



YOUTH CITIZENS ACTION PROGRAMME

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AN EVALUATION OF THE YOUTH CITIZENS ACTION PROGRAMME (YCAP) OUTCOMES (2011 – 2013)

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ADDENDUM A: LETTER BY UNISA

1. INTRODUCTION AND BACKGROUND

Stemming from a series of youth dialogues about how they could create solutions to problems they face in 2008, The Youth Citizens Action Programme was born in 2009. The founding parties were Amanda Blankfield-Koseff from Afrika Tikkun, Colin Brown from Deutsche Bank South Africa Foundation, Garth Japhet and Jennifer Charlton from Heartlines and Dr Trish Watson who consulted for the Department of Basic Education. Since YCAP) was piloted in 2010, numerous learners have acquired essential and empowering life skills because YCAP gave them a toolkit to develop their own active citizenship programmes in their schools, and helped them to feel empowered and motivated enough to do so because of the competition element of the programme. The participants in a minimum of 40 schools per province (9) with 10 learners per province from each school for the past four years have left an indelible mark on their schools and communities while learning life skills they will use well past their matric year. The winners from the provincial and national competitions had an even greater benefit as they were exposed to learners from different provinces who had different solutions to youth issues, but also each of these winning schools have benefited by receiving financial resources to expand the impact of the projects in their schools from the funder, Deutsche Bank South Africa Foundation.

In order to ensure that the Programme is achieving its purpose, there is a need to evaluate the significance of the projects in the lives of all participants, the winning schools and the community. It was thus important to evaluate which skills learners acquired as well if these skills could benefit them in their workplace and their communities respectively. It was also necessary to evaluate educators' perspectives on the value of the skills learned not only for the learners, but also the schools and the communities. In addition, information on whether learners still use the YCAP toolkits and how the schools used the prize money will afford the organisers of the competition the opportunity to reposition themselves for future competitions to ensure the success of the many learners who will still participate in the project.

2. RESEARCH QUESTIONS

The study addresses the following two main research questions:

Research question 1: What benefit does the YCAP competition have for the learners, schools and the communities in terms of skills learned?

Research question 2: In what way do the YCAP projects continue at the schools after the competition?

3. RESEARCH METHODOLOGY

The research methodology for this study was a paper-based survey. A paper-based survey was deemed more suitable to reach the respondents which also included schools in rural areas. A questionnaire was devised for both the learners and the educators using a five

point Likert scale format as indicated below.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Both questionnaires included 17 statements to evaluate skills learned, how the skills benefited the learners, the schools and the communities as well as how the skills are currently being used. The questionnaires also included open-ended questions to probe further and to obtain more rich data. The learners had to answer three and the educators four open-ended questions.

Prior to the implementation of the study both sets of questionnaires were pre-tested among 2013 winning schools to ensure that all statements were understood and clear to the respondents.

3.1 Sample

A purposive sample method was used to select respondents per school from the years 2011 to 2013 in nine provinces. The 2010 winners were excluded because the learners already matriculated and it was not viable to find them for the study. After editing and cleaning of the data, responses from 69 learners from 21 schools and 35 educators from 25 schools could be used for the analysis - see tables 21 and 43. Two of the educators completed the learners' questionnaires while two questionnaires of the learners were incomplete and these were thus not considered for the data analysis. Of the learners who completed the survey, 74% were female and 26% male, while for the educators 59% of the respondents were females and 41% male.

3.2 Data analysis

The quantitative part of the data analysis focused on a univariate analysis only. Responses were captured and analysed using the Moonstats software programme. Responses for the open-ended questions were analysed by means of a thematic analysis. All unique responses were also reported on for the sake of being comprehensive to benefit the organisers of the competition for future competitions. These responses were thus organised into themes for more structured reporting of the results.

4. FINDINGS OF THE SURVEY: LEARNERS

Findings of the survey for the learners are as follows:

4.1 Skills learned by the learners

Learners' responses can be elaborated in accordance with each of the statements in the questionnaire as follows:

Statement 1: I am a team player in that I can listen to ideas of others.

Figure 1 below depicts the opinion of learners whether they can be considered a team player who can listen to the ideas of others. A total of 67 learners responded to the statement. Table 1 summarises the frequency of these responses.

TABLE: 1 FREQUENCY OF LEARNERS' RESPONSES FOR TEAM PLAYER LISTENING TO IDEAS		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	1	1.49
Neutral	4	5.97
Agree	23	34.33
Strongly agree	39	58.21
TOTAL	67	100

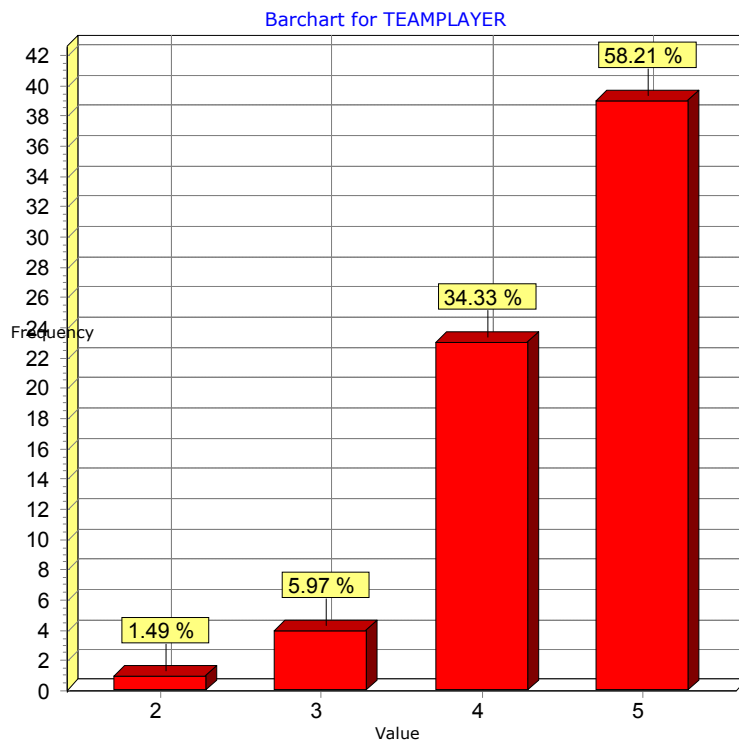


Figure 1: Being a team player who can listen to others' ideas.

A total of 1.49% of respondents disagreed, 5.97% were neutral while 34.33% agreed and 58.21% strongly agreed that because of the competition they can be a team player who can listen to the ideas of others. No respondents strongly disagreed on this statement. This

means that the majority of respondents felt that by working in a group they were given the opportunity to learn to listen to other team members' ideas in order to bring the project together in perfect harmony. By developing as a team player for the competition, essential listening skills were acquired and refined which can make a valuable contribution to a team.

Statement 2: I respect the opinions of other members in a team.

Figure 2 below depicts the opinion of learners to which extent they respect the opinions of other members in a team. A total of 69 learners responded to the statement. Table 2 summarises the frequency of these responses.

TABLE: 2: FREQUENCY OF LEARNERS' RESPONSES FOR RESPECTING OPINIONS		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	5	7.25
Agree	17	26.64
Strongly agree	47	68.12
TOTAL	69	100

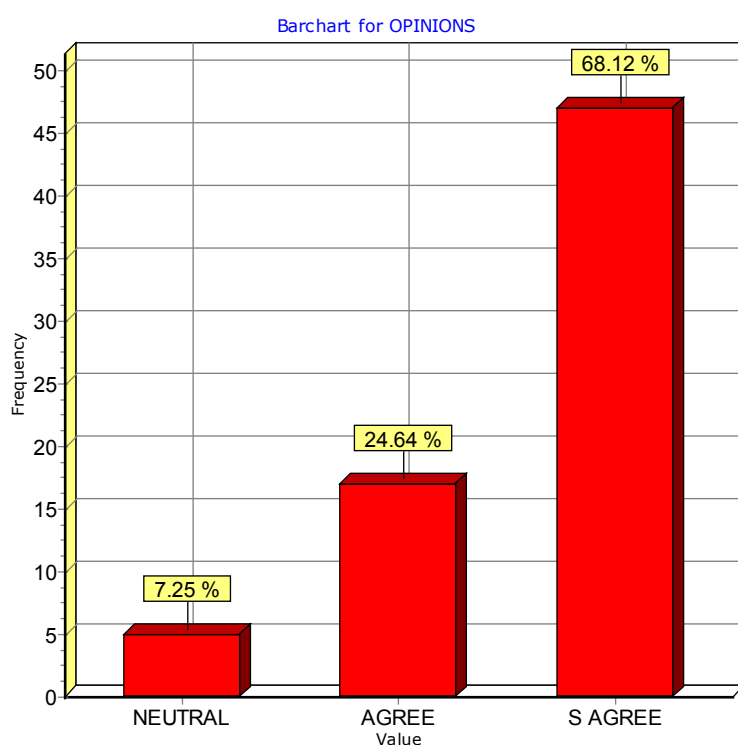


Figure 2: Respecting opinions of others in a team.

A total of 7.25% of respondents were neutral while 24.64% agreed and 68.12% strongly agreed that they respect the opinions of others in a team because of their participation in the competition. No respondents strongly disagreed or disagreed on this statement. This means that the majority of respondents felt that by working in a group they learned to respect the opinions of other team members to the benefit of a team project. By developing as a team player for the competition, essential skills were required and refined which can make a valuable contribution to the team. In this case it would be respecting opinions of others in order to achieve more as when working alone.

Statement 3: I think about ideas when I work in a team.

Figure 3 below depicts the opinion of learners of whether they think about ideas when working a team. A total of 67 learners responded to the statement. Table 3 summarises the frequency of these responses.

TABLE: 3: FREQUENCY OF LEARNERS' RESPONSES FOR THINKING ABOUT IDEAS		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	5	7.46
Agree	26	38.81
Strongly agree	36	53.73
TOTAL	67	100

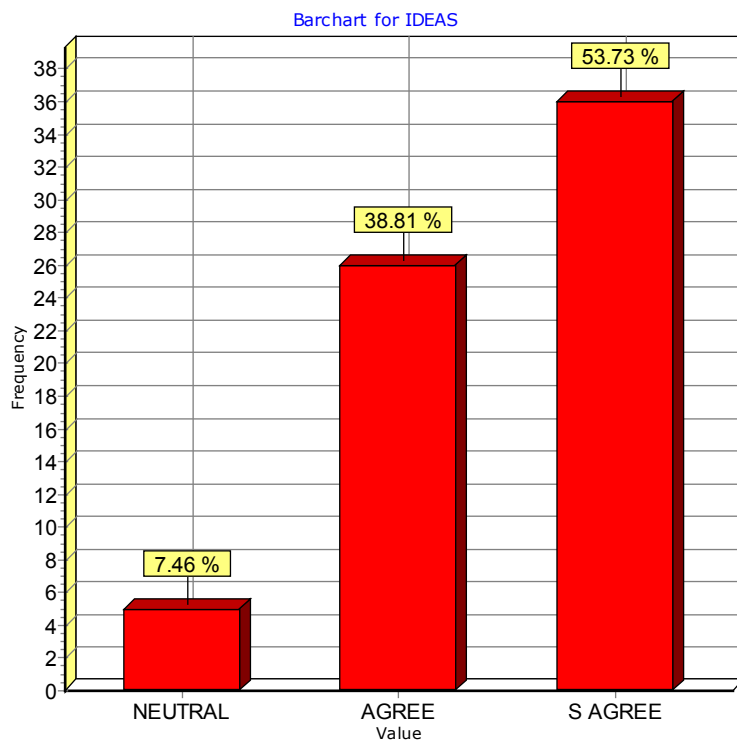


Figure 3: Thinking about ideas in a team.

A total of 7.46% of respondents were neutral while 38.81% agreed and 53.73% strongly agreed that they now think about ideas when working in a team. No respondents strongly disagreed or disagreed on this statement. This means that the majority of respondents felt that by working in a group for the competition they learned how to think about all ideas and not only theirs. All members in a group fulfil a different role and have particular strengths. By thinking about ideas could assist and encourage team members along the way to the advantage of the project.

Statement 4: I question other team members' ideas to benefit the team's total contribution.

Figure 4 below depicts the opinion of learners on questioning other team members' ideas to benefit the team's total contribution. A total of 68 learners responded to the statement. Table 4 summarises the frequency of these responses.

TABLE: 4: FREQUENCY OF LEARNERS' RESPONSES FOR QUESTIONING OTHER IDEAS		
Option	Number of responses	Percentage
Strongly disagree	1	1.47
Disagree	1	1.47
Neutral	16	23.53
Agree	30	44.12
Strongly agree	20	29.41
TOTAL	68	100

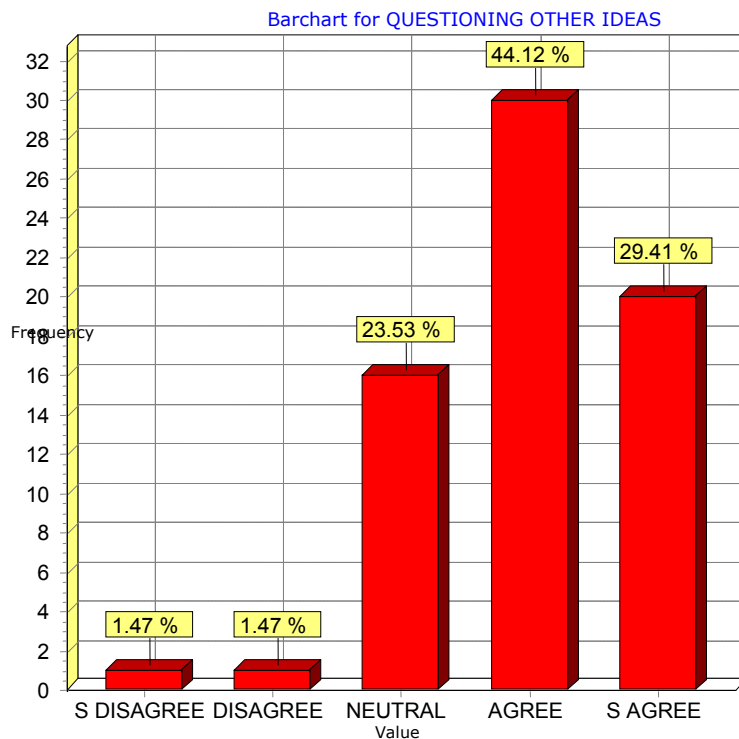


Figure 4: Questioning other team members' ideas.

A total of 1.47% respondents strongly disagreed, 1.47% disagreed while 23.53% were neutral, 44.12% agreed and 29.41% strongly agreed that they can now question other team members' ideas. This means that the majority of respondents felt that by working in a group for the competition they learned how to question other team members' ideas. In this regard learners' critically thinking ability was possibly advanced as they had to tap into one another's particular strengths to come up with one strong solution for the whole team.

