

Has talisman been regained?

YEP Learners



Chapter Six

THE RESEARCH DESIGN AND CASE STUDIES

In this chapter the implementation of YEP in the classroom will be examined in an attempt to answer the question:

Does YEP influence the cognitive, social, and moral behaviour of South African secondary school learners?

The empirical research on YEP is presented in the following subsections of this chapter:

- research design and methodology: choice of methods, facilitators, subjects and instruments, as well as the rationale behind these choices;
- presentation of case studies: results of the pilot study and case studies, as well as the data analysis and interpretation of each case study;
- facilitators' evaluation of the YEP curriculum; and
- summary of findings

6.1 Research design and methodology

6.1.1 Research design

This study set out to assess, and improve on, the effectiveness of YEP as a life skills intervention programme that could bring learners closer to the state of *talisman*. The nature and purpose of the research best fits into the category of evaluative research (Clarke, 1999), as it evaluates the effectiveness of the curriculum. Moreover, the principles governing this research fall in the realm of

intervention research (Rothman & Thomas, 1994) and curriculum action research (McKernan, 1996), as it aims to improve the practice.

McKernan (1996:30) explains that curriculum action research has three implications:

- It serves to improve problematic social situations and empower the participants.
- It enhances the personal understanding of the strengths and weakness of a programme, measured against set outcomes.
- It serves to illuminate the social contextual influence on learning.

Although all applied or action research seeks to provide possible solutions to practical problems, this is a relatively new model of developmental research in education. De Vos (1998:385) describes six phases of intervention research, which are applicable to this study:

- problem analysis and project planning (see Chapter Two);
- information gathering and synthesis (see Chapter Two);
- design (see Chapter Five);
- early development and pilot testing (executed in 1999 and explained in this chapter);
- evaluation and advanced development (see this chapter); and
- dissemination (on going).

6.1.2 Research methodology

Leedy (1993:139) has coined an axiom with regard to research methodology: *"The nature of the data and the problem for research dictate the research methodology."* Keeping this criterion in mind, qualitative and quantitative research methods were employed in this study.

The two research methodologies are based on two epistemological paradigms, which have ignited considerable debate and discussion.

The quantitative research paradigm has been associated with the positivist approach, where the assumption is that there is “a single, objective reality” that can be investigated and researched. The qualitative research paradigm, on the other hand, is based on the view that there are multiple dimensions to reality (Merriam, 1988:17) and that reality is dynamic and complex, exploring the interaction of one’s mind with the world.

Looking at the qualitative and quantitative paradigms from this perspective creates the impression that combining the two methods would be contradictory and self-defeating. However, in recent years there has been growing acceptance of the viability of combining both approaches (McKernan, 1996:184; Clarke, 1999:87; Silverman, 2000:235). Qualitative data provide for the study of the characteristics and qualities of a phenomenon as well as the words and the actions of the subjects (Maykut & Morehouse, 1994: 17-21), and is mostly subjective. Quantitative data, on the other hand, concentrates on hard data and is mostly objective.

In this particular study, the qualitative research concentrates on the *process* (Merriam, 1988:19) and the quantitative research on the *outcomes*, and together they portray a more accurate and meaningful picture of the phenomena under study. In the analysis of qualitative data, an attempt is made to identify the common patterns governing the inputs (Schofield, 2000:89) in the case of quantitative data, statistical measures are utilised to quantify the response of the learners to the programme.

An important feature of this research is that it aims to provide exploratory and context-related research adopting the case study approach. “*Case studies are a mode of reporting on the status of particular projects or cycles of inquiry; they bring things ‘up-to-date’, so to speak*” (McKernan, 1996:75). According to

Merriam (1988:28), they are “*holistic and life-like*”. The case study approach has been adopted in this research for the following reasons:

- It addresses a phenomenon or phenomena within a naturalistic context. Stake (1988:263) classifies case studies as naturalistic research that carefully studies “*human activity in its natural and complex state.*”
- It studies a phenomenon or phenomena holistically, giving a full picture and understanding of the issue under study.
- It enhances our insight and understanding of the subject of the study. Merriam (1998:41) maintains that the case study plays an important role in advancing “*a field’s knowledge base*”.
- It can be used in evaluative research studies. Merriam (1988:28-29) explains, “*the case study is a particularly good means of educational evaluation because of its ability to explain the causal links in real-life interventions that are too complex for the survey of experimental strategies*”.

