

An assessment of the self-
reported impact of the loveLife
groundBREAKER programme
2001–2005

Conducted for



by



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EXECUTIVE SUMMARY

loveLife aims to promote a healthy, HIV-free way of life among South African teenagers through a sustained multimedia campaign and nationwide community-level outreach and support programmes for youth. The idea behind this strategy is that media campaigns alone will not change behaviour. They have to be supported by face-to-face contact with young people. The loveLife programmes are therefore implemented by a national youth volunteer service corps known as groundBREAKERS in partnership with more than 150 community-based non-government organisations, 3 700 schools and 350 government clinics across South Africa.

The groundBREAKERS are young people aged between 18 and 25 who show a commitment to civic engagement in their communities. groundBREAKERS receive training to carry out the 'loveLifestyle' programmes and gain experience through their engagement. The groundBREAKER programme aims to assist them in developing skills that foster their leadership, to study further or find employment, and implement the loveLife values in their own lives.

The groundBREAKER programme has graduated over 6 000 young people in six years. Through a telephonic survey, the employment and educational opportunities, attitudes and behaviours of a representative sample of graduates were assessed in order to understand how the graduates perceive the impact of the programme on the development of their ability to be seen as role models, leaders and responsible citizens, as well as on their behaviour and attitudes in relation to HIV and AIDS.

The findings show that the graduates of the programme have been able to access further educational opportunities. Nearly 50% of groundBREAKER graduates now have some level of post-matriculation qualification, compared to only 8% who had such a qualification on entry into the programme. This is in contrast to the national statistics which show that only 6.1% of young people¹ have any post-matric qualification (CASE, 2000). An overwhelming

¹ The respondents in the CASE 2000 study ranged from 16-35 years, which may partially explain the lower national rate.

majority of the groundBREAKER graduates attribute their decision to study further to their groundBREAKER experience.

The graduates of the groundBREAKER programme also have somewhat better employment prospects than the national average. Approximately 60% of groundBREAKER graduates are currently employed; this compares favourably to the national data which show that 36% of youth with matric are employed. Unemployment levels among the groundBREAKER graduates (38%) are considerably lower than the national unemployment figures for youth in the same age group and at the same education level (46%). Most of the groundBREAKER graduates who had found employment stated that their jobs offered good opportunities for the future, suggesting that groundBREAKERS are able to find meaningful employment. Ninety per cent of the graduates who were employed stated that the groundBREAKER programme had strongly influenced their ability to secure employment.

Another key finding is that programme graduates show a commitment to being involved in volunteering and civic engagement. Although the data show some drop off in volunteering and civic participation activity amongst groundBREAKER graduates, this is partly explained by the impact of full-time employment. What is more telling is that as many as half of the groundBREAKERS who were not volunteering before the programme, have since begun volunteering. The findings also show that the groundBREAKER graduates hold positive attitudes towards volunteering and their responses suggest a commitment to responsible and engaged citizenship. Graduates display confidence in their own leadership ability, and two thirds of respondents who are involved in community organisations hold leadership positions, indicating that their leadership abilities are recognised by others.

National data (Pettifor et al., 2004) show that young people have generally positive attitudes about the future, and the same is true to an even greater extent for the groundBREAKER graduates, who indicated that they feel optimistic about the future and feel they have the ability to shape their future.

The graduates' attitudes are aligned with the messages that promote loveLifestyle attitudes and values pertaining to health, gender and

relationships. The respondents have constructive attitudes to relationships and gender, with the majority agreeing to such statements as “there should be joint decision making” in relationships. They also show an encouraging attitude towards health and indicate that they take responsibility for their own health as well as that of their partner. Nine-eight per cent of respondents indicated that they feel better equipped to deal with AIDS since completing the programme and, when compared with the national youth population, they seem to be more aware of the risks. In all cases, a considerable majority of the participants attribute their attitudes to their groundBREAKER experience, and rate the influence of the programme as being much higher than the influence of their family, friends, teachers or other community members.

A key component of the programme is skills development, and respondents were asked to cite the most important skills they had developed through the programme. The majority of participants stated that interaction skills (including public speaking, confidence, networking and facilitation) had been the most valuable skills learned. This reinforces the previous findings that participants perceive the programme as being particularly successful in its ability to develop their sense of confidence and expand their ability to engage social networks. This may contribute to greater chances for securing employment and educational opportunities. Support skills (mentorship and teamwork) were also ranked as being important, although the importance of these skills has declined over successive groundBREAKER intakes. Overall, the graduates thus say that they gained invaluable skills and abilities through their participation in the programme.

The research therefore shows that the groundBREAKERS give the programme credit for having had a meaningful impact on their lives. In addition, the findings on the extent to which groundBREAKERS have been able to access educational and employment opportunities show that the programme has made a difference to the lives of the young people who participated.

Chapter 1 Introduction

loveLife's groundBREAKER programme is premised on the view that the key triggers of behaviour change among young people are a sense of purpose, belonging and identification with an HIV-free way of life. loveLife believes that this is best achieved through face-to-face interaction and discussion among young people, led by youth themselves and supported by media messaging that helps mobilise young people around the loveLife brand and drives the demand for its community-based programmes. The development of the young people who lead loveLife's activities in poor communities is thus of primary importance and they are enrolled in the groundBREAKER programme which involves one year of voluntary service in a community site.

loveLife's countrywide community-level HIV-prevention education and youth mobilisation programme operates in 4 266 sites including 318 Department of Health National Adolescent Friendly Clinic Initiative (NAFCI) clinics, 3 202 schools, 16 Y-centres, 240 outlets and 109 loveLife franchises². It includes 337 events sites where major youth events are held. The programmes are supported by 22 Regional Offices and nine Provincial Offices. The loveLife programme targets 12- to 17-year-olds and aims to reduce the negative consequences of premature and adolescent sex by promoting sexual health and healthy lifestyles for young people through various loveLifestyle programmes such as Cyber Y's (computer skills training), debating leagues, 'Ultimate Dance' clubs, sport and recreation clubs or 'Centre Stage' acting forums. Community-based engagement is led each year by a national corps of 1 200, 18- to 25-year-olds known as loveLife groundBREAKERS who in turn are each supported by a team of volunteers known as *mpintshis*, meaning 'friends' or 'mates' or 'helpers'.

² Y Centres are established by loveLife and act as the regional contact point. A variety of programmes are run from each centre and up to six groundBREAKERS are placed at each centre. NAFCI's are youth friendly clinics where nurses are trained by loveLife to put into place youth friendly services, in collaboration with a groundBREAKER. Franchises and outlets are existing organisations that partner with loveLife. One to two groundBREAKERS work within these organisations and are each responsible for implementing one loveLife programme.

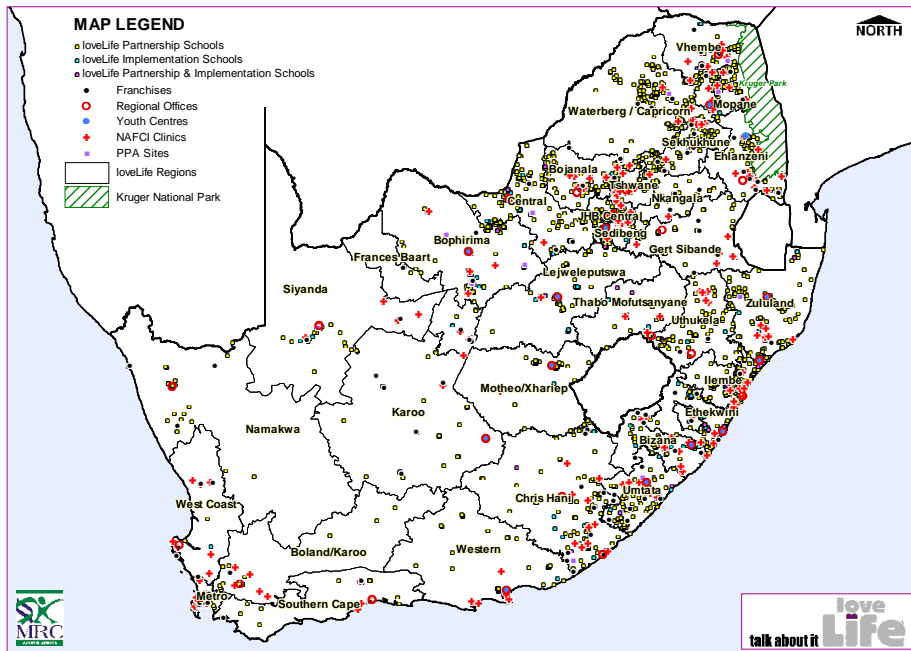


Figure 1: Distribution of loveLife groundBREAKER programme implementation sites (loveLife monitoring reports (GIS component), Medical Research Council, 2005)

In 2007, loveLife commissioned VOESASA to undertake a survey of the groundBREAKERS who had graduated from the programme between 2001 and 2005. The purpose of the survey was to assess the direction their lives had taken following their groundBREAKER experience, determine the extent to which they continued their service and leadership at community level, and gauge their perceptions of the impact of the programme on their own development.

1.1. Background to the groundBREAKER programme

groundBREAKERS was established in 2001 as a community service programme targeting 18- to 25-year-olds who showed a commitment to volunteering in their communities. The aim of the programme is to assist young people who display commitment, leadership qualities and a willingness to be involved in their communities by developing their skills, networking opportunities and leadership potential through community-based voluntary service.

The idea behind groundBREAKERS is that publicity around healthy sexual behaviour does not have much impact unless the young people are able to take advantage of opportunities that will change their socio-economic circumstances. groundBREAKERS therefore aims to assist young people to do this through a community service and training programme.

The programme is linked to the *mpintshis* programme in which groundBREAKERS are required to recruit volunteers who counsel and train 12- to 17-year-olds at loveLife centres, clinics and schools. groundBREAKERS are selected on the basis of their performance as *mpintshis* (or on their previous community engagement) to lead a group of *mpintshis* in this work.

Together, the groundBREAKERS and *mpintshis* play an important leadership role in their communities that goes well beyond HIV prevention. Essentially groundBREAKERS is a youth development programme that equips young people, through voluntary service, with skills and the motivation to continually better themselves and those around them and to give back to the community from which they come.

1.1.1. How the groundBREAKER programme is structured

Recruitment: groundBREAKERS are recruited primarily from the pool of *mpintshis* – volunteers who have been actively engaged in loveLife’s programmes. Positions are advertised and the top-scoring *mpintshis* (assessed through score card and peer evaluations) are short-listed for a brief interview process. In new areas where there may not be *mpintshis*, recruitment is undertaken through an interview process that takes prior community service into account. Although a matric qualification was initially a criterion for entry into the programme (in its early years), this requirement was dropped in 2003. Nevertheless, most of the groundBREAKERS do have matric.

Skills development: Through training, groundBREAKERS are equipped with generic programme skills that focus on sexual health and HIV knowledge. The training programmes also focus on developing facilitation, mentorship and leadership skills as well as CV writing and job search skills. However, because

groundBREAKERS' primary role is that of activists who drive the crucial face-to-face engagement with youth in order to implement the loveLife campaign in communities, the programme is intended to develop further skills including public speaking, social networking, organisational and administrative skills and communication skills amongst others.

Exit strategy: The programme is designed to encourage participants to take control of their future, and not to become dependent on loveLife. As a result, groundBREAKERS are assisted to develop their CVs and are encouraged to look for jobs or other exit opportunities such as bursaries or scholarships before they complete the programme. More recently, an Alumnae database has been developed and graduates are encouraged to register and to keep in contact with regard to what they are doing, whether they are accessing opportunities for future growth, and whether they continue to play a mentorship role to newly appointed groundBREAKERS and *mpintshis*. "Once a groundbreaker, always a groundBREAKER" is the motto that the groundBREAKERS coined themselves.

1.1.2. The development of the groundBREAKER programme

Since 2001, the groundBREAKER programme has evolved as loveLife has expanded and developed its programmes. The initial groundBREAKER intake started in 2001 with a small group mainly focused on the outreach programmes – the loveTrain, loveTours and in a few loveLife Y-Centres. These initial recruits were contracted to serve for 12 to 18 months, with some contracts ending in December 2002. New recruits continued to join throughout 2002 as the programme started to develop and expand to new sites, following the creation of the loveLife franchises (in community-based organisations) and expansion of the programme in clinics and Y-Centres.

In 2003 it was decided to conduct two intakes, one in January and one in July. The rationale was that this would ensure that there would always be trained groundBREAKERS who were running the programme while a second cohort joined the programme. This practice was followed until the withdrawal of funding from The Global Fund forced the groundBREAKERS programme to scale down its growth. It reverted to one intake a year, in July. It was

subsequently decided to align the programme calendar with the school calendar so as to enable young people to move straight from completing school into groundBREAKER service. The programme reverted to an annual intake in January and, consequently, the contracts of the July 2006 intake were extended till the end of December 2007 to bring the cycle into being.³

Over this period, the intake of groundBREAKERS has increased from 44 in 2001 to 1 299 in 2005.

1.2. Researching the reported impact of the programme

Between 2001 and 2005, approximately 6 200 participants had graduated from the groundBREAKER programme. However, by the end of 2007 no impact assessment had been done on the programme.

The aim of this research was therefore to assess the effectiveness of the groundBREAKER programme in terms of graduates' capacity to find employment and education opportunities on completion of the programme, determine the extent to which they had retained a commitment to service and leadership, and to assess their perceptions about the impact of the programme on their own development, including the development of attitudes about health, gender, relationships and the future.

In particular the **research objectives** were as follows:

- Assess the degree to which former groundBREAKERS have been able to find and exploit educational and employment opportunities.
- Assess the degree to which groundBREAKERS have retained their commitment to community-based civic service and leadership.
- Gauge the groundBREAKERS' perceptions of the value of the programme in shaping their own behaviour and enabling them to be leaders in their communities.
- Gauge the groundBREAKERS' perceptions of programme impact on their own lives in terms of motivation, life choices and behaviour.

³ For the reasons outlined here, the 2006/2007 intake had not yet graduated by the time the 2007 survey was conducted, and could thus not be included in the sample. The 2007 survey thus focused on groundBREAKER graduates from the years 2001 – 2005.

- Gauge the groundBREAKERS' perceptions of programme impact on other young people in terms of motivation and self-esteem, sexual behaviour and other life skills⁴.

Chapter 2 presents the methodology of how this research was conducted. The respondent demographics are presented in Chapter 3. Chapters 4 to 8 contain the findings of the research and Chapter 9 presents concluding remarks. The comparative profile that is referred to in the findings is appended as Appendix 2.

⁴ In the final version of the questionnaire, this objective was not covered. This report thus does not cover this research objective.

Chapter 2 Methodology

2.1. Research design

The study took the form of a self-evaluation survey conducted with a representative sample drawn from the total number of groundBREAKERS who had graduated from the programme between 2001 and 2005. The research required administering a questionnaire that enabled participants to express their perceptions and experiences of the programme and report on the impacts of the programme on their lives, or not, as the case may be.

2.1.1. Key areas of investigation

The key areas of investigation captured in the questionnaire (see Appendix 1 for the questionnaire) were as follows:

- Routes to the groundBREAKER programme
- Opportunities since the groundBREAKER programme
- Reported impact of the groundBREAKER programme on
 - perceptions about life and the future
 - ability to relate to others
 - skills acquisition
 - leadership development
 - attitudes
 - behaviour
- Reported impact on the ability of groundBREAKERS to influence young people
- Demographic information.

2.1.2. A quantitative approach

The methodology was quantitative in nature in order to generate statistical information about the number of groundBREAKERS who have or have not benefited from the programme in the various areas of investigation. The statistical nature of the data made it possible to compare it with other statistical data pertaining to the general South African youth population as

covered in studies such as the *Where we're at and Where we're going* report (UYF, 2005), the *State of Youth Development* report (HSRC, 2006) and the *Youth Budget Review* (CASE, 2006).

2.1.3. Comparative data

Ideally, the evaluation of a programme would require either a baseline measurement or a comparison group in order to account for the impact of external variables on observed changes among the respondents. However, no baseline measurements had been conducted at the start of the groundBREAKER programme in 2001, nor was it possible to identify a suitable comparison group. Consequently, a comparative profile was developed, using national data for the appropriate age group. This was used to compare education and employment data as well as many of the attitude questions.

However, the comparative profile did not provide data for comparison of certain issues such as self esteem and attitudes towards volunteer activity. The original instrument for the groundBREAKER survey was thus modified to assess the perceptions of the 2008 intake of groundBREAKERS. loveLife administered the questionnaires at the training of the 2008 intake and arranged for the data to be captured. The data from eight provinces (all except Limpopo) was analysed by Helene Perold & Associates. This provided a dataset for 381 new groundBREAKERS with which the graduate data could be compared, and was useful in providing information about perceptions and behaviour in particular. It should be noted, however, that the majority of the 2008 cohort would have been *mpintshis* before entering the programme and therefore would have already been exposed to the groundBREAKER approach. They are not therefore a substitute for a baseline cohort.

The research design means that the findings are self-reported and are consequently not externally verifiable. However, research⁵ (Ronning et al., 2004; Godin et al., 2003) suggests that for questions that are not particularly sensitive, self-reported answers often correlate with observed findings. In addition, self-reported data are necessary to assess participants' evaluations of the programme. Where it is suspected that respondents' answers do not

⁵ Including the use of confirmatory factor analysis and internal consistency

reflect reality, this is commented on in this report. Where it was possible to measure internal consistency this is also commented on.

2.2. Instrument design

A key part of the research was designing the instrument. VOSESA was provided with a questionnaire that had been developed by loveLife prior to the start of this study, and this was used as the basis for deciding which areas of investigation to pursue. However, the questionnaire was substantially revised prior to finalisation. This was done not only to ensure that the research was independently conducted, but also to align the formulation of the questions with questions that had been used in comparable studies and were found to be reliable. It was also necessary to include questions that would enable the research team to make comparisons with the national data and, for this reason, some questions were phrased in ways that made comparison possible.

The process of developing the instrument was an iterative process, with the client actively commenting on the instrument, adding questions that loveLife wanted covered, and suggesting studies that could be drawn upon to ensure that the questions used were statistically reliable, as well as comparable. The client had the final sign-off on the instrument before the fieldwork commenced.

It should be noted that there was one limitation to the research that may have occurred owing to the way certain questions were framed. Patterned responses seem to have occurred on the questions that asked respondents to strongly agree, agree, disagree or strongly disagree. The data suggest that respondents may have chosen one option and followed that pattern without giving sufficient thought to the questions being asked. This introduced a bias in some of the responses that has been noted in the findings in Chapter 7.

2.3. Data collection strategy

The questionnaires were administered by trained interviewers who contacted the respondents by telephone and administered the questionnaire during the

telephone call. Responses were captured by the interviewers on computer directly into a data capture sheet and were checked⁶ for quality.

The decision to interview respondents by telephone was premised on a number of considerations. The sample was spread all over South Africa and the cost of administering questionnaires face to face would have been prohibitive, particularly given that in some cases interviewers would have to travel long distances to remote areas to interview one or two people. Poor access to the internet meant that online completion of the questionnaire was not an option in this study. The option of posting questionnaires to respondents for self-completion was risky in that the questionnaires might not have reached the respondents owing to postal service not being entirely reliable. Even if the questionnaire did reach the respondents, there was the risk that the respondents might not complete the questionnaire accurately. The respondents would also have to return the questionnaire to the research team by mail. Experience has shown (Babbie & Mouton, 2005; Rubin & Babbie, 2003) that rates of return of self-completed questionnaires are very low and that data can be skewed as there is no control over how respondents may interpret questions.

For these reasons, it was decided to conduct the interviews telephonically. This had the advantage of ensuring that questions could be clarified by the interviewer to ensure that they were interpreted correctly, that questionnaires were accurately completed by the interviewers, and were verified by the fieldwork supervisor. The method also had the advantage of being cheaper than face-to-face interviews: besides avoiding the costs of travel, interviewers captured the data directly into a data capture sheet whilst conducting the interviews, and in this way the costs of data capture were significantly reduced.

Telephonic interviews do have some drawbacks in comparison with face-to-face completion. One of these is that the interviewer has less control over the interview (the respondent may end the interview at any point by cutting off

⁶ A random sample of questionnaires was checked for quality of completion. In addition, 5% of the sample was randomly selected for telephonic check backs by the fieldwork co-ordinator to ensure that the interviews were conducted.

the call); another is that facial expressions of the respondent cannot be read; and finally, contact numbers for all selected respondents may not be available. However, it was decided that these disadvantages were outweighed by the benefits that accrued by conducting the interviews telephonically.

2.4. Sampling and selection

Initially the study intended researching the population of all groundBREAKER graduates from 2001 to 2006. A sample size of 1 000 respondents was proposed, with an overall error rate of less than 3% at the 95% confidence interval. In discussion with the client, however, it was subsequently decided to exclude the 2006 cohort from the study since these groundBREAKERS were still involved in completing the programme and could not be considered 'graduates'. The population was therefore reduced to the 2001 to 2005 cohorts. This enabled the research team to reduce the sample size to 800, while still giving an overall error rate of less than 5% at the 95% confidence interval⁷ and enabling the team to draw accurate inferences about the programme.

