educating black people and they constituted one of the most significant sources of knowledge and education for black people (Mazibuko 2000: 13).

The second historical period identified by Julie (2009: 15) as significant in the formation of NGOs in South Africa is between 1992 and 2000. This post-Apartheid era is characterised, mainly, by the removal of legislative shackles from many black-led organisations and political parties. According to Julie (2009: 15), the struggles fought by NGOs in this period transformed to be relevant to the struggles of a politically free and democratic nation, many of which were related to the economic state of the country. It was during this period that NGOs were established with the intention of protecting and advocating for ethical economic practices that guarded the interests and needs of the citizens.

The third historical period was between 2001 to 2007, marks a transformation in South Africa characterised by a rapid rise in pandemics and a new breed of social

struggles. This resulted in the establishment of new NGOs with new visionary leaders (Julie 2009: 16). NGOs, during this time, were established mainly with the purpose of ensuring the health and welfare of citizens by providing services and putting pressure on government to deliver such basic services. NGOs founded during this period were more focused on implementation rather than transforming the underlying structures underpinning the design of society.

### **2.3 Education-based NGOs in South Africa**

The Apartheid laws of 1948 enforced the segregation of all people of colour and prevented them from voting and participating in political institutions. State-run schools were solely reserved for white people and very few black people were tolerated in these schools (Mazibuko 2000: 5). The declaration of a state of emergency in 1985, the economically unsustainable nature of Apartheid Laws and the pressure from both the international community and social movements resulted in the reconstruction of the laws of segregation to be more inclusive and fair to all races. During this period, religious and community-based institutions played a pivotal role in education and skills development.

It was not until 1953 that the government took full responsibility to educate black people, regulated by the Bantu Education Act of 1953 (Mazibuko 2000: 6). This act, although stipulating a responsibility for government to ensure that black people had access to education, was designed to provide inferior education that would train black people to remain under the authority of the government and white masters. The Universities' Act of 1955 extended the segregation and racial discrimination of Bantu Education Act by enforcing standards of discrimination on black people in institutions of higher education (Mazibuko 2000: 6). In response to this, religious and community-based institutions in black communities maintained their responsibility to ensure that black people were well educated. Such institutions include Education Opportunities Council (EOC), Trust for Education Advancement in South Africa (TEASA) and the South African Centre for Religious and Diversity (SACHED). These education-based NGOs provided funding for students to study both domestically and abroad, and also organised community activities aimed at education, training and development.

## **2.4 NGO sector in Khayelitsha**

Khayelitsha is a township situated about 35 kilometres from the Cape Town Central Business District (CBD) and is the second largest township in South Africa and the largest in the Western Cape (Nodal Economic Profiling Project 2007: 8). With an estimated population of 350,000 - 600,000, Khayelitsha is faced with a number of social challenges that threaten the health, welfare and development of the township (Department of Provincial and Local Government 2007:8). Challenges such as crime, illness and disease, unemployment, poor housing, lack of sanitation and low quality have been the focus of both government and civil society in the region. Projects, programs and strategies are established with the intention of addressing such problems.

The Khayelitsha community is characterised by high levels of crime on a provincial and national level. A crime report of Khayelitsha compiled by De Kock (2012: 1) indicated that the community of Khayelitsha has the leading number of murders, attempted murders and aggravated robbery cases in the country. The high levels of violent crimes in this area are considered to be related to the complex web of historical, social and economic and environmental issues which, according to De Kock (2013: 2) can only be addressed by a massive, fully integrated effort involving both government and the community, and not only by the South African Police Service (SAPS).

A health report conducted by the City of Cape Town indicated that Khayelitsha has the highest numbers of HIV and tuberculosis infections in the country (Western Cape Department of Health 2009: 13). This high level of illness and disease is also, much like the levels of crime, related to many other social challenges faced by the community such as a lack of education, and unemployment. NGOs in the township are, therefore, founded with the intention of responding to the needs of this community which is surrounded by high levels of crime, illness and disease, unemployment and a lack of sanitation. A number of NGOs and community-based movements in Khayelitsha are all aimed at fulfilling various roles in the community. Such organisations include the Student's Health and Welfare Centres Organisation (SHAWCO) which is a student-run NGO devoted to improving the quality of life for previously disadvantaged individuals within the Cape Town metropolis (SHAWCO,

2012). The Khayelitsha Development Forum, Khayelitsha Youth Development Council and Khayelitsha Business Forum are all major drivers of the development agenda in Khayelitsha.

## **2.5 IKamva Youth**

IKamva Youth is one of the NGOs in the township aimed at addressing the social ills faced by the community. This organisation is an education-based NGO founded in 2004 by Joy Olivier and Makhosi Gogwana in response to a pursuit of the different social elements that contribute to economic development (IKamva 2010). IKamva Youth activities and programs, which include tutoring, career guidance, mentoring, computer literacy, media and image expression, health and leadership programs, are the vehicles adopted by the organisation in fulfilling the vision of creating a ripple effect of individuals and communities and providing access to quality education in inspirational spaces (IKamva 2012). The organisation's mission of enabling disadvantaged youth to pull themselves and each other out of poverty and into tertiary education/employment (IKamva 2010) is communicated through the mobilisation of families and schools.

Drawing from the Haskins' Information and Knowledge Management Report of 2003, Khayelitsha is a relatively young and fast growing population, with 75% of the population being under the age of 35 (Haskins 2006: 15). This necessitates a solid education and skills development agenda for the community. With the leading number of HIV and tuberculosis cases in the country, the community is also highly burdened with the need for a solid health system (Western Cape Department of Health 2009: 15). The high levels of disease in this community exist in conjunction with many other directly related social problems around which IKamva Youth structures itself.

With the inspiration of IKamva Youth, young people mainly from the Khayelitsha region, gather weekly for tutoring, mentoring, career guidance and computer literacy. Although independent and exogenous, as per Gunlugu's (2003: 301) definition of an NGO, IKamva works in partnership with the Department of Social Development enjoys the support and contribution of community members and parents, including the donor support from more than 20 companies and national financial institutions. The community of Khayelitsha forms part of the solid support structures of the vision

of the organisation. Parent/guardian meetings, for example, are held monthly with IKamva Youth management with the intention of sustaining the partnership between the organisation and families in fulfilling the vision of the organisation.

Moreover, these parent-organisation gatherings, alongside annual reports, act as an instrument of measuring how far the organisation is in fulfilling its vision. The programs of the organisation and their results such as matric results, computer literacy output and pass rates are the basis of evaluating the efficacy of each program.

### 2.5.1 Vision

*Our culture of responsibility is creating a ripple effect of thriving individuals and communities. Our intergenerational IKamvanites provide access to quality education in inspirational spaces everywhere. We are an integrated network driving change by paying it forward (<http://IKamvayouth.org/about/mission-vision-values>).*

The vision of IKamva Youth is centred on creating a ripple effect of thriving individuals and communities by providing young people with good quality education and with spaces and environments conducive to making the most of educational opportunities (IKamva Youth 2010). This vision is centred on the principle of empowering young people who in turn empower each other with the sole purpose of breaking free from poverty and all its related social challenges. According to Kheswa (2013) the vision of the organisation is about creating conducive spaces and cultivating enabling environments within which young people from disadvantaged backgrounds are able to pull themselves out of poverty and assist each other with accessing post-matric opportunities.

### 2.5.2 Mission

*To enable disadvantaged youth to pull themselves and each other out of poverty and into tertiary education and/or employment (<http://IKamvayouth.org/about/mission-vision-values>).*

Directly related to the vision of the organisation is its mission which revolves around the concept of empowering young people who empower each other and in order to

do this, IKamva Youth creates spaces within specific areas of development and youth empowerment.

The mission of IKamva Youth reflects the following values:

- A culture of responsibility for self and others;
- Collaboration and peer-to-peer support;
- Commitment to impact through democratic processes;
- Integrity and openness;
- Paying-it-forward (<http://IKamvayouth.org/about/mission-vision-values>).

### 2.5.3 Objectives

The mission and vision of IKamva Youth are carried out through 5 main projects, namely; computer literacy, career guidance, HIV/AIDS awareness, tutoring and mentoring. All these programs form the base of the main objectives of the organisation which are to:

- Increase computer literacy;
- Maintaining excellent academic performance amongst learners;
- Empower learners by enforcing healthy life habits and increasing self-awareness;
- Increase HIV/AIDS awareness, maintain constant HIV/AIDS testing and increase awareness on the various lifestyle habits that may contribute to a contraction of the virus;
- Increase awareness of the various post-matric opportunities available and the various steps required to access such opportunities.

#### 2.5.3.1 Computer Literacy

The computer literacy program runs throughout the year, with three computer classes each week. Tutors and volunteers meet with students three times a week to teach learners how to use computers and to assist students, who have chosen Computer Science as a school subject in their curriculum. Students from surrounding



universities and colleges volunteer as tutors and assist with carrying out this particular program.

#### 2.5.3.2 Tutoring

The tutoring program is mainly related to the aim of maintaining satisfactory academic results in order to increase the number of post-matric opportunities available to students (Kheswa, 2013). These sessions commence twice over weekdays and once on Saturday mornings, where volunteers and tutoring staff meet with students to assist them with the work that they are given at school; learners are expected to maintain an overall attendance of 75% and above otherwise they will have to be kicked out (Kheswa, 2013). Directly related to this, a winter school program is also held over the June/July holidays to assist matric students with preparing for their final examinations. During the winter school, unlike during the rest of the year, tutoring sessions are held daily to ensure that the mid-year holiday is used effectively to ensure the best possible results for matrics.

#### 2.5.3.3 Mentoring

The mentoring program of IKamva Youth is where volunteers assist students with any personal challenges that may impact on a students' academic performance. Mentors also assist with ensuring that students have access to the application forms and information necessary to obtain funding and apply for university or college placement for the coming year. The mentoring program, unlike other programs, is not bound by time-frames, but mentors are encouraged to conduct bi-weekly check-ups on mentees.

#### 2.5.3.4 HIV/AIDS

The HIV/AIDS awareness program consists mainly of workshops and testing sessions. During winter school, matric students attend workshops and discussion session where speakers teach about the virus. A testing session is then held once a year for all students (with parental consent). The aim of this program is to keep students aware of their HIV/AIDS status, maintain healthy life habits and decrease the risks of contracting the virus.