Statement 5: I can make a decision about the best way to approach a challenge.

Figure 5 below depicts the opinion of learners on whether they can make a decision about the best way to approach a challenge. A total of 69 learners responded to the statement. Table 5 summarises the frequency of these responses.

TABLE: 5: FREQUENCY OF LEARNERS' RESPONSES FOR DECISIONS ABOUT HOW TO APPROACH A CHALLENGE		
Option	Number of responses	Percentage
Strongly disagree	1	1.45
Disagree	1	1.45
Neutral	11	15.94
Agree	34	49.28
Strongly agree	22	31.88
TOTAL	69	100

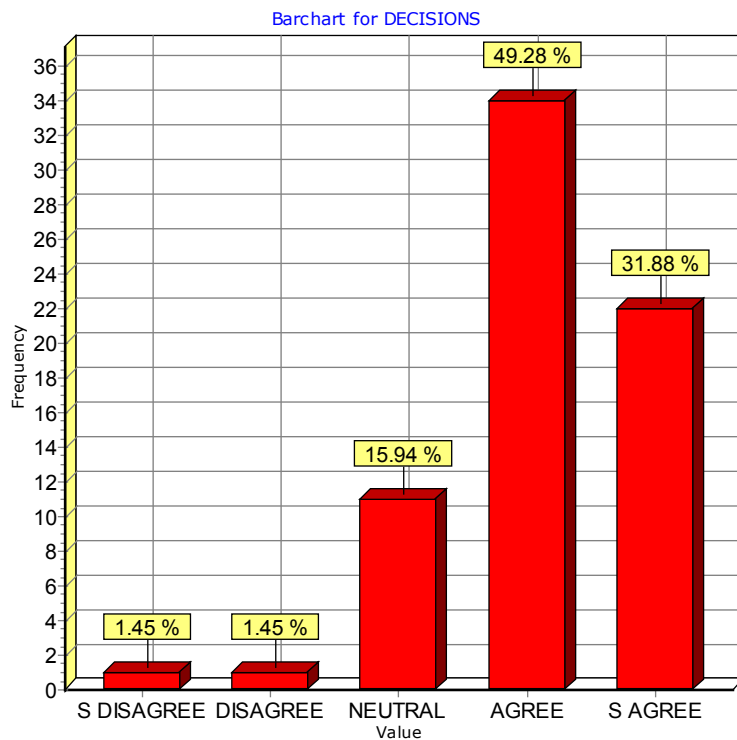


Figure 5: Making a decision about the best way to approach a challenge.

A total of 1.45% respondents strongly disagreed, 1.45% disagreed while 15.94% were neutral, 49.28% agreed and 31.88% agreed that because of the competition they can now make a decision about the best way to approach a challenge. This means that the majority of respondents felt that by working in a group for the competition enabled them to make such

decisions. In this regard learners possibly learned how to understand objectives and what their particular roles and strengths in the group were.

Statement 6: I can create an action plan with specific steps to plan a project.

Figure 6 below depicts the opinion of learners on whether they can create an action plan with specific steps to plan a project. A total of 69 learners responded to the statement. Table 6 summarises the frequency of these responses.

TABLE: 6: FREQUENCY OF LEARNERS' RESPONSES FOR BEING ABLE TO CREATE AN ACTION PLAN WITH SPECIFIC STEPS		
Option	Number of responses	Percentage
Strongly disagree	1	1.45
Disagree		
Neutral	9	13.04
Agree	28	40.58
Strongly agree	31	44.93
TOTAL	69	100

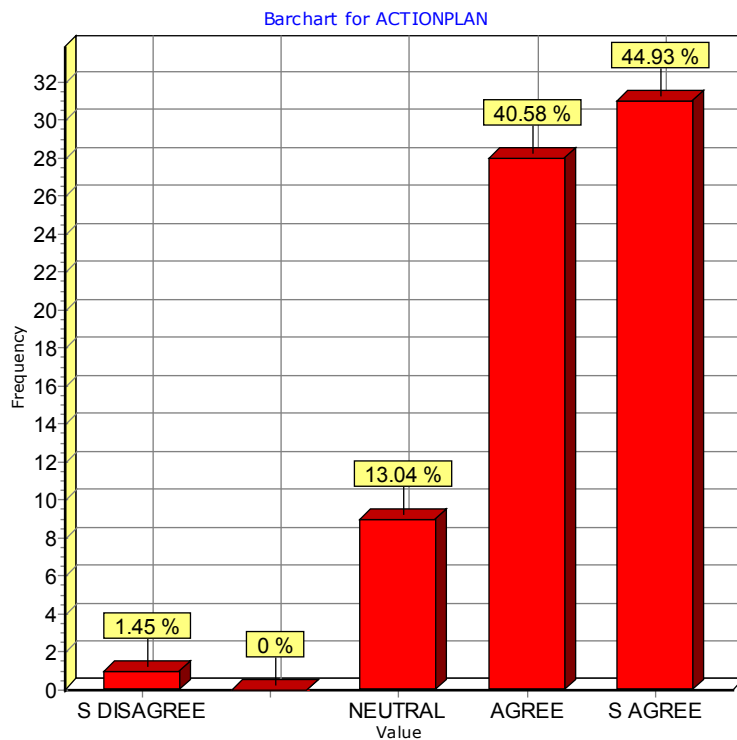


Figure 6: Knowledge to create an action plan.

A total of 1.45% respondents strongly disagreed, 13.04% were neutral, 40.58% agreed and 44.93% strongly agreed that they can create an action plan because of their participation in the competition. No respondents disagreed with this option. This means that the majority of respondents felt that by working in a group they learned how to create a plan that will work well for a group effort, which is an essential team building skill.

Statement 7: I know how to create a time-line for a project with specific actions for the team members.

Figure 7 below depicts the opinion of learners on whether they know how to create a time-line with specific actions for the team members. This statement adds to the responses for statement 6. A total of 69 learners responded to the statement. Table 7 summarises the frequency of these responses.

TABLE: 7: FREQUENCY OF LEARNERS' RESPONSES FOR KNOWLEDGE TO CREATE A TIMELINE		
Option	Number of responses	Percentage
Strongly disagree	1	1.45
Disagree		
Neutral	19	27.54
Agree	25	36.23
Strongly agree	24	34.78
TOTAL	69	100

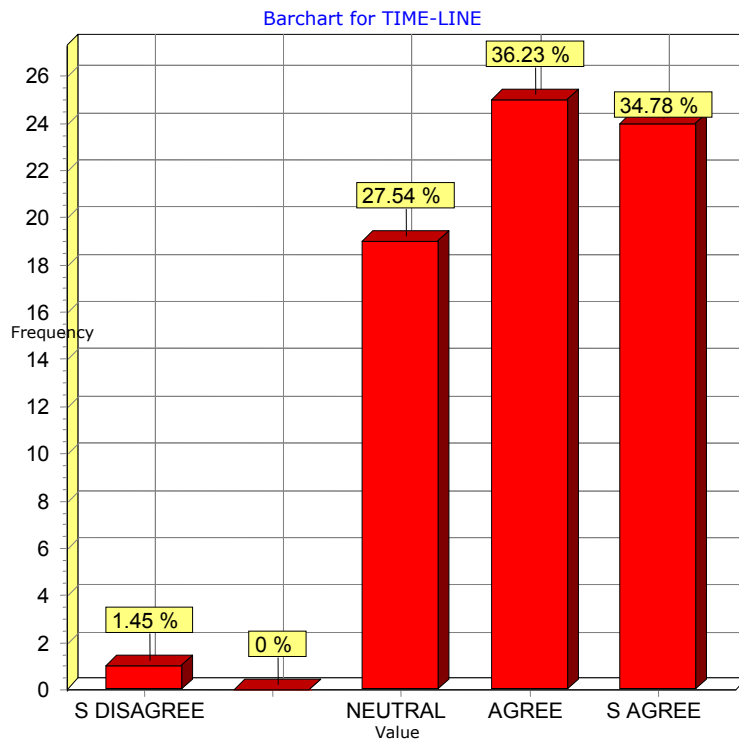


Figure 7: Knowledge how to create a time-line for a project.

A total of 1.45% respondents strongly disagreed, 27.54% were neutral while 36.23% agreed and 34.78% strongly agreed that they can now create a time-line for a project. This means that the majority of respondents felt that by working in a group for the competition they learned how to allocate specific actions plans and deadlines to ensure the success of the entire group effort.

Statement 8: I can apply knowledge for a project action plan that directly relates to the experience of the team.

Figure 8 below depicts the opinion of learners on whether they can apply knowledge for a project action plan that directly relates to the experience of the team. A total of 68 learners responded to the statement. Table 8 summarises the frequency of these responses.

TABLE: 8: FREQUENCY OF LEARNERS' RESPONSES FOR APPLYING KNOWLEDGE FOR AN ACTION PLAN ACCORDING TO EXPERIENCE		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	3	4.41
Neutral	11	16.18
Agree	33	45.53

Strongly agree	21	30.88
TOTAL	68	100

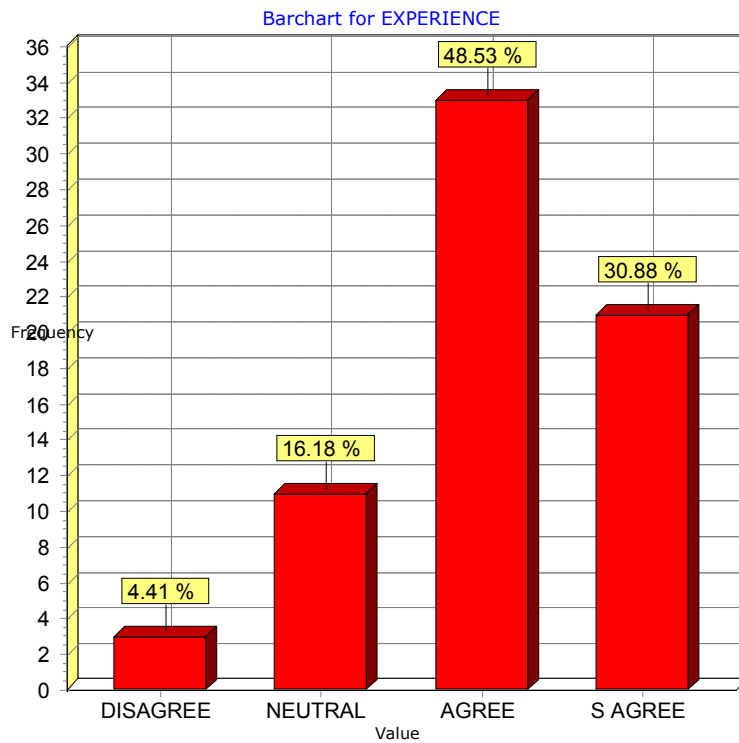


Figure 8: Knowledge to create an action plan according to experience of the group.

A total of 4.41% respondents disagreed, 11% were neutral, 48.53% agreed and 30.88% strongly agreed that they can now create an action plan according to the experience of the group. No respondents strongly disagreed on this option. This means that the majority of respondents felt that by working in a group for the competition they learned how to use the strengths of each team member and allocate resources accordingly which is also an essential leadership quality.

Statement 9: I understand other people's needs.

Figure 9 below depicts the opinion of learners on whether they understand other people's needs. A total of 69 learners responded to the statement. Table 9 summarises the frequency of these responses.

TABLE: 9: FREQUENCY OF LEARNERS' RESPONSES FOR UNDERSTANDING OTHERS' NEEDS		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	8	11.59
Agree	17	24.64
Strongly agree	44	63.77
TOTAL	69	100

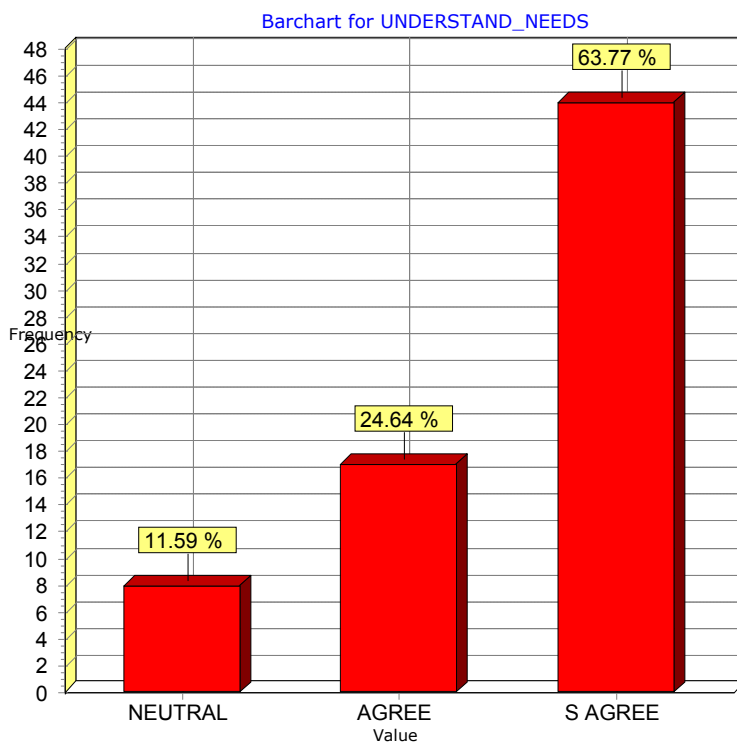


Figure 9: Understanding others' needs.

A total of 11.59% respondents were neutral, 24.64% agreed while 63.77% strongly agreed that they now understand other people's needs. No respondents disagreed or strongly disagreed with this option. This means that the majority of respondents felt that by working in a group for the competition they learned how to accommodate team members' needs in the activities related to the project possibly also resulting into good relationships among group members.

Statement 10: I am able to take the lead in a project.

Figure 10 below depicts the opinion of learners on their ability to take the lead in a project. A total of 69 learners responded to the statement. Table 10 summarises the frequency of these responses.