The case study method, like any other research method, has some disadvantages. One is that case studies are time-consuming – for example, in this research three of the case studies had a duration of eight months. Another disadvantage of this method is that the results of the studies usually cannot be generalised. This drawback can be reduced, however, and the validity of research findings increased by using multiple methods of data collection and multiple case studies (McKernan, 1996:184). This approach is often referred to in the literature as “triangulation”. McKernan (1996:184) defines triangulation as “*the use of multiple methods in the study of the same object.*” Stake (1988:263) also believes that the primary way of increasing validity is by triangulation.

Duffy (1993:143) offers the following types of triangulation that explains the triangulation methods adopted in this research:

- *Data triangulation* attempts to gather observations through the use of a variety of sampling strategies to ensure that a theory is tested in more than one way. The data triangulation in this study was extensive, inasmuch as it included:
 - five institutions of learning, three high schools, one middle school and one college of education in two different provinces,
 - five different grades – 8, 9, 10, 11, and 12, and
 - five ethnic groups – Zulu, Tswana, Sepedi, Tsonga and Northern Sotho.

The results of the data collected from different sources were triangulated within each case as well as across the cases where applicable.

- *Investigator triangulation* refers to the use of multiple observers, coders, interviewers and analysts in a particular study. Investigator triangulation in this study was based on three kinds of respondents/evaluators:
 - the learners,
 - the facilitators, and
 - the teachers.

Clarke (1999:86-87) believes that using multiple investigators (in this case evaluators) ensures that a number of different viewpoints are taken into consideration and a variety of different types of data are collected. Furthermore, using multiple reviewers before and after the pilot study enhanced the validity of the instruments.

- *Methodological triangulation* is the use of two or more methods of data collection procedures within a single study. The methodological triangulation was manifest in the use of various qualitative and quantitative methods.
- *Theoretical triangulation* involves the use of several frames of reference or perspectives in the analysis of the same set of data. Even the theoretical triangulation drew upon different perspectives, including current trends in

secular moral education and a theory of education informed by spiritual principles.

6.1.3 Objectives of the empirical research

The main objective of the research was to collect quantitative and qualitative data on the response of secondary school learners (the subjects) to the programme in terms of cognitive, social and moral behaviour. Within each behavioural domain a variety of outcomes were identified, of which the following were commonly evaluated in the five case studies:

- cognitive domain: problem solving;
- social domain: communication; and
- moral/spiritual domain: general improvement in behaviour.

The reason for the diversity of the variables within different case studies was that during the first two case studies it was difficult to determine what outcomes to expect. Therefore, the intention was to explore the influence the programme might have. As more data about the response of learners to the programme became available, the criteria for testing became clearer. As a result, the same outcomes were tested in the last three case studies.

6.1.4 The subjects

A total of 450 learners from five grades – 8,9,10,11 and 12 – were included in the five case studies. They consisted of five groups of boys and girls between the ages of 12 and 29 from one middle school, three secondary schools and one college of education. The subjects were selected on the basis of being exposed to YEP for a period of at least twelve uninterrupted sessions. The choice of schools and the site of the empirical study were determined wholly by whether any of the hosting institutions ran YEP for at least two and half months without interruption. Therefore, no true randomisation of subjects was possible.

The five case studies were conducted during the 2000 and 2001 academic years.

The subjects were mixed in gender, from middle and lower-middle socio-economic backgrounds, and belonged to five different African ethnic groups. The institutions of learning were from urban and semi-urban areas in two provinces (Limpopo and North West). Two of the secondary schools in Limpopo were the schools that had been used for the 1999 pilot study.

6.1.5 Research instruments

Questionnaires were the main instrument for collection of data for both the qualitative and the quantitative research. This was chosen over other methods of data collection (such as individual interviews, focus group interviews, checklists, participant observation, audio-visual material, and so on). Among the considerations which influenced this choice were:

- the distance the researcher lived from many of the research sites, limiting the time available for interviewing or observation;
- likely sources of bias in the interview process, including lack of randomisation of self-selecting interview subjects, the “Hawthorne effect” through the presence of researcher, and the limited trained facilitators;
- difficulties inherent in coding interviews;
- more respondents could be included in the study; and
- the questionnaires could be completed in the presence of the facilitators and be collected by them, which would prevent the problem of sample shrinkage.