#### 2.5.3.5 Career Guidance

This program mainly consists of career fairs, attending open days and workshops. Matric students, more specifically, are given the opportunity to attend careers fairs and open days at the surrounding universities and colleges in order to introduce them to the post-matric opportunities available to them and make them aware of the requirements needed in order to access such opportunities. Career guidance also consists of IKamva Youth alumni conducting workshops where they speak about their different career paths and choices.

These objectives are, according to Kheswa (2013), the main vehicles through which the organisation seeks to fulfil its vision and as such these programs were the main unit of evaluating the effectiveness of the organisation.

### **2.6 Summary**

In this chapter the history of NGOs was explored, how these organisations came into being and their developmental role in society, among other things. The chapter also introduced the NGO known as IKamva Youth, which is the subject of this investigation. The organisation was located within the broader context of NGOs on an international, national and domestic context. The organisation's vision, mission, purpose and objectives were examined to present both the internal identity of the organisation and its role in the community of Khayelitsha. The local context in which the organisation operates was also presented, paying specific attention to the social challenges faced by the community it serves. Social challenges such as high crime rates, unemployment, lack of sanitation, illness and disease were highlighted as vital elements of the Khayelitsha environment that must be considered when evaluating the effectiveness of an organisation such as IKamva Youth, vested with the responsibility of addressing such challenges. For this reason, the evaluation conducted on the organisation had to be done with careful consideration of all factors that may impede on or enhance the effectiveness of the organisation.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The previous chapters provided a broad overview of the NGO sector both from an international and local perspective. IKamva Youth was located within this broader context. This chapter outlines the research design adopted and the methodology employed during the study. The chapter also states the goals and objectives of the research.

#### **3.2 The goals of the research**

The goal of the study was to evaluate the effectiveness of IKamva Youth in fulfilling its vision, mission and objectives and also in playing its role as an NGO. This was done by firstly examining the NGOs own documented vision, mission and objectives as criteria from which an evaluation was done on the NGO's progress towards achieving its purpose. This evaluation was done through an in-depth engagement with the beneficiaries when evaluating the NGOs overall effectiveness.

The study sought to:

- Engage critically with the organisation's vision, mission, and objectives as criteria so as to assess the organisation's progress towards achieving and fulfilling its own purpose;
- Carefully examine the general purpose of NGOs so as to ascertain whether or not, and to what extent, IKamva Youth can be considered effective.

#### **3.3 Research design**

Given the nature of the study and the outcomes that it sought to achieve, this research took on an overall qualitative form, which also dictates a qualitative data collection methodology. Instruments utilised to collect and interpret the data also fall within this qualitative dimension.

### **3.4 Research methodology**

This study relied primarily on the collection of qualitative data. This type of research, according to Hancock and Practice (1998: 2), is concerned with the opinions, experiences and feelings of individuals producing subjective data and describing social phenomena as they occur, without any attempt to manipulate situations during the study. This calls for an in-depth explanation of people's views, opinions and experiences as compared to collecting and analysing numerical forms of data. Three characteristics of qualitative research justify the choice of qualitative research methodology for the study:

- Qualitative research is concerned with meaning, which comes from the belief that meaning stems from social action (Babbie & Mouton 2001: 53). This is to say that contrary to the strategies employed in quantitative research, meaning is obtained within social settings and by means of in-depth interactions with participants.
- Qualitative research design assumes that meaningful actions should be studied in their natural contexts and stipulates that the phenomena of interest must be completely separate from the context which facilitates their interpretation (Babbie & Mouton 2001: 53);
- Qualitative research methodology is suitable for this kind of study because it leaves room for the overriding experience of the individual and seeks to explore human action from an insider's point of view (Babbie & Mouton 2005: 53).

While quantitative research employs a more statistical and numeric process of gathering and interpreting information, qualitative research involves the in-depth exploration of views, opinions, personal and subjective experiences by allowing participants to interact in their natural and unstructured settings. In-depth, unstructured interviews and focus groups are usually the most trusted ways of obtaining such information. This allows for the research to obtain an in-depth understanding of the world through the eyes of the participant (Babbie & Mouton 2001: 271). This element of qualitative research is particularly relevant in this study as the evaluation of the effectiveness of IKamva Youth was not only ascertained from assessing how far the organisation is in fulfilling its own vision, mission and

objectives, but the personal experiences, views and opinions of the participants form a large part of this evaluation.

Babbie and Mouton (2001: 271) also mention that “if one is to grasp the background of the whole context and how such a context confers meaning to the events concerned, then one can truly claim to understand the events”. In qualitative research this is particularly vital as data interpretation is not done based solely on data collected; the context within which participants exist also plays a vital role in the actual data that they produce. This moves from the assumption that context influences one’s experiences and opinions and is also able to shape knowledge and how participants attach meaning to social constructs. This, in turn, influences the process of interpreting data because words are not taken as mere words and phrases, but are looked at as existing within a pool of other influences, social or otherwise.

Two main research methods were employed, namely semi-structured interviews and qualitative questionnaires. Interviews were advantageous to this type of research as they allow for the collection of data that includes the experiences, thoughts, views and opinions about the problem under investigation (Locido, Spaulding & Voeglte 2010: 135). Semi-structured interviews were used to obtain data related to the views and experiences of participants.

In addition, a questionnaire using a Likert scale was used to collect data related to the research problem. A Likert scale was chosen in order to record the variations that may exist between the experiences and views amongst participants. Questions related primarily to the programs run by IKamva Youth were aimed at determining to what extent the organisation’s interventions were effective, based on factors such as computer literacy, school results, matric performance, employment, career choice and innovation towards development. These factors were used as a point of reference for gauging the progress of the organisation and to conclude whether the information obtained can be generalised.

### **3.5 Questionnaire Design**

A questionnaire is a list of carefully structured questions, chosen after considerable testing, with a view to eliciting reliable responses from a chosen sample and the aim

is to find out what a selected group of participants think, feel or do (Collis & Hussey 2003: 173). The questionnaire constructed to collect data for this study was structured around five main themes, namely; mentoring, tutoring, career guidance, HIV/AIDS and computer literacy. Given that these five programs are the main vehicles of the vision of the organisation, they were also used to measure the extent of the organisation's effectiveness.

Questions were formed around these five main areas and were constructed in order to capture the views and experiences of the participants with the intention of measuring the effectiveness of the each program. The desired outcome of each program was used to construct each question, for example, the goal of any computer literacy program is to foster independent computer use in learners and to increase the level of computer literacy. The intention behind the tutoring sessions is to increase and/or maintain satisfactory academic performance. The following indicators were used to construct the questions related to each program:

### **3.5.1 Mentoring**

- Personal growth and level of self-awareness;
- General outlook and attitude towards life;
- Nature of life habits;
- The experiences and opinions related to the mentoring program.

### **3.5.2 Computer Literacy**

- Level of computer literacy;
- Ability to use a computer and the basic computer programs independently;
- Knowledge of the internet and the ability to use it;
- General experience with the program and how it is run.

### **3.5.3 Career Guidance**

- Knowledge of the various careers and post-matric opportunities available;
- Awareness of what channels and requirements are related to the various career paths;
- Knowledge of the ways of accessing various opportunities;

- The extent to which learners could perceive of a future and an opportunity beyond matric.

### **3.5.4 HIV/AIDS**

- Level of awareness of the HIV virus;
- Knowledge of the various lifestyle habits that could put one at risk of contracting the virus;
- Consciousness of the importance of getting tested for the virus;
- Knowledge of the different ways of contracting the virus.

### **3.5.5 Tutoring**

- Academic Performance (improvement or decline);
- The extent to which tutors are available and able to assist with work;
- The extent to which tutoring sessions are conducted in an understandable medium of instruction and comfortable manner;
- The extent to which participants feel comfortable and free during tutoring sessions.

The above-mentioned indicators were considered to be the overall goals and underlying ideas of each program and were therefore used to evaluate the extent to which each program had been effective. Because of the nature of this study, each questionnaire also gave each participant the opportunity to express views and share any personal experience relating to each of the programs.

## **3.6 The design of the semi-structures interview questions**

Interviews are considered to be an instrumental tool for collecting qualitative data. Unlike quantitative data collection methods, qualitative data collection tools are purposed with collecting in-depth forms of information relating to people's views, experiences and opinions. Unlike unstructured interviews, semi-structured interviews, "are often the sole data source for a qualitative research project and are usually scheduled in advance" (Cohen & Crabtree 2006). During semi-structured interviews, questions are used to steer and guide conversations rather than obtain structured forms of information. Semi-structured interviews allow the researcher to access in-depth information relating to personal and social matters.

For the purpose of this study, semi-structured interviews were ideal because of the nature of the data required to complete the study and respond to the research problem. Because an evaluation of the educational interventions of the organisation was being conducted it was vital to the study to ensure that the data obtained were relevant enough to make such an evaluation, but it was also important to consider that such an evaluation could also be done using the views, opinions and experiences of the participants.

Questions used in the semi-structured interviews were categorised around the various points of inquiry necessary to make evaluations of the objectives of the organisation. These questions were used to steer conversations with respondents and elicit responses that provided in-depth and detailed information for the study. The following five categories were used to construct questions for the interviews:

- The organisation (knowledge of the organisation's vision, mission, strategies and programs);
- The programs of the organisation (interaction with the programs and opinions of progress and challenges);
- The community (challenges faced by the surrounding community, social or otherwise);
- Organisational effectiveness (challenges faced, successes, improvements required).

Questions were structured around these four areas of inquiry and as per the nature of semi-structured interviews, respondents were given room to communicate their own personal experiences with the organisation in order to obtain a holistic outlook on the various interactions and experiences that participants have with the organisation.

### **3.7 Data interpretation**

Qualitative data analysis requires more focus and precision than quantitative research due to the personal and subjective elements involved in the process of collecting the data. This process is considered personal with not many rules and documented procedures, leaving the researcher with the responsibility to undergo a process called content analysis. This process involves the analysis of the content



obtained from interviews and questionnaires and identifying themes and patterns that emerge from the responses of participants (Dawson 2002: 34). This process involves four main steps that the researcher must go through during the process of interpreting the data.