A multi-stage stratified cluster sample was drawn. The first unit of selection was the centre at which the groundBREAKERS were registered. Two hundred centres were selected, stratified by the type of centre (franchise, clinic, school, Y-centre, loveLife centre or loveLife regional office) and the province in which the centre is located. Within each of the strata, a sample of centres was drawn, with probability proportional to the number of students. The data were weighted to reflect the actual groundBREAKER population distribution.

Within each centre, a list of all graduates, by year of graduation, was developed from the groundBREAKERS database provided by loveLife. Graduates were randomly selected for the interview. This provided the primary list of respondents. Two substitute lists were developed in the same way to ensure that the substitutions did not change the stratified cluster sampling methodology.

⁷ Ultimately 644 interviews were completed giving an error rate of 3.7% at the 95% confidence interval.

2.5. Data collection

2.5.1. Training of interviewers

Once the research instrument had been signed off, interviewers were trained. All the interviewers had experience in interviewing, with many having conducted telephonic interviews before. The training provided the interviewers with some background to the loveLife programme generally and the groundBREAKER programme in particular.

The instrument was discussed in detail and interviewers were encouraged to ask questions for clarity. Following this, interviewers had to practice asking the questions and coding the responses correctly.

All the interviewers were able to speak English and at least one other South African language (most spoke more than two other South African languages). This meant that, where necessary, the interviewers were able to translate questions. However, it was reported by the interviewers that the vast majority of interviews were comfortably conducted in English.

2.5.2. Preparing the sample

A key aspect of telephonic interviews is that potential respondents may not be available on the phone (either due to the number being changed, or the number being engaged). For this reason it was decided that all of the selected respondents would have their details verified by a team of data capturers working at loveLife.

The process of verifying the respondents' contact details was complex for a number of reasons. Firstly, during the period 2001 to 2005, responsibility for the groundBREAKER programme had shifted from a consortium of loveLife partners to the loveLife Trust, leading to a break in the capture of data about the groundBREAKER participants. Initial responsibility for the groundBREAKER programme was delegated by loveLife to the Planned Parenthood Association of South Africa (PPASA), one of loveLife's consortium partners. In 2005 the consortium dissolved and since then all loveLife programmes have

implemented a single management team accountable to the loveLife Trust. During this changeover, however, contact numbers of a number of the groundBREAKER programme participants were lost.

Another layer of complexity was added by the fact that many of the groundBREAKERS are poor and marginalised youth, with few resources and intermittent access to telephone facilities, including cell phones. These young people often depend on their friends or family members for telephone access and may change their contact numbers regularly as cheaper rates become available through the various cellular network service providers. The validation of telephone contact numbers therefore required a multi-faceted approach.

In order to establish accurate and current contact numbers for the whole sample, a team of ex-groundBREAKERS was set up and paid a daily stipend to do the following:

- i. Contact numbers were pulled off the original groundBREAKER databases.
- ii. Contact numbers were also drawn from the original groundBREAKER enrolment forms within the loveLife human resources department.
- iii. Sites where groundBREAKERS had been based were contacted and lists obtained with telephone contact numbers that the site managers had on file for the groundBREAKER graduates.
- iv. Radio announcements were aired on loveLife's radio programmes, calling for former groundBREAKERS to make contact with the loveLife national office.
- v. groundBREAKERS were asked to identify other groundBREAKERS they knew and to provide loveLife with their updated contact numbers.
- vi. loveLife staff and former staff members were asked to identify groundBREAKERS that they had worked alongside, and to provide their contact numbers where possible.
- vii. *mpintshis* were asked to identify groundBREAKERS that they may have worked with and with whom they were still in touch.

Daily calls were made by the loveLife verification team over a period of more than two months (October to mid-December 2007) to various contact people until the respondent was reached in person and his/her contact number confirmed. However, even establishing the contact number was no guarantee that the interviewers could reach the respondents for a telephonic interview. This was due to the fact that many young people share a cell phone or depend on their neighbours or friends as their contact intermediary, and may not be at the contact number provided when the interviewer made the call for the interview.

Other challenges facing the verification process included:

- Respondents may have more than one telephone number and may prefer to use whichever is the cheapest at a particular time. This means that the respondent will not be answering any of the other contact numbers supplied.
- Some people lend their phones to their siblings and were thus not available when the interviewers tried to reach them.
- Cell phones get stolen, in which case the contact is lost.
- Some young people simply do not have money to buy airtime and will thus not be contactable for a period of time.
- Some groundBREAKERS moved out of the area in which they had served. Although friends or family members may know where they are, there may be no forwarding telephone number. This was the case particularly with groundBREAKERS who are now living or working outside the country.
- Due to the poor connectivity of telephone lines in homes (where telephone lines are cut off or do not work), it also proved difficult to trace relatives whose contact numbers had been supplied by the groundBREAKERS on registration.

During the verification process, just over 80% of the groundBREAKERS on the sample database were tracked within the given timeframe. This tracking process continued well after the study finished since loveLife envisages having

a comprehensive database of its alumnae with updated contact numbers for over 90% of the groundBREAKER graduates.⁸

Once loveLife had established contact with a groundBREAKER, the verification team member asked him/her what they were currently doing. The groundBREAKER graduates were also asked to supply their CVs so that the alumnae database could be updated. The verification team also mentioned to the groundBREAKER that he/she may be called for an interview by an interviewer.

The verified information was sent to the interviewers as it became available and the interviewers then called the potential respondents to conduct the interviews. As stated above, in many cases it was not possible to reach the respondents first time round, due to the abovementioned constraints. Repeated attempts were made to contact the person listed on the sample list, following a set procedure as outlined below. After this a substitution policy was implemented.

2.5.3. Substitution

It is advisable in this type of research to ensure that substitutions are kept to a minimum. A high rate of substitution can introduce a bias into the sample, depending on the reasons for substitution. For example, should there be a high rate of refusals among respondents not being willing to be interviewed, the sample becomes one of respondents that are willing to be interviewed rather than being representative of all groundBREAKER graduates. Similarly, if substitution is based on ability to reach the person telephonically, a high rate of substitutions means that the sample reflects only those groundBREAKERS who have access to a phone and may under-represent those who do not have telephone access.

Therefore the following substitution policy was put into place:

⁸ At the time of writing this report, loveLife has been able to establish contact with a number of additional groundBREAKERS and the alumnae database continues to grow.

- i. If the number contacted was a wrong number, the respondent details were sent back to loveLife for re-verification. If the number was verified again and interviewers still encountered a wrong number, a substitution could be made.
- ii. Where a phone was on voicemail or just ringing, the interviewer had to make six attempted contacts on different days, at different times of the day before a substitution could be made.
- iii. If a person was not available for any other reason, they had to be contacted three times on different days, at different times of day before a substitution could be made.
- iv. Where there were refusals or if the respondent had passed away, substitutions were made immediately.

This strategy ensured that just over 10% of the respondents were drawn from the substitute list.

It should be noted that where a substitution was necessary this could not always be made as it was necessary to match the centre and year of each respondent that needed to be substituted. In many cases no substitute was available.

2.5.4. Timelines and completion of interviews

The initial intention was to complete interviews in three weeks during the month of November 2007. However, due to the complexity of the verification process and the difficulty in contacting many respondents, just over half the sample had been reached by the end of November. Fieldwork thus continued into mid-December and a decision was taken to continue again in January 2008 in order to reach 80% of the sample. In order to fast-track the process it was decided to move two interviewers to loveLife in January 2008. The new process ensured that as soon as a respondent had been contacted in the verification process, s/he would be passed on to the interviewers to complete the interview. It was envisaged that this would significantly reduce the number of wrong numbers encountered by the interviewers. The results of this process were good and the goal of reaching 80% of the sample was

achieved by the end of January with a total of 644 interviews having been completed.

2.6. Data analysis

Analysis of the data was undertaken using the statistical package STATA. Analysis was done primarily by province and by gender, but included other demographic comparisons where applicable. The data from the 2008 intake was analysed in the same way and, where appropriate, comparisons were drawn between the new intake and the graduates. In other cases, the findings from the survey were compared with the national data cited in the comparative profile.

Chapter 3 Demographics of the respondents

This chapter outlines the demographics of the 644 respondents that were interviewed between October 2007 and February 2008.

According to a discussion document prepared for the National Youth Commission (VOSESA, 2007), youth in South Africa⁹ in 2006 constituted 41% of the total population. Youth and children jointly comprise a significant majority of the South African population. When the youth numbers are disaggregated by population group, there is evidence of a decrease in the overall proportions of White and Indian/Asian youth, stable numbers for Coloured youth, and an increase of African youth. By 2006, African youth constituted 81% of the total youth of South Africa.

The tables below describe the composition of the sample with respect to the key demographic variables that we will consider in the remainder of the report – sex, location (urban or rural), year of graduation and educational status.

Table 1 provides the distribution of the sample and the population from which the sample was drawn. The distribution of the sample by year matches the distribution of actual groundBREAKER graduates reasonably well, slightly over-representing 2003 and 2005 graduates, and under-representing the 2002 groundBREAKER graduates. The provincial distribution also generally matches that of the overall population, although the Northern Cape and Western Cape appear to be relatively under-represented in the sample, while KwaZulu-Natal and Mpumalanga are slightly over-represented.

⁹ Youth are defined as people aged 14 to 35 years.

	Sample (unweighted)		Population
Sex	N	%	%
Female	299	47%	50%
Male	339	53%	50%
Province	N	%	%
EC	67	10%	8%
FS	60	9%	11%
GT	92	14%	16%
KZN	110	17%	12%
LP	70	11%	11%
MP	81	13%	8%
NC	36	6%	10%
NW	77	12%	12%
WC	49	8%	14%
Programme Year	N	%	%
2001	17	3%	3%
2002	72	11%	15%
2003	125	20%	16%
2004	175	28%	28%
2005	247	39%	38%

Table 1: Demographic characteristics of sample

With respect to area, no independent classification was available of the type of area in which respondents lived, and the survey thus relied on the respondents' categorisation of their area as either rural or urban. In total 59% of groundBREAKER graduates indicated that they live in urban areas. There are significant differences by province (as indicated in Figure 2 below) – graduates from Gauteng, the Free State and the Western Cape were largely urban while graduates from KwaZulu-Natal and Limpopo were largely from rural areas.

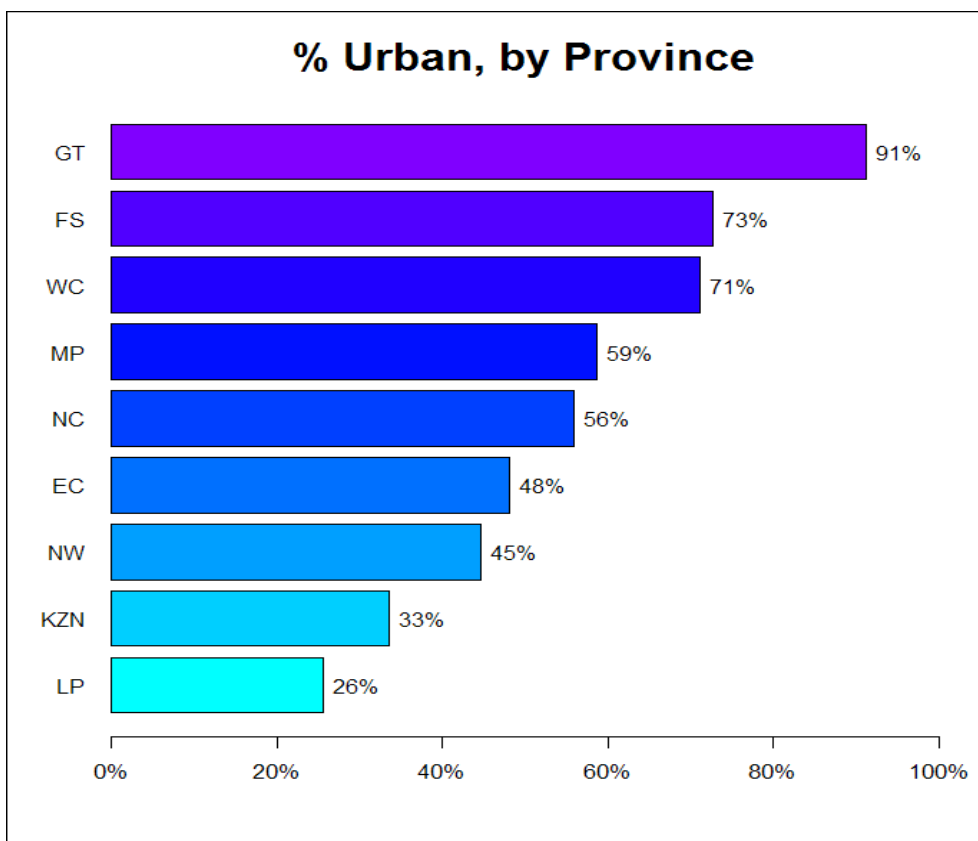


Figure 2: Proportion urban, by province

In the remainder of this report the results are reported on by sex, province and year.

Having presented the demographics of the sample, the findings of the study are presented. The following chapters deal with education, employment and volunteering, and civic participation. In each chapter the findings pertaining to the status of the groundBREAKERS on entry into the programme are dealt with first. This is followed by an assessment of their status at the time of conducting the interview, and finally their attitudes and perceptions. Where appropriate, comparisons are made with national data as well as the data collected from the 2008 groundBREAKER intake.

Chapter 4 Education

A key area of concern in South Africa is addressing the skills gap in the labour force. While the groundBREAKER programme deals with this through imparting specific skills, another key goal of the programme is to encourage young people to pursue their education. This chapter deals with the education levels of the respondents at entry to the programme and at the time of conducting the research.

Since this information was not available from other sources, the data is based on respondents' recollection of their status at that time. It is also worth bearing in mind that the only data available is from individuals who graduated from the groundBREAKER programme. Inferences about the group of entrants into the programme are thus likely to be biased¹⁰. This should be noted for all following chapters.

4.1. Education status on entry into programme

Almost all of the groundBREAKER graduates (81%) had a matriculation qualification when they entered the programme, with relatively small proportions (around 19%) having either no such certificate or having completed some post-matriculation qualification.

Education	N	%
No matric	72	11%
Matric	517	81%
Post-matric	53	8%
Total		100%

Table 2: Education level at entry into programme

The proportion of non-matriculants is significantly higher in urban areas (15%) than in rural areas (7%) [$p=0.003$], and was also higher prior to 2004

¹⁰ It is possible that entrants into the programme who did not complete the programme may not have been able to access educational and employment opportunities. It is therefore important to note that the findings are representative of graduates and if considered to be representative if all entrants, would be biased.

(14%) than post-2004 (9%) [$p=0.01$]. There were no gender differences in the educational status of entrants into the programme.

Most respondents (89%) entered the groundBREAKER programme with at least a matric, even though this was not a criterion for entry during three of the five years surveyed. By the time of the survey, 94% of the groundBREAKER graduates had obtained at least a matric as their highest level of educational qualification and 39% went on to get a post-matric qualification (8% already had post-matric as their highest educational qualification on entering groundBREAKERS).

In a study conducted by CASE (2000), it was found that only 30% of youth between the ages of 15 and 24 had matric. The Census data of 2001 (which uses a wider age definition of 15 to 35) also indicates a low rate of 22% of young people having completed their matric. According to the same data, only 6.1% have any post-matric qualification (as defined in our interview schedule) as their highest educational qualification.

It is clear, therefore, that most of the young people who entered the groundBREAKER programme were those who, for whatever reason, were motivated to complete their high school education prior to joining the programme. This may have contributed to their pursuit of further learning after graduating from the groundBREAKER programme, as the following section indicates.

4.2. Education opportunities since groundBREAKERS

Approximately half (45%) of groundBREAKER graduates indicated that they continued studying after leaving the programme. This is in stark comparison with 30% of respondents to the CASE (2000) study who had completed their matric or moved beyond it.

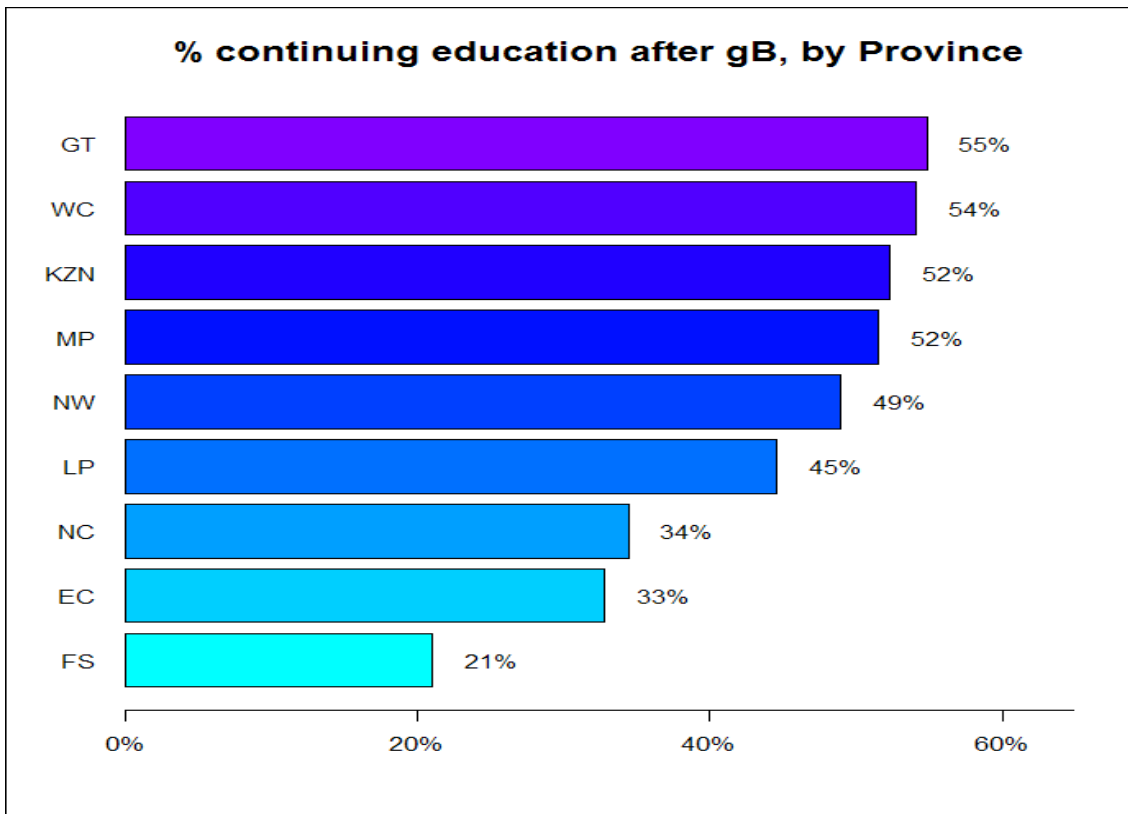


Figure 3: Percentage continuing education by province

Graduates from the Eastern Cape, Free State and the Northern Cape were significantly less likely to continue their education than groundBREAKER graduates from other provinces. Of those who continued their education, almost all (97%) indicated that the groundBREAKER programme had influenced or strongly influenced their decision to continue with their education.

Almost half of those who have continued their education have completed their studies (overwhelmingly at post-matriculation level) while about one tenth have dropped out of their studies. Not surprisingly, almost all of those who are currently studying are doing so at a post-matriculation level.

	N	%
Did not complete studies	33	12%
Completed studies	136	47%
Still studying	120	41%
Total	289	100%

Table 3: Current status of graduates who have continued with their studies

The graduates who have dropped out of their studies do not differ significantly from those who have not dropped out with respect to their year of graduation, sex, area, province or their perceptions of the usefulness of the programmes. Almost all of those who have dropped out were studying at the tertiary level and indicated that their main reason for not completing their studies is a lack of financial resources. These reasons are supported by the national data (HSRC, 2002 and UYF, 2005) that show that the overwhelming reason for young people not being able to study further is a lack of money (see Appendix section 3.2).

	Before groundBREAKERS		After groundBREAKERS	
	N	%	N	%
No matric	69	11%	38	6%
Matric	520	81%	302	47%
Post-matric	53	8%	303	47%
Total	642	100%	643	100%

Table 4: Education level, before and after groundBREAKERS

Table 5 reveals the significant increase in education levels achieved after graduation from the programme. Nearly 50% of graduates now have some level of post-matriculation qualification compared to only 8% who had such a qualification on entry into the programme.

Part-time or full-time (for those still studying)		
Studying full-time	52	43%
Studying part-time	68	57%
Current study level (for those still studying)		
Degree/diploma	95	83%
Matric	7	6%
Post-graduate	13	11%

Table 5: Education after groundBREAKER programme

The number of groundBREAKER graduates still studying at post-matric level is 17%¹¹ while, according to the General Household Survey of 2004, 10% of young people nationally are studying at a post-matric level.¹²

¹¹ As shown in Table 5, 95 were studying at undergraduate level (degrees/diplomas) and 11 at post-graduate level.

Among graduates who are currently studying, the majority are studying part-time. Almost all of those currently studying are doing so at a post-matric level, and a majority of these are completing a degree or diploma.

4.3. Conclusion

These findings are noteworthy when compared with the national data. The finding that 45% of groundBREAKER graduates pursued further studies following completion of the programme is significant when compared with the national data (30%), and is particularly important given that the respondents claim that the groundBREAKER programme contributed to their decision to study further.