TABLE: 10: FREQUENCY OF LEARNERS' RESPONSES FOR ABILITY TO TAKE THE LEAD		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	2	2.90
Neutral	12	17.39
Agree	21	30.43
Strongly agree	34	49.28
TOTAL	69	100

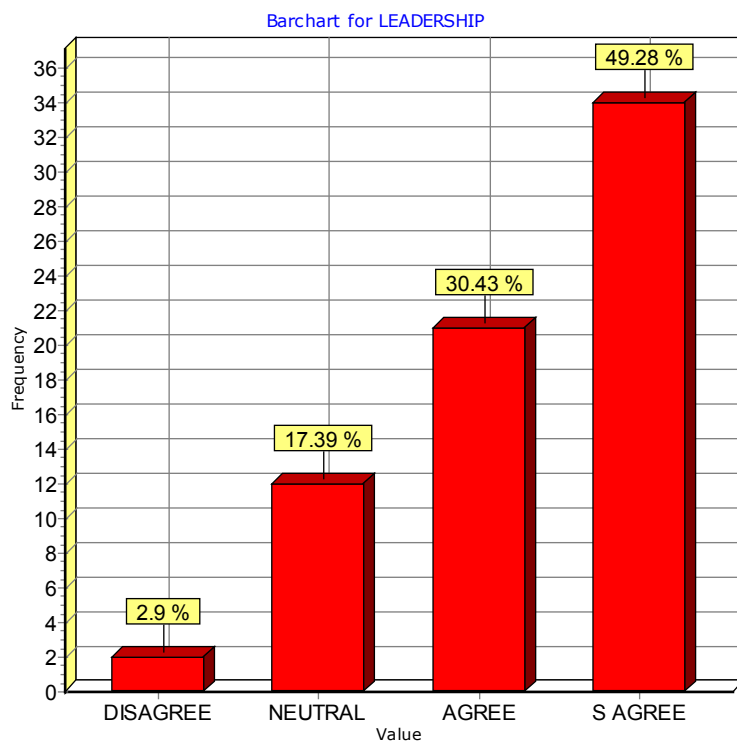


Figure 10: Ability to take the lead in a project.

A total of 2.90% respondents disagreed, 17.39% were neutral, 30.43% agreed and 49.28% strongly agreed that they have the ability to take the lead in a project. This means that the majority of respondents felt that by working in a group for the competition they learned some project management skills as they had to use their interpersonal skills to fulfil a leadership position in a group.

Statement 11: I always consider the alternatives to a plan.

Figure 11 below depicts the opinion of learners whether they always consider the alternatives to a plan. A total of 69 learners responded to the statement. Table 11 summarises the frequency of these responses.

TABLE: 11: FREQUENCY OF LEARNERS' RESPONSES FOR ALWAYS CONSIDERING ALTERNATIVES TO A PLAN		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	1	1.45
Neutral	10	14.49
Agree	42	60.87
Strongly agree	16	23.19
TOTAL	69	100

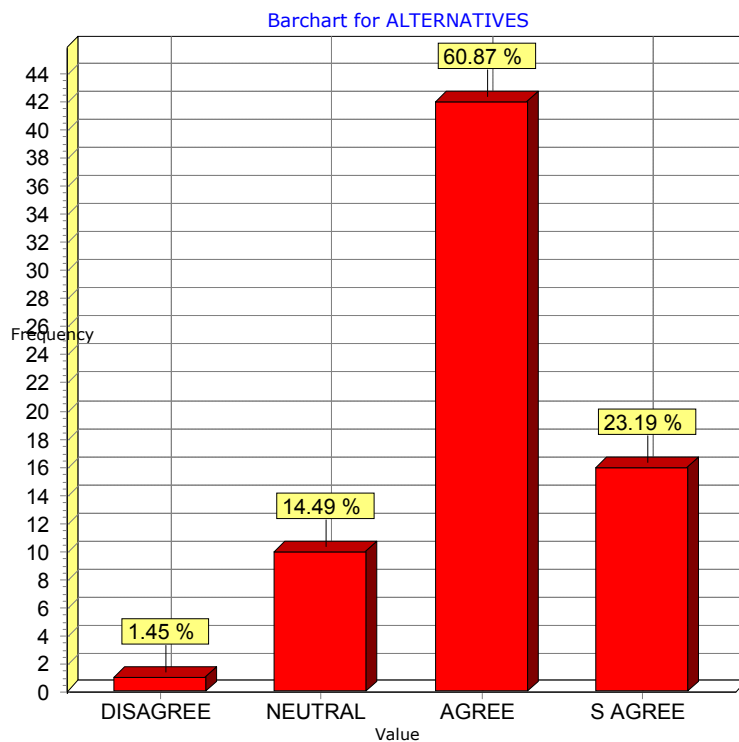


Figure 11: Always considering the alternatives to a plan.

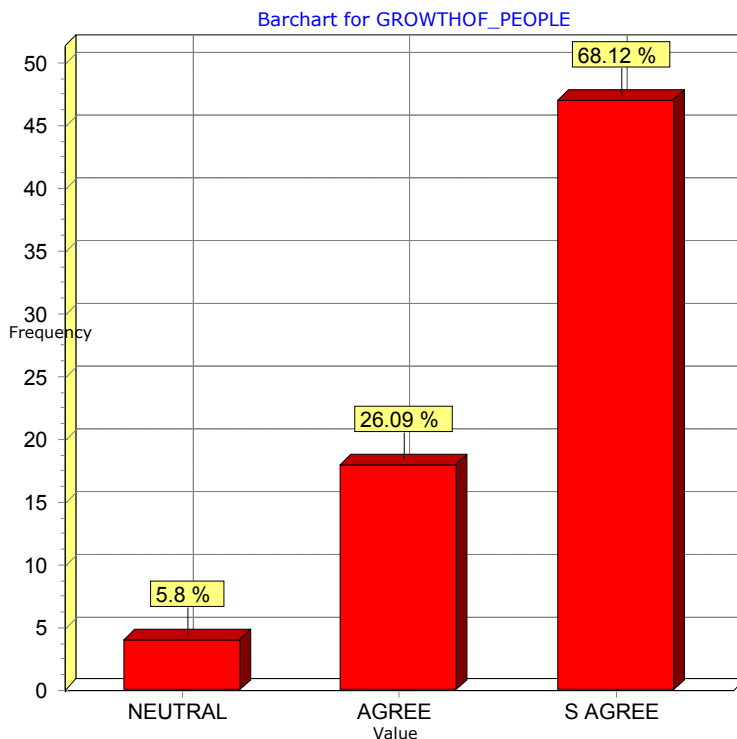
A total of 1.45% respondents disagreed, 14.49% were neutral, 60.87% agreed and 23.19% strongly agreed that they always consider the alternatives to a plan. No respondents strongly disagreed with this option. This means that the majority of respondents felt that by working in a group for the competition they learned to weigh all options and decide on the best way forward to the benefit of the group effort.

Statement 12: I want to play a role to let other people grow.

Figure 12 below depicts the opinion of learners on whether they want to play a role to let other people grow. A total of 69 learners responded to the statement with two missing cases. Table 12 summarises the frequency of these responses.

TABLE: 12: FREQUENCY OF LEARNERS' RESPONSES FOR WANTING TO PLAY A ROLE TO LET OTHER PEOPLE GROW

Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	4	5.80
Agree	18	26.09
Strongly agree	47	68.12
TOTAL	69	100

**Figure 12: Wanting to play a role to let other people grow.**

A total of 5.80% respondents were neutral, 26.09% agreed while 68.12% strongly agreed that they want to play a role to let other people grow. This means that the majority of respondents felt that by working in a group for the competition they learned interpersonal skills, how to have compassion for people and wanting them to grow. Letting other people grow is also indicative of understanding their needs.

Statement 13: I am confident when I have to speak in public.

Figure 13 below depicts the opinion of learners on their confidence when they have to speak

in public. A total of 69 learners responded to the statement. Table 13 summarises the frequency of these responses.

TABLE: 13: FREQUENCY OF LEARNERS' RESPONSES FOR CONFIDENCE TO SPEAK IN PUBLIC		
Option	Number of responses	Percentage
Strongly disagree	2	2.90
Disagree	1	1.45
Neutral	10	14.49
Agree	21	30.43
Strongly agree	35	50.72
TOTAL	69	100

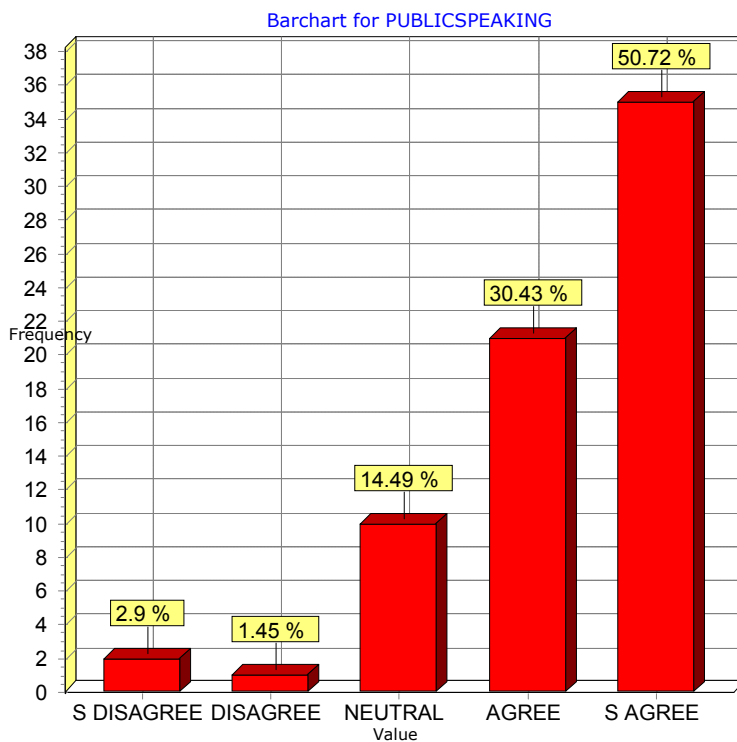


Figure 13: Confidence to speak in public.

A total of 2.90% respondents strongly disagreed, 1.45% disagreed, 14.49% were neutral, 30.43% agreed and 50.72% strongly agreed that they have the confidence to speak in public. This means that the majority of respondents felt that by participating in the competition, they acquired some confidence when it comes to speaking in public, a skill that

is also beneficial when being placed in a leadership position. Being able to speak with confidence in public is also indicative of having good communication skills.

Statement 14: I know how to prepare a presentation to present in front of an audience.

Figure 14 below depicts the opinion of learners on gaining knowledge how to prepare a presentation to present in front of an audience. A total of 69 learners responded to the statement. Table 14 summarises the frequency of these responses.

TABLE: 14: FREQUENCY OF LEARNERS' RESPONSES FOR PRESENTATION SKILLS		
Option	Number of responses	Percentage
Strongly disagree	1	1.45
Disagree	4	5.80
Neutral	6	8.70
Agree	18	26.09
Strongly agree	40	57.97
TOTAL	69	100

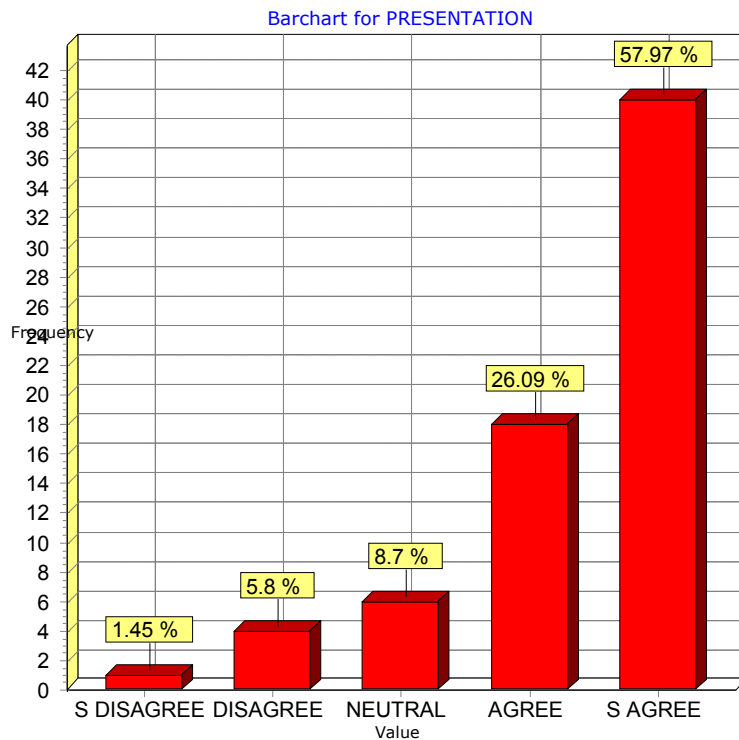


Figure 14: Knowledge how to prepare a presentation.

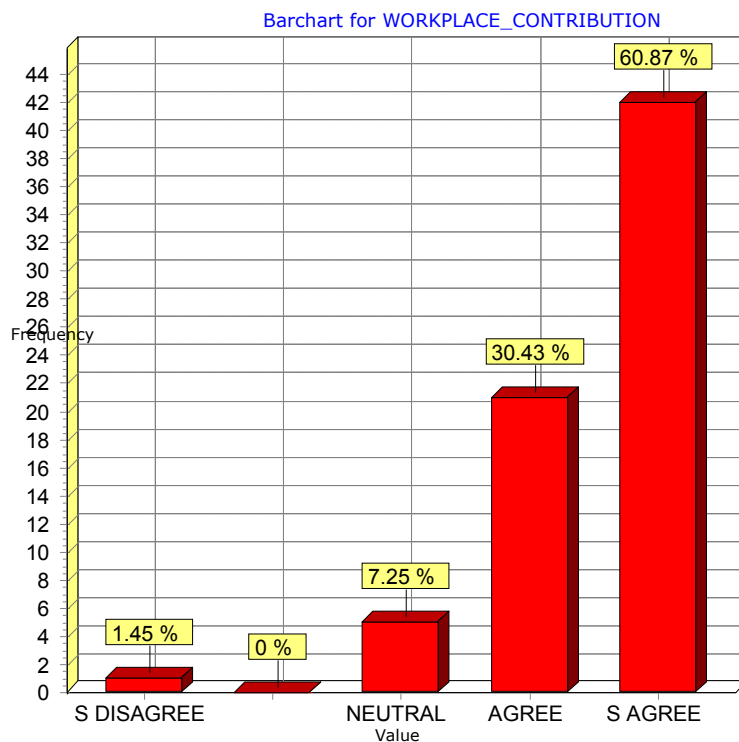
A total of 1.45% respondents strongly disagreed, 5.80% disagreed, 8.70% were neutral, 26.09% agreed and 57.97% strongly agreed that they know how to prepare a presentation. This means that the majority of respondents felt that by working in a group for the competition they learned some presentation layout skills, how to use presentation software as well as techniques to prepare their presentation to captivate the audience. Having adequate knowledge of how to prepare and present a presentation that will catch the audience's attention, is an important skill for any speaker to have.

Statement 15: I am confident that I can make a valuable contribution in the workplace.

Figure 15 below depicts the opinion of learners on their confidence to make a valuable contribution in the workplace. A total of 69 learners responded to the statement. Table 15 summarises the frequency of these responses.