The first step in data content analysis is identifying the main themes in the data. This involves taking a careful and detailed look at the responses provided by participants in order to get a clear view of the information communicated by each participant. This is also referred to as coding or indexing the data (Dawson 2002: 34). It is at this point that the researcher gets an understanding of the themes that may exist in the various responses and these themes provide a direction for the analysis.

The second step in this process is to assign the main themes and counting how many times a particular theme occurs in the interviews. This is done by looking at how many times a specific response is provided for a particular question until one reaches a saturation point, and thereafter codes are assigned to the responses (Dawson 2002:34)

It is also important to always keep in mind the purpose underlying the research when processing the data. In this instance all responses were analysed with the necessary consideration before any conclusions were made. The processing of the data began with the research being divided into five main themes, namely tutoring, mentoring, career guidance, computer literacy and HIV/AIDS. The data collected were then analysed and grouped into different themed responses and codes. The data were then interrogated using the underlying assumptions of the study, after which concluding inferences were made.

### **3.8 Ethical considerations**

When conducting research, more especially in the social science field, it is important to take all the necessary precautions related to the ethical implications of the study and people's involvement in the study. "Ethical dilemmas that may arise from an interview are difficult but the researcher needs to be aware of sensitive issues and potential conflicts that may arise" (Orb, Eisenhauer & Wynaden 2000: 94).

### 3.6.1 Autonomy

When doing research it is important to respect the autonomy/privacy of the participants involved in the research. This involves considering their right to be informed about the research they are involved in and all the factors related to their involvement. Participants are thus to be fully informed of what the research is about and the implications involved in being a participant. They are to be given a choice of whether or not to get involved (Orb *et al* 2000: 95). These considerations were strictly adhered to in the data collection process, including consideration of the client's prerogative to refuse his or her participation in the study.

Questions were open-ended, leaving room for participants to present experiences, views and opinions. Such responses required more time to capture and as such a recording device was required in order to capture data verbatim. Permission to use this device was obtained from all participants in order to uphold the principle of autonomy.

### 3.8.2 Beneficence

This ethical principle basically involves doing well for others and preventing harm. Seiber (1992: 18) refers to beneficence as the aim of "maximising good outcomes for science, humanity and more especially the research participants while avoiding and minimising unnecessary risk and harm". With regards to this research, the most important consideration was related to the emotional well-being and privacy of the participants. Inquiring on issues related to health care, education, history and economic status, it was vital to maintain participant privacy. It was also important, considering the age of the participants, to ensure that the environment within which data were collected was conducive to this particular principle, specifically in relation to not making promises that would later disappoint if not strictly adhered to.

### 3.8.3 Justice

Justice ensures that the research is just and fair in how it is implemented and in how it affects the participants. This principle is thus concerned with "ensuring reasonable, non-exploitative and carefully considered procedures and their administration; fair distribution of costs and benefits among persona and groups and ensuring that those who may be under a level of risk by participating are compensated for those risks"

(Sieber1992: 18). The principle of justice was adhered to by ensuring that no participant was coerced into participating and/or making any response against his/her will. Consent forms were, therefore, sent to the individuals involved for participants to know about the study and its purpose and to choose whether they would like to participate or not.

#### 3.8.4 Informed consent

Informed consent is the process where the participants of a study choose and give their consent to being a part of the research after being given all the necessary details of the study, including the process, the risks and the benefits (Bulger 2002: 3). In order for participants to be fully informed about this particular study, consent forms, detailing the purpose of the study, the process and how it was to be carried out were sent to the organisation prior to the collection of data to ensure that participants had all the information they required in order to make an informed decision about their participation. Information related to the use of a recording device during the interviews was also provided in order to ensure full awareness of the research procedure. After obtaining such consent, participants were requested to sign the consent forms indicating their knowledge of all the details of the study and their consent to participate.

### **3.9 Summary**

This chapter began with a brief outline of the purpose of the study and the goals that it seeks to achieve. The data collection methods necessary to achieve these goals were then highlighted paying specific attention to the qualitative design of the research and the data collection and interpretation tools to ensure that the research goals and objectives were achieved. This chapter also presented all the ethical considerations that were at the centre of the process of the collection of data.

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

The research design and methodology presented in the previous chapter provided the foundation for the process of collecting the data necessary to fulfil the purpose of the study. This chapter links to the former by presenting the outcomes of the data collection process conducted through in-depth interviews and qualitative questionnaires. These outcomes will be analysed and processed for the purpose of responding to the research question.

Data analysis is defined by Dey (1993: 31) as the process of combining data according to its related components. This chapter will pay specific attention to relating the collected information into its constituent elements so as to draw conclusions that will assist in answering the research question.

According to Dey (1993: 32), the “first objective in qualitative data analysis is to develop thorough and comprehensive descriptions of the phenomenon being studied which encompasses the context of action, the intentions of the actor and the process in which action is embedded”. This is to say that qualitative data analysis begins with contextualising the data collected and gathering details related to the information obtained with the intention of providing detailed descriptions. The three main elements of description that must be taken into consideration during qualitative data analysis are intentions, contexts and process. The following section outlines the context of the study and the approach to be taken when interpreting the findings. The section involves a detailed description of the context within which data were collected and all the meaningful details related to the kind of data and the way in which the data were collected.

#### **4.2 Description of context**

The purpose of this study is to evaluate the extent to which IKamva Youth has been effective in fulfilling its purpose as an NGO and achieving its own vision, mission and objectives. Because this NGO is situated in a township that experiences extreme development-related challenges, there are a number of factors about the

surrounding community that prevailed during the study which were considered vital to the process of analysing data. The most significant of these issues was the high crime rate in the area.

The main tools adopted in collecting data for this study were questionnaires and in-depth interviews. Prior to collecting the data, it was important to first meet with the leaders of the organisation in order to outline the background and purpose of the study. Due to the location of the community and challenges such as crime, electronic communication proved to be a challenging. In an attempt to mitigate this challenge a brief synopsis of the study was hand delivered to the IKamva Youth offices prior to the agreed dates of data collection, together with a cover letter and consent forms for the interviews and questionnaires. Subsequently, the questionnaires were hand delivered to the Khayelitsha branch coordinator and interviews conducted on the same day.

#### **4.3 Response rate**

A total number of 10 in-depth interviews were conducted and 50 questionnaires distributed among IKamva Youth learners. The population of the study constituted randomly selected young people between the ages of 18-23, distributed evenly between grades 8 to 12. 10 Interviews were also conducted with volunteers, tutors, the branch assistant and the branch coordinator.

The total number of learners at the Khayelitsha branch of IKamva Youth is 192. 50 questionnaires were distributed, 40 were returned of which 38 were considered legitimate for the study. Two of the questionnaires were deemed unfit for the study as one was completed incorrectly and the other left blank. 10 in-depth interviews were conducted, six of which were with volunteers from the University of the Western Cape, two tutors who are former IKamva students, one branch assistant and the other being the branch coordinator. All interviews were conducted in August 2013, recorded and later transcribed verbatim to document the responses. The following section details the findings obtained from the data collection process.

## **4.4 Questionnaire findings**

### **4.4.1 Data analysis and interpretation**

Data collected both from in-depth interviews and questionnaires were divided evenly amongst five categories:

- Mentoring;
- Computer literacy;
- Career guidance;
- HIV/AIDS education;
- Tutoring.

### **4.5 Mentoring**

The extent to which the mentoring program is effective was measured in terms of the following criteria drawn from the goals of the organisation and the purpose of the mentoring program:

- Levels of self-awareness;
- Life decisions;
- Holistic development;
- Personal growth.

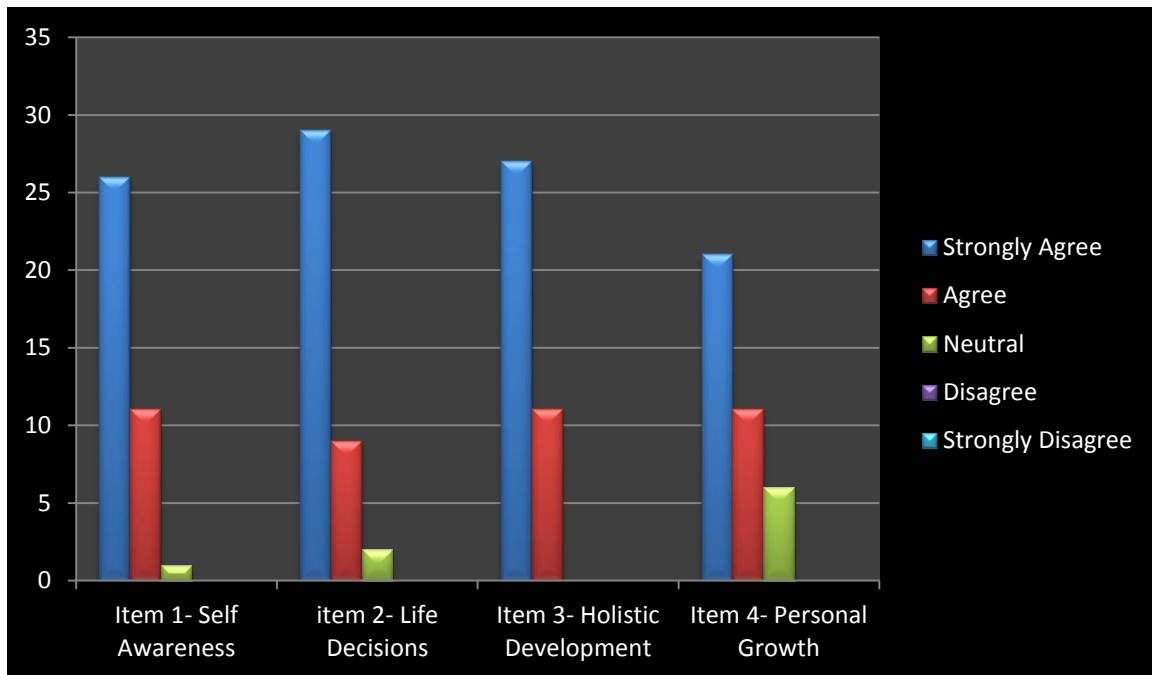
From questions posed in the questionnaire, respondents were expected to indicate the extent to which the mentoring program had influenced their current level of self-awareness, the extent to which their life habits and holistic development had changed since joining the mentoring program and their current level of personal development. On each of these areas, respondents had to rate their response by either strongly agreeing, agreeing, remaining neutral, disagreeing or strongly disagreeing.