Furthermore, 40% of the groundBREAKER graduates completed their post-matric studies. This result is noteworthy in the face of the national data that show how persistent financial hardship has constrained the ability of young people to pursue and complete post-matric education qualifications.

¹² The CASE (2006) study indicates that a total of about 5.1 million young people aged between 15 to 24 years attended educational institutions in mid-2004, of which 89% were in school, 4% in university, 3% in technikons and 3% in FET colleges.

Chapter 5 Employment

According to VOSESA (2007:32), “young people are disproportionately represented amongst unemployed South Africans”. With this in mind it is important to consider whether or not the groundBREAKER graduates see the programme as having had an impact on their ability to find employment.

5.1. Employment status on entry into the programme

The majority of groundBREAKER graduates were unemployed when they entered the programme. Those who were employed were largely employed on a part-time basis.

Employment	N	%
Employed	81	13%
Unemployed	562	87%
Employment type	N	%
Full time	20	27%
Part time	61	73%
Self-employed¹³	N	%
Employed	76	94%
Self-employed	5	6%
Total		100%

Table 6: Employment status on entry into the programme

5.2. Employment opportunities since groundBREAKERS

Approximately 60% of groundBREAKER graduates are currently employed¹⁴, overwhelmingly as paid employees. This compares favourably to the national data which shows that 36% of youth with matric are employed (Labour Force Survey, 2005). About two-thirds of the groundBREAKER graduates who are employed have full-time employment.

¹³ This refers to a proportion of those respondents who said they were employed.

¹⁴ We have excluded the 10% of the sample who have indicated that they are studying full time from these calculations.

Figure 4 shows the growth in employment since groundBREAKERS. It should be noted that many of the groundBREAKERS would have been at school before starting the programme and this explains some of the increase in employment following the programme. However, it is clear that groundBREAKER graduates are better able to access employment opportunities than the general youth population. A key part of their ability to access employment opportunities may be related to the skills acquired during the groundBREAKER programme. However, the social networks that the programme opens up for the participants may also be a factor¹⁵, although this is speculative in the absence of further research.

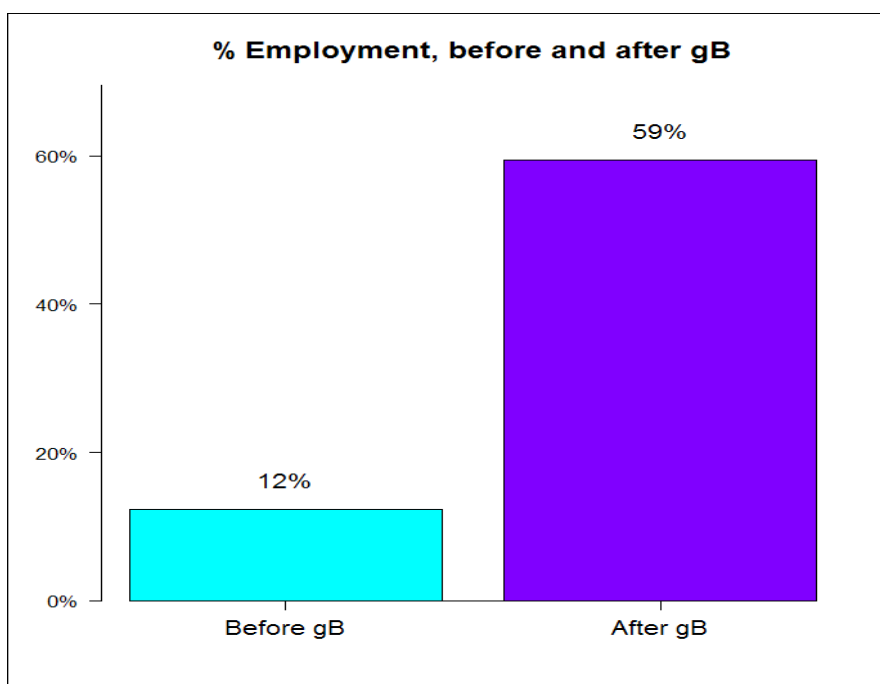


Figure 4: Employment levels, before and after groundBREAKERS

It is worth noting that the unemployment rate among all African youth with matric (the closest comparison group) is approximately 46% (Labour Force Survey, 2005). The unemployment rate of 38% amongst groundBREAKER graduates (see Table 7) is therefore lower¹⁶.

¹⁵ Portes (1998) suggests that social capital is a significant contributor to peoples' ability to find employment.

¹⁶ In the report we have excluded those in full-time study from the economically active population, but included those who indicate that they are studying part-time. This matches the official definition of unemployment used by Statistics South Africa.

	Before groundBREAKERS		After groundBREAKERS	
	N	%	N	%
Employed	79	12%	371	59%
Unemployed	565	88%	223	38%
Total	644	100%	592	100%

Table 7: Employment status, before and after groundBREAKERS

Urban groundBREAKER graduates (69% employment rate) are significantly more likely to be employed than their rural counterparts (52%) as is shown in Table 8. There was no difference in employment rates between males and females.

	N	%	Rural		Urban	
Employed	371	63%	128	52%	239	69%
Unemployed	223	38%	118	48%	105	31%
Total	594	100%	246	100%	344	100%

Table 8: Current employment status, by area

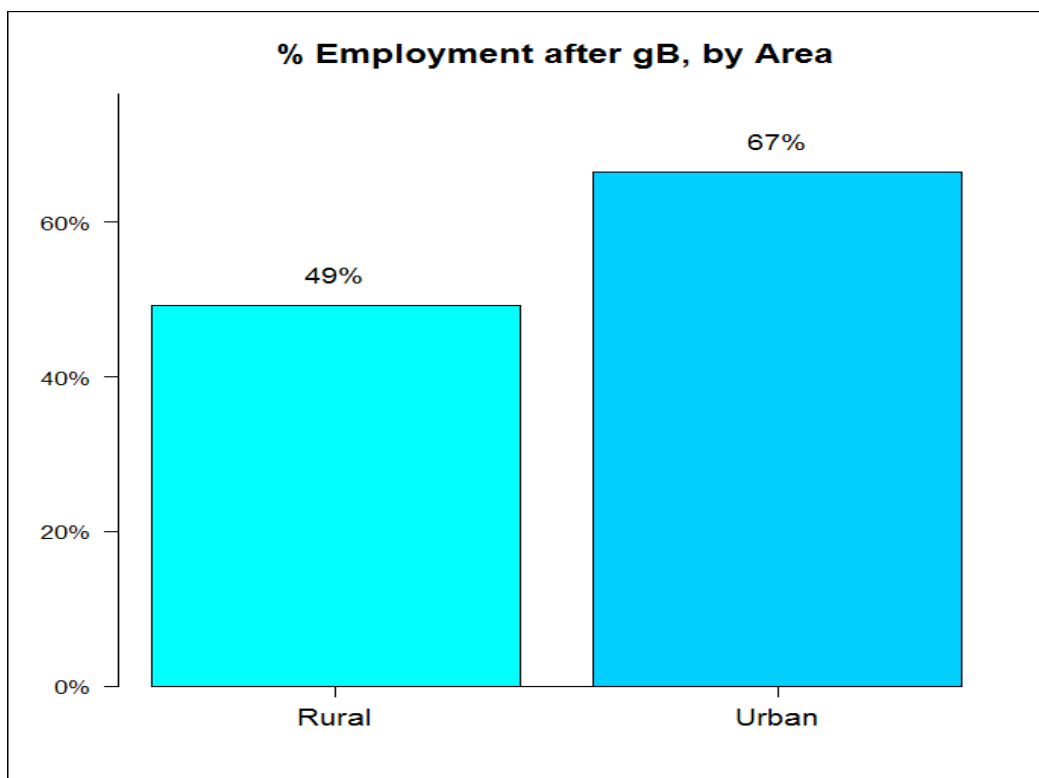


Figure 5: Current employment levels, by area

There is also an interesting time effect (see Table 9). Graduates from earlier groundBREAKER programmes were more likely to be employed at the time of the survey (82% of the 2002 graduates are employed compared to 48% of

the 2005 graduates). This may be linked to the slight increase in the number of graduates who have gone on to study full time (8% in 2005 compared to 6% in 2001), and/or may be a function of older graduates having gained more experience and thus being more employable.

The majority of those employed (70%) indicated that they were happy with their current job and just under two-thirds indicated that the job offered good opportunities for the future. This is noteworthy given the fact that many South Africans are employed in the casual labour market with little job security and few prospects for growth and development.

Just under 90% of the groundBREAKER graduates who said they are employed indicated that the programme had strongly influenced their ability to secure employment.

	2001	2002	2003	2004	2005
Employed	82%	74%	64%	57%	48%
Full-time study	6%	4%	12%	6%	8%
Unemployed	12%	22%	24%	37%	44%
Total (N)	17	72	125	175	247

Table 9: Employment and study status at the time of the survey, by year

Although Table 9 shows an escalation in the rate of unemployment among groundBREAKER graduates over the period 2001 to 2005, this could be explained by what the respondents cite as the most common reasons for not being able to secure employment – a lack of experience (50% of respondents) or a lack of education (30% of respondents).

Twenty-five respondents (4%) indicated that they were self-employed – a proportion not dissimilar to that of the entire youth population (6% as cited by HSRC, 2005). The findings from the CASE (2000) study suggest that young people are self-employed primarily because of their inability to find employment, rather than out of choice. However, of the 25 groundBREAKER graduates that are self-employed, 20 respondents indicated that they felt empowered and had made a choice to be self-employed. Only five stated that they were self-employed because they could not find employment.

Some of the responses to the question “why are you self employed” include¹⁷,

“I want to grow my own empire.”

“I have a lot of potential and I believe in myself.”

“I get to determine my own income, my creativity is not limited. I enjoy being my own boss.”

“I believe that there is much more to be achieved than if you are employed.”

In these responses the groundBREAKER graduates who are self-employed express a sense of confidence that they will make a success of their chosen path. However, there is no evidence that the groundBREAKER programme was a factor in building their confidence to work towards becoming entrepreneurs.

5.3. Conclusion

Employment among groundBREAKER graduates (60%) is higher than the national average of 36% and overall unemployment among groundBREAKER graduates (38%) is lower than the national average (46%). This indicates that the young people who graduate from the programme are better able to access employment than their national counterparts. While employment rates are higher among older graduates and lower among the more recent graduate cohorts, this is likely to be a function of the time it takes for the graduates to gain experience, complete their further studies and access employment opportunities.

¹⁷ The question on reasons for self employment was the only open-ended question in the questionnaire.

Chapter 6 Volunteering and civic participation

This chapter analyses the volunteering and civic engagement activities of graduates as well as their attitudes and perceptions towards volunteering and civic participation. Where appropriate, the 2001 to 2005 data are compared with the 2008 intake data.

6.1. Status on entry into the programme

Approximately three-quarters of groundBREAKER graduates indicated that they had been involved in volunteer work or civic service before their entry into the programme. Male groundBREAKER graduates were significantly more likely to have been involved than their female counterparts. The level of participation in volunteering prior to intake appears to have declined gradually from 2002 through to 2005.

Volunteer work	N	%	Female		Male	
No	152	24%	90	31%	62	19%
Yes	469	76%	205	69%	259	81%
Total	621	100%	295	100%	321	100%

Table 10: Volunteer work at entry into programme, by sex

Volunteer work	2002		2003		2004		2005	
No	12	17%	22	18%	39	23%	78	32%
Yes	58	83%	98	82%	128	77%	163	68%
Total	70	100%	120	100%	167	100%	241	100%

Table 11: Volunteer work or civic service at entry into programme, by year

Approximately one-half of groundBREAKER graduates had been members of civic organisations before entering the programme. The pattern of organisational membership is similar to that with respect to volunteering – males are more likely to be members of organisations and between 2001 and 2005 there has been a gradual decline in the proportion of respondents who were members prior to joining the groundBREAKER programme.

Of the 230 respondents who are currently members of organisations, 75% (172 graduates) were members of organisations prior to joining the programme. Only 18% of those who were not members of organisations before the programme have since joined organisations.

	% currently members
Not volunteering	17%
Volunteering	52%
Sum	36%

Table 12: Current organisational membership, by voluntary activity

There is a significant correlation between organisational membership and volunteering – only 17% of those who are not volunteering are members of organisations compared to 52% of those who are currently volunteering.

At a national level, research indicates that there are low levels of participation by young South Africans in organised activities. According to Morrow, Panday and Richter (2005), 66% of respondents have never participated in a community sports team, 75% have never been involved with a community society or club and 80% have never been members of a civic or community society or club. There is, however, widespread attendance by young people at religious services. This shows that the young people who qualify for the groundBREAKER programme already show a commitment to civic engagement. This may very well have to do with their exposure to the loveLife programme as *mpintshis*. The data also indicate that in addition to already high levels of volunteering on entry to the programme (Table 11), groundBREAKER graduates retain very positive attitudes to civic engagement after completing the programme (Table 15).

Organisation	N	%	Female	%	Male	%
Youth	118	18%	29	10%	88	26%
Community	117	18%	52	17%	65	19%
Religious	35	5%	17	6%	17	5%
Sports	35	5%	14	5%	21	6%
Political	25	4%	6	2%	19	6%
Cultural	22	3%	11	4%	11	3%
Other	15	2%	6	2%	9	3%
Civic	6	1%	1	0%	5	1%

Organisation	N	%	Female	%	Male	%
Women	2	0%	2	1%	0	0%
Trade union	1	0%	0	0%	1	0%

Table 13: Organisational membership, by sex

The most common types of organisations to which respondents belonged at entry level were youth (18%) and community organisations (18%). Male groundBREAKER graduates were significantly more likely to have been members of youth organisations (26% of male graduates were members of this type of organisation) than their female counterparts (10%). The CASE study (2000) indicates that young people were most likely to be involved in religious activities and sports, with youth organisations being the third most popular type of organisation to be involved in.

Organisation	All	Africans	Whites	Urban	Non-urban
Church	16%	16%	21%	16%	18%
Sports	16%	15%	30%	16%	16%
Youth	6%	6%	6%	7%	5%
Stokvel	5%	7%	1%	5%	6%
Political	4%	5%	0%	3%	5%
Student	2%	2%	2%	2%	1%
Women	2%	2%	0%	2%	1%
Cultural	1%	1%	3%	1%	1%
None	54%	54%	47%	56%	53%

Table 14: Organisational membership among youth (CASE 2000)

The data show that at entry level groundBREAKERS have a significantly higher propensity to volunteering and civic engagement than the national youth population. It is likely that involvement with *mpintshis* has instilled this interest and commitment and that the groundBREAKER programme provides a good opportunity for young people to further commit themselves to volunteering and civic engagement.

6.2. Involvement since groundBREAKERS

6.2.1. Volunteering

Slightly more than one-half of groundBREAKER graduates are currently doing volunteer work, and just over one-third belong to organisations. The level of both volunteering and organisational membership is significantly lower than that reported on entry into the programme, but about half of groundBREAKERS who had not volunteered when they entered the programme, now do.

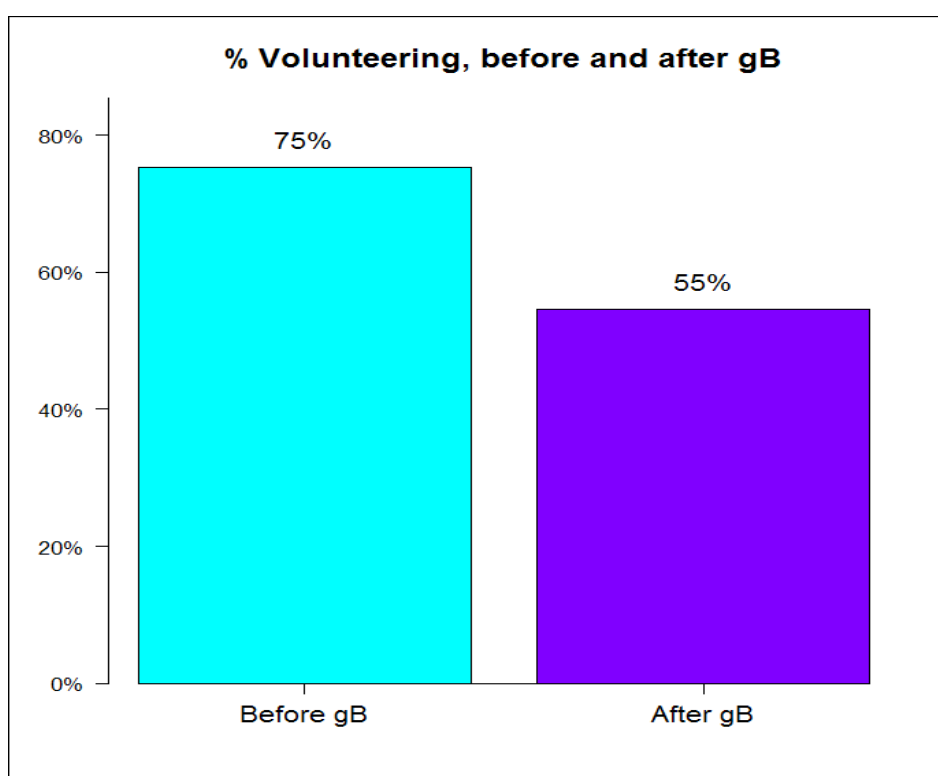


Figure 6: Voluntary activity, before and after groundBREAKERS

The number of graduates who are involved in some sort of voluntary activity has declined to 55%, from 75% before entry into the programme. The majority (75%) of those who are currently volunteering were volunteers before entering the programme (or 263 of the 351 current volunteers). It is worth noting, however, that among the 153 graduates who did not volunteer before entering the programme, about 50% are now volunteers.

The only significant predictor of current voluntary activity is full-time employment status: graduates who had full-time employment were

significantly less likely to volunteer than their counterparts who were unemployed or employed on a part-time basis (see Figure 7). It is worth noting that only 51% of the 2008 groundBREAKER intake indicated that they are involved in volunteer work or civic service. This suggests that the trend of declining levels of volunteering before groundBREAKERS has continued and it will be interesting to note what impact the programme has on the 2008 cohort.

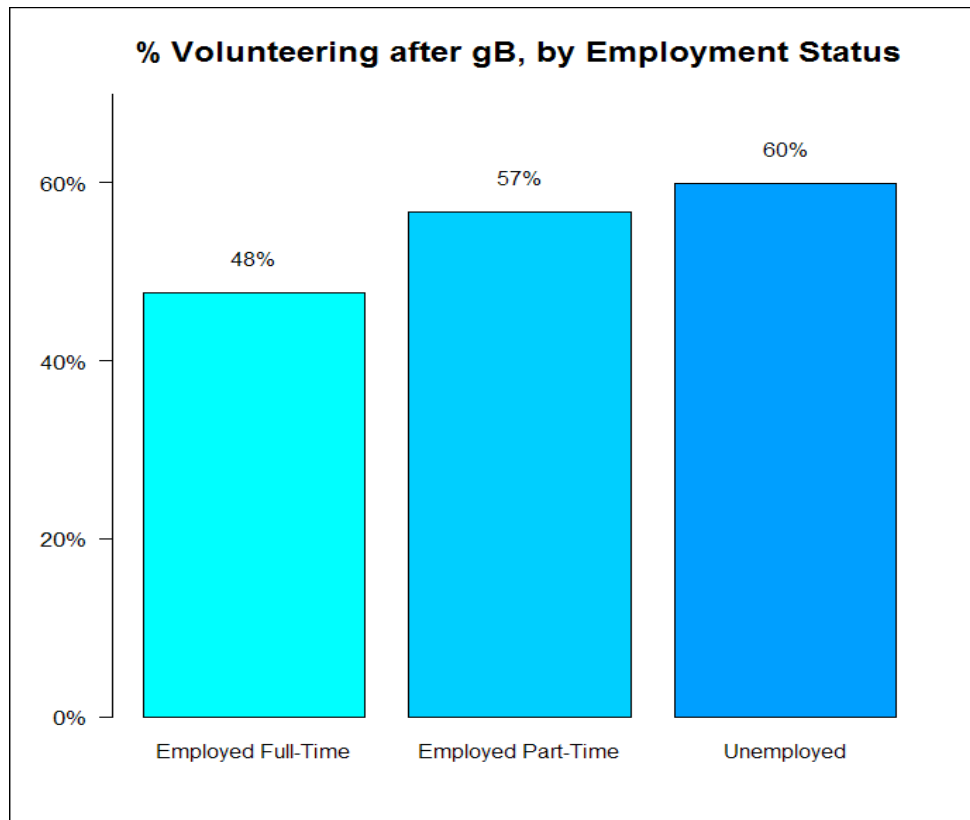


Figure 7: Current voluntary activity, by employment status

It is important to note that of those who are currently volunteering, 25% were not volunteering before groundBREAKERS and of those who were not volunteering before groundBREAKERS, 50% are now volunteering. In addition, the data on attitudes towards volunteering also show that groundBREAKER graduates have an overwhelmingly positive attitude towards volunteering. The responses to the volunteering attitude questions were overwhelmingly positive, with the only possible area of concern being the finding that 12% of respondents thought that volunteering was only for people who did not have jobs.