TABLE: 15: FREQUENCY OF LEARNERS' RESPONSES FOR CONTRIBUTION IN THE WORK PLACE

Option	Number of responses	Percentage
Strongly disagree	1	1.45
Disagree		
Neutral	5	7.25
Agree	21	30.43
Strongly agree	42	60.87
TOTAL	69	100

**Figure 15: Contribution in the work place.**

A total of 1.45% respondents strongly disagreed, 7.25% were neutral, 30.43% agreed and 60.87% strongly agreed that they can make a contribution in the work place. No respondents disagreed with this option. This means that the majority of respondents felt that by working in a group for the competition they learned some essential skills which can now be to their benefit in the work place.

Statement 16: The YCAP competition left me with a feeling of inspiration to overcome life's many challenges.

Figure 16 below depicts the opinion of learners on whether the competition left them with a feeling of inspiration to overcome life's many challenges. A total of 69 learners responded to the statement. Table 16 summarises the frequency of these responses.

TABLE: 16: FREQUENCY OF LEARNERS' RESPONSES FOR INSPIRATION TO OVERCOME LIFE'S MANY CHALLENGES		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	2	2.90
Agree	29	27.54
Strongly agree	48	69.57
TOTAL	69	100

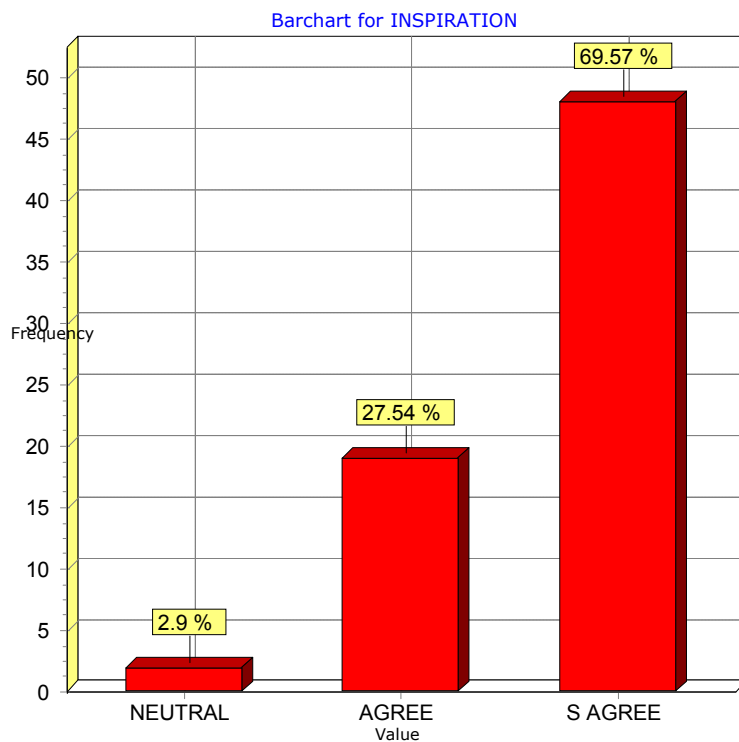


Figure 16: Inspiration to overcome life's challenges.

A total of 2.90% respondents were neutral, 27.54% agreed and 69.57% strongly agreed that they are inspired to overcome life's challenges. No respondents responded to the strongly disagree or disagree options. This means that the majority of respondents felt that by participating in the competition made them realise that they can overcome life's problems and obstacles by using specific skills and resources and by collaborating with other people. This feeling of inspiration could possibly also be attributed to a sense of association and cooperation during the competition.

Statement 17: I can use my skills to benefit the community.

Figure 17 below depicts the opinion of learners whether they can use their skills to the benefit of the community. A total of 69 learners responded to the statement. Table 17 summarises the frequency of these responses.

TABLE: 17: FREQUENCY OF LEARNERS' RESPONSES FOR USING SKILLS TO BENEFIT THE COMMUNITY		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	5	7.25
Agree	20	28.99
Strongly agree	44	63.77
TOTAL	69	100

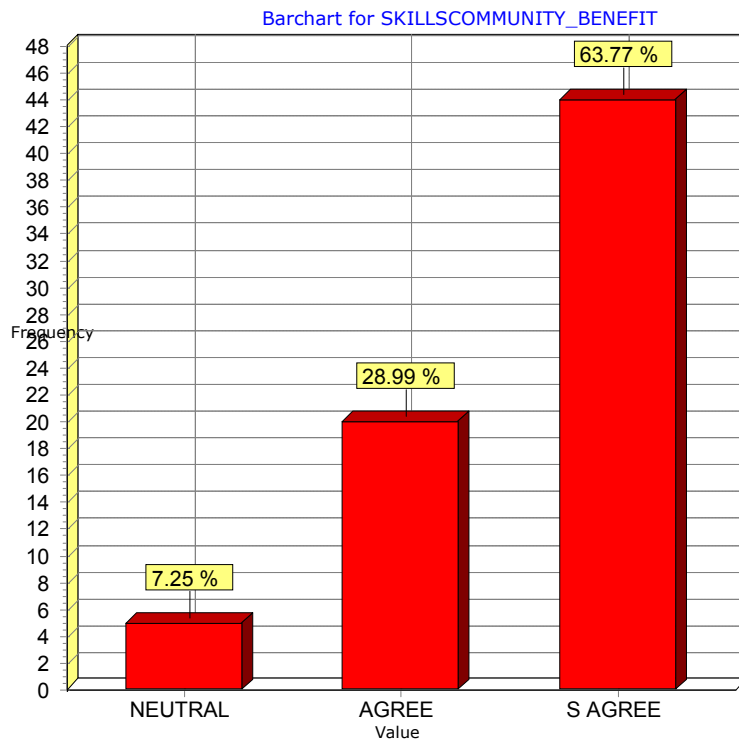


Figure 17: Using skills to the benefit of the community.

A total of 7.25% respondents were neutral, 28.99% agreed and 63.77% strongly agreed that they can use their skills to the benefit of the community. No respondents strongly disagreed or disagreed with this option. This means that the majority of respondents felt that by participating in the competition they learned various skills which they can now also use to better the community in which they are living.

4.2 Demographics of the learners

The demographics of the learners who participated in the survey can be explained as follows:

4.2.1 Gender

Of the respondents 18 (26.09%) were male and 51 (73.91%) were female with two missing cases. Table 18 below depicts the gender of the learners.

TABLE 18: GENDER OF LEARNERS		
Gender	Number	Percentage
Male	18	26.09
Female	51	73.91
Total	69	100
Missing cases	2	

4.2.2. Age of learners at the time of the competition

At the time of the competition, three learners were 14, 16 were 15, 39 were 16 and nine were 17. Table 19 below depicts the age of the learners at the time of the competition.

TABLE 19: AGE OF LEARNERS AT THE TIME OF THE COMPETITION	
Age	Number
14	3
15	16
16	39
17	9
Total	67
Missing cases: 2	

4.2.3 Current age of learners

Table 20 below depicts the current age of the learners who completed the questionnaire.

TABLE 20: CURRENT AGE OF THE LEARNERS	
Age	Number
14	1
15	11
16	26

17	19
18	8
19	2
Total	67
Missing cases: 2	

4.2.4: Names of schools and number of learners who completed the questionnaire

Table 21 below depicts the names of the schools and number of respondents per school who participated in the competition. A total of 69 learners from 21 schools completed the survey with two missing cases.

TABLE 21: NAMES OF SCHOOLS AND NUMBER OF RESPONDENTS PER SCHOOL	
Name of school	Number of respondents
Mafikeng HS	3
Ridge Park C	2
Boesmanland	6
Blinkklip HS	1
Russel High	20
Rltshedisitswe	4
Mgubho Comb	2
St James S.S	2
Wrenchville	2
Atlantic SS	2
Pretoria SS	2
Hanyani-Thom	2
Mowat Park	1
Piet Retief	1
Letheba HS	1
Mmathabo SSS	2

Tiger Kloof	1
Cedar HS	3
Eyabantu SSS	1
Chief SW Nhl	9
Potch Gimnas	2
Total	69

4.2.5 Year of participation in the competition

Table 22 below depicts the year in which the schools participated in the competition. Most of the respondents' schools (66.67%) participated in the 2013 competition.

TABLE 22: YEAR WHEN SCHOOL PARTICIPATED IN THE COMPETITION		
Year	Number	Percentage
2011	9	13.04
2012	14	20.29
2013	46	66.67
Total	69	100

4.2.6 Location of the schools

Table 23 below depicts the location of the learners' schools who participated in the competition. Most of the learners' schools are located in the city (39%), a rural/village area (26%), followed by a small town (25%).

TABLE 23: LOCATION OF THE SCHOOLS		
Location	Number	Percentage
Rural/village	18	26.09
Small town	17	24.64
Large town	7	10.14

City	27	39.13
Total	69	100

4.3 Analysis of open-ended questions

Learners had to respond to three open-ended questions in the questionnaire to obtain more in-depth information about learners' experiences of the competition. Responses to these questions were grouped into three main themes, namely most beneficial aspect of skills learned, least beneficial aspect of skills learned and recommendations for future competitions.

Theme 1: Most beneficial aspect of skills learned

Theme 1 deals with the most beneficial aspect(s) of skills learned because of learners' participation in the competition. This means that learners had to point out the aspect(s) of the skill(s) they learned which they value the most. Various aspects of skills were mentioned and are all listed below for the sake of being comprehensive:

- Community map drawing
- Presentation
- Creating something
- Speaking in front of people
- Gaining confidence
- Gaining new knowledge/information
- Inspiration
- Making a difference
- Trust and honesty
- Sacrificing
- Action plan card
- PowerPoint
- Negotiating skills
- Working in a team
- Hearing other people's news/ideas

- Meeting different kinds of people
- Using connections and getting donations
- Exchanging thoughts
- Respecting opinions of others
- Learning and appreciating values
- Problem-solving, analysis, research
- Work ethic and working under stress
- Planning phase where commitment was needed/management skills
- Taking initiative
- Doing a big project
- Using appropriate language for presentations
- Considering alternatives to a plan
- Watching a video of the previous winners of YCAP
- Care for the environment
- Giving time helping to keep the school clean
- Being able to share ideas and express them to other learners

From the above points it is clear that the competition has much to contribute to learners and that these skills are being used even after the competition (see also the discussion of findings). Some of the verbatim quotations below support the above points:

"I am good at drawing."

"I was full of confidence because we did and planned our programme very well.

"I learned more about my school and the work they gave us.

"I am very grateful for what this competition has given me."

"Action plan card helped us with our school projects and projects planned for our club."

"I learned my ups and downs and managed to control my downs."

"Begin on a high note and end on a very high note."

"I have learned to consult other people for strategies of solving a problem and to identify solutions."

Theme 2: Least beneficial aspect of skills learned

Theme 2 deals with the least beneficial aspect(s) of skills learned because of learners' participation in the competition. This means that learners had to point out those aspect(s) of skill(s) which they were not able to learn despite their participation in the competition. Numerous learners also responded that they could not point out any skill that benefited them the least. Various aspects of skills were, however, mentioned and are all listed below for the sake of being comprehensive:

- Time management
- Making a difference in the community
- Not having enough time and being unprepared (joined competition one week before closing date)
- Not knowing that they had to present (shy and nervous)
- Having to use technology
- Creating posters
- Some team members lost interest
- Making wrong decisions
- Planning phase/planning matrix
- Trying to balance school work
- Taking the lead
- Communication skills - too shy
- The silent march
- When having to wait for feedback from our representatives
- Only some went to the presentations
- Some group members were not listening to others

From the above points it is clear that even though the competition benefited learners tremendously, some skills could not be learned because of some obstacles before the competition that they could not overcome despite some best intentions (see also discussion of findings). Some of the verbatim quotations below support the above points:

"We were behind schedule."

"There will always be others who will try to stop them from doing right."

"I am still struggling with but have made a time table to assist me..."

"Because were from a rural area I was afraid to take the lead. It was an overwhelming situation."

"Most people were not listening to others they only wanted to be heard."

"During the silent march people just looked at us as if we were crazy and there was still no difference."

Theme 3: Recommendations for future competitions

Theme 3 deals with recommendations for future competitions. This means that learners had to point out to the organisers which aspects of the competition could be changed or improved in future. Numerous learners also responded that they could not point out anything as they found the competition to be perfect. Various recommendations were, however, mentioned and are all listed below for the sake of being comprehensive:

- Providing material for making models and for printing material for the mural.
- Better planning
- Getting more learners involved
- Sharing the money between the three schools
- Giving more topics
- Rewarding all participants for their hard work in terms of prizes
- Judges should look less serious when learners are presenting
- Organise workshops prior to each level of competition - learners will meet before the competition, boost competitive spirit, know the requirements
- Staying in touch with the winners and find sponsorship to continue with their project
- Coming to the school to present this to the learners to have a bigger group of

participants

- Return air tickets to attend the presentations
- All should present not just two learners
- Getting an interpreter
- Presentations should be done in the 11 languages
- Expanding the competition and allow any high school grade to take part
- Creating a youth centre
- Project that will benefit the environment, for example: cleaning a park or area with other learners from other provinces
- Award the money to those learners who actually worked towards making a difference
- Teach learners how to use a laptop and a projector before the competition
- More transparency in the judging
- More media coverage
- Prizes should not be a big difference
- Increase the time limit on the presentation
- Monitor the project more strictly (which grade of learners enter the competition)
- Prizes such as computers, books, sports' equipment, desks, etc.
- Prizes such as scholarships, bursaries or gaining public speaking skills
- Rules of the competition should be made clearer
- Following up on prize money regarding community problem-solving
- Inviting previous YCAP members to presentations
- Providing enough resources for the competition
- A YCAP representative must observe the exchanges in the groups
- Should be done individually to show the potential of each learner
- Doing a recycle project
- The whole group should attend the presentations
- Allowing more time for the projects

- Increase the number of representatives

From the above points it is clear that even though the competition benefited learners tremendously and they enjoyed participating, they do have some recommendations for changes and improvements for future competitions. The suggestions also indicate that learners not only contemplated the process which is followed but also the outcomes and future of the learners and schools who will be participating in the competition.

5. FINDINGS OF THE SURVEY: EDUCATORS

The findings of the survey for the educators are as follows:

5.1 Skills that benefit the school

Educators' responses can be elaborated in accordance with each of the statements in the questionnaire as follows:

Statement 1: The YCAP toolkit is still being used for projects in our school.

Figure 18 below depicts the opinion of educators on whether the YCAP toolkit is still being used for projects in their schools. A total of 35 educators responded to the statement. Table 24 summarises the frequency of these responses.