Out of the 38 respondents 69% (26) indicated that they strongly agreed that the mentoring program had fostered in them personal growth and self-awareness (Item 1). 29% (11) agreed to this and 3% (1) was neutral.

When asked about whether the mentoring program had assisted in developing healthy life habits, 77% (29) respondents strongly agreed and 24% (9) agreed to the

statement (Item 2). 71% (27) of the respondents strongly agreed that their general outlook on life and knowledge of their own personal potential had been positively influenced by mentors; 29% (11) agreed to the statement (Item 3).

56% (21) of the respondents strongly agreed when asked about whether mentors were available and willing to assist and advise them at all times. 29% (11) agreed and 16% (6) respondents were neutral.



*Figure 4.5.1. The extent to which the mentoring program has been effective*

These findings indicate that from the perspective of the majority of the participants, the mentoring program was considered effective in fostering self-awareness, influencing healthy life habits, holistic development and propelling personal growth within the lives of the participants.

#### **4.6 Computer literacy (Operation Fikelela)**

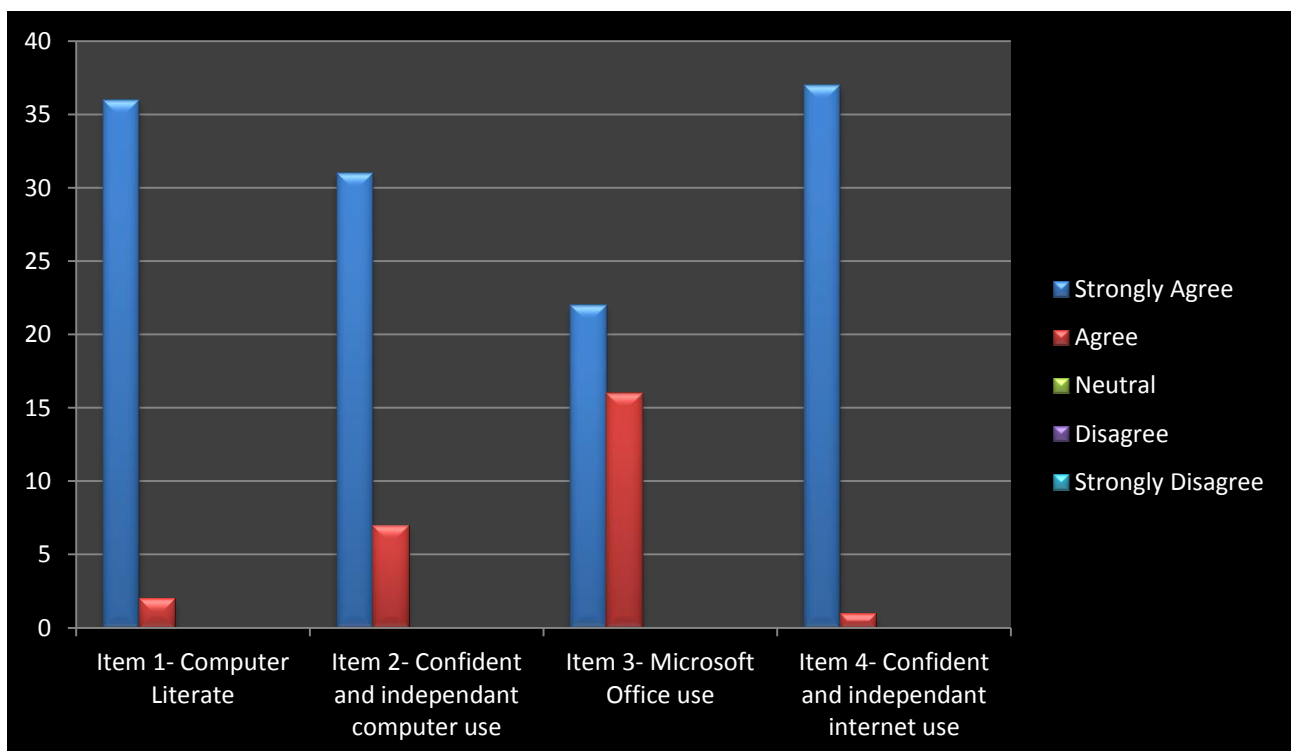
The questions related to computer literacy assessed the extent to which participants were able to use computers independently, their proficiency with specific computer programs and their ability to use the internet since being a part of "Operation Fikelela".

Four questions from the questionnaire were devoted specifically to gauging the extent to which the computer literacy program had influenced participants' current ability to utilise computers and the internet independently.

95% (36) of the respondents indicated that they considered themselves to be computer literate (Item 1), specifically as a result of their participation in the computer literacy program by strongly agreeing. The other 5% (2) agreed to the statement.

82% (31) participants strongly agreed when asked if they were able to use a computer independently (Item 2) and 19% (7) agreed. 58% (22) of the respondents indicated that they were fully able to use Microsoft Word, Excel, Access and Power Point effectively (Item 3) and 43% (16) agreed.

When it came to measuring how well the participants were able to use the internet (Item 4), 97% (37) strongly agreed and 3% (1) agreed to the statement.



*Figure 4.6.1. The extent to which the computer literacy program has been effective*

The abovementioned findings indicate that the computer literacy program was considered effective in fostering independence in computer usage amongst the participants and improved general computer literacy.



## 4.7 Career Guidance

Measuring the effectiveness of the career guidance program involved assessing whether participants were aware of the various post-matric opportunities available to them and whether they obtained all the necessary information for such prospects from the program.

All respondents strongly agreed (38) that they were more aware of the various career opportunities available to them (Item 1). This indicates an effective program and could lead to the achievement of the organisation's aim of making participants fully equipped to take advantage of the various post-matric opportunities, either in the form of attending higher education institutions, participate in learnerships or finding employment.

When inquiring on whether participants had the intention of going to university after matriculating, 80% (28) of them strongly agreed and 27% (10) agreed (Item 2). The same result was obtained when inquiring on whether participants were aware of the requirements relating post-matric opportunities as a result of information provided through the career guidance programs (Item 3).

When it came to the steps that needed to be taken in order to take advantage of these post-matric opportunities, responses deviated slightly from the previous responses (Item 4). 56% (21) of the participants strongly agreed that they were provided with the necessary information about the steps to take before completing matric in order to pursue their desired post-matric opportunities. 24% (9) respondents agreed to this statement while 14% (5) remained neutral and 8% (3) disagreed.

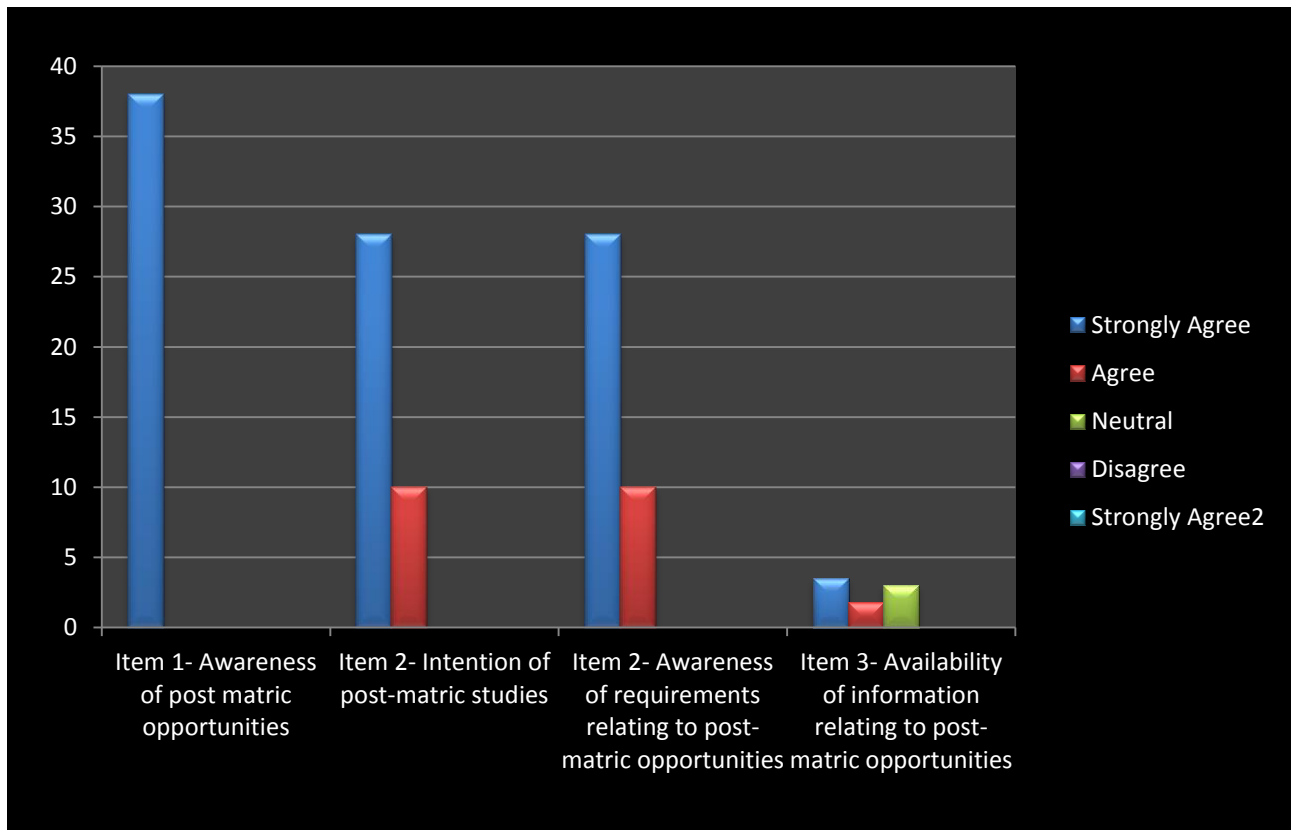


Figure 4.7.1. The extent to which the career guidance program has been effective

These findings indicate that participants were aware of the various post-matric opportunities available to them, but not quite as sure how to go about achieving them.