According to Clarke (1999:69), questionnaires can produce large quantities of highly structured and detailed data. Both factual and opinion information can be collected through a questionnaire. According to Best and Kahn (1998:299), questionnaires that are properly constructed and administered may serve as the most appropriate and useful data-gathering device in a research project.

Both closed and open questions were used. Open-ended questions were used to collect qualitative data and closed questions were used to collect quantitative data. Both have their own merit. Open-ended questions provide for greater depth of response (Best & Kahn, 1998:300), have the advantage of giving respondents “*leeway to elaborate on their answers*” (Clarke, 1999:70), and provide scope for the respondents to respond unrestrictedly, “*thus producing a wealth of unstructured data*” (Clarke, 1999:67). The closed questions do restrict the possible answers, but answers to these questions are easy to complete and tabulate. The questionnaires that I designed contained mainly closed questions, followed by one or two open-ended questions at the end of the questionnaire. This is in line with Clarke’s recommendation that open questions should be kept to the minimum and placed towards the end of the questionnaire (Clarke, 1999:70).

Three sets of questionnaires were designed and administered in this study:

- Student¹ Evaluation of YEP (3 versions: Appendices 4-6);
- Facilitator² Evaluation of YEP (Appendix 7); and
- Teacher³ Evaluation of YEP (Appendix 8).

All three questionnaires contained several closed questions on the effect of YEP on the cognitive, social and moral behaviour of the learners and one or two open question(s) about learners’ perceptions of YEP. Therefore, all the questionnaires examined the same domains and contained both quantitative and qualitative questions. Some changes were made to the Student Evaluation of YEP questionnaire due to the findings of the pilot study. Therefore, three different Student Evaluation Questionnaires were used in the five case studies. The last three cases used the same Student Evaluation Questionnaire whose content and scales were the same as those of the Teacher Evaluation and the Facilitator

¹ Although the word “student” was uniformly used in the questionnaires, the text of this dissertation will continue to use the word “learner” in the description and analysis.

² The original facilitator questionnaire was entitled “Facilitator/Teacher Questionnaire”.

³ The original teacher evaluation questionnaire was entitled “Colleague Teacher Questionnaire”. This wording was chosen in order to differentiate teachers who taught YEP (facilitator/teacher) from those teachers who happened to be teaching in the same school (colleague teacher).

Evaluation Questionnaires. All questionnaires were designed by me and administered and collected in the same manner by the relevant facilitators.

6.1.6 Data analysis

The quantitative data were analysed by the Department of Statistics at the University of Pretoria using the SAS statistical package. The qualitative data were analysed and categorised by me according to the relevant topics or themes, and where applicable according to the categories addressed in the questionnaires.

6.1.7 Training of facilitators

After the YEP manual was completed early in 1999, the need was recognised to train facilitators who could pilot the programme. Therefore I designed a course for training facilitators, which was utilised during the first facilitators' training course in June 1999. As explained in Chapter One, since there were no trained teachers or other adults available and prepared to pilot the programme at that time, the task team initially decided to make use of some volunteer youth to become facilitators of YEP. Accordingly, a group of 12 youth, who had already obtained a final school diploma (Grade 12) and who were perceived to be morally and socially responsible, were trained as facilitators of YEP.

These youth were drawn from different parts of the country, were aged between 19 and 26 years, were all native South Africans, were of both sexes, and were neither working nor studying. However, they all had good moral and conduct records. They all made themselves available for the community service project.

The selection of facilitators in the subsequent case studies was determined by the same criteria.

As a result of the first training course in 1999, the YEP facilitators' training course was subsequently refined (see Appendix 9). Training of the facilitators forms an important part of the research design, inasmuch as preparatory training

can have a distinct impact on the way a facilitator would conduct YEP in the classroom, and its outcomes.

The perceived need for training, even for professional teachers, is based on the recognition that the values and assumptions of the facilitators have a direct effect on the manner in which they facilitate the programme (Brody, 1998:26). Therefore, a training course that would familiarise facilitators with the values and principles of YEP was seen as a necessary preparation. It was also assumed that many teachers, due to their teaching habits and cognitive approach to affective teaching, needed to be trained to adjust their teaching strategies in pursuit of the expected outcomes of YEP, which are both affective and cognitive. In order to prepare the facilitators for their new role, a four-day training course was created. The course consisted of two sections:

- Section One: Understanding the problems of youth; and
- Section Two: Skills of implementing YEP in the classroom.