	N	%
Volunteering is for people who do not have jobs		
Agree	76	12%
Disagree	565	88%
Volunteering is for women		
Agree	14	2%
Disagree	626	98%
Volunteering is a way of gaining experience		
Agree	633	99%
Disagree	0	0%
Youth service can help young people become responsible citizens		
Agree	641	100%
Disagree	0	0%
All young people should volunteer in their communities		
Agree	614	96%
Disagree	25	4%

Table 15: Perceptions about volunteering and civic engagement

There was also a significant difference between graduates and the 2008 intake with respect to whether volunteering was only for people without jobs – almost half of the 2008 intake (43%) thought that this was the case compared to only 12% of the graduates (see Figure 8). This indicates that groundBREAKER graduates have a more positive perspective on volunteering.

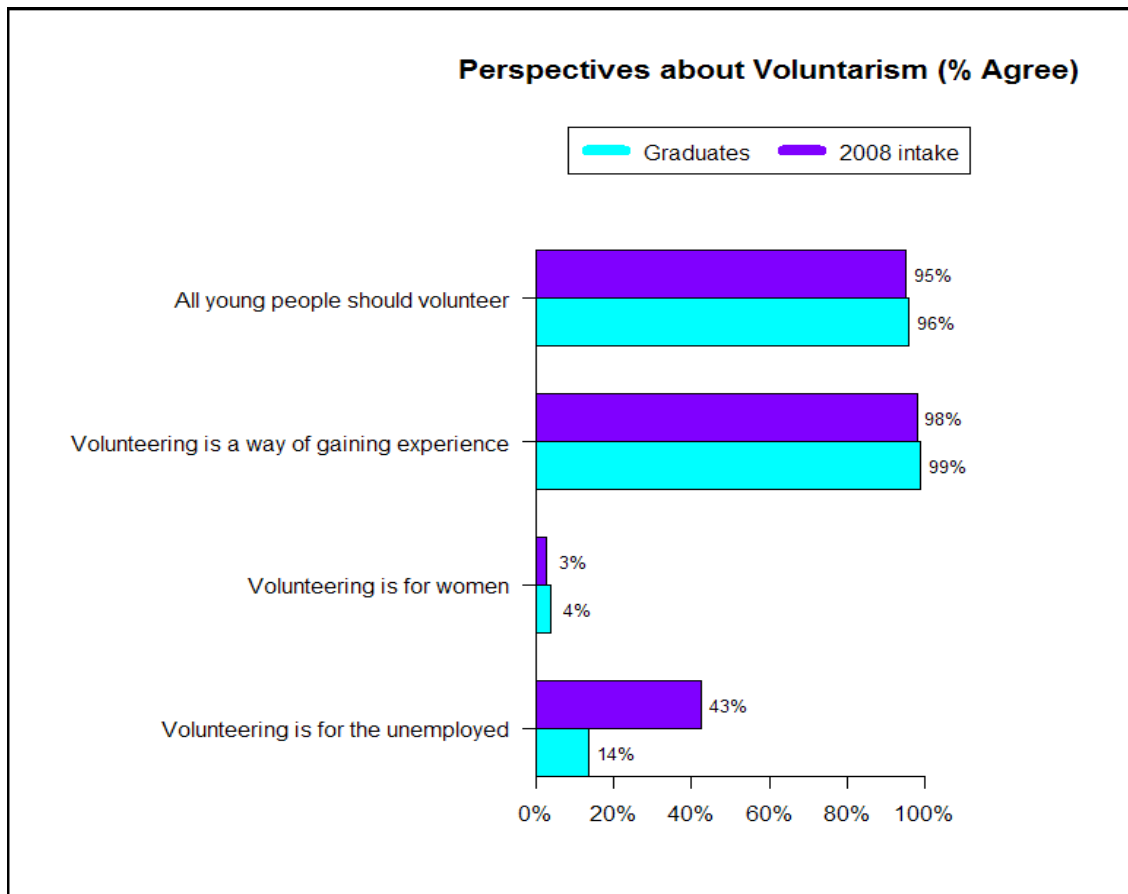


Figure 8: Perspectives on volunteering (graduates and 2008 intake)

6.2.2. Civic engagement

GroundBREAKER graduates were significantly less likely to be members of civic organisations than when they entered the programme – 51% had been members prior to the programme and only 36% are currently members of organisations (see Table 16). Among the 2008 groundBREAKER intake we again found that 51% are currently members of organisations.

	Before groundBREAKERS		After groundBREAKERS	
	N	%	N	%
Yes	330	51%	230	36%
No	315	49%	410	64%
Total	645	100%	640	100%

Table 16: Organisational membership, before and after groundBREAKERS

The graduates show very positive attitudes towards civic engagement. Almost all respondents responded positively to the questions on civic participation, indicating that they felt a responsibility to improve conditions in their

communities (100%), not to rely on the government (91%), and that voting is important (98%). One-quarter of respondents indicated that they thought that South Africa was headed in the wrong direction, although most (92%) thought that South Africa needs a new vision.

	N	%
People like us have a duty to improve conditions in our communities		
Agree	639	100%
Disagree	1	0%
It think it is important to vote in local, provincial and national elections		
Agree	626	98%
Disagree	14	2%
Government cannot be relied on to do everything		
Agree	584	91%
Disagree	56	9%
I think our country is headed in the right direction		
Agree	484	76%
Disagree	156	24%
I think we need a new vision for the future of our country		
Agree	583	92%
Disagree	54	8%

Table 17: Perceptions about civic participation

There were no significant differences in perspectives on civic participation between graduates and the 2008 intake, although the 2008 responses to the questions are likely to be explained by their involvement with *mpintshis*.

The study by Morrow, Panday and Richter in 2005 is not comparable with these results as the statements put to the respondents in their study differ from the statements put to groundBREAKER respondents. Nevertheless, it is worth noting that the respondents in the Morrow, Panday and Richter study (2005) indicate a generally less positive attitude about the country than the groundBREAKER cohort: 61% of youth agreed with the statement that “the people who run the country are not really concerned with what happens to you”, and just over half of their sample indicating that the “government will do whatever it wants to, no matter what people like us feel”.

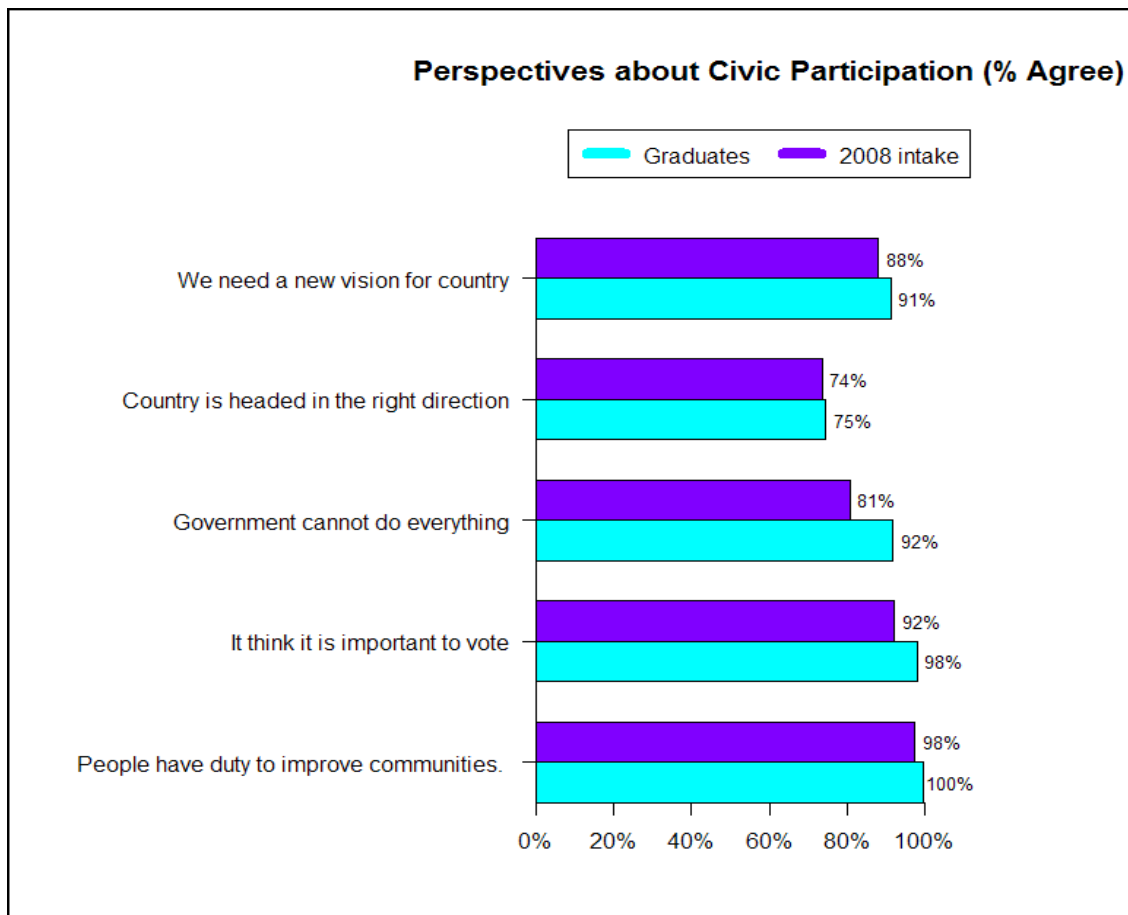


Figure 9: Perspectives on civic participation (graduates and 2008 intake) (Percentage agreeing)

6.2.3. Leadership

The data show that groundBREAKER graduates are playing a role as leaders in organisations. Among groundBREAKER graduates who are currently members of organisations, about two-thirds play a leadership role. This is commendable given that many of the respondents are involved in community organisations where leadership positions are often reserved for older community members.

In addition, groundBREAKER graduates appear to have generally positive perceptions about their leadership abilities. Almost all respondents indicated that they feel comfortable voicing their opinions, are able to influence other people, and take responsibility for finding solutions (see Table 18). However, a significant minority (22%) feel that other people did not respect them.

	N	%	Female		Male	
I can voice my own opinions about different issues						
Agree	628	98%	293	98%	332	98%
Disagree	12	2%	5	2%	7	2%
I feel that others do not respect me						
Agree	141	22%	68	23%	71	21%
Disagree	500	78%	231	77%	268	79%
I influence other people to change their behaviour						
Agree	625	98%	286	96%	336	99%
Disagree	16	2%	13	4%	3	1%
I take responsibility for finding solutions						
Agree	633	99%	298	100%	332	99%
Disagree	5	1%	1	0%	4	1%

Table 18: Perceptions about leadership, by sex

The only significant difference with respect to perceptions of leadership occurred between male and female groundBREAKER graduates – female graduates were more likely to be classified as Low (35%) than their male counterparts (23%) (see Table 19). There were no significant variations in responses by province.

	N	%	Female		Male	
High	357	56%	152	51%	205	61%
Medium	97	15%	41	14%	54	16%
Low	183	29%	105	35%	77	23%
Total	637	100%	298	100%	336	100%

Table 19: Leadership indicator, by sex¹⁸

The responses of the 2008 groundBREAKER intake were generally similar to that of the groundBREAKER graduates, with the exception of the question about respect. As shown in Figure 10, 21% of groundBREAKER graduates thought that other people did not respect them, compared to 34% of the 2008 intake. The difference may be attributable to the 2008 intake being much younger than most of the graduates interviewed at the time of the

¹⁸ With respect to the indicator variable, the analysis begins by summing up the scores for each of the individual questions using values of 4 for the most desirable response through to 1 for the least desirable response. We then construct an indicator variable by dividing the set of scores into three equally sized groups – “High”, “Medium” and “Low”, with High as the most desirable response category.

survey, but may also be attributable to the confidence gained by graduates during and after their participation in the programme.

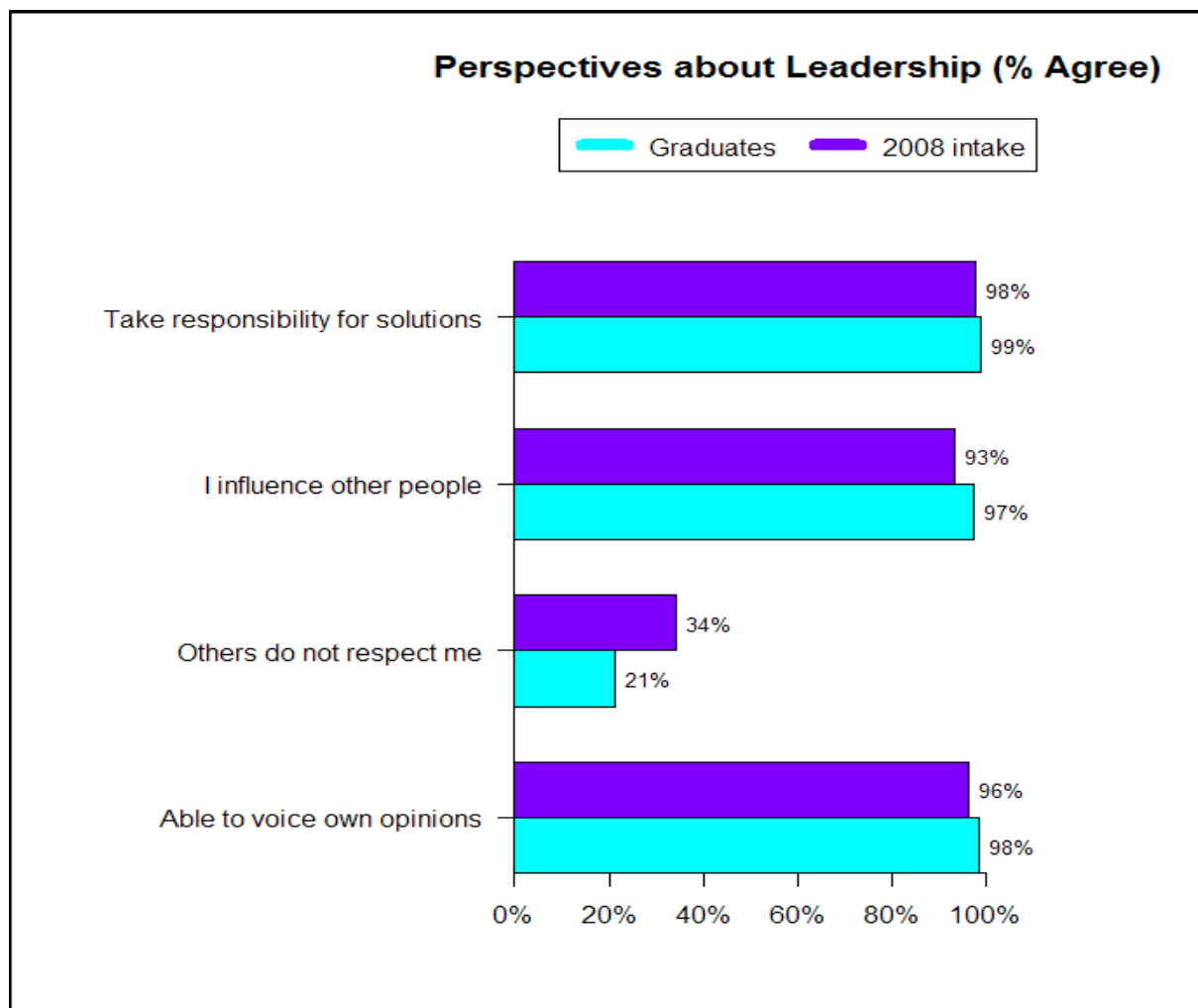


Figure 10: Perspectives on leadership (graduates and 2008 intake)

These results show that, overall, groundBREAKER graduates have positive perceptions about their leadership abilities, demonstrate confidence in their own ability to express their views, influence others and take the initiative to find solutions. These may be qualities that contribute to the finding that among the groundBREAKER graduates who are currently members of organisations, about two-thirds play a leadership role. However, the groundBREAKER programme may need to do more to develop the leadership potential of female groundBREAKERS since these young women are lagging behind their male counterparts in taking up leadership positions.

6.3. Conclusion

Although volunteering and civic engagement activity among groundBREAKER graduates shows a decline following their exit from the programme, this should not be cause for alarm. These findings are at least partly explained by the impact of full-time employment. In addition, it is significant that a number of graduates who were not volunteering before the programme now do so. In addition, the attitudes of the groundBREAKERS towards volunteering and civic engagement are overwhelmingly positive, with graduates mentioning a mixture of self-interest and societal interest: they see volunteering as a way of gaining experience (99%), being responsible citizens (100%) and carrying out their responsibility to their communities (96%).

The overall trend in the results suggests that, overwhelmingly, groundBREAKER graduates value volunteering and regard it as an act of citizenship.

Chapter 7 Attitudes and behaviours

This chapter deals with the attitudes and behaviours of the groundBREAKER graduates. The findings presented in this chapter draw on responses to a series of questions about the respondents' perceptions with respect to:

- the future
- relationships
- gender
- health, and
- self-esteem.

In each case a table summarising the responses to the individual questions within each category¹⁹ will be presented. This is followed by an examination of the demographic differences with respect to an indicator variable for subsets of the series of questions. The subsets of questions are made up of questions that we have identified as investigating either the attitude or practice components of the construct.

As with the indicator variable for leadership, the analysis for the indicator variable begins by summing up the scores for each of the individual questions using values of 4 for the most desirable response through to 1 for the least desirable response. We then construct an indicator variable by dividing the set of scores into three equally sized²⁰ groups – "High", "Medium" and "Low", with High as the most desirable response category.

¹⁹ The original questions used a four-point scale (usually of the form 'Strongly agree', 'Agree', 'Disagree' and 'Strongly disagree'). We have tabulated the results by aggregating the end categories, i.e. the strongly agree and agree, and also the strongly disagree and disagree, since the respondents demonstrated a tendency to consistently use either one of these categories. In particular more than 50% of respondents chose the extreme category (strongly agree or strongly disagree) more than 75% of the time. We suspect that the differences between the tabulated agree and strongly agree responses may thus be a result of a patterned response rather than a conscious decision.

²⁰ Or as close to equally-sized as is allowed by the data.

7.1. The future

groundBREAKER graduates gave overwhelmingly positive responses to questions about whether they have long-range goals and opportunities, know where they are headed and whether they know what they want out of life. Responses to questions about whether other people get more opportunities were more ambiguous (40% thought that this was true). This may be a result of the slightly difficult wording of the question: "Other people always seem to get more opportunities than myself".

However, a significant proportion said that they had been able to follow their chosen career paths (74%) and a majority (64%) agreed that they needed help deciding what to do next.

	N	%
Long-range goals		
Agree	637	99%
Disagree	5	1%
Many opportunities in life		
Agree	629	98%
Disagree	13	2%
Know what I want out of life		
Agree	638	99%
Disagree	4	1%
Good idea of where I am headed		
Agree	631	98%
Disagree	10	2%
Other people get more opportunities		
Agree	260	40%
Disagree	382	60%
Been able to follow my chosen career path		
Agree	475	74%
Disagree	167	26%
Need help to decide what to do next		
Agree	414	64%
Disagree	228	36%
Total	642	100%

Table 20: Responses to perceptions about the future

The first five questions have been identified as measuring the attitude of respondents to the future. Since the first four questions were all answered relatively uniformly, we will analyse only the fifth question: "Other people always seem to get more opportunities than myself".

The only meaningful difference in perceptions about the future observed in the data occurred between employed and unemployed graduates. Not surprisingly, unemployed graduates were significantly more likely to think that other people had more opportunities (50%) than those who were employed (36%). Similarly we find that 80% of employed graduates feel that they have been able to follow their chosen career path compared to 68% of unemployed graduates.

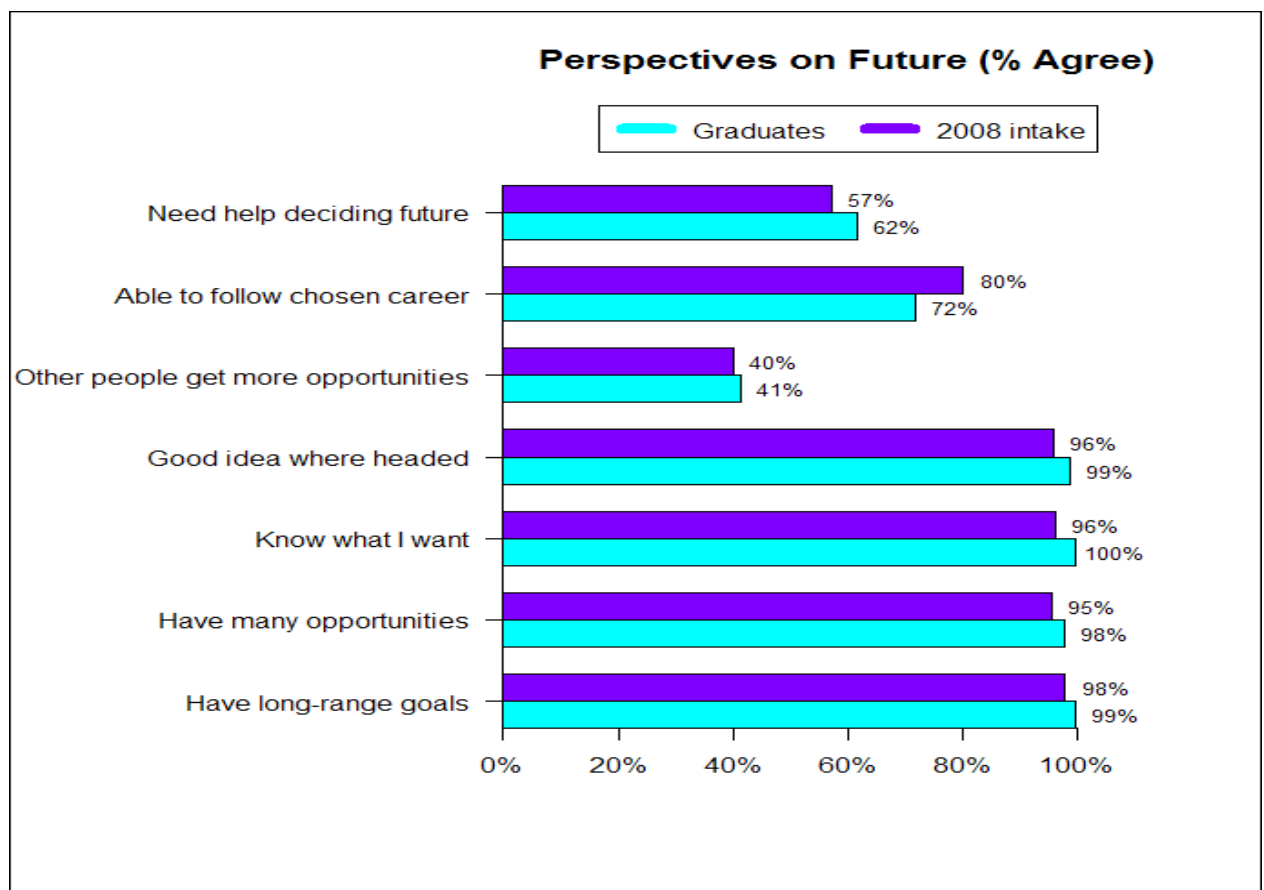


Figure 11: Perspectives on future (graduates and 2008 intake) (percentage agreeing)

There were no significant differences in perspectives on the future between previous graduates and the 2006 intake, as indicated in Figure 11 above.