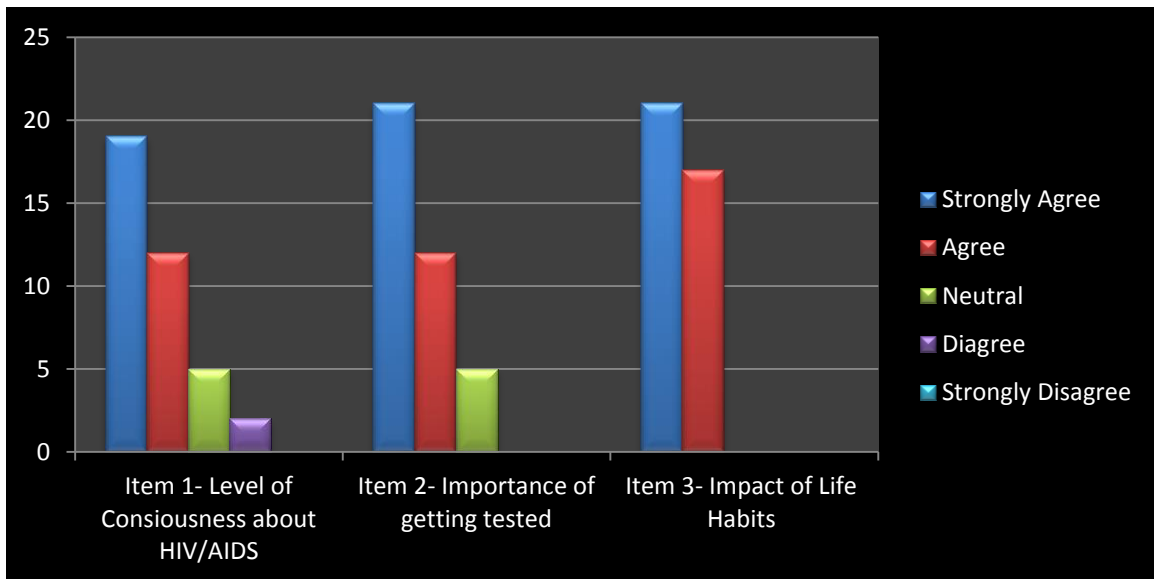
#### 4.8 HIV/AIDS

Another program of the organisation and a subsequent point of reference when measuring the organisation's overall effectiveness is the HIV/AIDS awareness program. The questions related to the HIV/AIDS program required respondents to indicate whether they considered themselves to be more HIV/AIDS conscious since joining the organisation; whether they were aware of the importance of HIV/AIDS testing and whether they had been educated about the various life habits that could possibly lead to contracting the virus.

50% (19) of the respondents strongly agreed that after attending the program they were more conscious about the virus (Item 1), while 32% (12) of the respondents agreed 13% (5) respondents chose to remain neutral on the issue while 5% (2) respondents disagreed, indicating that they had not benefitted from attending the

program. 55% (21) of the respondents strongly agreed when asked whether they were aware of the importance of getting tested for HIV (Item 2). 32% (12) agreed and 13% (5) of the participants remained neutral.

55% (21) of the participants strongly agreed that they had been informed of the various life habits that could possibly lead to contracting the virus and 45% (17) of the respondents agreed (Item 3).



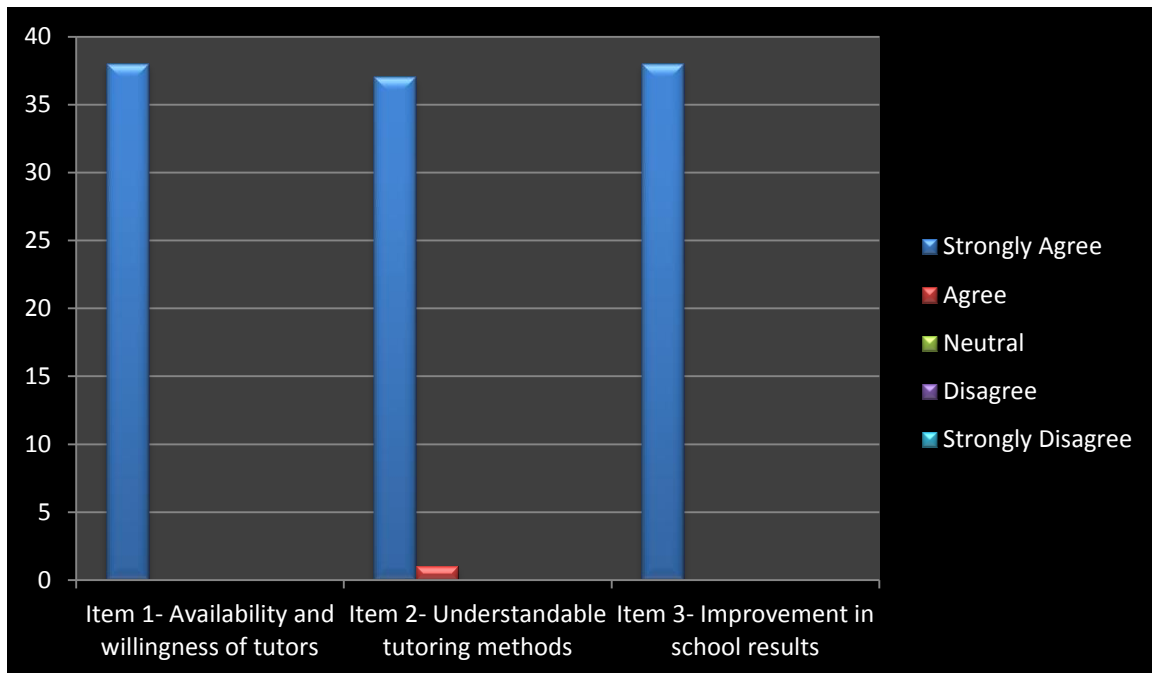
*Figure 4.8.1. The extent to which the HIV/AIDS project has been effective*

These responses indicate that the HIV /AIDS program can be considered successful in informing the participants of the virus, while highlighting the importance of being tested and the various behaviours that could lead to one being infected.

#### **4.9 Tutoring**

The effectiveness of the tutoring program was measured by how participants experienced the program and how the program affected their academic results. Participants were first asked whether or not the tutoring program assisted them in improving their academic performance and all respondents strongly agreed. All the respondents also strongly agreed that the tutors were always willing and available to assist them with their schoolwork (Item 1). 97% (37) of the respondents strongly agreed that tutors explained work in a way that was understandable and this assisted them in improving their performance (Item 2), while 3% (1) agreed. All

respondent (38) strongly agreed that the tutoring sessions have assisted with improving academic results (Item 3).



*Figure 4.9.1. The extent to which the tutoring program has been effective*

These findings indicate that overall, respondents overwhelmingly agreed that the tutoring program was effective in fulfilling its purpose.

#### **4.10 Findings related to the interviews**

As expected, and by virtue of their nature, the interviews offered more in-depth information that included opinions and personal experiences. In order to maintain structure in the interviews, questions were prepared and used to steer the sessions towards obtaining information related to the research objectives ensuring that all the necessary information was obtained in order to preserve the purpose of the study. Interviews were conducted with tutors, volunteers, the branch assistant and the branch coordinator.

The first question pertained to the internal identity of the organisation, primarily in relation to the interviewees' knowledge of the purpose of the organisation, its vision and objectives. 9 of the 10 respondents were not clear on the purpose of the organisation and only the branch coordinator was aware of the organisation's vision, mission and objectives to the extent that he was able to paraphrase the vision

obtained from IKamva Youth documents. The other respondents were either clearly unaware of these elements or provided inaccurate responses. Judging by the responses given, it was clear that the details of the organisation's vision were not clearly communicated to those considered as the stewards of the organisation's mission. The same respondents were unaware of how their daily activities should link to the broader purpose of IKamva Youth.

All the respondents were, however, fully aware of their responsibilities and what was expected of them. The responses were similar enough to assume that a clear outline was provided to all volunteers and tutors in order to inform them of their duties.

When asked about the various challenges related to their organisation's activities and the surrounding communities, all the respondents agreed that peer pressure, alcohol abuse, drug abuse and crime were the most significant challenges influencing the effectiveness of the organisation's programs. The branch coordinator emphasised that over the years, teenage pregnancy had become one of the most challenging issues, necessitating a partnership between the local Department of Health, local schools and the NGO in order to start health awareness workshops that would possibly mitigate the issue of teenage pregnancy.

The branch coordinator also identified lack of family support as one of the issues that directly affected student performance. Each student was required to attend at least 75% of the tutoring sessions in a year. According to the branch coordinator, the lack of family support affected students' ability to remain committed to the tutoring and other organisational programs and subsequently, to maintain satisfactory academic performances.

The high crime rate in the community of Khayelitsha was cited by all respondents as another element of the society that was a significant challenge to overall organisational growth and effectiveness. To this effect, partnerships between the local offices of the Departments of Education and Social Development had been instrumental in fostering a holistic approach to maintain growth in young people and ensuring that the agenda of educating and empowering young people was tackled by all sectors of the community.

When asked about where the organisation needs to improve, five respondents indicated that it was important to increase the number of tutors and mentors, as the unsatisfactory tutor-learner-mentor ratio was becoming an issue as far as the level of success of program implementation was concerned. One respondent mentioned that it was important that tutors and mentors be better equipped with resources in order to execute their tasks without constraint. Four respondents suggested that the organisation found other means of keeping students motivated and committed, for example, by engaging more with all the spheres of influence that affect participant performance, and an example of this is interacting with teachers to follow up on any significant changes in learner performance and engaging parents/guardians regarding learner attendance and following up with parents on learner performance.