TABLE: 24 FREQUENCY OF EDUCATORS' RESPONSES FOR YCAP TOOLKIT STILL BEING USED		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	2	5.71
Neutral	1	2.86
Agree	16	45.71
Strongly agree	16	45.71
TOTAL	35	100

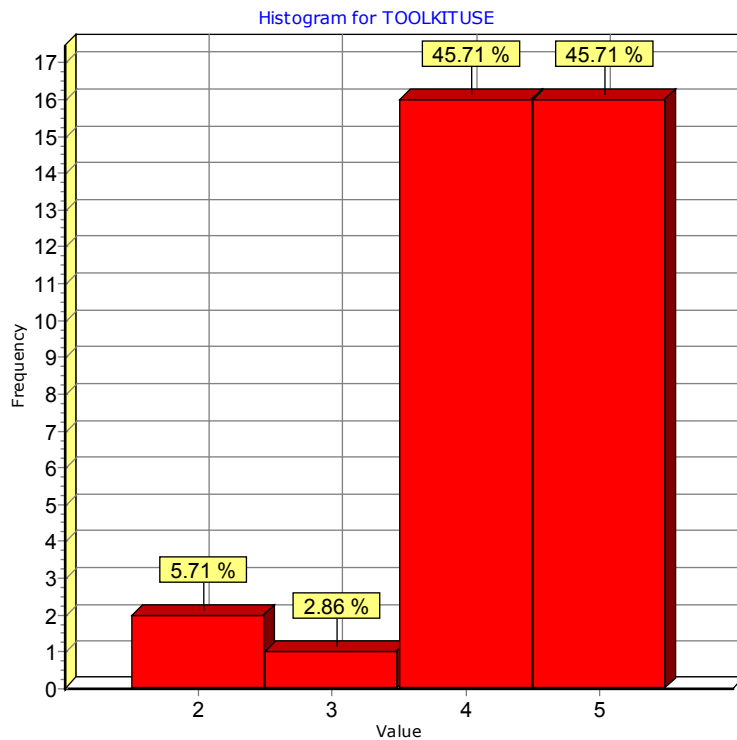


Figure 18: YCAP toolkit still being used by schools.

A total of 7.25% respondents were neutral, 28.99% agreed and 63.77% strongly agreed that the YCAP toolkit is still being used by their schools. No respondents disagreed or strongly disagreed with this option. This means that in the majority of the schools, the YCAP toolkit is still being used and the schools can thus still benefit from it.

Statement 2: The issues addressed by the pupils in the YCAP competition have been improved since the competition.

Figure 19 below depicts the opinion of educators on whether the issues addressed by the pupils in the YCAP competition have been improved since the competition. A total of 35 educators responded to the statement. Table 25 summarises the frequency of these responses.

TABLE: 25 FREQUENCY OF EDUCATORS' RESPONSES FOR IMPROVEMENT OF ISSUES		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	2	5.71
Agree	18	51.43
Strongly agree	15	42.86
TOTAL	35	100

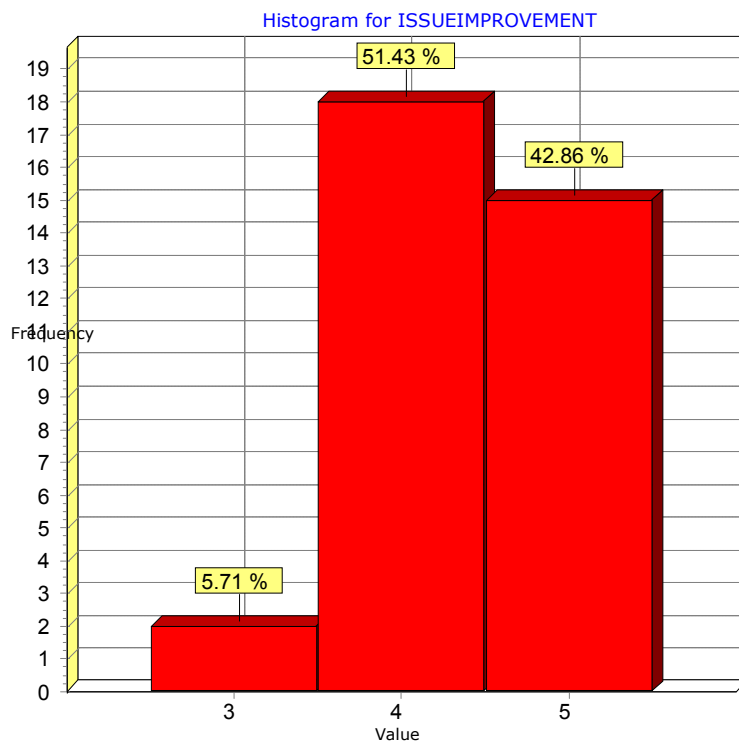


Figure 19: Improvement of issues addressed.

A total of 5.71% respondents were neutral, 51.53% agreed and 42.86% strongly agreed that issues addressed by the pupils in the YCAP competition have been improved since the competition. No respondents agreed or disagreed with the option. This means that educators perceive the competition to have played a role in improving the issues which the learners addressed during the competition.

Statement 3: The skills learned by our pupils in the process of the YCAP competition have benefited them.

Figure 20 below depicts the opinion of educators on whether the skills learned by their pupils in the process of the YCAP competition have benefited them. A total of 35 educators responded to the statement. Table 26 summarises the frequency of these responses.

TABLE: 26: FREQUENCY OF EDUCATORS' RESPONSES FOR SKILLS BENEFITED		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral		
Agree	11	31.43
Strongly agree	24	68.57
TOTAL	35	100

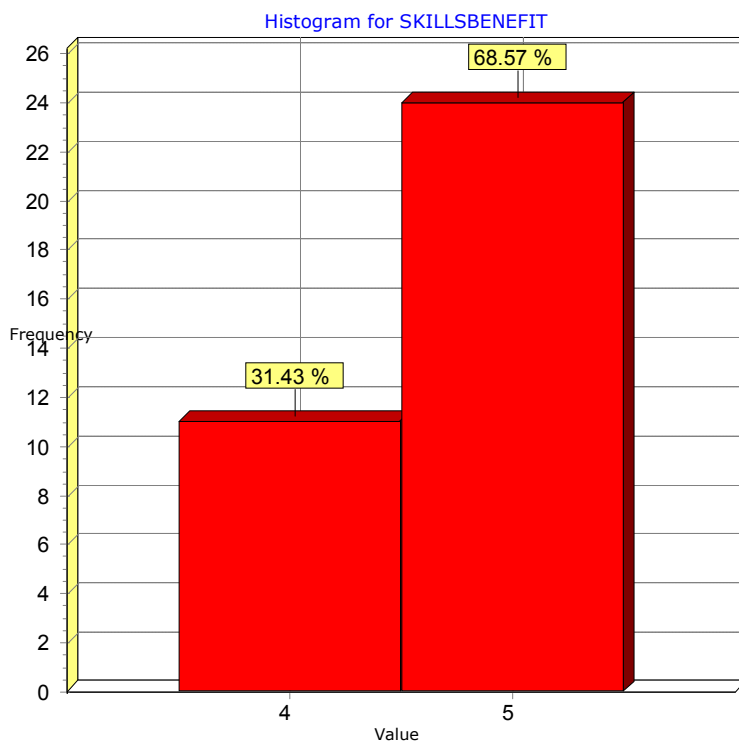


Figure 20: Skills obtained in YCAP competition have benefited learners.

A total of 31.43% respondents agreed and 68.57% strongly agreed that skills obtained in the YCAP competition have benefited learners. No respondents disagreed, strongly disagreed or were neutral with regard to this option. This means that the majority of educators perceive the competition to have played a role in learners' newly acquired skills which now benefit them.

Statement 4: Our pupils are able to make decisions about the best way to approach a challenge.

Figure 21 below depicts the opinion of educators on whether the learners are able to make decisions about the best way to approach a challenge because of the competition. A total of 35 educators responded to the statement. Table 27 summarises the frequency of these responses.

TABLE: 27: FREQUENCY OF EDUCATORS' RESPONSES TO ABILITY TO MAKE DECISIONS ABOUT BEST WAY TO APPROACH A CHALLENGE		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	3	8.57
Agree	19	54.29
Strongly agree	13	37.14
TOTAL	35	100

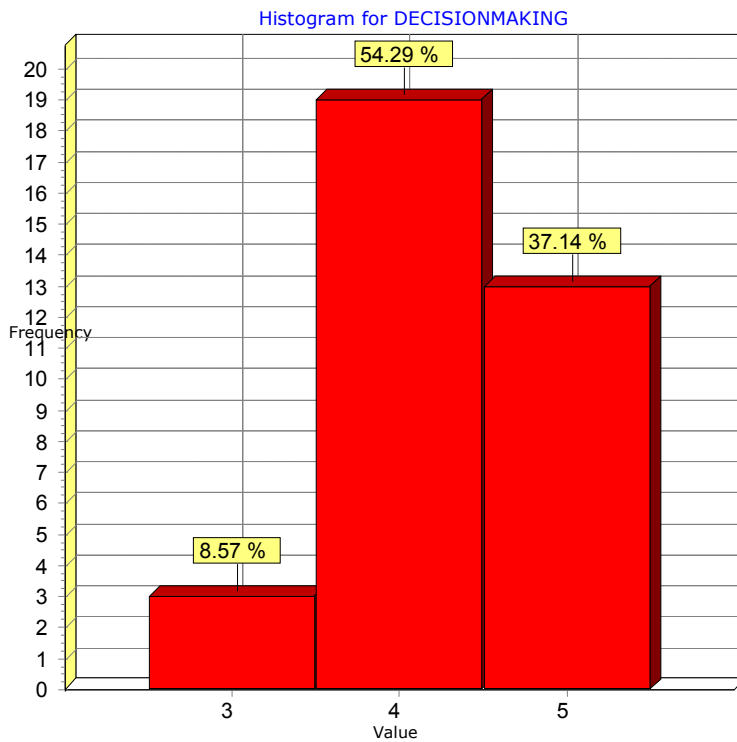


Figure 21: Decision-making abilities of the learners.

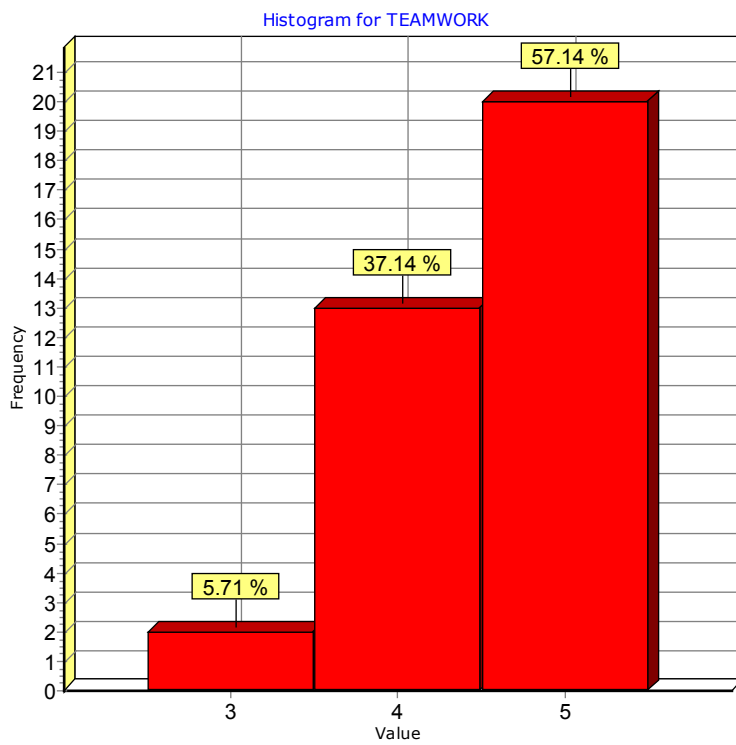
A total of 8.57% respondents were neutral, 54.29% agreed and 37.14% strongly agreed that learners are able to make decisions because of their participation in the competition. No respondents agreed or disagreed with the option. This means that educators perceive the competition to have played a role in improving the decision-making skills of learners which also coincide with problem-solving.

Statement 5: Our pupils are able to work successfully in a team.

Figure 22 below depicts the opinion of educators on whether the learners are able to work successfully in a team because of the competition. A total of 35 educators responded to the statement. Table 28 summarises the frequency of these responses.

TABLE: 28: FREQUENCY OF EDUCATORS' RESPONSES TO WORK SUCCESSFULLY IN A TEAM

Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	2	5.71
Agree	13	37.14
Strongly agree	20	57.14
TOTAL	35	100

**Figure 22: Ability of learners to work in a team.**

A total of 5.71% respondents were neutral, 37.14% agreed and 57.14% strongly agreed that learners are able to work in a team because of their participation in the competition. No respondents disagreed with the option. This means that educators perceive the competition to have played a role in improving various skills of learners related to being a team player.

Statement 6: Our pupils can create an action plan with specific steps to plan a project.

Figure 23 below depicts the opinion of educators on whether the learners are able to work successfully in a team because of the competition. A total of 34 educators responded to the statement. Table 29 summarises the frequency of these responses.

TABLE: 29: FREQUENCY OF EDUCATORS' RESPONSES TO CREATE AN ACTION PLAN WITH SPECIFIC STEPS TO PLAN A PROJECT		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	1	2.94
Neutral	3	8.82
Agree	18	52.94
Strongly agree	12	35.29
TOTAL	34	100

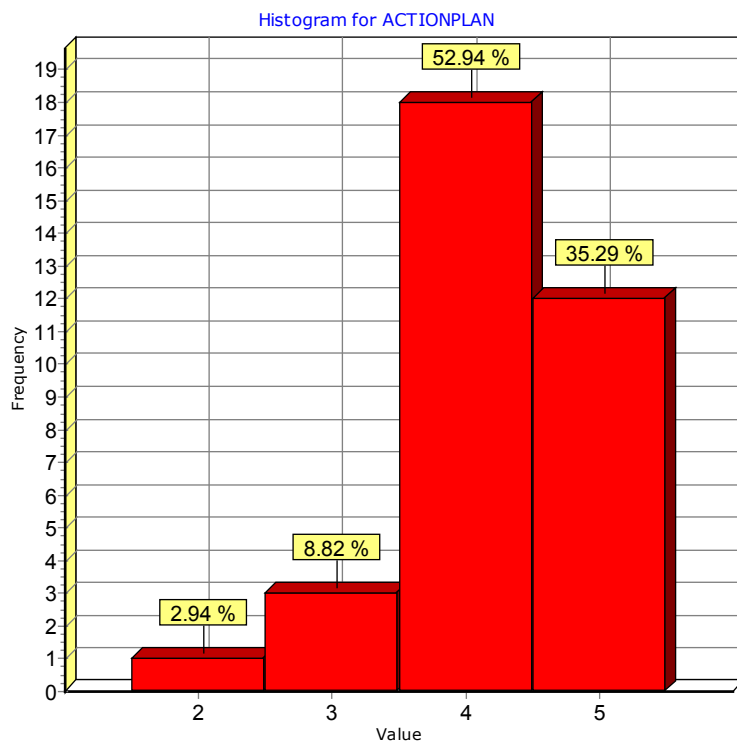


Figure 23: Ability of learners to create an action plan.