The objectives of Section One were for the facilitator to:

- identify the pressing problems of youth;
- understand the effect of these problems on the lives of youth, their schoolwork and the society at large;
- explore the difference between adult value systems and youth value systems;
- identify and list categories of youth needs in respect of social, moral and rational skills;
- be able to empathise with youth; and
- become aware of the objectives of YEP and its intended outcomes.

The objectives in Section Two were for the facilitator to:

- prepare the learners for YEP;
- draw up ground rules;

- understand the structure of the themes; and
- be able to conduct YEP sessions according to the specified guidelines.

During the course of piloting YEP, reports from some of the facilitators made it clear that the learners in the schools also needed some kind of training to enable them to participate more fully. As discussed in Chapter Four (section 4.5), the learners' mind-set and cognitive approaches to the learning of affective outcomes may make it difficult for them to gear themselves to share their feelings and to get involved at an affective level. Instead, they customarily rush to find a "correct" answer to the questions posed in the manual. In response to this need, a short pre-YEP training course for learners was created and was incorporated in the facilitators' training course.

In the pre-YEP training course for learners (Appendix 10), the facilitator is expected to achieve the following objectives:

- create a peaceful, happy, honest, and cordial atmosphere in the classroom;
- motivate the learners to pay attention to their own and others' feelings, values, ideas and perceptions;
- sensitise the youth to the youth problematique;
- help the learners to reflect and think deeply before they speak; and
- work co-operatively in small groups without losing self-identity and independence of thought.

The course activities in pursuit of these objectives can be found in Appendix 10.

6.1.8 Piloting YEP in the schools

The first facilitators' training course was completed in June 1999. The youth volunteer facilitators were sent back to their home towns with a letter to the principal, asking for permission to introduce YEP in the last semester of the year. Six schools in Limpopo, KwaZulu-Natal, and Eastern Cape gave permission for the programme to be conducted. The programme was run up to the end of the year, when the schools were asked if they wished to have the programme continued in their schools. They all eagerly agreed. However, this was not possible in most cases because some of the volunteer facilitators returned to further their education and others found jobs. The process was interrupted and only two schools in Limpopo could continue with the programme in 2000; they became part of this research study.

The pilot study conducted in 1999 was semi-formal. Although some questionnaires were administered, due to the lack of preparation of facilitators in administering the research and therefore the possibility of unreliability of data, they were excluded. However, this experiment was very useful, as it gave a general idea about the reaction of schools to the programme. Moreover, it was detected that the learners needed preparation for YEP in the same way that their facilitators did. This led to the pre-YEP training course for the learners, as explained above.

The second phase of the piloting took place in a college of education during the first semester of 2000, where 43 matriculated learners attended the programme. The programme was formally researched in this institution. Learners and their facilitator completed questionnaires, which are included in Case Study 1. The lesson, which was learned from this pilot study, was that the Student Evaluation Questionnaire had to be improved. This led to the designing of a new questionnaire, which was utilised in Case Study 2.

6.1.9 Problems encountered during the research

Human beings are unpredictable and research on human behaviour is subject to uncertainties and unpredictable changes. During the course of the empirical study, several problems were experienced.

- The most disturbing factor was the uncertainty about the continuation of the programme for the required period of time, both by the institutions of learning and by the facilitators. Since the purpose of YEP is to catalyse a process of change in the behaviour of learners, it was stipulated that the programme had to be run for a minimum period of two and half months in order to make an impact. Due to the fact that neither the schools nor the volunteer facilitators had an obligation to carry on with the programme, it was very difficult to decide what kind of research techniques to use. For instance, a pre-test/post-test questionnaire was prepared, experimental and control groups were identified, and the pre-test was conducted. However, this could not be followed through because of logistical problems at the participating schools. Therefore the use of the pre-test/post-test questionnaires had to be abandoned. Nevertheless, the five case studies presented here do meet the requirement of conducting YEP for a minimum of twelve sessions or two and half months.
- Because of the prohibitive distances, I had to rely on the facilitators to follow the guidelines for administering the questionnaires properly.
- In spite of all efforts, in two cases one question was misinterpreted by some of the respondents. This led to withdrawal of those questions. The details of these cases are provided in the relevant case studies below.