The findings obtained from the interviews, indicated that there is a clear breakdown of communication when it comes to delivering the vision to those who are responsible for bringing it into effect. It is clear from the interviews that external challenges such as crime, teenage pregnancy, drug and alcohol abuse and lack of family support are very important issues that affect the level of commitment, and subsequently the performance of the learners.

#### **4.11 Summary**

Chapter 4 constituted the data analysis and data interpretation. The data indicated that IKamva Youth is, thus far, largely effective in maintaining its purpose as an NGO. It has identified a need in the community of Khayelitsha and has, as a result, “engaged itself in relief, rehabilitation and development programs using finances raised from voluntary, private sources and donor agencies and managing themselves autonomously at local, national and/or international levels” (Gunlugu 2003: 301). IKamva Youth has structured itself around the issue of poverty, lack of education and the pursuit of empowerment, as stated in its vision. In response to these elements, the organisation established the avenues of tutoring, mentoring, career guidance, computer literacy classes and HIV/AIDS workshops to carrying this vision to fruition.

Results obtained from both the questionnaires and the interviews conducted, indicated that the NGO is, overall, effective in fulfilling its purpose as an NGO and fulfilling its own vision. This is gathered from the fact that the computer literacy,

tutoring, mentoring, career guidance and the HIV/AIDS programs have all, to a more or lesser extent, improved the knowledge base and skills of the respondents. The majority of participants are clearly now more aware of the various career opportunities available to them, and their increased awareness of these career choices has come about as a result of the career guidance provided at IKamva Youth. The findings also indicated that the computer literacy program has resulted in the ability of students to use computers more effectively and independently, including the use of the internet. This came as a result of the impact of "Operation Fikelela".

The HIV/AIDS program has also proved effective in teaching and training participants about the virus, the importance of getting tested and the lifestyle habits that could potentially put them at risk of contracting it.

Tutoring and mentoring programs have also proved instrumental and effective in increasing academic performance and output as well as empowering the respondents. The mentoring program has also been cited as instrumental in fostering healthy life habits and self-awareness in the participants. It is the finding of this study that the organisation is effective, not only in being an NGO but in fulfilling its own purpose.

## **CHAPTER 5**

### **RECOMMENDATIONS AND CONCLUSIONS**

#### **5.1 Introduction**

The purpose of this study was to evaluate the extent to which IKamva Youth has been effective in fulfilling its role as an NGO and in terms of fulfilling its own vision, mission and objectives thus far. In order to conduct this evaluation and accomplish the general goal of the study it was important to first outline the units of measurements to be applied to determine the effectiveness of the organisation.

In order to understand the subject matter, the first step taken during the study was to obtain an understanding of NGOs, how they have evolved over time, and what role they are meant to play in communities. After obtaining this contextual framework, it became incumbent upon the researcher to conclude that IKamva Youth qualifies as an NGO due to the nature of its internal structure and the role it has set to play in society.

In order to conduct this evaluation and accomplish the general goal of the study, it was important to first outline the units of measurement that would determine the effectiveness of the organisation. In relation to this, it became important to understand what sort of organisation could be deemed an NGO. By scanning the literature, a working definition of an NGO was obtained to determine if IKamva Youth qualified as an NGO, by virtue of its internal structure, its purpose and the role it plays within the community of Khayelitsha.

It then became important to ascertain what strategies the organisation employed in order to fulfil its purpose. These strategies, manifested in the organisation's vision, mission and objectives as well as its programs, were then used as the units of measurement to evaluate the extent to which the organisation had succeeded in its purpose.

A questionnaire was compiled using a Likert scale to evaluate the extent to which the different programs of the organisation carried out their purpose and to what extent the programs had fulfilled the overall purpose of the organisation. These questionnaires were delivered to IKamva Youth offices in Khayelitsha. 40



questionnaires in total were returned and 38 were used to analyse the data collected. Respondents were asked to rate the influence of the various programs of the organisation in relation to their influence on their own lives, skills and academic performance in 5 different programs of the organisation, namely: tutoring, mentoring, computer literacy, career guidance and HIV/AIDS.

Respondents were expected to indicate the influence of the career guidance program on their knowledge of the different post-matric opportunities available to them, their choice of career path and the various steps that they had to take in order to arrive at their desired post-matric opportunities. Respondents were also required to indicate whether they considered the mentoring program to have assisted them with their level of self-awareness and making healthy life choices and to rate the extent to which the tutoring program has had a positive influence on their academic performance. They needed to indicate their level of satisfaction with the way tutors explained the academic content, as well as the extent to which the computer literacy program had improved their ability to use computers independently, including the use of the internet and programs such as Microsoft Word, Excel, Publisher, Power Point and Access. Finally, respondents were asked to rate the extent to which the HIV/AIDS program had been instrumental in fostering a consciousness of the virus, the importance of getting tested and the various behaviours that could increase the possibility of contracting the virus.

Interviews were also conducted with the sole purpose of understanding the experiences, views and opinions of participants, tutors, the branch assistant and the branch coordinator. Participants were required to present their understanding of the vision and purpose of the organisation after which they were requested to link their operational responsibilities to these elements of the organisation. Participants were also asked to provide information about the factors that could possibly influence the effectiveness of the organisation. Through the use of the interviews, data collected was related to the various community-related challenges that affect the operations of the organisation and that could potentially mitigate the organisation's effectiveness. All the data collected were instrumental in responding to the research problem posed in the first chapter of the treatise.

## **5.2 Conclusions**

### **5.2.1 Outline and profile of the community of Khayelitsha**

The first objective of this study, as mentioned in previous chapters, was to obtain an outline and profile of the community of Khayelitsha. This was in order to gain a detailed outlook of the context within which this study was to be conducted. In response to this objective, information was gathered on the basic profile of the community, paying specific attention to the population, employment and education statistics, and health-related and other challenges faced by the community. Information gathered from various institutions including the Department of Health and the Department of Education indicated that Khayelitsha is a densely populated community faced with a number of social challenges, the most pressing being health-related pandemics such as HIV/IDS and tuberculosis, as well as education-related challenges such as high levels of unemployment and crime. Data collected from interviews also indicated that youth unemployment and crime were two of the most pressing challenges around which many local NGOs are structured.

A study conducted by Miller-Grandvaux, Welmond and Wolf (2000: 15), suggested two variables to be critical to the overall evolution and progress of NGO programs; the first being the objectives and strategies of the NGO and the second being that communities provide a unique combination of social and political realities that shape what the NGO is able to do. Although the context within which this study was conducted was different, it is the finding of this study that the context within which IKamva Youth is situated constitutes a critical element to consider when evaluating the effectiveness of the NGO.

All the interviewees mentioned crime, unemployment, lack of health care and education as the main community-based challenges that affect the efforts of the organisation, which indicates that the respondents themselves consider these social elements to be valuable points of reference in a study of this nature. Related to the findings of Miller-Grandvaux, Welmond and Wolf (2000: 15), it is therefore the conclusion of this study that IKamva Youth exists within a specific context and cannot be evaluated in a vacuum. Social elements such as quality of education, unemployment, crime and low quality of health-care are all inter-related parts that contribute to or impede the level of effectiveness of an NGO such IKamva Youth.

## 5.2.2 IKamva Youth values

The mission of IKamva Youth is carried through five main values:

- A culture of responsibility for self and others;
- Collaboration and peer-to-peer support;
- Impact through democratic processes;
- Integrity and openness;
- Paying it forward.

These values were observed and investigated with the intention of evaluating the extent to which the organisation has upheld its own values.

### 5.2.2.1 A culture of responsibility for self and others

This value speaks primarily to the responsibility of the learners and management to create spaces within which learners are able to take responsibility and be accountable to themselves and others. This is mainly done through the weekly interactions between the branch management and the learners. In order to live up to this value the organisation elects a branch committee annually that consists of learners voted for by their peers. This branch committee is responsible to liaise between the branch management and the learners and ensuring that both parties interact harmoniously at all times. Bi-weekly meetings are held between the branch management and the branch committee with the intention of accounting for learner attendance, academic achievement of fellow learners, upcoming events planned by the branch committee and affording learners the opportunity to voice out any displeasure regarding the branch or members of the management.

Kheswa outlines the function of the branch committee as follows:

*“It is responsible for knowing each learner and for making sure that no one is left behind...we want them to take care of each other, not only during the tutoring sessions but to create a culture that exalts academic achievement as being above alcohol and drug abuse. That is why, even during tutoring, we make sure that youth from different schools sit together so as to create that ripple effect of thriving individuals”* (Kheswa, 2013).

From this observation and from data collected it may therefore be concluded that the organisation has been living up to this value through the structure and environment created by management together with the learners.

#### **5.2.2.2 Collaboration and peer-to-peer support**

Similar to the value of responsibility for self and others, this value is centred on the organisation's mission for young people to not only pull themselves out of poverty but to pull each other out of poverty as well (<http://IKamvayouth.org/about/mission-vision-values>). "Tutoring sessions are structured in such a way that learners from different schools interact with each other and tutors, in collaboration with learners who maintain excellent academic achievement, assist those who may be struggling" (Mann 2013). This was observed during a tutoring session where learners were wearing different school uniforms, but acted in unity by tutoring each other, with the tutors merely monitoring from a distance, indicating that this value has become part of the culture of IKamva Youth.

#### **5.2.2.3 Impact through democratic processes**

This value is mainly communicated through the existence of the branch committee. The branch committee basically forms the link between the students and the organisation and it is responsible for communicating with both parties to ensure that they all interact in a fair environment. For example, the learners plan their annual prize-giving the way they would like it to be presented, and the organisation merely provides the resources and support required.

#### **5.2.2.4 Integrity and openness**

Integrity and openness are relating to the organisation's interaction with learners, parents, volunteers, donors and colleagues, the board, etc. (IKamva Youth 2012). Related to this, interestingly, is the amount of responsibility that the branch coordinator took when it came to the learners and all their different spheres of influence.

Kheswa explains:

*"If a learner is not at a tutoring session, we call the parent to inquire on the absence and before we kick the student out we conduct a home visit to make sure that both*

*the learner and the family are able to account for the learner's absence and understand the consequences relating to continued absence" (Kheswa 2013).*

From the interactions with the branch coordinator it became clear that this channel of inquiry is embedded within the organisation's policy and cultural practice, which is to say that the value is being upheld.