The survey found that groundBREAKER graduates are overwhelmingly positive about the future. However, when we compare the groundBREAKER responses on the self-esteem questions, the data show that at a personal level, respondents are not quite as certain about their ability to shape their future, although the responses to these questions remain very positive. For example, in response to the statement “some people know where they are going with their lives” asked in the self-esteem section of the questionnaire, as many as 21% of the groundBREAKER graduates said that this was not true of them. While 98% of respondents said they have a “good idea of where I am headed”, 20% fewer (78%) agreed that the statement “some people know where they are going with their lives” is true for them. Given the design of the self-esteem questions²¹ this suggests that while groundBREAKER graduates want to be seen to know where they are headed in their lives, in reality they may be a little more uncertain. This is to be expected in young people who may have many possible opportunities before them as well as for those that have fewer opportunities. It should also be noted that even with taking the internal consistency into account, a high number of groundBREAKER graduates still report a confidence in their goals in life.

7.2. Relationships

With respect to relationships, groundBREAKER graduates overwhelmingly indicated that they did not feel under pressure from their friends to do things with which they were not comfortable. They felt sure of themselves and not disempowered in relationships, and felt that they could be open and honest in relationships. Table 21 sets out these results.

	N	%	Female		Male	
I don't really have any close relationships						
Agree	153	24%	72	24%	81	24%
Disagree	488	76%	227	76%	258	76%
I depend on other people for guidance						

²¹ The question asked the respondents to identify with one of two groups of people (e.g. ‘some people know where they are going with their lives’ OR ‘some people can’t set goals for their future’) and then state whether the statement they chose was really true or somewhat true of them. This gives a better indication of what the respondents think about themselves without being as explicit in the questioning. It is therefore seen to provide a more reliable response.

	N	%	Female		Male	
Agree	311	49%	137	46%	172	51%
Disagree	330	51%	162	54%	167	49%
I am the one who usually makes plans to go out with my friends²²						
Agree	424	66%	185	62%	238	70%
Disagree	217	34%	114	38%	101	30%
Under pressure from my friends to do things I don't want to do						
Agree	40	6%	24	8%	16	5%
Disagree	600	94%	274	92%	323	95%
I feel sure of myself in relationships						
Agree	594	93%	273	91%	319	94%
Disagree	47	7%	26	9%	20	6%
I feel I have less power in my relationship than my partner						
Agree	64	10%	42	14%	22	6%
Disagree	576	90%	256	86%	317	94%
I can be open and honest in relationships						
Agree	631	99%	294	99%	334	99%
Disagree	8	1%	3	1%	5	1%
Hard for me to talk to family and friends about difficult issues						
Agree	163	26%	87	29%	75	22%
Disagree	476	74%	212	71%	263	78%
I prefer not to trust people						
Agree	203	31%	112	38%	90	27%
Disagree	437	68%	186	62%	249	73%
Total	640	100%	298	100%	339	100%

Table 21: Perceptions about relationships, by sex

However, these data show that significant proportions indicated that they did not have any close relationships (24%); preferred not to trust people (31%) and found it hard to talk to friends and family about difficult issues (24%).

When these data are aggregated to construct High, Medium and Low indicator variables (see Table 22), the only meaningful difference in perceptions about relationships occurred between urban and rural groundBREAKER graduates: urban graduates were significantly more likely to have positive perceptions about relationships (43% classified as High) than rural graduates (33%).

²² The positive responses for "I depend on other people for guidance" was "Strongly disagree" or "Disagree", while the positive response for "I am the one who usually makes plans to go out with my friends" was "Agree" or "Strongly Agree".

	N	%	Rural		Urban	
High	245	39%	94	33%	150	43%
Medium	227	36%	95	33%	130	37%
Low	163	26%	95	33%	68	20%
Total	635	100%	284	100%	348	100%

Table 22: Relationships indicator, by area

When the perspectives of previous graduates and the 2008 groundBREAKER intake are compared (see Figure 12), a number of differences emerge. groundBREAKER graduates appear to be significantly more assertive (66% of the graduates indicated that they are usually the ones who make plans to socialise with their friends compared to 50% among the current intake), and more likely to trust people (69% compared to 51%).

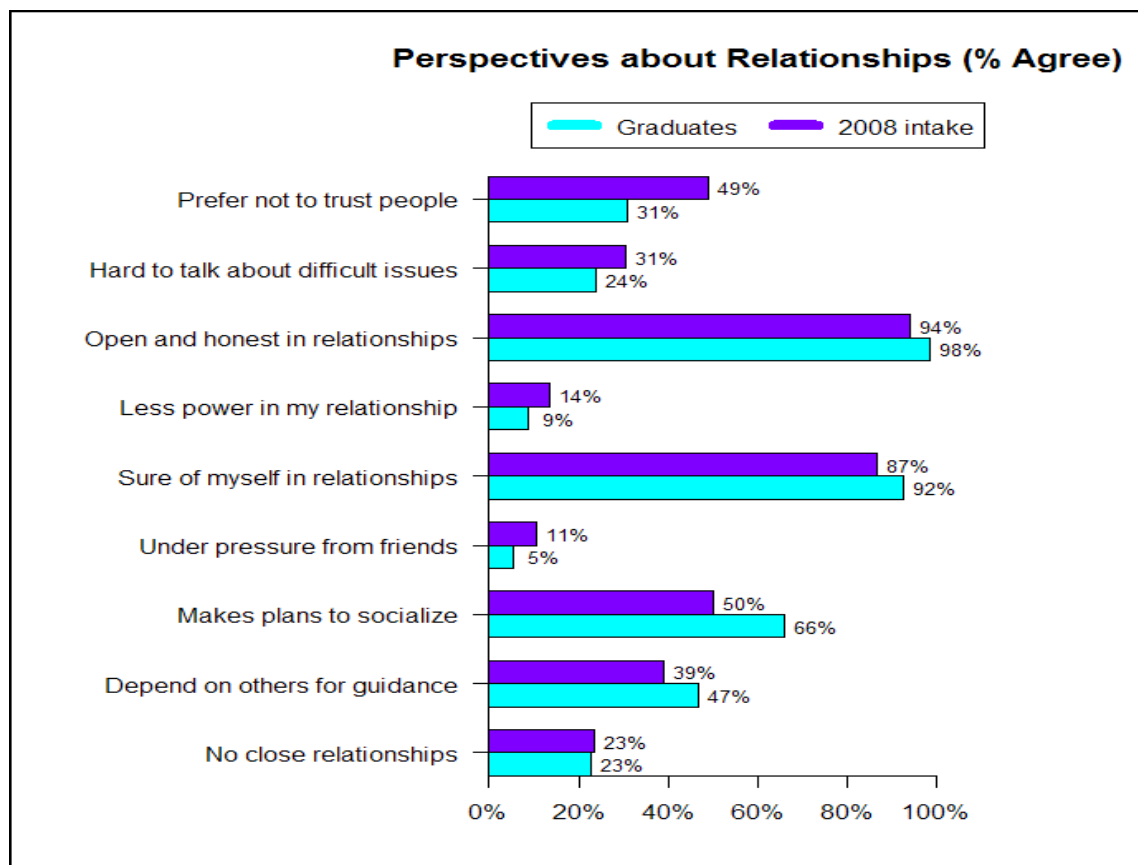


Figure 12: Perspectives on relationships, graduates and 2008 intake

The comparison with the 2008 data indicates that the groundBREAKER graduates have a positive sense of themselves, greater confidence and a better sense of their ability to develop social networks (dependence on others, ability to trust and their commitment to making plans to socialise). This is

important as their confidence and social networks increase their likelihood of charting their future direction, including accessing employment opportunities.

7.3. Gender

In general the groundBREAKER graduates responded positively to the questions about gender roles. As Table 23 indicates, almost all agreed that women were able to look after themselves and were able to make their own decisions, that men and women should jointly decide on how money should be spent in a household, and that women could continue working after childbirth. However, a sizable proportion of respondents (16% of females and 30% of males) still thought that it was a man’s job to provide for the household.

	N	%	Female		Male	
It is a man's job to provide for the household						
Agree	151	24%	49	16%	102	30%
Disagree	490	76%	250	84%	237	70%
Women can look after themselves						
Agree	611	95%	291	97%	318	94%
Disagree	30	5%	8	3%	21	6%
Men and women should decide together how to spend money in a household						
Agree	631	98%	294	98%	334	99%
Disagree	10	2%	5	2%	5	1%
Women are better volunteers than men						
Agree	316	49%	218	73%	97	29%
Disagree	323	51%	80	27%	241	71%
Women cannot make their own decisions						
Agree	41	6%	15	5%	24	7%
Disagree	599	94%	284	95%	314	93%
When children are born, the woman should give up her job						
Agree	16	3%	5	2%	10	3%
Disagree	623	97%	292	98%	329	97%

Table 23: Perceptions about gender, by sex

Not surprisingly, male and female respondents were divided on the issue of whether women make better volunteers.

There were no significant differences with respect to the overall gender indicator.

However, there were a number of significant differences between the gender perspectives of the groundBREAKER graduates and the 2008 intake (see Figure 13). In particular, graduates were significantly more likely to think that a women should be able to continue working after giving birth (98% of graduates compared to 91% of the 2008 intake [$p=0.04$]) and were also more likely to believe that women could look after themselves (95% compared to 85%).

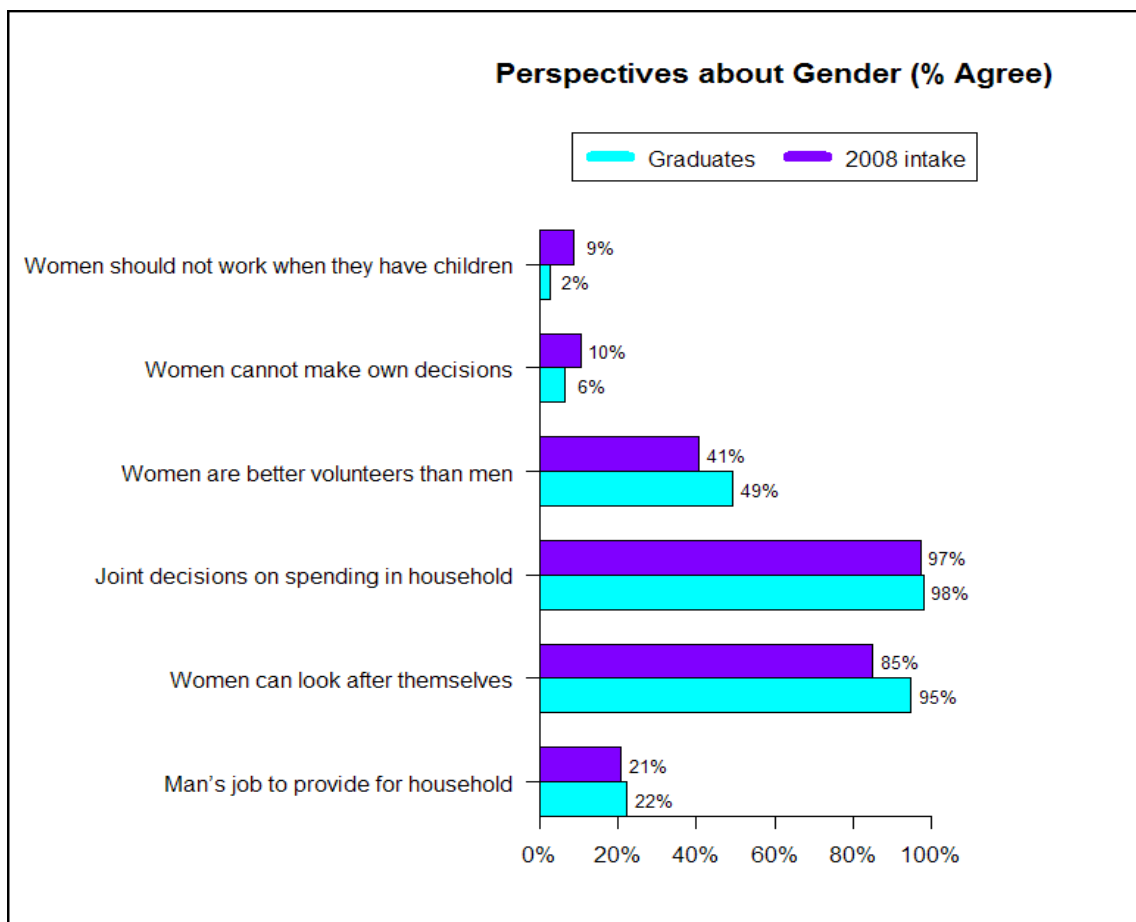


Figure 13: Perspectives on gender (graduates and 2008 intake)

7.4. Health

Respondents overwhelmingly felt that they were responsible for their own and their partner's health, were in good physical health themselves and generally did not drink alcohol or smoke dagga (although it is generally difficult to get respondents to answer questions about alcohol and drug use honestly) (see

Table 24). However, significant proportions of respondents indicated that they felt depressed (14%), suffered from stress (16%) and did not do sufficient exercise (34%). Female respondents were significantly more likely to have done no exercise in the past month (43% compared to 25% of males).

	N	%	Female		Male	
I feel responsible for my health						
Agree	640	100%	299	100%	338	100%
Disagree	1	0%	0	0%	1	0%
I feel responsible for protecting the health of my partner						
Agree	624	97%	285	95%	336	99%
Disagree	17	3%	14	5%	3	1%
I like to drink alcohol - it makes me feel good						
Agree	49	8%	12	4%	36	11%
Disagree	592	92%	287	96%	303	89%
My physical health is good						
Agree	631	98%	294	98%	334	99%
Disagree	10	2%	5	2%	5	1%
I feel depressed						
Agree	89	14%	46	15%	42	12%
Disagree	552	86%	253	85%	297	88%
I suffer from stress						
Agree	101	16%	48	16%	52	15%
Disagree	539	84%	250	84%	287	85%
In the past month I have done no exercise						
Agree	215	34%	130	43%	84	25%
Disagree	426	66%	169	57%	255	75%
I sometimes like to smoke dagga						
Agree	4	1%	3	1%	1	0%
Disagree	637	99%	296	99%	338	100%

Table 24: Perceptions about health, by sex

Other than the response to the question about exercise, there were no significant differences between the responses of males and females to the health questions.

As indicated in Figure 14, there were no significant differences in perspectives on health between the graduates and the 2008 intake.

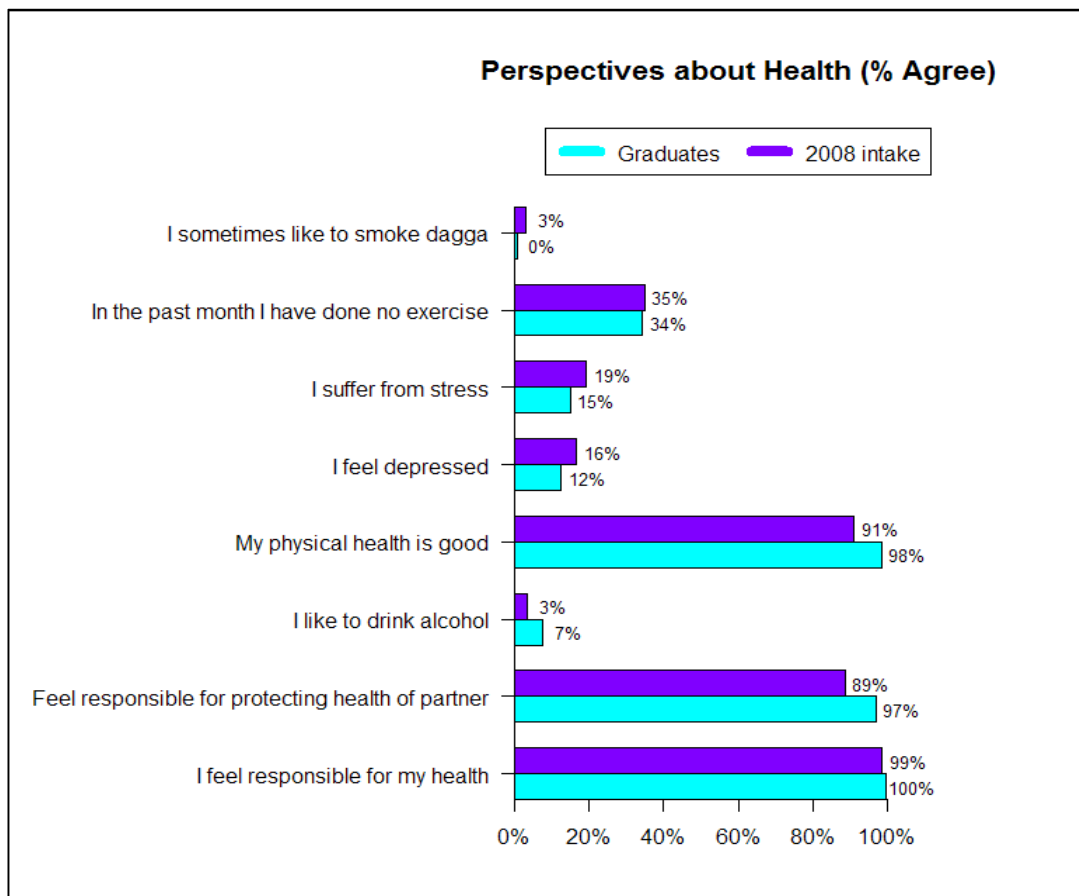


Figure 14: Perspectives on health (graduates and 2008 intake)

When the results of the groundBREAKER survey on questions of health are compared with other studies, we find that the data compare consistently in respect of groundBREAKER respondents saying that they are healthy and feel responsible for their health. For example, 98% of the groundBREAKERS said their physical health was good while in the study by Morrow, Panday and Richter (2005), 99% of respondents said their health was good.

The groundBREAKER survey data show an important difference between the extent to which young men and women exercise: 43% of the young women reported that they had not exercised in the past month, compared to 25% of the young men. This is consistent with the findings of a study conducted by the Medical Research Council in 2002, which found that more females (43%) than males had participated in insufficient or no physical activity. It should be noted, however, that this difference may be due to the increasing proportion of female groundBREAKER graduates over time and may thus reflect only whether or not respondents have done any exercise in the past month.

Virtually no groundBREAKER respondents reported enjoying using dagga. This is significantly lower than the national average of 13% who had used recreational drugs as reported in a number of studies (CASE, 2000; Department of Health, 2002; Medical Research Council, 2002; Moleke, 2006). It should be noted, however, that the low response among groundBREAKER graduates may be attributed to the fact that it is generally difficult to get respondents to answer questions honestly about drug use and, secondly, that the statement (“I sometimes like to smoke dagga”) was phrased in the present tense, which may have been more threatening than if it had been phrased in the past tense (e.g. “Have you ever smoked dagga?”).

The survey results suggest that among groundBREAKER graduates there is a very low level of reported alcohol consumption. This is not consistent with national data which suggest that alcohol use and abuse is increasing (Morrow, Panday and Richter, 2005 and Moleke, 2006). The low result among the groundBREAKER respondents may have been influenced by the formulation of the statement put to them viz. “I like to drink alcohol – it makes me feel good”. The second part of the statement may have influenced respondents to disagree with the full statement.

Fourteen per cent of the groundBREAKER respondents said they felt depressed, and this is considerably lower than the national data (25%) reported in 2002 by the Medical Research Council. However, the data are not necessarily comparable since the groundBREAKER respondents may have interpreted the statement “I feel depressed” to refer to a state of mind on the day rather than the Medical Research Council question, which asked whether respondents felt sad or hopeless during the six months preceding the interview.