6.2 Presentation of the case studies

The five case studies which comprise this research are presented in the following five sections. It should be understood that Case Study 1 was the pilot study, and was less extensive than the subsequent four case studies.

The questionnaires used in the five case studies consisted of:

- Case Study 1: pilot study:
 - Student Evaluation of YEP (version 1),
 - Facilitator Evaluation of YEP;

- Case Study 2:
 - Student Evaluation of YEP (version 2),
 - Facilitator Evaluation of YEP,
 - Teacher Evaluation of YEP;

- Case Studies 3, 4, and 5:
 - Student Evaluation of YEP (version 3),
 - Facilitator Evaluation of YEP,
 - Teacher Evaluation of YEP.

The information for each case will be presented according to the following format:

- *general information*: General information about the institution, the learners, the facilitator, and the study duration will be presented.
- *implementation method*: The method of implementation of YEP in the classroom is explained.
- *presentation of results and discussion*: The data collected from each questionnaire will be presented and discussed. The presentation of data will be followed by analysis, interpretation, and discussion about each case. Each case

will be discussed separately since each one has its own peculiarities and cannot always be compared or combined with the other cases.

- *outcome of the case study*: Conclusions about each case study are presented in this section.

6.3 Case Study 1: Pilot Study

6.3.1 General information

- **Place**: College of Education in North West Province
- **Location of institution**: semi-urban
- **Size of institution**: 320 upgrading matriculates. However, this institute also offers in-service programmes for teachers.
- **Condition of institution**: average physical resources, but famous for good results
- **When**: first semester, 2000
- **Subjects**: 43 Grade 12 upgrading learners (learners repeating the final year of school)
- **Age of subjects**: 21 to 29, mode in early 20s
- **Ethnic group**: mixture of Tswana, Zulu, Sepedi and Northern Sotho learners
- **Social and economic background**: middle and lower-middle class
- **Facilitator**: a geography lecturer trained in YEP. She is Tswana and is known for her disciplined character.
- **Implementation period**: Two to three 40-minute periods per week, for four months.

The course was introduced to the learners as an extramural activity; it was therefore not compulsory for either the learners or facilitators to attend.

6.3.2 Implementation method

Learners were divided into groups of four to five learners. A copy of the YEP manual was given to each group. The groups worked through the questions in a theme on their own, with some guidelines given to them by the facilitator. Each group was given a specific number of questions to discuss, which were different from those of the other groups. After the discussion the whole class would listen to the groups reporting back on the questions assigned to them, and then make comments. The quotations in Section C for each theme would then be read individually or in the groups.

In this case study, a significant mistake was detected – the facilitator did not give the same questions to all groups to discuss simultaneously. This was a mistake because all the learners needed to go through the same progressive process of learning reflected in the questions. This may have happened because the importance of the systematic flow of questions was not emphasised during the training. This omission in the training course was rectified in subsequent training courses. Moreover, this facilitator did not use role-play to help establish the importance of ground rules and positive classroom atmosphere.

6.3.3 Student evaluation of YEP

6.3.3.1 structure of the questionnaire

All learners answered the Student Evaluation Questionnaire Version 1 (Appendix 4), consisting of ten true/false questions and two open-ended questions.

6.3.3.2 quantitative results

The questions pertaining to the different domains of learning were grouped together and analysed. Table 6.1 demonstrates that all of the learners thought YEP helped them to become more careful thinkers (Question 6) and had broadened their view of life (Question 9). The results are further summarised in relation to the domains in Table 6.2.

This analysis shows that, according to the learners in this case study, all domains were positively affected. However, they perceived the highest effect in the cognitive domain. A possible reason for this outcome could be that the facilitator of this case study did not involve the affective aspects of the learners using the prescribed role-plays and ground rules. However, this assumption needs further investigation.