A total of 2.94% respondents strongly disagreed, 8.82 % were neutral, 52.94% agreed and 35.29% strongly agreed that learners are able to create an action plan because of their participation in the competition. No respondents disagreed with the option. This means that educators perceive the competition to have played a role in improving planning skills of learners which is also related to being a team player.

Statement 7: Our pupils know how to create a time-line for a project with specific actions for the team members.

Figure 24 below depicts the opinion of educators if learners know how to create a time-line for a project with specific actions for the team members. A total of 35 educators responded to the statement. Table 30 summarises the frequency of these responses.

TABLE: 30: FREQUENCY OF EDUCATORS' RESPONSES TO CREATE A TIME-LINE FOR A PROJECT WITH SPECIFIC ACTIONS FOR TEAM MEMBERS		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	1	2.86
Neutral	3	8.57
Agree	22	62.86
Strongly agree	9	25.71
TOTAL	35	100

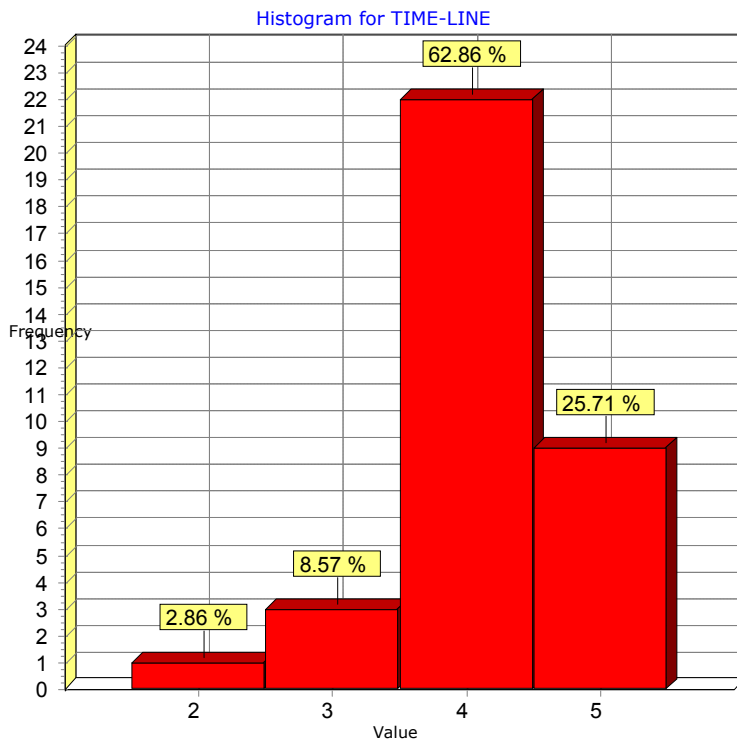


Figure 24: Ability of learners to create a time-line with specific actions.

A total of 2.86% respondents strongly disagreed, 8.57% were neutral, 62.86% agreed and 25.71% strongly agreed that learners are able to create a time-line with specific actions for team members of their participation in the competition. No respondents disagreed with the option. This means that the majority of educators perceive the competition to have played a role in improving planning and time management skills of the learners.

Statement 8: Our pupils can apply knowledge for a project action plan that directly relates to the experience of the team.

Figure 25 below depicts the opinion of educators if learners can apply knowledge for a project plan that directly relates to the experience of the team. A total of 35 educators responded to the statement. Table 31 summarises the frequency of these responses.

TABLE: 31: FREQUENCY OF EDUCATORS' RESPONSES TO APPLY KNOWLEDGE FOR A PROJECT ACTION PLAN THAT RELATES TO TEAM MEMBERS' EXPERIENCE		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	1	2.86
Neutral	4	11.43
Agree	24	68.57
Strongly agree	6	17.14
TOTAL	35	100

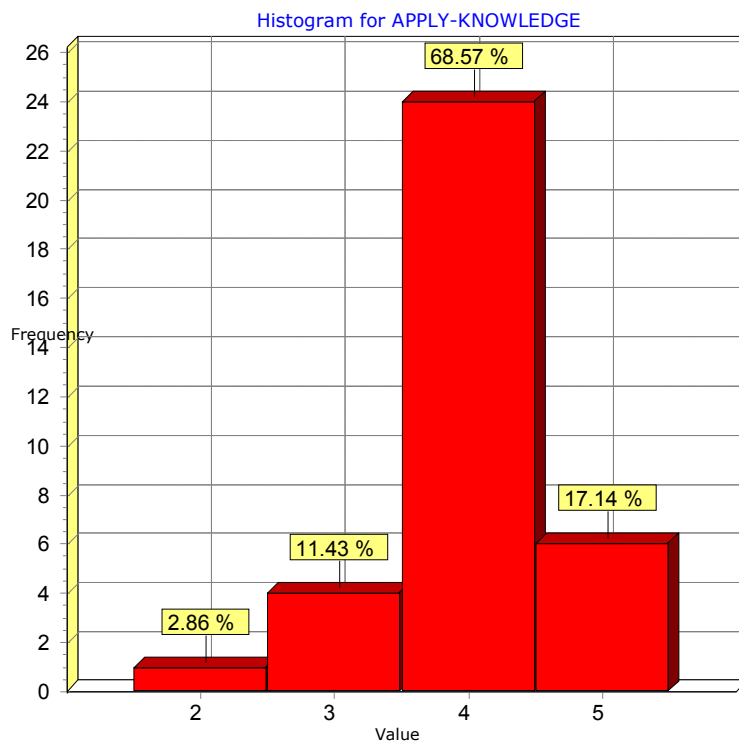


Figure 25: Ability of learners to apply knowledge for a project plan.

A total of 2.86% respondents strongly disagreed, 11.43% were neutral, 68.57% agreed and 17.14% strongly agreed that learners can apply knowledge for a project plan that directly relates to the experience of the team because of their participation in the competition. No respondents disagreed with the option. This means that the majority of educators perceive the competition to have played a role in improving planning and resource allocation skills of the learners by being able to acknowledge the different experiences of team members.

Statement 9: Our pupils are able to understand other people's needs.

Figure 26 below depicts the opinion of educators if learners are able to understand other people's needs. A total of 34 educators responded to the statement. Table 32 summarises the frequency of these responses.

TABLE: 32: FREQUENCY OF EDUCATORS' RESPONSES TO UNDERSTANDING OTHER PEOPLE'S NEEDS		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	4	11.43
Agree	21	61.76

Strongly agree	9	26.47
TOTAL	34	100

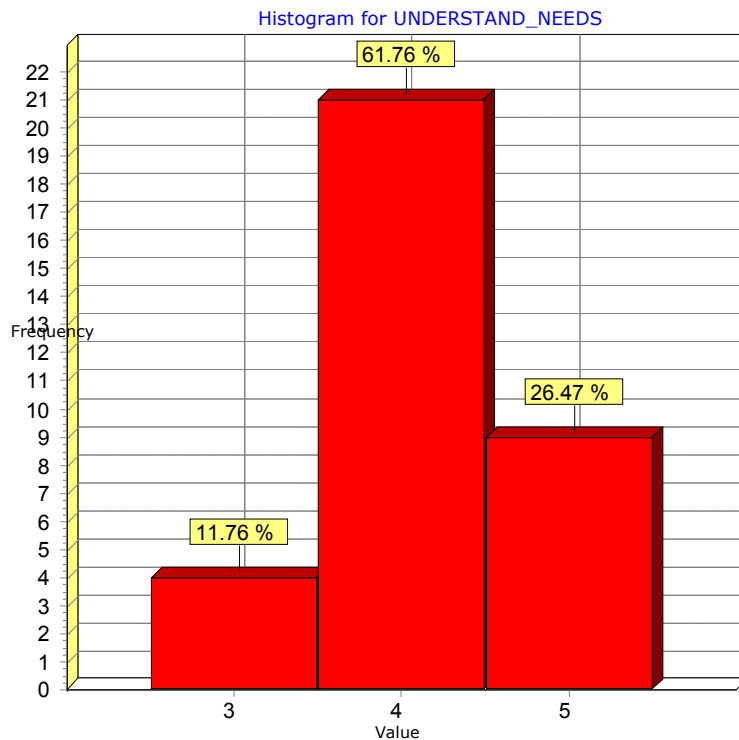


Figure 26: Ability of learners to understand other people's needs.

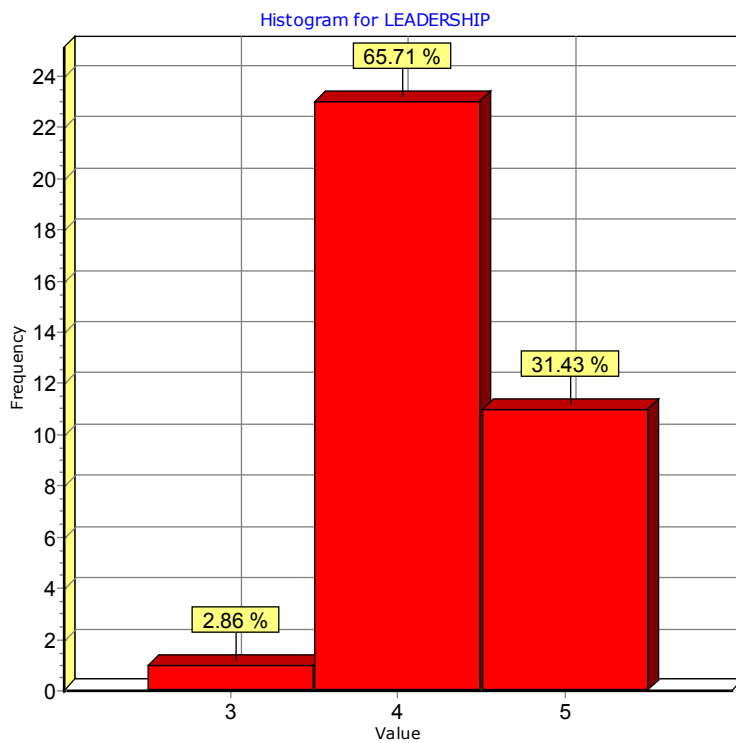
A total of 11.76% respondents were neutral, 61.76% agreed and 26.47% strongly agreed that learners understand other people's needs because of their participation in the competition. No respondents strongly disagreed or disagreed with the option. This means that the majority of educators perceive the competition to have played a role in improving consideration of other team members as part of being a team player by being able to understand their requirements.

Statement 10: Our pupils are able to take the lead in a project.

Figure 27 below depicts the opinion of educators if learners are able to take the lead in a project. A total of 35 educators responded to the statement. Table 33 summarises the frequency of these responses.

TABLE: 33: FREQUENCY OF EDUCATORS' RESPONSES TO TAKING THE LEAD IN A PROJECT

Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	1	2.86
Agree	23	65.71
Strongly agree	11	31.43
TOTAL	35	100

**Figure 27: Ability of learners to take the lead in a project.**

A total of 2.86% respondents were neutral, 65.71% agreed and 31.43% strongly agreed that learners are able to take the lead in a project. No respondents strongly disagreed or disagreed with the option. This means that the majority of educators perceive the competition to have played a role in improving the overall leadership capabilities of learners.

Statement 11: Our pupils are able to consider the alternatives to a plan.

Figure 28 below depicts the opinion of educators if learners are able to consider the alternatives to a plan. A total of 35 educators responded to the statement. Table 34 summarises the frequency of these responses.

TABLE: 34: FREQUENCY OF EDUCATORS' RESPONSES TO CONSIDERING ALTERNATIVES TO A PLAN		
Option	Number of responses	Percentage
Strongly disagree		
Disagree	1	2.86
Neutral	6	17.14
Agree	21	60
Strongly agree	7	20
TOTAL	35	100

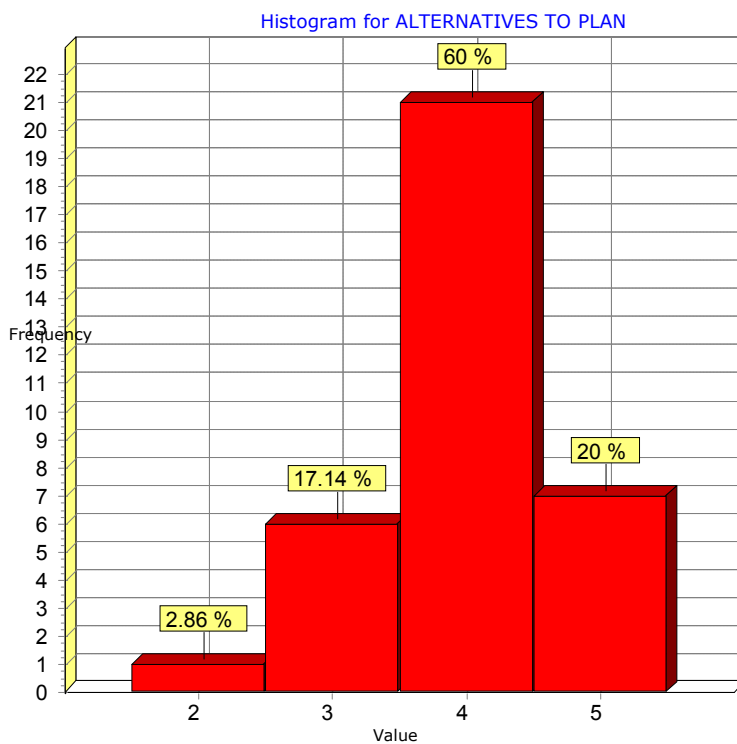


Figure 28: Ability of learners to consider alternatives to a plan.

A total of 2.86% respondents strongly disagreed, 17.14% were neutral, 60% agreed and 20% strongly agreed that learners are able to consider alternatives to a plan because of their participation in the competition. No respondents disagreed with the option. This means that the majority of educators perceive the competition to have played a role in improving the decision-making skills of learners.

Statement 12: Our pupils are confident when they have to speak in public.

Figure 29 below depicts the opinion of educators if learners are able to consider the alternatives to a plan. A total of 34 educators responded to the statement. Table 35 summarises the frequency of these responses.