7.4.1. Perspectives on HIV

It is encouraging to note from the data that groundBREAKER graduates have very positive attitudes about HIV and how to deal with it.

In response to the statement, “I feel responsible for protecting the health of my partner” 99% of respondents agreed or strongly agreed.

In addition, the groundBREAKERS show a high level of awareness of and concern about HIV and AIDS and it is clear that from their perspective, the programme contributed to this awareness. The respondents were asked how concerned they were about HIV before entering the programme. Fifty five per cent of respondents stated that they were very concerned, with a further 12% stating that they were somewhat concerned. This is very similar to the comparative data which shows that 58% of young people are very worried about getting HIV and a further 11% are somewhat worried (SABC, 2007).

The respondents were then asked how much they worried about HIV having completed the programme. Seventy-seven per cent of respondents stated that they were very concerned, with a further 7% being somewhat concerned. This indicates that the groundBREAKERS have a significantly higher level of awareness and concern about HIV than their counterparts documented in comparative studies. In addition, they state that the programme has contributed to their sense of ability to deal with AIDS. Ninety eight per cent of respondents stated that they felt better equipped to deal with HIV/AIDS since completing the programme.

These findings indicate that the groundBREAKER graduates have very positive health perceptions and increased awareness of HIV, as well as a sense of being equipped to deal with HIV.

7.5. Self-esteem

In general about three-quarters of respondents tended to have a positive self-image, indicating that they felt comfortable with their physical appearance, intellect, leadership skills, ability to socialise and their plans for their lives (see Table 25).

	N	%
Some people have great bodies		
Really true of me	428	67%
Sort of true of me	117	18%
Sort of NOT true for me	63	10%
Really NOT true of me	31	5%

	N	%
Some people are naturally clever		
Really true of me	470	74%
Sort of true of me	86	13%
Sort of NOT true for me	48	8%
Really NOT true of me	35	5%
Some people are very creative		
Really true of me	479	75%
Sort of true of me	66	10%
Sort of NOT true for me	47	7%
Really NOT true of me	47	7%
Some people are leaders		
Really true of me	504	79%
Sort of true of me	48	8%
Sort of NOT true for me	39	6%
Really NOT true of me	48	8%
Some people can make friends easily		
Really true of me	499	78%
Sort of true of me	51	8%
Sort of NOT true for me	43	7%
Really NOT true of me	46	7%
Some people know where they are going with their lives		
Really true of me	477	75%
Sort of true of me	21	3%
Sort of NOT true for me	35	5%
Really NOT true of me	104	16%

Table 25: Perceptions about self-esteem

There were no significant differences in overall perceptions of self-esteem by the key demographic variables.

7.6. Influence of groundBREAKERS

Respondents were asked to rate the influence of various actors (including groundBREAKERS) on their current outlook on life. Almost all of the respondents (95%) indicated that they felt groundBREAKERS had strongly influenced their outlook on life. This was significantly higher than the proportion who thought that their family (80%) or their teachers (65%) had strongly influenced their outlook on life (see Table 26).

These results must be interpreted with caution given the circumstances of the survey. No baseline information is available and the survey relied on self-reporting. There was no way to avoid respondents knowing that this was a survey of individuals involved in the groundBREAKER programme. Furthermore, loveLife’s involvement in verifying the names and contact details of respondents meant that the organisation was more involved in the research process than may have been ideal. However, given the nature of the task of reaching the respondents by telephone, this was unavoidable.

	N	%
Influence of: Your family		
Strongly influenced	510	80%
Hardly influenced	33	5%
Influenced	86	13%
No influence at all	11	2%
Influence of: Friends		
Strongly influenced	162	25%
Hardly influenced	170	27%
Influenced	258	40%
No influence at all	50	8%
Influence of: The groundBREAKERS experience		
Strongly influenced	611	95%
Hardly influenced	5	1%
Influenced	24	4%
Influence of: Your teachers		
Strongly influenced	418	65%
Hardly influenced	43	7%
Influenced	170	27%
No influence at all	9	1%
Influence of: Other members of your community		
Strongly influenced	225	35%
Hardly influenced	125	20%
Influenced	255	40%
No influence at all	35	5%

Table 26: Influence of groundBREAKER programme on current outlook on life

Table 27 details the perceived level of influence of groundBREAKERS on various aspects of the respondents’ lives. The responses were uniformly positive, indicating that respondents felt that the groundbreaker programme had strongly influenced its graduates in a range of areas, including their

perceptions of their ability to succeed, to form relationships, their ability to lead and social attitudes in general.

	N	%
groundBREAKER influence: Your perceptions of your ability to succeed in the future		
Strongly influenced	585	92%
groundBREAKER influence: Your relationships with other people		
Strongly influenced	570	89%
groundBREAKER influence: Your commitment to leadership		
Strongly influenced	592	93%
groundBREAKER influence: Your ability to lead others		
Strongly influenced	593	93%
groundBREAKER influence: Your attitudes about gender		
Strongly influenced	524	82%
groundBREAKER influence: Your perceptions about health		
Strongly influenced	596	93%
groundBREAKER influence: Your health behaviour		
Strongly influenced	591	92%
groundBREAKER influence: Your perceptions about volunteering and civic engagement		
Strongly influenced	570	89%
groundBREAKER influence: Your perceptions about work, employment and self-employment		
Strongly influenced	545	85%
groundBREAKER influence: Your self-esteem		
Strongly influenced	597	94%

Table 27: Influence of groundBREAKERS

Chapter 8 Skills acquired during groundBREAKERS

A key aspect of the groundBREAKER programme is to impart life skills, including interaction skills, job search skills, and personal confidence skills to the participants. These skills should help them generally in their lives, but also intended to help them cope well in the economic sector.

8.1. Skills gained

Respondents were asked to rank the most important skills they had acquired during the groundBREAKER programme. We have combined the skills listed into five groups – interaction skills (public speaking, confidence, networking and facilitation), support skills (mentorship and teamwork), health awareness (looking after own health), practical skills (time management, organisation, planning, administration and money management) and civic attitude. The table below lists the percentage of cases in which a particular skill was listed as among the top three skills acquired.

The area most commonly noted as among the three most important skills obtained was interaction skills (68% of respondents).

Skills	% top 3 ranked
Interaction skills	68%
Support skills	30%
Health awareness	16%
Practical skills	24%
Civic attitude	2%

Table 28: Most common skills acquired during groundBREAKER programme

The data show that there are no differences in the importance rating of interaction skills in terms of sex, year or area. Support skills were rated as significantly more important in the earlier years of the programme (2002) than in subsequent years.

Importance of support skills (% top 3)	
2001	1%
2002	44%
2003	34%
2004	27%
2005	30%
Sum	31%

Table 29: Importance of support skills, by year

Respondents were then asked to specify how much groundBREAKERS had assisted them in particular areas. The table below indicates the proportion of respondents who indicated that groundBREAKERS had assisted them “very much”. In general, respondents thought that groundBREAKERS had significantly assisted them in acquiring a range of skills, with more than 90% noting that the programme had significantly improved their overall skills, team-working skills, leadership skills, their ability to find educational opportunities and public speaking and networking skills. Relative to most indicators which were above 90%, groundBREAKERS were less certain of the extent to which the groundBREAKER programme assisted them with money management (81%), job search (83%) and general administrative skills (83%). Nevertheless it is clear that in the view of the majority of respondents, the programme made a difference to their skills in these areas.

	N	%
Overall career skills and abilities		
Very much	584	92%
Life planning, visioning and goal setting		
Very much	607	95%
Ability to identify and pursue educational opportunities		
Very much	587	92%
Networking skills and abilities		
Very much	585	92%
Ability to speak in public		
Very much	624	98%
Organisational/administrative skills		
Very much	526	83%
Time management skills		
Very much	570	89%
Money management		

	N	%
Very much	514	81%
Ability to work in a team		
Very much	619	97%
Job search skills (CV writing, interviewing etc.)		
Very much	529	83%
Communication skills and abilities		
Very much	621	97%
Leadership skills		
Very much	620	97%
Ability to influence others		
Very much	608	96%

Table 30: groundBREAKERS contribution to skills acquisition.

8.2. Conclusion

The acquisition of interaction skills (public speaking, facilitating, developing confidence and networking with people) was cited overwhelmingly by the groundBREAKER graduates as being among the top three most important skills acquired during their groundBREAKER experience. This was followed by 'support skills' (30%) (mentoring and teamwork).

This provides support for the suggestion that the groundBREAKER programme has a major role to play in building 'soft' skills that are so important in helping them negotiate and access new opportunities. It is notable that different cohorts of groundBREAKER graduates continued to rate 'support skills' as being among the most valuable skills acquired. Could the groundBREAKER programme serve as a 'home' or point of reference for those young people who lack the personal and social networks through which they may find a way through difficult circumstances? This could help reduce graduate unemployment and reduce the frustrations experienced by these aspirant young people.

Chapter 9 Conclusion

The groundBREAKER programme has a number of objectives for the development of its participants. These include inculcating a 'loveLifestyle' attitude (i.e. a healthy, HIV-free, responsible and positive attitude) among other young people. In addition, the groundBREAKERS gain skills that assist them in finding educational and employment opportunities, whilst instilling in them positive attitudes towards civic engagement and volunteering, health, the future, and relationships.

The findings presented in this report suggest that the groundBREAKER graduates give the programme credit for meeting these objectives. The overwhelming majority of groundBREAKER graduates feel that the programme has had a positive impact on their lives and has assisted them in pursuing their goals.

In particular, the data show that the groundBREAKER graduates are likely to seek further educational opportunities. Significantly more groundBREAKER graduates are able to access opportunities for gaining post-matric qualifications than the national average. The graduates attribute their commitment to studying further to their groundBREAKER experience and the programme can therefore be said to have been successful in motivating them to continue studying.

The groundBREAKERS were also shown to have been able to access employment opportunities, with overall employment of groundBREAKER graduates being significantly higher than the national employment figures for the same age group. Again, the graduates attribute their ability to access employment opportunities to the groundBREAKER programme.

In addition, groundBREAKERS who are self-employed indicate deliberation and confidence in their decision to be entrepreneurs. This is in stark contrast to the national data, which suggests that young entrepreneurs are generally self-employed out of necessity.

The graduates also demonstrate very positive attitudes towards volunteering and civic engagement. Although the findings show that there has been some drop-off in volunteering and civic participation activity amongst graduates, this is partly explained by the impact of full-time employment. In addition, 50% of participants who were not volunteering before the programme are now volunteering. Equally important is the attitudes of the young people towards civic engagement: the groundBREAKER graduates show a very positive commitment to being responsible and engaged citizens. The groundBREAKER graduates also show a commitment to being involved in their communities and their country. They have positive perceptions about leadership and their ability to lead, and with two-thirds of those who participate in organisations holding leadership positions, the data suggest that their ability in this regard is recognised by others.

In terms of their motivation, life choices and behaviour, the groundBREAKER graduates have optimistic attitudes towards the future and their ability to make the most of their future. They also show very encouraging attitudes towards relationships, health and gender, and report constructive behaviour in these aspects of their lives as well. In all cases, a considerable majority of the participants attribute this to their groundBREAKER experience, and rate the influence of the programme as being much higher than the influence of their family, friends, teachers or other community members.

A key aspect of the groundBREAKER programme is skills development. Sixty eight per cent of graduates indicated that development of their interaction skills (including confidence, networking, public speaking and facilitation) was very beneficial.

The research therefore suggests that from the groundBREAKERS' perspective, the programme has had a significant influence on their lives. In addition, the comparison with national data shows that, overall, groundBREAKER graduates have performed better in respect of obtaining post-matric educational qualifications and in accessing employment.

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Appendix 1: Questionnaire

groundBREAKERS SURVEY 2007

Introduction

Hello, my name is _____ and I am from CASE, an independent research NGO. We are carrying out a study on the groundBREAKER programme for loveLife and the Kaiser Foundation.

Your input will help loveLife to improve the groundBREAKER programme in the future.

Screening questions

→ **A. Are you..... [Respondent's name as given on the participant list]?**

Yes	1	Continue with selection
No	2	Check if it is the required respondent's phone number. If not, thank respondent, close interview and substitute respondent

→ **B. Were you a LoveLife groundBREAKER between 2001 and 2005?**

Yes	1	Continue with selection
No	2	Thank respondent, close interview and substitute respondent

→ **C. Did you complete 10 months of the groundBREAKERS programme?**

Yes	1	Continue with selection
No	2	Thank respondent, close interview and substitute respondent

We want to speak to you about how you came to be a groundBREAKER and your experiences since being a groundBREAKER. The information you provide will help loveLife to improve the programme.

We are conducting interviews with 1000 randomly selected respondents. The information you give will be kept private and will be combined with the responses from other respondents.

Your personal details will not appear in any report. You do not have to take part in the study. You do not have to answer a particular question if you do not want to. You can also stop the interview at any time. The interview will take about 30 minutes.

Are you willing to take part?

YES / NO

Do you have any questions?

Questionnaire number

Interviewer Code

Province

Centre

Name of Respondent

Telephone Numbers

1: ROUTES TO groundBREAKERS

*Firstly, I'd like to ask you some questions about your life **before** you were a groundBREAKER.*

1. Before becoming a groundBREAKER ...

1.1. What level of schooling had you completed?

No formal schooling	1
Grade 1/Sub A	2
Grade 2/ Sub B	3
Std 1/ Grade 3	4
Std 2/ Grade 4	5
Std 3/ Grade 5	6
Std 4/ Grade 6	7
Std 5/ Grade 7	8
Std 6/ Grade 8	9

Std 7/ Grade 9	10
Std 8/ NTC 1/ Grade 10	11
Std 9/ NTC 2/ Grade 11	12
Std 10/matric/NTC 3/ Grade 12	13
Diploma without matric	14
Diploma after matric	15
Some university	16
Bachelor degree	17
Further studies/post graduate degree	18

1.2. Before becoming a groundBREAKER, did you have a job?

Yes	1	Go to q. 1.3
No	2	Go to q. 1.5

1.3. Were you working full time or part time?

Full time	1
Part time	2

1.4 Were you employed or self-employed?

Employed	1
Self-employed	2

1.5 Were you involved in any volunteer work or civic service?

Yes <i>specify</i>	1	
No	2	

1.6 Before you entered the groundBREAKERS programme, did you belong to any community organisations?

Yes	1	<i>Go to q. 1.7</i>
No	2	<i>Go to Section 2</i>

1.7 Which organisations? (*Do not read out. Circle as many as apply*)

Church group/religious organisation	1
Stokvel	2
Political party	3
Sports/recreation club	4
Community organisation	5
Youth organisation	6
Women's organisation	7
Civic group	8
Trade union	9
Cultural organisation	10
Other (Specify)	17
Other (Specify)	18

2. OPPORTUNITIES SINCE groundBREAKERS

I would now like to ask you about your experiences since you completed the groundBREAKER programme.

2. Now that you have completed the groundBREAKER programme...

2.1. Have you continued your education since you completed groundBREAKERS?

Yes	1	<i>Go to q. 2.2.</i>
-----	---	----------------------

No	2	Go to q. 2.4.
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2.2. Are you still studying or have you finished studying?

Still studying	1	Go to q. 2.3.
I have finished studying	2	Go to q. 2.5.
I did not complete my studies	3	Go to q 2.2a

2.2a. If you did not complete your studies please can you tell my why and also tell me what studies you did complete before leaving.

Reason:
Studies completed:

Go to Q2.6

2.3. Are you studying full time or part time?

Studying full-time	1
Studying part-time	2

2.4 What grade/level are you in?

Std 6/ Grade 8	1
Std 8/ NTC 1/ Grade 10	2
Std 9/ NTC 2/ Grade 11	3
Std 10/matric/NTC 3/ Grade 12	4
Diploma without matric	5
Diploma after matric	6
Some university	7
Bachelor degree	8
Further studies/post graduate degree	9

2.5 What grade, diploma or degree did you complete?

Completed Std 6/ Grade 8	1
Completed Std 7/ Grade 9	2
Completed Std 8/ NTC 1/ Grade 10	3
Completed Std 9/ NTC 2/ Grade 11	4
Compelted Std 10/matric/NTC 3/ Grade 12	5
Completed a Diploma without matric	6
Compelted a Diploma after matric	7
Completed FET Diploma	8
Compelted a university diploma	9
Compelted a university degree	10
Completed a postgraduate degree at university	11

Other specify	12
---------------	----

2.6. How much did your experience with groundBREAKERS influence your decision to continue your studies?

Strongly influenced	Influenced	Hardly influenced	Did not influence at all

2.7. Since completing groundBREAKERS, have you done any volunteering or civic service?

Yes specify	1	
No	2	

2.8. Do you belong to any community organisations?

Yes	1	Go to q. 2.9.
No	2	Go to q. 2.12.

2.9. Which organisations? (Do not read out. Circle as many as apply)

Church group/religious organisation	1
Stokvel	2
Political party	3
Sports/recreation club	4
Community organisation	5
Youth organisation	6
Women's organisation	7
Civic group	8
Trade union	9
Cultural organisation	10
Other (Specify)	17
Other (Specify)	18

2.10. Have you held any leadership positions in any of the organisations you are involved in?

Yes	1	Specify organisation:	Specify position:	Go to q. 2.11.
No	2			Go to q.2.12

2.11 Did/ does this position require you to head up a team/ organisation/ committee?

Yes	1	No	2
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2.12 Are you currently employed, self-employed or unemployed?

Employed	1	Go to q. 2.13
Self-employed	2	Go to q. 2.20
Unemployed	3	Go to q.2.21

2.13 Are you working full time or part time?

Full time	1
Part time	2

2.14. What is your job title?

2.15. Does your job require you to manage/ supervise people?

Yes	1
No	2

2.16 How long have you been working in your current job?

Less than 6 months	1
Between 6 months and 2 years	2
More than 2 years	3

2.17. How happy are you in your current job? (Read out options)

Very happy	Happy	Not very happy	Not happy at all

2.18. Does your job offer good opportunities for the future?

Yes	1
No	2

2.19. How much did your experience with groundBREAKERS influence your ability to get a job?

Strongly influenced	Influenced	Hardly influenced	Did not influence at all
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Go to Section 3

2.20. Why are you self-employed?

2.21. Are you currently looking for work?

Yes	1	Go to q. 2.22
No	2	Go to q. 2.23

2.22. What challenges are you facing as you look for work?

I need more education to get a good job.	1
I do not have work experience	2
I don't know how to look for work	3
I don't know how to prepare for a job interview	4
Other <i>Specify</i>	

2.23. Why are you not looking for work?

I have been told I do not have enough experience	1
I don't know where to look for a job	2
I don't know how to look for work	3
I have given up	4
I don't know how to put my CV together	5
I have family commitments that prevent me from looking for work	6
I don't have money for transport	7
I want to start my own business	8
I am currently running my own business	9
Other <i>Specify</i>	98

3 ATTITUDES AND BEHAVIOURS

I am now going to read out some statements. Please indicate if you strongly agree, agree, disagree, or strongly disagree with each of these statements.

3.1. Perceptions about life and the future

	Strongly Agree	Agree	Disagree	Strongly disagree
I have long-range goals for myself				
I have many opportunities in life				
I know what I want out of life				
I have a good idea of where I am headed in the future.				
Other people always seem to get more opportunities than myself				
I have been able to follow my chosen career path				
I need help to decide what to do next				

3.2. Perceptions about relationships

	Strongly Agree	Agree	Disagree	Strongly disagree
I don't really have any close relationships				
I depend on other people for guidance				
I am the one who usually makes plans to go out with my friends				
I am under pressure from my friends to do things I don't want to do.				
I feel sure of myself in relationships				
I feel I have less power in my relationship than my partner				
I can be open and honest in relationships				
It is hard for me to talk to family & friends about difficult issues				
I prefer not to trust people				

3.3. Leadership

	Strongly Agree	Agree	Disagree	Strongly disagree
I can voice my own opinions about different issues				

I feel that others do not respect me				
I influence other people to change their behaviour				
I found leading <i>mpintshis</i> challenging				
I take responsibility for finding solutions				

3.4. Gender

	Strongly Agree	Agree	Disagree	Strongly disagree
It is a man's job to provide for the household				
Women can look after themselves				
Men and women should decide together how to spend money in a household				
Women are better volunteers than men				
Women cannot make their decisions				
When children are born, the woman should give up her job.				

3.5. Health

	Strongly Agree	Agree	Disagree	Strongly disagree
I feel responsible for my health				
I feel responsible for protecting the health of my partner				
I like to drink alcohol – it makes me feel good				
My physical health is good				
I feel depressed				
I suffer from stress				
In the past month I have done no exercise				
I sometimes like to smoke dagga				

3.6 Before you became a groundBREAKER how much did you worry about HIV/AIDS?

Very much	Somewhat	Very little	Not at all
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3.7 What about now, how much do you worry about HIV/AIDS now?

More than I did before	Less than I did before	About the same
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3.8 Since your experience with groundBREAKERS, would you say you feel better equipped to deal with HIV than you used to, less equipped to deal with HIV, or about the same?