#### **5.2.2.5 Paying it forward**

This particular value appears to be a very important one to this organisation and it encompasses the organisation's desire to offer help where help is required. "Paying it forward" basically speaks to creating a culture of giving back and making it a norm, particularly as far as learner support is concerned. Every year matrics leave the organisation to access tertiary or other post-matric opportunities and every year there is an intake of new learners requiring tutors and mentors. At the end of every year, matrics are then urged to return to their respective branches to become tutors to those who follow. The value of paying-it-forward is also related to the broader mission of the organisation, which is to create a ripple effect of thriving individuals. "More than half of the matrics who leave the organisation come back to become tutors and this is done not only to secure a regular supply of volunteers, but the aim is to emphasise the importance of giving back to the community" (Kheswa, 2013).

### **5.3 Effectiveness of IKamva Youth objectives**

The second objective of this study was to evaluate the effectiveness of the strategies and programs of the organisation. This evaluation was done by assessing the impact that each of the various programs of the organisation has had on the students and the various experiences of those who are affiliated with the programs, namely, volunteers, tutors, assistants and the branch coordinator.

Data collected from the respondents related to the various programs indicate that there is general consensus regarding the general effectiveness of IKamva Youth programs. A trend observed from the responses indicates that the programs have been effective in carrying out the vision, mission and objectives of the organisation. With the exception of the HIV/AIDS program, all the respondents have agreed that the programs have had a positive impact on improving the various aspects of their lives as per the purpose and field of each program. It is, however, important to note

that the HIV/AIDS program is a fairly new program in comparison with the other programs and was fairly launched recently in response to the increasing number of teenage pregnancies. This program is also conducted in partnership with the local Department of Health, which is a new partnership and the various HIV/AIDS workshops are still to become stable and constant.

### **5.3.1 Respondents' knowledge of the organisation's purpose, vision, mission and objectives**

From questions asked about respondents' knowledge of the organisation's purpose, vision, mission and objectives, there is a frequency that is worth noting. From all interviews conducted, only the branch coordinator displayed an in-depth knowledge of the internal identity of the organisation by providing the specific vision and mission of the organisation and how his daily duties link to the broader vision of the organisation.

Kaplan (1994: 17), in a similar study, indicated that one of the main characteristics of an ineffective organisation is a lack of adequate strategy and inability to develop, manage and properly communicate strategy. In contrast, data collected for this study, indicates that although tutors, volunteers and others involved in the delivery of the programs may not be fully aware of the vision and mission of the organisation, they have a healthy knowledge of their roles and daily responsibilities, and they carry them out as if they have been fully informed by their supervisors and the branch coordinator.

### **5.3.2 Nature of the relationship between the branch assistant, the branch coordinator and the learners**

What was of particular interest in this study was the nature of the relationship between the branch assistant, the branch coordinator and the learners. It was interesting to note how the level of familiarity between the learners and their leaders was conducive to a relationship that transcends organisational duties and responsibilities on the part of the branch coordinator and his assistant. "It is important to become friends with these young people so that they do not see you only as a leadership figure, but they are familiar enough with you to be open about the challenges they face but not too familiar that they become too comfortable with

under-performance” (Kheswa 2013). Coupled with the observations made, this statement indicates that it is important to maintain a relationship with the participants that foster an environment of comfort and freedom.

Kheswa observes:

*“Because of the relationship I have cultivated with learners, they feel the pressure of performing to the best of their ability because they are encouraged by a fear of disappointing me; so it is very important to treat learners as individuals with differing personalities and dreams; that makes it easier to access a learner’s potential”* (Kheswa 2013).

### **5.3.3 Lack of family support**

Directly related to the above was the lack of family support. It became clear that this challenge is one that is prevalent amongst many of the learners.

In the words of Kheswa:

*“We find that parents don’t even take time to look at their children’s reports; very few take time to follow up on performance and even fewer parents attend parent meetings with us and this affects the learners, so we try to bridge the gap here at IKamva Youth by engaging the parents at all times and forging real relationships with the learners”* (Kheswa 2013).

It is also note-worthy that during informal conversations with students, the importance of support was cited as one of the most important elements with regards to academic performance. Many of them indicated that they were happy and comfortable while attending IKamva Youth sessions and they felt that they were given the attention they required in order to perform at their very best. “Many of these children come from broken families where their term reports are not even looked at and education is not prioritised, and it therefore becomes important to fill that void as best we can” (Kheswa 2013). Although no formal data were obtained relating to this area, the frequency with which it was mentioned indicated the importance of considering it when looking at strategies to improve academic performance and the overall development of young people.

## **5.4 Final Findings and Conclusions**

From data collected through the use interviews and questionnaires, observations and informal conversations, the following conclusions were made:

### **5.4.1 Khayelitsha community**

Information gathered from a number of sources, mainly statistical data and governmental reports, indicated that Khayelitsha is a densely populated community faced with an array of socio-economic and health-related challenges. Such challenges include a high incidence of low quality education, large numbers of people living with HIV/AIDS and tuberculosis, drug and alcohol abuse, teenage pregnancy and lack of employment. Interview responses indicated that these challenges affect the effectiveness of organisations such as IKamva Youth, and should therefore be taken into consideration when evaluating organisations and the extent to which they are effective in fulfilling their role as NGOs.

Participants of IKamva Youth all reside within Khayelitsha and are affected directly or indirectly by the above-mentioned social challenges. Many young people are influenced into drug and alcohol abuse at young ages and such influences deter many from being able to invest wisely in their academic and personal development. There is a high rate of teenage pregnancy in these areas, and this prevents many young people from carrying on with their academic responsibilities or being able to fulfil their responsibilities towards themselves relating to their future.

### **5.4.2 IKamva Youth within Khayelitsha**

Data collected from interviews and questionnaires indicated that although the organisation exists within a community faced with all the above-mentioned challenges, IKamva Youth has managed to maintain a solid structure that offers programs aimed at addressing the community's challenges to varying degrees. While conducting an evaluation of IKamva Youth's efforts it was important to consider these challenges in depth. According to the data, the organisation has, in the midst of these issues, maintained a substantial level of effectiveness in providing the resources and opportunities to not only access post-matric opportunities, but for holistic development. IKamva Youth programs have been instrumental in providing a



platform for young people to pursue a better future through developing themselves and accessing better opportunities for themselves and their peers.

It is the conclusion of the study that in the midst of many challenges, IKamva Youth has maintained a firm grip on its purpose as an NGO. The organisation has identified a need within the community of Khayelitsha and has structured itself in such a way as to address the need. Funds and resources are also generated and directed towards providing for this need.

Related to the organisation's own purpose, Mann (2013) indicates that over the past 10 years, the organisation has maintained an average of 97% matric pass rate with 86% of those matrics being accepted into universities, colleges or learnerships. According to the 2012 report of the organisation, the Khayelitsha branch obtained a 99.5% pass rate for all learners who obtained the minimum of 75% attendance for tutoring (IKamva Youth, 2012). The report also indicated that in this particular branch, 68% of 2012 learners who matriculated accessed tertiary education, and 89% of learners who wrote their final matric exams were enrolled in post-school opportunities with 68% being places in tertiary, 18% in learnerships and 3% finding employment. Given that the organisation's mission is aimed at assisting young people from disadvantaged backgrounds with accessing post-matric opportunities in the form of tertiary education or gainful employment, these figures indicate that the organisation has been effective in doing so.

## **5.5 Recommendations for further research**

From the findings of the study and the various observations made, a number of issues were identified that this study was unable to cover. The following recommendations are presented for further research in this field:

### **5.5.1 Community challenges and NGO work**

This study has concluded that education and development exist as part of a web of social, economic and other factors. Underlying this study was the assumption that such matters could not be separated and when evaluating one, others must also be taken into consideration. It is therefore the recommendation of this study that further and in-depth investigation be conducted relating specifically to the causal link between various socio-economic challenges, academic achievement and the overall

level of development amongst young people who reside in disadvantageous environments. It is recommended that further research be conducted on these social constructs and, more importantly, their relation to and their impact on each other.

### **5.5.2 Family support and youth academic performance**

Closely related to the above recommendation is the element of family support. This particular element has proven to be very significant in relation to the issue of investigating the academic performance and development of young people from disadvantaged backgrounds. This research has found it to be a very important point to consider in such studies. However, more research needs to be conducted in this field relating to family support and its impact on youth academic performance and development.

### **5.5.3 Evaluating the effectiveness of NGOs**

Given that this study was conducted with the sole purpose of evaluating the effectiveness of one particular organisation, it would be meaningful to extend this study to evaluate the effectiveness of different NGOs that may not necessarily share the same identity as IKamva Youth, but are similar in organisational structure and aimed at finding better ways of delivering basic services and addressing an array of social challenges.

## **5.6 Challenges faced during this study**

During the course of this study there were a number of challenges faced that could perhaps be avoided in similar studies. The following recommendations are offered as possible ways to improve this study:

- When using questionnaires, it is important to ensure that each respondent does so in isolation and away from the influence of peers. For the purpose of this study, questionnaires were dropped off at IKamva Youth offices and were completed on the day that interviews were conducted and some of the respondents may have consulted with one another. In order to ensure that responses are accurate and independent, it is important to properly manage the environment within which the questionnaire survey is conducted.

- It is also important to ensure that the terms and concepts used are ones that respondents are familiar with. It became evident that, although IKamva Youth documents termed the computer literacy program “Operation Fikelela”, many respondents were not aware of the name given to the program, so an amendment had to be made on all questionnaires. It is therefore important to clearly define and delimit the subject of inquiry and pay careful attention to vocabulary and concepts that might not be familiar to respondents.

## **5.7 Summary**

This chapter constituted the conclusions made based on data collected as well as the recommendations for further research and the various challenges faced during the course of the study. A profile of Khayelitsha was first presented indicating that the community is densely populated and faced with a number of challenges. From data collected it could be concluded that IKamva Youth has been effective in fulfilling its mission and has been instrumental in ensuring that young people access post-matric opportunities, and are given viable platforms for personal growth and holistic development, even in the midst of challenges such as crime, unemployment, teenage pregnancy and disease.