TABLE: 35: FREQUENCY OF EDUCATORS' RESPONSES TO CONFIDENCE TO SPEAK IN PUBLIC		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	2	5.88
Agree	8	23.53
Strongly agree	24	70.59
TOTAL	34	100

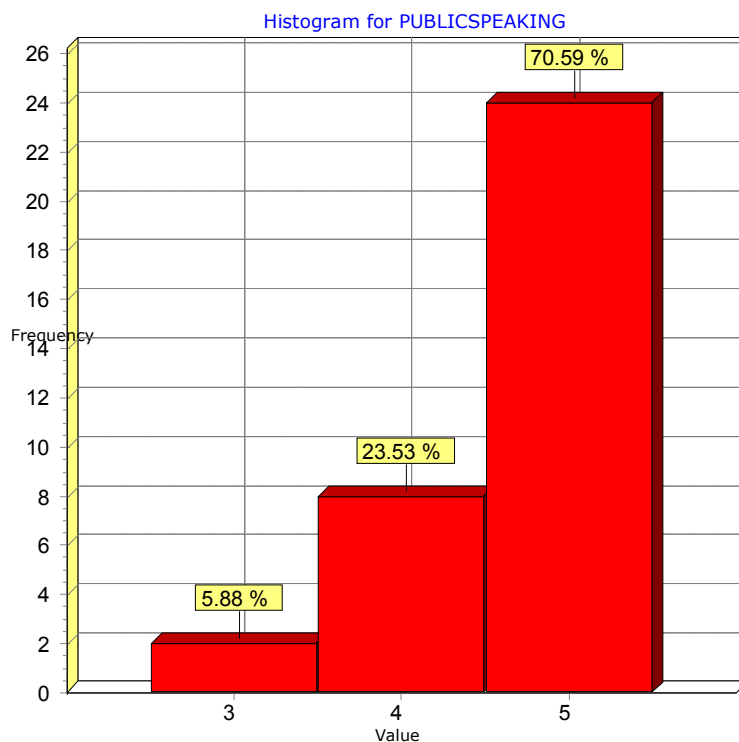


Figure 29: Ability of learners to speak in public.

A total of 5.88% respondents were neutral, 23.53% agreed and 70.59% strongly agreed that learners are able to speak in public because of their participation in the competition. No respondents strongly disagreed or disagreed with the option. This means that the majority of

educators perceive the competition to have played a role in improving the communication skills of learners.

Statement 13: Our pupils know how to prepare a presentation to present in front of an audience.

Figure 30 below depicts the opinion of educators if learners are able to prepare a presentation in front of an audience. A total of 35 educators responded to the statement. Table 36 summarises the frequency of these responses.

TABLE: 36: FREQUENCY OF EDUCATORS' RESPONSES TO KNOWLEDGE TO PREPARE A PRESENTATION TO PRESENT IN FRONT OF AN AUDIENCE		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	2	5.71
Agree	13	37.14
Strongly agree	20	57.14
TOTAL	35	100

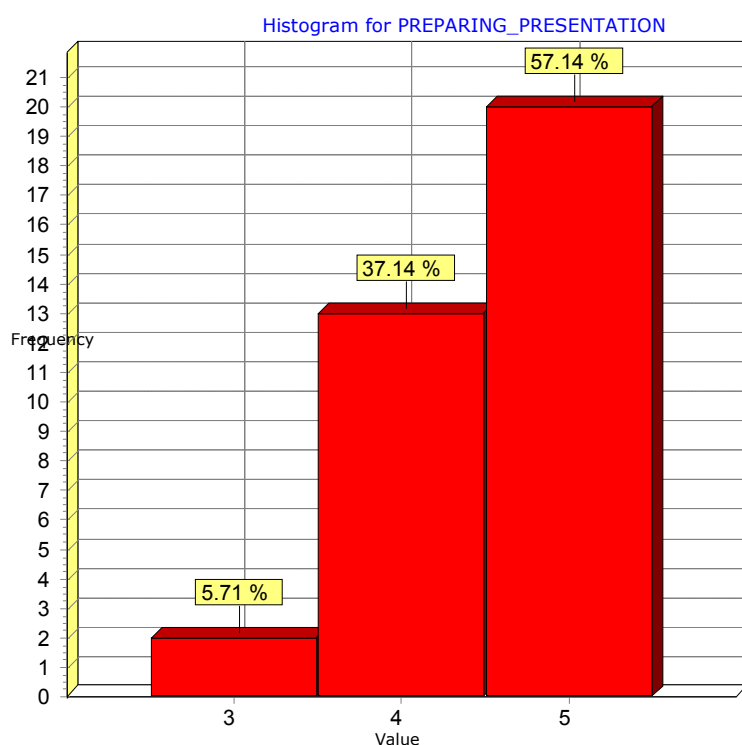


Figure 30: Ability of learners to prepare a presentation.

A total of 5.71% respondents were neutral, 37.14% agreed and 57.14% strongly agreed that learners are able to prepare a presentation because of their participation in the competition. No respondents strongly disagreed or disagreed with the option. This means that the majority of educators perceive the competition to have played a role in improving the communication skills of learners, also in terms of how to properly organise material in order to convey it to the audience.

Statement 14: Our pupils are confident that they can make a valuable contribution in the workplace.

Figure 31 below depicts the opinion of educators if learners are confident that they can make a valuable contribution in the workplace. A total of 35 educators responded to the statement. Table 37 summarises the frequency of these responses.

TABLE: 37: FREQUENCY OF EDUCATORS' RESPONSES TO CONFIDENCE ABOUT CONTRIBUTION IN WORKPLACE		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	2	5.71
Agree	18	51.43

Strongly agree	15	42.86
TOTAL	35	100

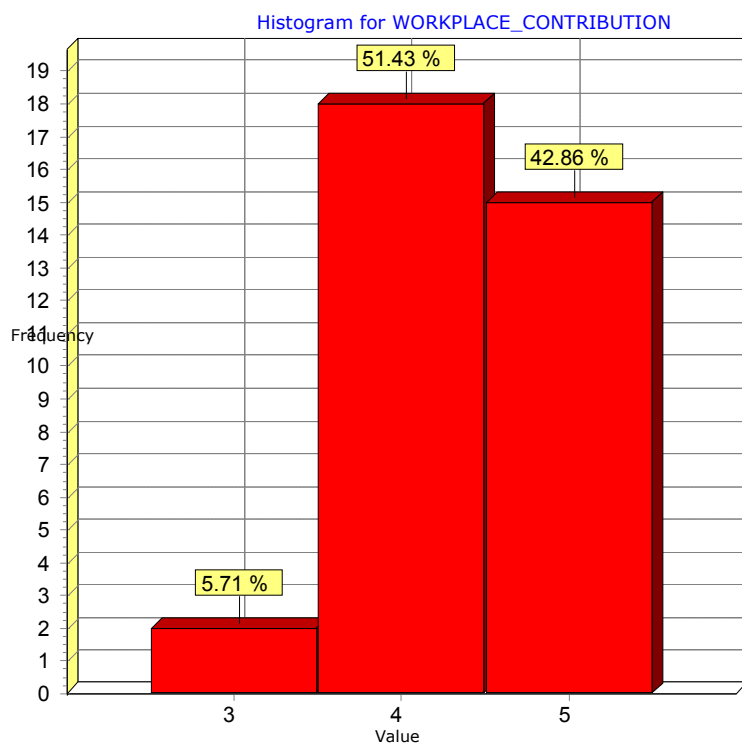


Figure 31: Learners' confidence that they can make a contribution in the workplace.

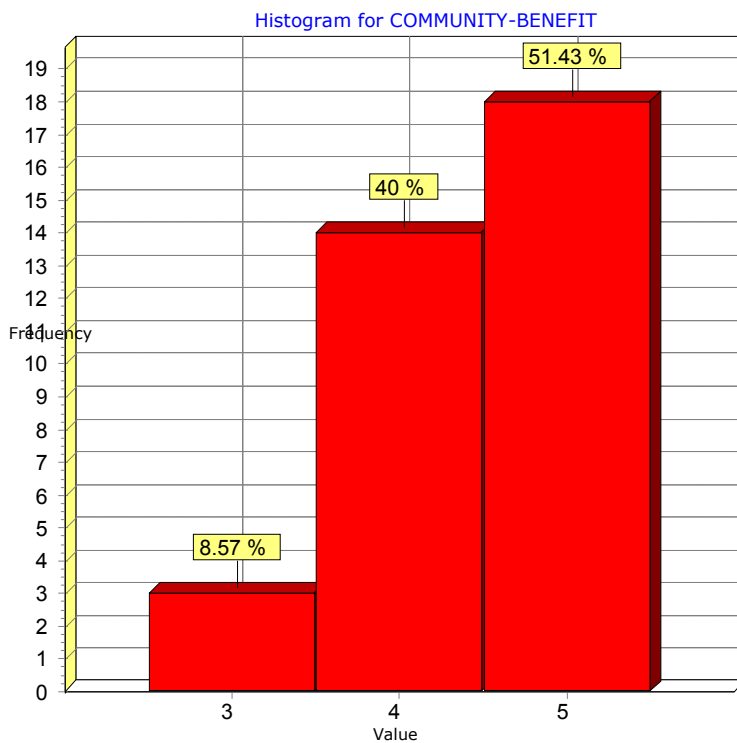
A total of 5.71% respondents were neutral, 51.43% agreed and 42.86% strongly agreed that learners are confident that they can make a contribution in the workplace because of their participation in the competition. No respondents strongly disagreed or disagreed with the option. This means that the majority of educators perceive the competition to have played a role in improving skills of learners which are necessary in any workplace.

Statement 15: Our pupils can use their skills to benefit the community.

Figure 32 below depicts the opinion of educators if learners are confident that they can use their skills to benefit the community. A total of 35 educators responded to the statement. Table 38 summarises the frequency of these responses.

TABLE: 38: FREQUENCY OF EDUCATORS' RESPONSES TO LEARNERS' SKILLS CAN BENEFIT THE COMMUNITY

Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	3	8.57
Agree	14	40
Strongly agree	18	51.43
TOTAL	35	100

**Figure 32: Learners' skills can benefit the community.**

A total of 8.57% respondents were neutral, 40% agreed and 51.43% strongly agreed that learners' skills can benefit the community because of their participation in the competition. No respondents strongly disagreed or disagreed with the option. This means that the majority of educators perceive the competition to have played a role in learners' obtaining skills which can also be beneficial to the broader community and not only the school and workplace.

Statement 16: The YCAP competition left our pupils with a feeling of inspiration to overcome life's many challenges.

Figure 33 below depicts the opinion of educators the YCAP competition left learners with a feeling of inspiration to overcome life's many challenges. A total of 35 educators responded to the statement. Table 39 summarises the frequency of these responses.

TABLE: 39: FREQUENCY OF EDUCATORS' RESPONSES TO LEARNERS' FEELINGS OF INSPIRATION		
Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	1	2.86
Agree	9	25.71
Strongly agree	25	71.43
TOTAL	35	100

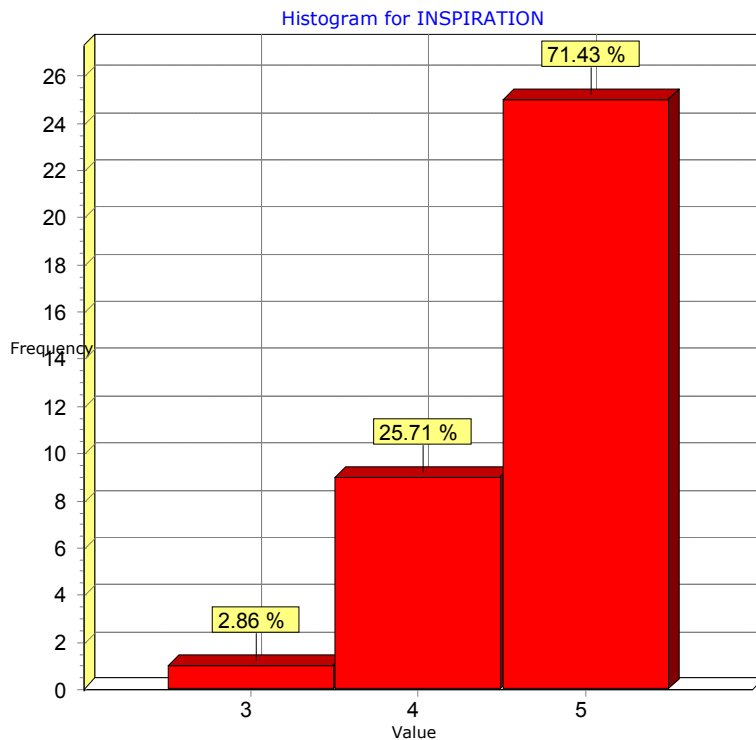


Figure 33: Learners' inspiration to overcome life's challenges.

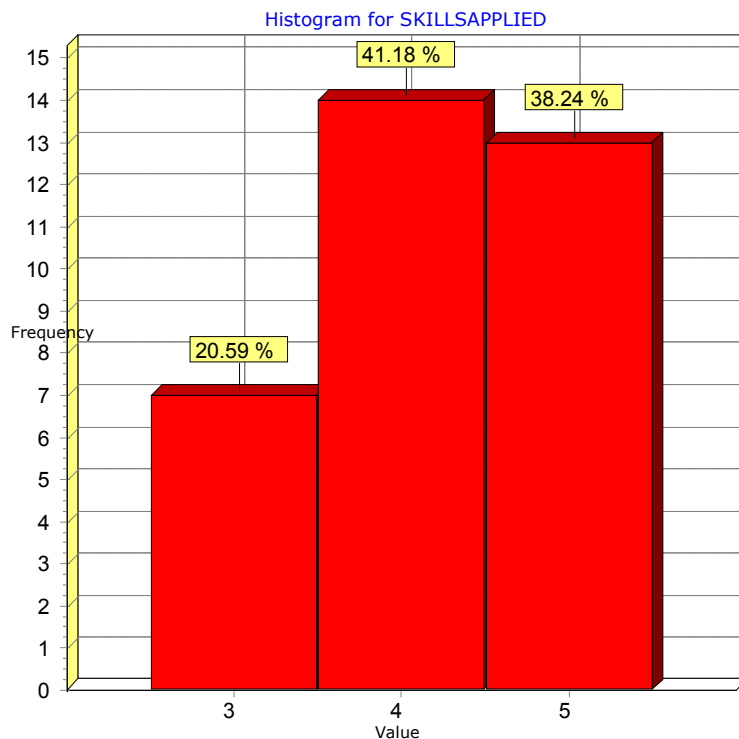
A total of 2.86% respondents were neutral, 25.71% agreed and 71.43% strongly agreed that learners are inspired to overcome life's challenges because of their participation in the competition. No respondents strongly disagreed or disagreed with the option. This means that the majority of educators perceive the competition to have played a role in learners' obtaining a sense of belonging, also knowing what their strengths and weaknesses are.

Statement 17: The skills our pupils learned in the YCAP competition are still being applied by our pupils in their daily lives now.

Figure 34 below depicts the opinion of educators whether skills learned are still being applied by learners in their daily lives. A total of 34 educators responded to the statement. Table 40 summarises the frequency of these responses.