Better equipped to deal with HIV/AIDS	Less equipped to deal with HIV/AIDS	About the same
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3.9 Volunteering and civic engagement

	Strongly Agree	Agree	Disagree	Strongly disagree
Volunteering is for people who do not have jobs				
Volunteering is for women				
Volunteering is a way of gaining experience				
Youth service can help young people become responsible citizens				
All young people should volunteer in their communities				

3.10 Views on civic participation

	Strongly Agree	Agree	Disagree	Strongly disagree
People like us have a duty to improve conditions in our communities.				
It think it is important to vote in local, provincial and national elections				
Government cannot be relied on to do everything!				
I think our country is headed in the right direction				
I think we need a new vision for the future of our country.				

3.11 Self-esteem

Please tell me which statement you identify with more and then tell me if it is sort of true of you or really true of you.

Really true of me	Sort of true of me		BUT		Sort of true of me	Really true of me
		Some girls/ guys have great bodies		Others don't have great bodies		
		Some people are naturally clever		Others aren't so clever		

Really true of me	Sort of true of me		BUT		Sort of true of me	Really true of me
		Some people are very creative		Others are not so creative		
		Some people are leaders		Others just follow the crowd		
		Some people can make friends easily		Some people can't		
		Some people know where they are going with their lives		Some people can't set goals for their future.		

3.12 Overall, how much influence do you think each of the following had on your current outlook on life?

	Strongly influenced	Influenced	Hardly influenced	Did not influence at all
Your family				
Friends				
The groundBREAKERS experience				
Your teachers				
Other members of your community				

3.13. Please tell me how much your experience with groundBREAKERS influenced you in the following areas. Were you strongly influenced, influenced, hardly influenced, did not influence at all?

	Strongly influenced	Influenced	Hardly influenced	Did not influence at all
Your perceptions of your ability to succeed in the future				
Your relationships with other people				
Your commitment to leadership				
Your ability to lead others				
Your attitudes about gender				
Your perceptions about health				
Your health behaviour				
Your perceptions about volunteering and civic engagement				
Your perceptions about work, employment and self-employment				

Your self-esteem				
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3.14 I am going to read you some statements about relationships formed during groundBREAKERS. Please tell us if you strongly agree, agree, disagree or strongly disagree.

	Strongly Agree	Agree	Disagree	Strongly disagree
I struggled to develop close relationships with other groundBREAKERS				
I developed a good relationship with the <i>mpintshis</i> I worked with				
groundBREAKERS was like family to me.				

4. ABILITY TO INFLUENCE OTHERS

4.1. I'm going to read out some statements regarding your ability to influence others. Please tell me whether you strongly agree, agree, disagree or strongly disagree with the statements.

	Strongly Agree	Agree	Disagree	Strongly disagree
I try to change young people's lives for the better.				
I find that young people ignore what I say.				
I feel unable to help young people protect themselves from teen pregnancy.				
I have little influence on whether or not young people use drugs or alcohol				
I struggle to help young people develop a sense of self-esteem and self-worth				
I feel discouraged because a lot of young people go back to their risky sexual behaviour				
I motivate young people to work towards clear goals in life				
I persuade young people to stay in school or further their education				
I help develop leaders for a new generation of South Africans				
I persuade young people to protect themselves from HIV				

5. SKILLS

5.1 Which were the most important skills you learnt at groundBREAKERS? (Unprompted. Interviewer to note by numerical sequence the skills mentioned)

Public speaking	
Mentorship	
Facilitation	
Looking after my health	
Networking with people	
The importance of service/ volunteering	
Confidence	
Organisation/ administration	
Teamwork	
Time management	
Planning	
Setting goals	
Managing money	
Other (specify)	
Other (specify)	

5.2. How much did groundBREAKERS increase your skills in the following areas?

	Very much	Somewhat	Very little	Not at all
Overall career skills and abilities				
Life planning, visioning and goal setting				
Ability to identify and pursue educational opportunities				
Networking skills and abilities				
Ability to speak in public				
Organisational/ administrative skills				
Time management skills				
Money management				
Ability to work in a team				
Job search skills (CV writing, interviewing etc.)				
Communication skills and abilities				
Leadership skills				
Ability to influence others				

5.3 Are there any other areas where you feel groundBREAKERS increased your skills?

Yes (<i>specify</i>)	1	
No	2	

6. DEMOGRAPHIC INFORMATION

6.1. Gender of respondent

Male	1
Female	2

6.2 What language do you speak at home mainly? *Multiple response*

Afrikaans	1	Sesotho	7
English	2	Setswana	8
isiXhosa	3	Shangaan/ Tsonga	9
isiZulu	4	Swazi	10
Ndebele	5	Venda	11
Sepedi	6	Other <i>specify</i>	12

6.3 How many people live in your household?

--

6.4. Do you live in a rural or an urban area?

Urban	1
Rural	2

6.5. Who are you financially responsible for?

Mother	
Father	
Grandparent	
Other relative	
Biological child	
Other child	
Sibling	
Other non-relative <i>specify</i>	
I am only responsible for myself	

6.6. What would you estimate is YOUR individual or personal total regular income per month? [Read out Options. Ask for estimated amount for each.]

	Amount (R)
Government grants/money from government (disability, social relief of distress, UIF)	
Money (remittances) from family members living outside the household but in South Africa	
Money from family members living outside South Africa	
Salary/earnings from (self-)employment, informal trading, small-scale agriculture (<i>not grants</i>)	
Money from other sources/business activities e.g. child maintenance, private pension, rental	
Total regular monthly income	
REFUSAL	

6.7. In which year were you a groundBREAKER?

2001	1
2002	2
2003	3
2004	4
2005	5
2006	6

Interviewer Declaration:

I certify that the interview took place in full with the recorded respondent and that the information contained in this questionnaire is an accurate reflection of his/her views. The interview was carried out as instructed by CASE and no pressure was placed on the respondent to participate. I certify that all the information was captured accurately on this sheet and that the interview details were recorded accurately in the respondent list.

Signed: _____

Appendix 2: Comparative profile

1. Introduction

This document has been compiled as one component of a study that seeks to evaluate the impact of the groundBREAKER programme on its participants over a five-year period, between 2001 and 2005. The study focuses on empirical research with a sample of 800 groundBREAKER graduates drawn from the annual intakes during this period.

No baseline data was available for the study and it was thus necessary to draw on available data about youth in South Africa to develop a profile of 18- to 30-year-olds. This will provide the opportunity to compare the views and experiences of the groundBREAKER graduates being surveyed with the national trends for this age group.

The purpose of this document is thus to establish a picture of the trends that characterise youth in the 18- to 30-year-old category at a national level. Quantitative data on employment and education trends have been drawn from the Labour Force Surveys conducted twice a year by Statistics South Africa, providing a picture of how these factors have changed over the period under review.

The data collected from the sample of 800 groundBREAKER graduates will be compared with the statistics on their counterparts in the general population so as to provide the basis for an analysis of the differences in attitudes, behaviour and perceptions.

Approximately 31 sources were consulted in the course of developing this profile (see reference list). A limitation of this desk study is that the data varies across reports and, in the absence of original datasets, it has been difficult to analyse where these differences lie and to explain them.

Our scan of available documents showed that most of the available statistics on youth in South Africa are associated with studies on HIV/AIDS, youth

sexual behaviour and youth development. There appears to be relatively little original research focusing on the wider areas of interest that fall in the ambit of this study.

2. Demographics

According to a discussion document prepared for the National Youth Commission (VOSESA 2007), youth in South Africa, aged 14 to 35 years, in 2006 constituted 40.9% of the total population. The proportion in 1996 was 39.8% and that of 2001 was 40.5%. These small increases stand in the context of an overall rate of population growth from 1995 to 2003 of 2% per year. Youth and children jointly comprise a significant majority of the South African population. When the youth numbers are disaggregated by population group, there is evidence of a decrease in the overall proportions of white and Indian/Asian youth, stable numbers for Coloured youth, and an increase of African youth. By 2006, African youth constituted 81% of the total youth of South Africa. The figure below shows the distribution of youth in South Africa in single year age categories by sex.

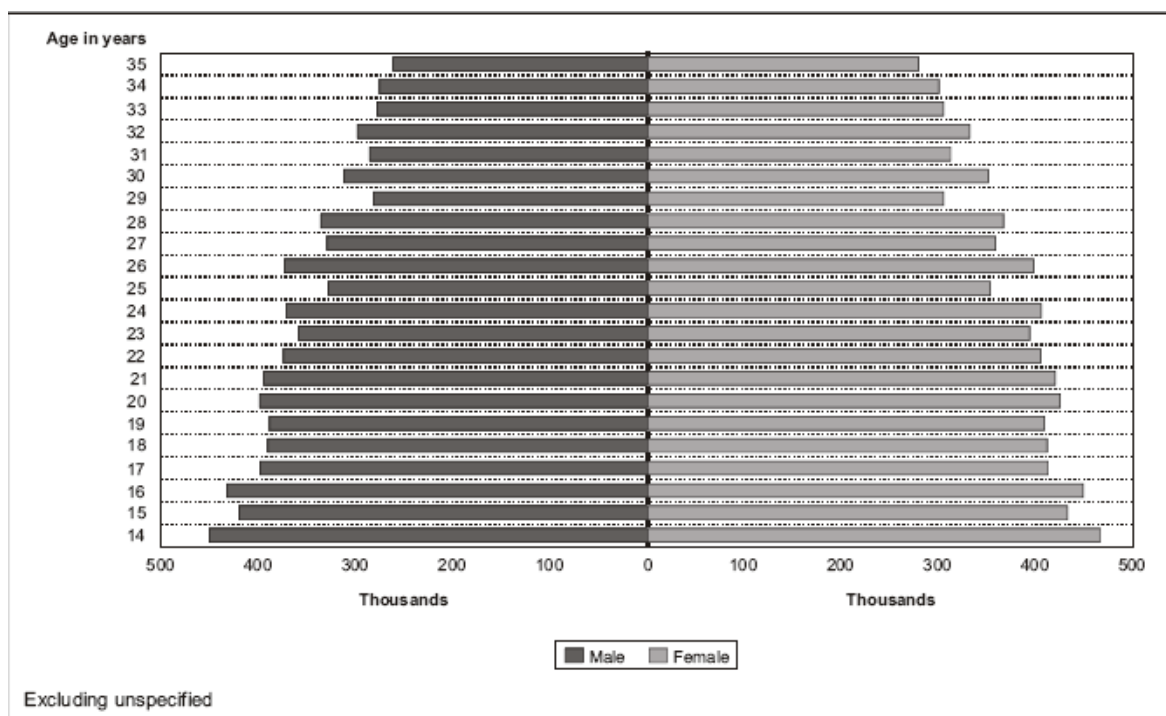


Figure 15: The youth of South Africa in single age categories by sex

The overall distribution structure shows some notable differences between the four groups in South Africa. A common factor among all four population

groups is that youth aged 14 years tend to be proportionally more than those aged 35 years (StatsSA, 2001).

The table below shows youth distribution according to age and race.

Race group	Age group			Total
	0-14 years	15-64 years	65 years upwards	100%
African	83.9%	77.3%	68.9%	79%
Coloured	8.6%	9.2%	7.2%	8.9%
Asian	1.8%	2.8%	2.3%	2.5%
White	5.7%	10.6%	21.6%	9.6%

Table 31: Age distribution by race group (Census, 2001)

The youth in South Africa are increasingly urbanised. A majority of youth in all population groups has become urbanised, albeit only on the level of 52% for the African youth population (2001). Interprovincial migration contributes to this trend. Gauteng is the biggest destination for such migration. Gauteng and KwaZulu-Natal jointly host 41% of South Africa's youth, with KwaZulu-Natal marginally ahead of Gauteng. Despite the fact that the Eastern Cape and Limpopo are the next two provinces in the line-up of largest provincial hosts of the youth, they were also the two provinces that experienced the greatest outflow of youth migrating to the other provinces. The figure below shows the percentages of youth living in urban areas by province in South Africa.

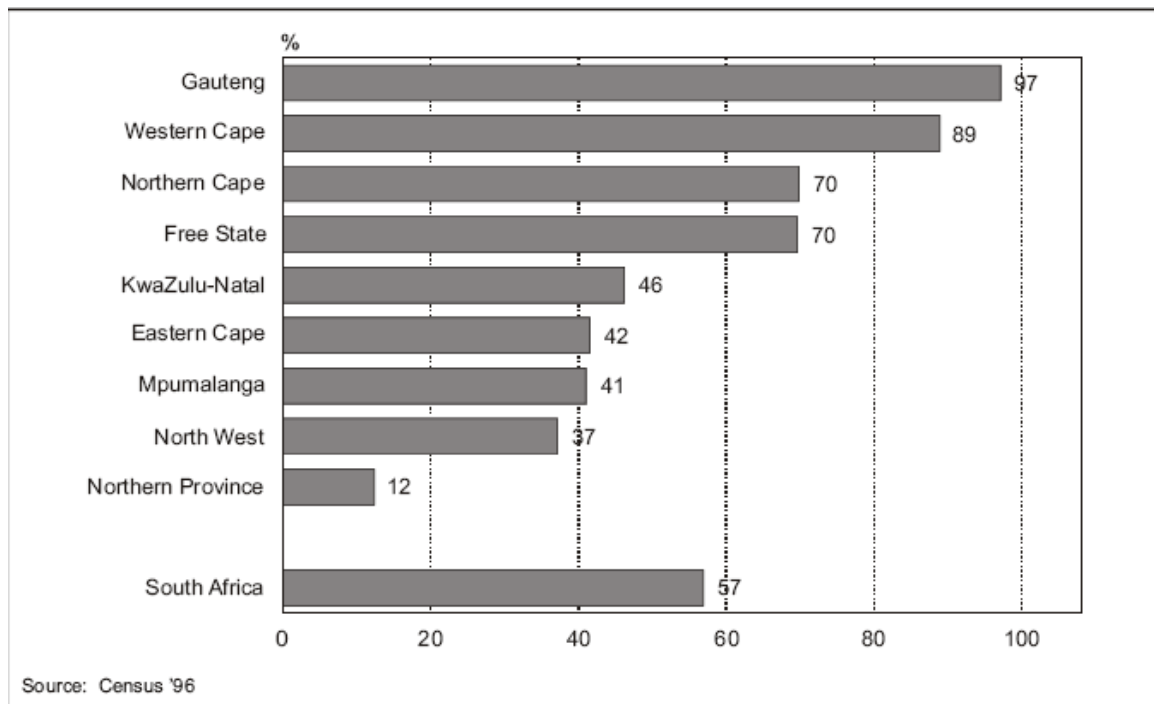


Figure 16: Percentage of youth living in urban areas by province (StatsSA, 2001)

3. Opportunities for young people

This section outlines the opportunities available to the target age group (18- to 30-year-olds) in respect of employment, education and entrepreneurship. These are the three routes that groundBREAKER graduates are likely to access once they have left the groundBREAKER programme.

3.1. Employment opportunities

Young people face limited employment opportunities in South Africa. The Labour Force Survey (StatsSA, 2005) estimated that of the approximately 7 800 000 unemployed people in the country, the youth accounted for 73 per cent of these, i.e. about 5 600 000.

According to Du Toit (2003) there are two definitions of unemployment in South Africa – the official or strict definition and the expanded definition. Both definitions include people aged 15 or older who are not employed but are available for work. The requirement of the strict definition is that an individual must have taken steps to find employment for four weeks prior to a given point. By contrast, the expanded definition includes the discouraged (despairing) individuals who have not taken active steps to find work.

Unemployment figures calculated according to the official definition are therefore lower than those for the expanded definition.

The unemployment rate (broad) for youth in South Africa is estimated at 51%; the narrow definition puts the unemployment rate for youth at 24% (Oosthuizen, 2007). CASE (2006) arrives at the following breakdown: The unemployment rate for the age group 15 to 24 is 51%, for the 25 to 34 age group it is 30% and 15% for those of ages 35 and older (CASE, 2006, based on the Labour Force Survey, September 2005).

Morrow, Panday and Richter (2005) observe that more than two-thirds of South Africans between the ages of 18 and 35 are unemployed and more than two-thirds of the young people who took part in their Human Sciences Research Council (HSRC) survey in 2005 had never had the opportunity to work. Only 17% of 15- to 24-year-olds and 34% of 25- to 34-year-olds have ever previously worked for pay, profit or family gain (CASE, 2006). Morrow, Panday and Richter (2005) comment that about a fifth of unemployed young people believe that they will never find a job.

The situation is worst for African youth. Du Toit (2003) explains that the majority of the unemployed youth (89,7%: 4,9 million out of 5,5 million) are young Africans. They face unemployment rates nearly nine times as high as their Coloured, Indian/Asian and White counterparts. African unemployment is consistently higher than unemployment for the other groups across the different age groups. The most vulnerable group seems to be Africans between the ages of 25 and 34.

Population	Population aged 15-35 years	Economically active	Not economically active	Employed	Unemployed	Labour force participation rate ¹	Labour absorption Rate ²	Unemployment rate ³
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	%	%	%
African	11 558 966	5 651 506	5 907 460	2 812 890	2 838 616	48,9	24,3	50,2
Coloured	1 335 431	887 547	447 884	664 579	222 968	66,5	49,8	25,1
Indian	394 255	235 060	159 195	200 008	35 052	59,6	50,7	14,9
White	1 385 870	922 174	463 696	869 415	52 759	66,5	62,7	5,7
S.Africa	14 674 522	7 696 287	6 978 235	4 546 892	3 149 395	52,4	31,0	40,8

Table 32: Labour market status of youth aged 15 to 35 years by population group
(StatsSA, 2001)

Female youth are also more affected by unemployment than male youth. Among women aged between 15 and 24 years, from whatever population group, the percentage is 58% compared to 46% for young men.

The unemployment situation is further compounded for youth that are African, female and live in the rural areas. Bhorat (2003) explains that African female unemployment rates in the 15 to 24 cohort stand at 84% while in the 25 to 34 group, they are 63%.

CASE (2006) reports that when we examine the combined impact of sex with other variables it is clear that in all groups women are the worst affected by unemployment, reaching levels of 75% among African women, 78% among rural women and 77% among women with low educational attainment.

In comparing males and females, the figure shows that proportionally higher percentages of females are not economically active compared to males across all the five-year age categories. For example 44,0% of males aged 20 to 24 years compared to 52,8% of females in the 20 to 24 years age category were not economically active. About 43,2% of male youths aged 15 to 34 years, compared with 53,4% female youths, were not economically active.

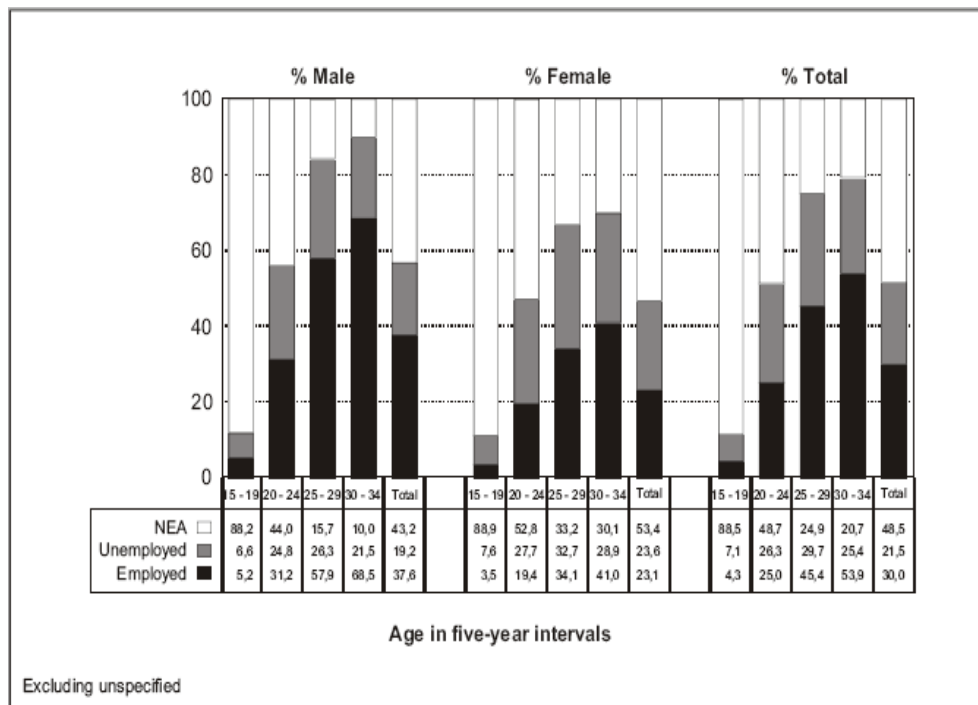


Figure 17: Employment status by age and gender (CASE, 2001)

Kimmie (2007), using statistics from the Labour Force Survey, provides some employment statistics for youth in the age range of 18 to 30 with matric, but no further qualifications. Table 33 shows these data.

Year	Not economically active	Employed	Unemployed
2001	34%	32%	34%
2002.1	35%	31%	34%
2002.2	32%	32%	35%
2003.1	34%	30%	36%
2003.2	35%	33%	31%
2004.1	36%	31%	33%
2004.2	36%	35%	28%
2005.1	38%	34%	28%
2005.2	34%	36%	30%

Table 33: Employment figures for youth with matric 2001-2005

Kimmie (2007) also provides the unemployment rate for black youth aged 18 to 30.