A number of observations were made during the data collection phase and were presented in this chapter, among others, the lack of knowledge of the organisation’s vision, mission and purpose amongst the respondents. From the data collected it was evident that the purpose of the organisation has not been properly communicated to those who are responsible for executing the vision.

Another interesting observation made during the data collection stage and presented in this chapter was the nature of the relationship between the branch coordinator, the branch assistant and the learners. It was interesting to observe the comfort and freedom with which learners interacted with each other and their leaders, stressing the importance that learners should be comfortable and experience a measure of freedom in order to foster an uncompromising attitude towards academic achievement.

The concept of family support was also highlighted as an important contributor to self-esteem and academic success.

Lastly, conclusions were made relating to the profile of the community and the role played by the organisation in addressing the various community challenges. For the purpose of ensuring that more in-depth research in this particular field is conducted, a number of recommendations were presented relating to the elements that must be considered when conducting further research in this field.

## **Bibliography**

Babbie, E. & Mouton, J. 2001. *The practice of the social sciences*. South African edition. Cape Town: Oxford University Press.

Bulgar, R.E. 2002. 'Research with human beings' In Bulgar, R.E., Heitman, I., & Reiser, J, eds. *The ethical dimensions of the Biological and Health Sciences*. New York: Cambridge University Press, pp117-125.

Cohen, D. & Crabtree. 2006. Qualitative research guidelines project: Robert Wood Johnson Foundation. [online] Available at <http://www.qualres.org/HomeSemi-3629.html> [Accessed 13 April 2013].

Collis, J. & Hussey, R. 2003. *Business research: a practical guide for undergraduate and postgraduate students*. 2<sup>nd</sup> ed. Basingstoke, Hampshire: Palgrave Macmillan.

Dawson, C. 2002. *Practical research methods: a user friendly guide to mastering research techniques and projects*. United Kingdom: How to Books.

De Kock, C.P. 2012. *Crime and research statistics*. Cape Town: Ministry of Community Safety.

Dey, I. 1993 *Qualitative Data Analysis: A user-friendly guide for social scientists*. New York: Routledge.

Gunlugu, A. 2003. Historical evolution of NGOs: NGO proliferation in the Post-Cold War Era. *The Journal of Turkish Weekly*. [online] Available at: <http://turkishweekly.net/article/222/> [Accessed 15 August 2013].

Hancock, B. & Practice, D.G. 1998. *An introduction of qualitative research*. Nottingham: Trent Focus Group.

Haskins, C. 2003. *Household numbers in Cape Town - a discussion document*, City of Cape Town: Information and Knowledge Management Department.

IKamva Youth. 2012. *Celebrating 10 years of IKamva Youth/2012*. Cape Town: IKamva Youth.

IKamva Youth. 2010. *IKamva Youth: the future is in our hands*. Cape Town: IKamva Youth.

Julie, F. 2009. *The roots of the NGO crisis in South Africa: a look beyond the surface*. Singapore: McGraw Hill.

Kaplan, A. 1994. *NGOs, civil society and capacity-building towards the development of strategy*. Community Development Resource Association: Cape Town.

Kheswa, Z. 2013. *Discussion on IKamva Youth*. [Conversation] (Personal communication, 15 July 2013).

Korten, D.C. 1990. *Getting to the 21<sup>st</sup> century: voluntary action and the global agenda*. Kumarian Press: Connecticut.

Lewis, D. & Kanji, N. 2009. *Non-governmental organisational and development*. London: Routledge.

Lodico, M. G., Spaulding D. T. & Voeglte K. H. 2010. *Methods in educational research: from theory to practice*. San Francisco: Jossey-Bass.

Magongo, B. 2011. *Demographic profile of South African youth*. Pretoria: National Youth Development Agency.

Mann, Z. 2013. *Discussion on the progress of IKamva Youth*. [Conversation] (Personal communication, 12 August 2013).

Mazibuko, D. M. 2000. The role of non-governmental organisations (NGO's) in educational advancement in developing countries: the South African experience. *Journal of International Cooperation in Education*, 3(1): 1-8.

Miller-Grandvaux.Y., Welmond, M & Wolf, J. 2002. *Evolving partnerships: the role of NGOs in Basic Education in Africa*. Washington: United States Agency for International Development Bureau for Africa, Office of Sustainable Development.

Mostashari, A. 2005. *An introduction to non-governmental organisations (NGO) management*. Massachusetts Institute of Technology: Iranian Studies Group.

National Planning Commission, 2012. *The National Development Plan 2030: Our future-make it work*. Pretoria: The Presidency.

Provincial and Local Government, 2007. The Nodal Economic Profiling Project  
Khayelitsha: Western Cape

Nzimakwe, T.I. 2008. South African's NGOs and the quest for development.  
*International NGO Journal*, 3 (5):90-97.

Orb, A., Eisenbauer, L. & Wynaden, D. 2000. Journal of Nursing Scholarship.  
*Ethics in Qualitative Research*, 33(1): 93-96.

Ozdubun, Ergun & Yazici, 1993. *Democratization reforms in Turkey*. Instabul:  
TESEV Publications.

Pratt, N. 2006. *Qualitative research*. United Kingdom: University of Plymouth. [online]  
Available: <http://www.edu.plymouth.ac.uk/resined/qualitative%20methods%202/qualrsh.htm#Questionnaires> [Accessed 14 May 2013].

SHAWCO. 2003. *University of Cape Town SHAWCO*. [online] Available at:  
<http://www.shawco.org>. [Accessed 27 March 2013].

Seiber J,E. 1992, *Planning ethically responsible research: guide for student and  
internal review boards*. London: SAGE Publication.

Spatial Structures in the Social Sciences. 2008. *Khayelitsha: An introduction*. [Pdf]  
Cape Town: Blackwell Publishers. Available at:  
<http://www.s4.brown.edu/southafrica/Reports/CapeTown/Khayelitsha.pdf> [Accessed  
10 May 2013].

Western Cape Department of Health. 2009. *Annual Report*. Cape Town: Provincial  
Government Western Cape.

## **ANNEXURES**

### **Annexure A**

#### Cover Letter for Data Collection

Good Day

#### AN EVALUATION OF THE EDUCATION INTERVENTIONS OF IKAMVA YOUTH

I am conducting a study related to your IKamva Youth and would appreciate your assistance and cooperation in this regard. This study intends to evaluate the extent to which the organisation has been effective in fulfilling its purpose as an NGO and fulfilling its own vision and mission, and this is required for the completion of my Masters in Development Studies which I am currently pursuing through the Nelson Mandela Metropolitan University (NMMU) in Port Elizabeth.

I have also attached an information sheet that details how the questionnaire is to be completed and 10-15 minutes of your time should be sufficient to complete the entire questionnaire. I have also left room at the bottom for any further comments and views relating to the questions asked, please feel free to comment and provide and personal opinions or share experiences relating to the questions.

Your cooperation will be appreciated

Yours sincerely.

Sinazo Nomsenge

Researcher



## Annexure B

Blank Questionnaire:

Categories:

- Mentoring
- Computer Literacy(Operation Fikelela)
- Career Guidance
- HIV/AIDS Education
- Tutoring

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.I am aware of the various career opportunities available to me					
2.The IKamva Youth Mentoring Program has fostered personal growth and self-awareness in me					
3. I am more computer literate now as a result of Operation Fikelela					
4.The tutoring program has helped improve my academic results					
5. I consider myself more HIV/AIDS conscious since joining the organisation					
6.I plan on going to University					
7. Tutors are always willing and able to assist					
8.The language used for lessons helps me understand my work better					
9. I have been educated about the different ways of contracting HIV/AIDS					
10.My career choice is based on information I obtained from IKamva Youth					
11. Tutors explain work in a way that I can understand					
12. I know the importance of HIV/AIDS testing					
13. The mentoring program has helped me develop healthy life habits					
14. I am able to use a computer independently					
15. My outlook on life has changed since joining the mentoring program					
16.I am aware of steps I need to take before matriculating in order to pursue my desired career path					
17. I am alert and educated about the					

risky life habits that may lead to contracting HIV/AIDS					
18. Mentors are open and willing to advise and guide at all times					
19. I am able to use Microsoft Word, Excel, Access and PowerPoint effectively					
20. I am able to use the internet on my own					

Further Comments and views

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

## **Annexure C**

Interview Questions:

Categories:

- The Organisation (Vision, strategies, programs etc)
- The progress of the programs to date
- The Community(Social Factors, Economic Factors, Community Involvement, Challenges of Khayelitsha)
- The Challenges( Funding, Communication of the Vision, Role of Government, Department of Education/Social Development, Community etc)

### Interview Questions

1. What do youth think the vision of the organisation is?
2. What strategies has the organisation formulated to execute its vision?
3. What are your day to day activities and responsibilities?
4. How many of the Youth Participants of IKamva Youth go to University?
5. How many of those who participate in the Tutoring program matriculate every year?
6. How does the work that you do on a daily basis relate to the overall vision and purpose of the organisation?
7. How do the IKamva Programs connect with the challenges faced by the Khayelitsha community?
8. What social, economic and other factors contribute to the overall effectiveness of the programs that you run?
9. What are the challenges that you have encountered with executing your work responsibilities at IKamva?
10. What social ills has the organisation identified in the community of Khayelitsha?

11. What relations does the organisation have with government (Department of Education and Department of Social Development)?
12. In your view, where does the organisation need to improve?
13. Where do you see the organisation in 5 years' time?

## Annexure D

# CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided in the Information Sheet dated _____.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the project and my participation.	<input type="checkbox"/>
3.	I voluntarily agree to participate in the project.	<input type="checkbox"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	<input type="checkbox"/>
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	Select only <b>one</b> of the following:	
	<ul style="list-style-type: none"><li>I would like my name used and understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project can be recognised.</li><li>I do not want my name used in this project.</li></ul>	<input type="checkbox"/> <input type="checkbox"/>
10.	I, along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

### Participant:

\_\_\_\_\_

Name of Participant

\_\_\_\_\_

Signature

Date

### Researcher:

\_\_\_\_\_

Name of Researcher

\_\_\_\_\_

Signature

Date