TABLE: 40: FREQUENCY OF EDUCATORS' RESPONSES TO LEARNERS' SKILLS APPLIED IN THEIR DAILY LIVES

Option	Number of responses	Percentage
Strongly disagree		
Disagree		
Neutral	7	20.59
Agree	14	41.18
Strongly agree	13	38.24
TOTAL	34	100

**Figure 34: Learners still using skills in daily lives.**

A total of 20.59% respondents were neutral, 41.18% agreed and 38.24% strongly agreed that learners are still using their learned skills in their daily lives. No respondents strongly disagreed or disagreed with the option. This means that the majority of educators perceive the competition to have played a role in learners obtaining skills that they can use on a daily basis.

5.2 Demographics of educators

The demographics of the educators who participated in the survey can be explained as follows:

5.2.3 Gender

As depicted in Table 41 below, the gender of the 34 educators who responded to this question were 14 (41.18%) males and 20 (58.82%) females.

TABLE 41: GENDER OF EDUCATORS		
Gender	Number	Percentage
Male	14	41.18
Female	20	58.82
Total	34	100
Missing cases	4	

5.3.2 Current age of the educators

The current age of the educators is depicted in Table 42 below. Responses of 29 educators were captured individually as follows:

TABLE 42: CURRENT AGE OF THE EDUCATORS	
Age	Number
24	1
25	1
27	1
31	3
38	2
39	1
41	2
42	2
43	1
44	2
45	1

46	2
47	2
48	3
50	2
51	1
53	1
60	1
Total	29
Missing cases: 6	

5.3.3 Names of schools and number of educators who completed the questionnaire

The schools of the educators who completed the survey are depicted in Table 43 below:

TABLE 43: NAMES OF SCHOOLS AND NUMBER OF EDUCATORS WHO COMPLETED THE QUESTIONNAIRE	
Name of school	Number of educators
Mafikeng HS	2
Holy Cross	2
Ridge Park College	1
Boesmanland	1
Blinkklip HS	1
Russel High	2
Rltshedisistswe	2
District Official	1
Dr K Kaunda	1
Mgobho Combined	2
St James SS	2
Wrenchville	1
Atlantic SS	2
Pretoria SS	2

Gimnasium HS	1
Hanyani-T4hom	1
Mowat Park	1
Piet Retief Combined	1
Letheba High School	1
Mmathabo SSS	1
Tiger Kloof	1
Cedar High School	1
Eyabantu SSS	1
Tutorial Ins	1
Chief SW Nhl	2
TOTAL	34
Missing case: 1	

5.2.5 Location of the schools

Table 44 below depicts the location of the schools of the educators who completed the survey. Most of the educators' schools are located in a small town (32%), followed by a rural/village area (29%), and the city (26%).

TABLE 44: LOCATION OF THE SCHOOLS		
Location	Number	Percentage
Rural/village	10	29.41
Small town	11	32.35
Large town	4	11.76
City	9	26.47
Total	34	100
Missing case: 1		

5.3 Analysis of open-ended questions

Educators had to respond to four open-ended questions in the questionnaire to obtain more in-depth information about their perceptions of learners' skills acquired as well as how the competition benefited the schools and the communities in the long-term, also in terms of the prize money and expansion of the projects. Responses to these questions were grouped into

four main themes, namely most beneficial aspect of skills learned, least beneficial aspect of skills learned, use of the prize money and recommendations for future competitions.

Theme 1: Aspects of competition which benefited school most

Theme 1 deals with the most beneficial aspects to the schools of the competition in terms of skills learned. This means that educators had to point out the aspect(s) which they deemed advanced their schools the most. Various aspects were mentioned and are all listed below for the sake of being comprehensive:

- Enhanced learners' research skills
- Increased confidence levels
- Public speaking
- Compiling a presentation
- Links with the local community
- Team work
- Project management
- Taking initiative and working independently
- Problem-solving
- Financial planning
- Learning to value and appreciate one another.
- Responsibility and commitment
- Time management
- Decision making
- Understand other people's needs
- Leadership skills
- Creative thinking
- Discipline, assertiveness
- Report writing
- Using strengths
- Contact with other schools in other areas of the province
- Action plans

- Eating more healthy
- Listening skills
- Marketing skills
- Reading skills
- Being able to look for more partners in the setting up of the library
- Addressing school values and putting them into practice and be part of the school action plans

From the above points it is clear that skills learned because of the schools' participation in the competition benefited the schools in various aspects and that some of these skills are still being used even after the competition - see also discussion of the findings. Some of the verbatim quotations below support the above points:

"Public speaking benefited the school because in the competition learners had expressed themselves freely in front of an audience."

"Learners also explored different ways to create links with the local community."

"They are able to take initiatives and work independently."

"I think this competition helps them to not just identify a problem but take action!"

"Our learners understand other people's needs."

"They worked well as a team and motivated each other."

"Everything benefitted the school. So many skills were learned!"

Theme 2: Aspects of competition which benefited school least

Theme 2 deals with the least beneficial aspects of the competition to the schools in terms of skills learned. This means that educators had to point out the aspect(s) which they deem advanced the schools the least. Various aspects were mentioned and are all listed below for the sake of being comprehensive:

- Gardening skills
- Raising funds can "fizzle" after a year because of financial constraints
- Some schools only started two weeks prior to the provincial competition

- Learners who were not accompanied by the educators
- Criticism given to learners that are not valid or relevant
- Only Grade 10 learners may participate
- Time management
- Only two presenters are invited to present
- Not easy to involve the whole school
- Caring for others
- Planning for the project
- Challenges like reaching offices with so-called officials
- Inviting people who do not respond
- Interviewing and interacting with other learners due to contact times
- Communication among learners
- Involvement of community members
- Support from local business people
- Time frame made it difficult to visit the project site more often
- Future plans that were discussed have not come to fruition: not having enough time to implement all the plans as discussed
- Littering continues
- Last leg of the national completion when the steps of the competition were not followed but some provinces still won the competition
- Reading with understanding
- Publicising school values in the community

From the above points it is clear that skills learned because of the schools' participation in the competition did not benefit the schools with regard to various aspects. It should, however, also be noted that many respondents also indicated that they could not include anything as the competition only benefited them – see also discussion of the findings. Some of the verbatim quotations below support the above points:

"Learners acquire gardening skills but the school does not get the vegetables which are planted."

"The fact that some schools only started two weeks prior the provincial competition."

"We still have difficulty with implementing different programs within our schools."

"Challenges like reaching offices with so-called officials."

"It was not very easy to involve the whole school."

"Timeframe - the learners are busy with a lot of extra activities that had to be completed while also busy with the YCAP programme."

Theme 3: School's use of prize money

Theme 3 deals with the winning schools' use of the prize money. This means that educators had to indicate how these schools spent the prize money after the competition. Responses were varied and are summarised below for the sake of being comprehensive:

- Renovated the teachers' toilets (still waiting for position 2 money for 2013): Mafeking High School
- Bought library books, equipment such as shelves and library stationery: Holy Cross High School
- A counselling centre was established on-site, follow-up workshops and a youth dialogue were held in 2012 where experts were invited to workshop learners from the Umlazi district: Ridge Park College
- Completed 2012 project (used for accommodation), contributes towards a walk with grade 10s and 11s. Waiting for final planning and agreement for a gymnasium: Boesmanland High School
- Continue with this project: cleaning materials, printing costs, paying prizes to continue to project of keeping the area litter free: Russel High
- Improved school grounds: Ritshedisitswe,
- Changed the problem that was identified: Department Official
- Built toilets and electrified a crèche: District Office NW
- Bought paint to make some changes on the road marking at the school gate and develop the project like trying to reach all department's offices (transport): Mgubho Combined School
- Equipment and materials to enhance projects eg improved maintenance problem at

the school. Bought dust bins for littering problem: Pretoria Secondary School

- Will use the money to fix the problems in the project, 40% on textbooks, 40% on furniture and 20% on school infrastructure: St James SS
- Still to decide but want a laptop and a camera: Wrenchville High School
- Christmas spring lunch for less privileged children and donated a banner to Orion for their farm day: Atlantis Secondary
- As presented bought material for improvements at the site: Gimnasium High School
- Bought cleaning equipment and uniforms of the learners who participated in the competition: Hanjani-Thomo High
- Bencher made from recycled plastic were purchased for the girls to use during their break. MAC club made T-shirts, creative items were made to distribute to the community (eg soap, face cloths), workshops were organised by the girls: Mowat Park High
- Buying stock for the tuck-shop: Piet Retief Combined
- SGB did not approve the proposal so no idea what they did with the money: Letheba High School
- Bought sport and life orientation equipment: Mmathabo SSS
- Introduction of a reading programme, printed reading cards, bought stationary for Thuto Lesedi Primary School and involving John Fylinck Primary school as from 2014: Tiger Kloof Combined School
- Money was put back in the resource centre ie paid back a loan, two class rooms were converted back into one (shelves, computer points were installed): Cedar High School
- Assisted peer-educators programme (outreach to discourage crime drug usage as well as teenage pregnancy): Eyabantu Senior Secondary School
- Bought T-shirts for the team: Chief SW Nhlaphu

From the above varied responses, it is clear that because the spending of the prize money is not monitored, it is not always spent in a manner that would benefit the learners (for example, Chief SW Nhlaphu) while some interference also prevented the school from optimally using the money (for example, Lethabo). It is also interesting to note that the more affluent schools used the prize money to uplift some poorer schools (for example, Tiger Kloof).

Theme 4: Recommendations future competitions

Theme 4 deals with recommendations for future competitions. This means that educators had to point out to the organisers which aspects of the competition could be changed or improved in future. Numerous educators also responded that they could not point out anything as they found the competition to be well-organised. Various recommendations were, however, mentioned and are all listed below for the sake of being comprehensive:

- Reconsider the prize money - gap too wide, also increase the prize money
- Let learners do more networking with each other
- Participants should be given mementos in the form of electronic dictionaries and calculators, etc
- More publicity to draw attention to community work and the winner
- Rather focus on needy schools only
- Do not use Department of Education officials as adjudicators as they seem to choose their favourites.
- Few outcomes are long term: give more time for results
- Have more sponsors to increase the prizes
- Winners should not be allowed to participate in the competition the following year otherwise same schools keep on winning
- Have workshops at district level
- Open to other learners as well, not only Grade 10
- Visiting the winning schools on provincial level to see how they are progressing
- Expand to national and international level to motivate learners
- Deposit money earlier and show evidence of things bought
- Make time for the presentations longer
- The whole team must be part of the provincial competition
- Making funds available for all learners to attend
- Rotate the venue for nationals
- Contact the schools in the year prior to the competition so that the time frames can be used to the advantage of the project.

- Keep the national competition in Cape Town or Durban.
- Introduce more competitions for the learners
- Educators working on the project should also be acknowledged (eg certificate)
- Extend the competition by introducing more categories
- Encourage the project to be on-going and sustainable rather than window-dressing with the aim of winning
- Use the same judging criteria throughout the competition and ensure that SGBs do not divert money to pursue their ends.
- Organisers should be fair to good competitors
- Closer monitoring of the projects by the organisers
- Establish YCAP officially as a permanent programme in the winning school

From the above points it is clear that even though the competition benefited some schools tremendously, educators do have some recommendations for changes and improvements for future competitions. The suggestions also indicate that educators consider the competition as essential and that they want learners and the community to benefit more when it comes to future competitions.

6. DISCUSSION OF THE OVERALL FINDINGS

From the overall findings it is evident that both the learners and educators perceive the YCAP competition and everything it stands for as very valuable for the learners, the school and the community.

With regard to research question 1, skills that learners acquired because of the YCAP competition include but are not limited to becoming a better team player in terms of consideration of all kinds of ideas, accommodating the needs and the experiences of the different team members, considering alternatives to a problem as well as improving various leadership capabilities. In addition acquired skills are also related to improved communication, decision making, project management, time management, action plan creation, overall confidence, marketing, networking and negotiation. Educators noted the difference in the learners who participated in the competition in their class rooms and the way in which they now approach life.

Despite the many advantages of the competition, many learners expressed disappointment that they could not be part of the presentations and that the time to complete the projects was not enough as they also had other school work to attend to. Lack of time was also reiterated by the educators. Some learners from rural schools felt overwhelmed by the competition and needed more guidance from the organisers. Although many learners

benefited from presenting in front of an audience, others felt that they wished they had known about this requirement before the time and that knowledge of using the required software to prepare the presentation was lacking. In many instances it was also pointed out that team work became problematic when some team members lost interest or were not paying attention. Another perceived drawback is that the gap between the prize money is too large and that all learners who participate should receive mementos which could include calculators, books, to name but a few. This sentiment was also shared by the educators while others also want more recognition for the educators.

With regard to research question 2, schools are still using the YCAP toolkits in many instances and are thus still reaping the benefits, also financially. Learners also feel confident about being able to use their skills in the workplace and in their daily lives. The educators are very impressed by the competition and the acquired skills of the learners but also pointed out that their own financial constraints could become an obstacle when it comes to the future continuation of the projects. Despite the perceived value for the community, it is also evident from some of the responses from the learners that the community cannot always benefit from their skills due to hindrances beyond their control. Furthermore educators want learners from other grades to also participate and more learners to attend the presentations. They also wish for the organisers to visit the schools more often, also during the completion of the projects or to present workshops prior to the commencement with the projects to provide more guidance to the learners.

Many of the schools who completed the survey used the prize money to improve aspects related to the schools to assist the learners, but some obstacles were also pointed out. These include interference in how the prize money should be spent as well as a lack of monitoring of how the money was spent in reality.

7. CONCLUSIONS AND RECOMMENDATIONS

The YCAP project is very effective, much needed by the schools and has many potential long-term effects not only for the learners, but also for the schools and their communities.

Many useful recommendations were made by the learners and the educators for future competitions. The following are the most imperative issues shared by most of the respondents and could be considered for the 2014 competition:

- Narrowing the gap in the prize money if more funding is acquired
- Allowing more learners to attend the presentations if extra funding is acquired
- Monitoring of how the prize money was spent more closely
- Having workshops prior to the competitions
- Allowing more time to complete the projects

- Even more disadvantaged schools should be included
- The competition should be publicised more
- How the learners' skills could assist the communities better, could be addressed in more detail

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ADDENDUM A: LETTER BY UNISA**AN EVALUATION OF THE YOUTH CITIZENS ACTION PROGRAMME (YCAP)
OUTCOMES (2011 – 2013)**

This research project was commissioned to the Department of Communication Science at the University of South Africa in 2013 by Mrs Amanda Blankfield-Koseff of YCAP. The research was conducted by Mrs Andrea Meyer and Prof Charmaine du Plessis of Unisa with the collaboration of Mrs Blankfield-Koseff. The final research report based on the findings of the survey was written by Prof Charmaine du Plessis.

Sincerely,

A handwritten signature in black ink, appearing to read "Charmaine du Plessis".

Prof Charmaine du Plessis

27 February 2014