Year	Unemployment rate
2001	52%
2002.1	52%
2002.2	52%
2003.1	54%
2003.2	49%
2004.1	51%
2004.2	44%
2005.1	46%
2005.2	45%

Table 34: Youth unemployment rate 2001-2005

A majority of the unemployed youth experience long-term unemployment. This has serious implications, both in terms of poverty, livelihoods and ability to pursue education, and consequently, also for issues of social cohesion (Oosthuizen, 2007:35).

Richter et al. (2005, in CASE, 2006) report on a Human Sciences Research Council study that found that only one-third (33,6%) of Further Education and Training (FET) graduates found employment after graduation. White graduates were significantly more likely to find employment than African graduates. The study attributed this, in part, to the fact that many colleges serving predominantly black students are in rural areas and have few links with industries or organisations that may be looking to employ young graduates.

Morrow, Panday and Richter (2005) explain that at least a quarter of all working young people are employed in temporary positions, and over two-thirds work in the services sector. Almost two-thirds are in the private sector. One-fifth work for government, one-tenth work for NGOs and community-based organisations, just over one in 20 are domestic workers. CASE (2006) reports that of those that are working, 33% of those aged 15 to 24 years are working in the informal sector as compared to 26% of youth aged 25 to 34 years, and 31% of those aged 35 years and above.

Research shows that personal contacts are the most important route through which young people access employment opportunities. VOSESA (2007) explains that beyond the requirements of education and training, personal networks are crucial in the success of first-time job applicants. Sending out CVs becomes more effective as applicants start accumulating work experience. A study conducted by the HSRC (2005) illustrates that a third of young people interviewed said they found their first job through personal contacts while 15% obtained employment through sending out their Curriculum Vitae (CV). The HSRC 2005 study has also shown that, particularly for black students, there is a lack of available career information. Career guidance programmes in public schools are weak and the young people have very few social networks that lead them to employment opportunities (Morrow, Panday and Richter, 2005).

CASE (2000) reports that older respondents were more likely to have been unemployed for a longer period of time, indicating that unemployment is not a temporary condition but tends to become a feature of one's life. Regardless of the length of unemployment, the majority of unemployed respondents were actively looking for a job in the previous three months, with those who have been unemployed between one and two years the most likely to be looking for a job. Those who were not actively looking for a job cited the lack of jobs, having small children, suffering from illness or disability and lack of skills as the main reasons for their behaviour. The majority of unemployed respondents who were looking for a job (56%) would take any job that came their way, and the rest expressed interest in a wide range of skilled and semi-skilled jobs.

According to research conducted on youth in the Free State by Botes and Pelser (2004), the youth who were discouraged about finding a job had been looking for a job for quite a while. The difficulties they experienced in finding employment were aggravated by unfavorable economic conditions. At the same time, a sizable proportion of respondents (17%) indicated that their poor qualifications or lack of experience are hampering their chances of finding employment.

CASE (2000) reports that most of those who were looking for a job relied on informal mechanisms to find it, using personal contacts (86%), door-to-door search (85%), newspapers (72%) or their own efforts (67%). Significantly fewer unemployed respondents were using employment agencies (20%), the Department of Labour (10%) or state-sponsored employment schemes (6%) to find jobs.

Personal contacts (friends, neighbours)	86%
Door-to-door marketing	85%
Looking in the newspapers	72%
On my own	67%
Contacting employment agencies	20%
Contacting the Department of Labour	10%
Contacting government employment schemes	6%
Contacting NGOs/CBOs	3%
Contacting small businesses	2%
Joining civil society development projects	1%
Using the internet	1%
Joining income generating projects	0%

Table 35: Mechanisms used to find employment (CASE, 2001)

Generally, job searchers were mixed in their evaluation of the chances of getting a job. Just over half of them (51%) thought they will eventually get a job, 20% (representing approximately 1.2 million people) said they would **not ever** get a job and 29% did not know. Those who said they would never get a job attributed that primarily to lack of education (19%), lack of experience (14%), and lack of skills or possession of the wrong skills (12%).

In a study conducted by CASE (2000), just over a third (34%) of respondents were financially dependent on their parents (mostly mothers) and a fifth (20%) reported they were financially independent. As could be expected, the younger the respondents were, the more likely they were to be living with their parents. The older they were, the more likely they were to be living alone or with partners and children. The older they were, the more likely they were to have children. Women were more likely to have children than men were. It is probable also that fathers were less likely to report their children if they were not living with them in the same household, while mothers almost

invariably were living with their children in their own household or a household headed by their parents.

3.2. Educational opportunities

CASE (2006) reports that a total of 5.1 million 15- to 24-year-olds and 279 000, 25- to 34-year-olds were attending educational institutions in mid-2004. Of these, among the younger age group, 89% were attending school, 4% university, 3% technikon, and 3% college. Among the older age group, 11% were still in school, 43% were at university, 17% at a technikon, and 20% in college. Seven per cent attended some form of adult education.

In a study conducted by CASE (2000) only 1% of respondents did not have any formal education, and 16% did not move beyond primary education. Over half have had secondary school education, but only 30% completed their matric or moved beyond it.

The rate at which students drop out of the education system is a cause for concern in South Africa. The number of students that drop out of the education system before completing Grade 12 is estimated to be over 60% of the original enrolments (VOSESA, 2007). Moleke (2007) notes that when the 1991 intake of approximately 1,2 million learners into the school system was tracked, less than 40% of this cohort matriculated 12 years later. The 2005 General Household Survey also reported that about 35% of those who were not in school (and had not completed their education), indicated that it was due to lack of financial resources. A study conducted by CASE (2000) revealed that only 21% of respondents who were not studying felt they went as far in their education as they wanted to. Those who wished to study further were asked their reasons for not having done so, and gave lack of money as the main reason.

There is insufficient facilitation of 'out-of-school youth' to re-enter the system and become qualified. It is estimated that in 2005 there were approximately 4.5 million young people who had left school without completing their education (StatsSA, 2006).

According to UYF (2005) lack of finance is the main reason young people give for not pursuing further study to the desired level. Thirty-six per cent of young people who wanted to further their education reported in the *Youth 2000* study that money was the major constraint. A 2002 HSRC study by Cosser and Du Toit in UYF (2005) found that two-thirds of the 2001 Grade 12 cohort who were not studying a year later cited lack of finance as the main reason for not continuing with their education. Seventy-three per cent of the 2001 Grade 12 learner cohort said they intended to enter higher education within three years of the survey date. However, only 23 per cent of this group were able to fulfill this ambition.

Another reason cited by young people for dropping out of school is that they do not perceive the school environment as safe or supportive, with the most disadvantaged schools reporting high levels of bullying and fighting (UYF, 2005).

A study conducted by CASE showed that overall, 50% of employed respondents felt that their education had helped them get their job, but those with higher education levels were more positive about the impact of their education (75% of employed respondents with post-matric education felt that education helped them get their current job). Similarly, respondents with higher income levels were more likely to feel that their education helped them get their job, than respondents with lower income levels.

Twenty-seven per cent of respondents were still at school studying and 8% were studying at tertiary level (university/technikon/college), usually some kind of practical course.

Emmet (2004) noted that

- 77% of learners agreed that no matter how well educated they were, it would be difficult for them to find good jobs;
- 61% felt that people leaving school in the 1990s found it easier to find jobs than they would;
- 48% maintained that their families were having "more money troubles now than in the past few years";

- 47% were worried that members of their families who were employed might lose their jobs in the next year; and
- 58% maintained that it was harder to find housing that their families could afford.

The challenge is to create structures of education and training that produce critical, skilled, flexible, employable young people who are able to be economically active outside the arena of formal employment.

UYF (2005) further found that life skills training in schools is inadequate, so young people are inadequately prepared to take decisions about their lives.

3.3. Entrepreneurship

Only a small proportion (6%) of youth that participated in the HSRC 2005 survey were self-employed, and two-thirds of these are male. Fifty-one per cent of the self-employed youth said that they are self-employed because they could not find a job (Morrow, Panday and Richter, 2005). According to Moleke (2006), a significant majority of entrepreneurs, particularly Africans (66%) and women (59%), are driven into self-employment by necessity and not by opportunity. Moleke (2006) also noted that participation of women in self-employment is small. Based on the respondents in the Status of Youth Report (2005) who were in self-employment, only 31% were women.

More than three-quarters (78%) of respondents thought that self-employment was a good way to make money, which shows a high potential interest in SMMEs. There were no significant differences in response by area, sex or age, but youth with post-matric qualifications were significantly more likely to think that self-employment was a good way to make money (87%).

	%
Yes	78%
No	19%
Don't know	3%
Total	100%

Table 36: Responses to the question "Do you see self-employment as a good way to make money?"

According to Botes and Pelsler (2004), 10% more black respondents than white respondents were of the opinion that to work for oneself is the best way to make money. Almost 9 out of 10 young people interviewed expressed the sentiment that it is better to work for oneself. A similar question was asked during the 2000 Youth Study, and at that stage only 68% of youth in the Free State indicated that self-employment is a good way to make money (CASE, 2000).

Almost 15% more black respondents than white respondents attempted in the past to set up their own businesses. In 2000 only 31% of the youth tried to set up businesses. This figure has now increased to 44,7% (CASE, 2000).

	Status	%
<i>Economically Active</i> (79%)	Unemployed	52%
	Full-time employment	35%
	Part-time or casual employment	9%
	Self employed	4%
	Total	100%
<i>Not-economically active</i> (21%)	Homemaker/housewife	19%
	Student	81%
	Total	100%

Table 37: Type of employment (CASE, 2001)

4. Attitudes and behaviour

4.1. Perceptions about life and the future

The majority of South African youth seem to be optimistic about their future. The Kaiser Family Foundation and South African Broadcasting Corporation (2007) found that nearly 9 in 10 (87%) of young people feel mostly hopeful about their future and mostly satisfied with their current situation. More than three quarters (76%) are satisfied with their life as a whole these days, including half (51%) who are "very" satisfied.

The Kaiser Family Foundation and South African Broadcasting Corporation (2007) also found that large shares of young South Africans place a high

value on living a healthy lifestyle (93%) and having successful careers (92%). Two-thirds say they are very worried about not being able to get a job (68%) and not having enough money to support themselves and their families (67%), and more than half are very worried about becoming infected with HIV (58%) or being the victim of violent crime (57%). The majority of young South Africans agree that they have clear goals for what they want to achieve in life (93%) and that they have a strong network of family and friends to support them (89%).

loveLife (2000) found that young South Africans generally respond positively when asked about their lives today, but hold mixed views about their future opportunities. Pettifor et al. (2004) observed that 72% of youth reported that their opportunities were limitless or that they had many opportunities. Another study by loveLife (2000) showed that about eight in ten South African youth report being "very happy" (61%) or "somewhat happy" (22%) about their lives at present, and very few report being either "somewhat unhappy" (4%) or "very unhappy" (4%). When asked specifically about their future prospects, young people gave more mixed responses. Almost half (45%) agreed that they have "limitless" opportunities, but about a quarter (26%) believe their opportunities are "only limited". Furthermore, about three in ten indicate that their future opportunities are "very limited" (21%) or that they have no opportunities at all (8%). The research by Pettifor et al. (2001) showed that 89% of youth agreed with the statement "I have many opportunities in life". Large majorities agreed that they have long range goals for themselves (92%), that they know what they want out of life (94%), and that they have a good idea where they are headed for the future (82%). About two-thirds of the sample agreed that one should plan for the future.

loveLife (2000) found out that youth of different races as well as those who live in different geographic areas give similarly positive assessments of their current lives, though this view is less prevalent among those who say their family is poor or very poor. African (60%), Coloured (65%), Indian (62%) and White (66%) youth are all likely to say they are "very happy" with their lives. Similarly, six in ten youth living in urban (61%) and in rural (62%) areas report they are "very happy." On the other hand, young people who describe their families as "poor" or "very poor" are less likely to say that they

feel “very happy” about their lives at present (49%), than are those who describe their families as having more than enough to live on or wealthy (73%) (loveLife, 2000).

The majority of youth (69%) reported that they usually feel that they control what happens to them in life; males were slightly more likely to report perceived control than females.

CASE (2000) notes that levels of unemployment is clearly linked to levels of satisfaction with current situation, with 85% of the unemployed expressing dissatisfaction, compared to 28% of those employed or students. About 70% of dissatisfied respondents cited job and money problems as main reasons for their feelings.

	Employed	Unemployed	All
Very satisfied	20%	3%	13%
Satisfied	51%	12%	35%
Dissatisfied	21%	59%	37%
Very dissatisfied	7%	26%	15%
Total	100%	100%	100%

Table 38: Levels of satisfaction by employment status (CASE, 2000)

4.2. Perceptions and behaviour – relationships

Many young people say they feel a lot of pressure to succeed (73%), though far fewer say they feel pressure from friends to do things they don’t want to do (29%) (Kaiser Family Foundation and South African Broadcasting Corporation, 2007).

According to Pettifor et al. (2004) peer pressure has been identified as one of the major factors influencing youth to participate in high-risk behaviour. The table below shows perceived pressure from friends to have sex, by gender and age.

		Gender		Age group		Gender by age group				
		Total	Male	Female	15-19	20-24	Male		Female	
							Age group		Age group	
						15-19	20-24	15-19	20-24	
How much pressure do you get from your friends to have sexual intercourse, would you say...?.	No pressure at all	68%	61%	74%	64%	71%	57%	66%	72%	76%
	Not much pressure	11%	13%	10%	13%	10%	15%	11%	11%	9%
	Some pressure	11%	14%	8%	11%	10%	16%	12%	7%	9%
	A lot of pressure	10%	12%	8%	11%	9%	12%	12%	10%	6%
	Total	11904	5687	6217	7238	4666	3556	2131	3682	2535

Table 39: Level of peer pressure experienced by age and gender (Pettifor et al., 2004)

4.3. Perceptions and behaviour – health

Morrow, Panday and Richter (2005) explain that young people report themselves as generally healthy. Nearly 99% of respondents said that their health was good on average. However, being African, living in a rural area, having little formal education, low household income, and not working, are all associated with below average self-rated health.

CASE (2006) comments that in the Status of Youth Report, 13% of respondents reported that they had used a recreational drug at some time, with higher rates of reporting among white and better educated youth. Smoking and alcohol drinking are more prevalent among young men than young women, but the gender gap appears to be narrowing.

Alcohol use among young people seems to be increasing, though 42% of young people say they never drank alcohol (Morrow, Panday and Richter, 2005). Moleke (2006) explains that alcohol and drug abuse amongst the youth is increasing and beginning at an early age, often below 20 years. The abuse is also associated with higher levels of education, with those with degrees as well as university students having high rates of abuse. Thirty-four per cent of youth in the Status of Youth Report (Richter et al., 2005) reported having used alcohol occasionally, 24% were drinking at least once a week, 3% were drinking every day, and 42% had not used alcohol at all.

CASE (2000) explained that a surprising 68% of respondents reported that they never drank alcohol, even though 76% reported that alcohol abuse is a problem in their communities. Of greater interest is the racial breakdown of responses. Although whites were the least likely to report alcohol as a problem in their community, and Africans the most likely to report that, white

respondents showed much greater propensity for alcohol consumption than members of all other groups.

	%
Never	68%
Occasionally	28%
Regularly	4%
Total	100%

Table 40: Drinking habits of respondents (CASE, 2000)

Three-quarters of African respondents (74%) reported that they never drink, 23% reported that they drink occasionally and only 3% that they drink regularly. The equivalent rates for whites were 19% (never), 70% (occasionally) and 11% (regularly). The rates for coloureds were 62%, 33% and 5% respectively (CASE, 2000).

Moleke (2006) explained that thirteen per cent of youth reported having used drugs. These findings are consistent with the Department of Health (2002) study, which reported that 13% of youth reported they have used dagga, 12% used heroin, 11% used inhalants and 6% used mandrax (Moleke, 2006).

A survey conducted by the Medical Research Foundation (2002) revealed that 12.8% of young people reported ever using dagga in their lifetime. Significantly more males (20.2%) than females (7.0%) had ever used dagga.

With regards to cigarette smoking, almost one-third of the sample (30.5%) had ever smoked cigarettes in their lifetime. Significantly, more males (40.0%) than females reported ever smoking cigarettes (Medical Research Council, 2002).

In the Medical Research Foundation study (2002), 24.6% of youth interviewed had felt sad or hopeless during the six months preceding the interview. They reported that they had stopped doing some of their usual activities for two or three weeks in a row.

The same study reports that 37.5% of the young people participated in insufficient or no physical activity. Significantly, more females (43.0%) than males had participated in insufficient or no physical activities.

5. Participation and civic engagement

Research has reported that there are low levels of participation by young South Africans in organised activities. According to Morrow, Panday and Richter (2005), 66% of respondents have never participated in a community sports team, 75% have never been involved with a community society or club and 80% have never been members of a civic or community society or club. There is, however, widespread attendance by young people at religious services.

Organisation	All	Africans	Whites	Urban	Non-urban
Church	16%	16%	21%	16%	18%
Sports	16%	15%	30%	16%	16%
Youth	6%	6%	6%	7%	5%
Stokvel	5%	7%	1%	5%	6%
Political	4%	5%		3%	5%
Student	2%	2%	2%	2%	1%
Women	2%	2%		2%	1%
Cultural	1%	1%	3%	1%	1%
None	54%	54%	47%	56%	53%

Table 41: Organisational membership of respondents (CASE, 2000)

Church and religious organisations, as well as sports clubs were the most common forms of associations to which respondents belonged. This was true across all racial groups and areas, with whites showing greater tendency to belong to these organisations and lesser tendency to belong to stokvels or saving societies and to political organisations, compared to Africans. Across all groups about half of respondents did not report membership of any organisations (CASE, 2000).

Organisation	All	Africans	Whites	Urban	Non-urban
Political	15%	18%	0%	14%	16%
Local government	10%	12%	4%	9%	12%
Church	6%	3%	20%	8%	3%
Sports	3%	4%	3%	4%	3%
National government	3%	4%	0%	2%	5%
Youth	3%	3%	3%	4%	2%
Stokvel	2%	2%	2%	2%	2%
CBO/NGO	2%	2%	0%	1%	2%
None	50%	49%	60%	50%	52%

Table 42: Organisations that help improve the community (CASE, 2000)

The most striking finding of the table above, in response to the question of what type of organisation has helped improved the community the most, is the total absence of mention of political organisations and national government by white respondents (CASE, 2000). In contrast these are mentioned by 22% of Africans (18% and 4% respectively). If we add local government to the picture, just over a third of Africans (34%) compared to 4% of whites have a positive view of the contribution made by political structures. Church and religious organisations were mentioned by 6% overall, as having contributed the most to improving the community, but by 20% of whites as compared to 3% of Africans (CASE, 2000).

Morrow, Panday and Richter (2005) found that:

- Two-thirds of the respondents felt that it was necessary to be careful in one's dealings with other people as against only 20% who felt that one could usually trust other people.
- Furthermore, 61% of youth agreed that "the people who run the country are not really concerned with what happens to you", while only 17% disagreed.
- Just over half of the sample indicated that the "government will do whatever it wants to, no matter what people like us feel", with a quarter disagreeing.

Botes and Pelsler (2004) found that the youth in the Free State were not so fond of joining organisations. Only 48.7% of young people in the Free State belong to organisations. A majority of 51.3% of young people in the province

do not belong to any organisation at all, with this situation being manifested more among white youth (56,2%) than black youth (47,1%). The Free State research also shows that the majority of young people who belong to organisations mainly reside in rural areas (52.9%).

Botes and Pelsler (2004) demonstrate through their research that among the young people who belong to organisations (48.7%), 60.3% belong to religious organisations and 33.0% of the respondents belong to sport organisations.

One of the most significant statistics from the research by Botes and Pelsler (2004) shows that only 18.2% of young people in the Free State belong to political parties. From this, only 0.6% of white youth belong to political organisations. This could mean that white youth in particular experience feelings of alienation and isolation from the broader political system, or they may simply perceive the system as being incapable of meeting their social and economic needs.

6. Poverty and income levels

CASE (2006) reports that 65,4% of youth aged 15 to 24 years live in a household with expenditure of less than R1 200 per month, compared to 57,5% of youth aged 25 to 34 years and 55,7% of older people. The literature on youth poverty in South Africa identifies two socio-economic causes for poverty: reliance on poor households and unemployment. Children are frequently poor because of their dependence on poor households. The 18 to 24 age group often remains dependant on the poor households. By contrast, poverty among the 25 to 35 youth group is seen to stem from unemployment rather than direct dependence on poor households (Richter et al., 2005).

7. Youth and crime

There is a relationship between age and crime. Schonteich (2000) suggests that "probably the most important single fact about crime is that it is committed mainly by teenagers and young adults". There is a strong tendency for crime to be committed during the offenders' younger age and to significantly decline with age. Schonteich argues that juveniles are more likely

to commit crime than older adults and children, and this is the case worldwide. In South Africa, it is acknowledged that youth involvement in crime is substantial. The South African Drug Abuse Monitoring National Survey (in SYR, 2005:25) showed that 69% of people detained by the police were between 18 and 35 years old. This contrasts with the youth category of 14 to 35 constituting approximately 41% of the South African population. Schonteich predicts that age and AIDS will be significant contributors to an increase in the rate of crime in South Africa over the next 10 to 20 years. He argues that the growing pool of AIDS orphans will be at a greater than average risk to engage in criminal activity. The youth bulge in the population of South Africa is also set to increase the rate of crime because it is in this age that a person's propensity to commit crime is at its highest.