Table 6.1
Grade 12 student quantitative evaluation of YEP (N=43)

No.	Domain	Question	T	F	No res	%
1	Cog	The programme helped me to think about issues which are important.	42	1	0	97.6
2	Cog	The programme helped me to think about issues which I had ignored.	40	3	0	93
3	Cog	The programme helped me to become more aware of individual differences.	38	2	3	95
6	Cog	The programme helped me to become a more careful thinker.	43	0	0	100
8	Cog	The programme helped me to see that there could be more than one solution to a problem.	41	2	0	95.3
9	Cog	The programme helped me to broaden my view of life.	43	0	0	100
5	Soc	The programme helped me to become a better communicator.	40	3	0	93
7	Soc	The programme helped me to become more sensitive toward other youth's feelings and needs.	37	6	0	86
4	Mor	The programme helped me to become more tolerant toward other youth's cultures.	37	6	0	86
10	Mor	The programme helped me to improve my moral standards.	37	4	2	90

*Cog = Cognitive; Soc = Social; Mor = Moral; T = true; F = false; No res = No response;
% = number of responses in percentage*

Table 6.2
Summary of Grade 12 student quantitative evaluation of YEP (N=43)

Domain	Results (%)
Cognitive improvement	96.76
Social improvement	89.50
Moral improvement	88.00

6.3.3.3 qualitative results

Learners were also asked to write comments about the positive and negative aspects of YEP (questions 11 and 12).

Table 6.3 summarises the positive comments in response to the question, “What I like about YEP”. It indicates that 38 learners out of 43 had something positive to say about YEP. According to them, the improvement in communication had been the most significant. This might be due to the fact that they had to share their thinking in the groups, and then give feedback in the class.

Table 6.3
Summary of Grade 12 student positive comments about YEP (N=43)

Comment	Number of Responses
Improved my communication	10
Think about things we are ignoring	4
Overcome daily problems	3
Learn about others	3
Learn new things	3
Motivates	2
Gives guidance	2
Talk about our concerns	2
Number of no responses	5
Irrelevant answers	1

Table 6.4 summarises the responses to the question, “What I dislike about YEP”. The first negative comment is actually a positive response, asking for more time to spend on YEP. The other six negative responses relate to the use of games, making participation compulsory, and the fact that some felt pressured to talk about private matters. It should be noted that in YEP the participants need to work introspectively and are indeed placed under some pressure to articulate and defend their opinions. However, two respondents felt that the programme as a whole was not useful to them and took up their time unnecessarily.

Table 6.4
Summary of Grade 12 student negative comments about YEP

Comment	Number of responses
We needed more time for YEP	4
To reveal our secrets	2
Games	2
Takes our time	2
Number of no responses	8
Irrelevant answers	5
“No negative comments”	14

6.3.4 Facilitator evaluation of YEP

6.3.4.1 structure of the questionnaire

The Facilitator questionnaire consisted of two sections:

- Section A consisted of two questions that asked about the length of the implementation period, and the next ten questions evaluated the effect of YEP on the learners. (See Appendix 7.)
- Section B consisted of six questions that evaluated YEP as a curriculum. An additional question at the end of the questionnaire asked facilitators to write their general comments and observations about the YEP intervention.

The curriculum questions included in Section B will be presented and discussed under a separate section called “Facilitator's evaluation of YEP curriculum” (see section 6.9). The ten evaluative questions included in Section A and the open-ended question in Section B will be presented under quantitative results and qualitative results respectively.

6.3.4.2 quantitative results

The facilitator at this school was asked ten closed questions concerning the effect of the programme on the social, moral, and cognitive behaviour of his learners. The responses were coded on the following scale:

- -1 = negative change;
- +1 = positive change;
- 0 = no change.

It should be noted that the respondents had the opportunity to assign a negative score (-1) to the question if they noticed negative changes, and a neutral score (0) if they thought no changes had taken place.

The mean and standard deviation for each question were calculated by the Department of Statistics, University of Pretoria, using the SAS statistical package.

The facilitator of YEP in this case study indicated improvement in the behaviour of the learners in all three domains – cognitive, social and moral – as reflected in Tables 6.5 and 6.6.

Table 6.5
Grade 12 facilitator quantitative evaluation of YEP (N=1)

No.	Domain	Questions: After the use of YEP...	Mean	Std Dev
6	Cognitive	Learners seem to have become: <ul style="list-style-type: none"> • less thoughtful • more thoughtful • no changes 	1.00	0
8	Cognitive	Learners' information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
4	Social	Learners are able to communicate: <ul style="list-style-type: none"> • worse • better • no changes 	1.00	0
5	Social	Learners have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes 	1.00	0
9	Social	Learners expressing their opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes 	1.00	0
10	Social	Learners have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes 	1.00	0
11	Social	Learners have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes 	1.00	0
3	Moral	Learners demonstrated: <ul style="list-style-type: none"> • less discipline • more discipline • no changes 	1.00	0
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
12	Moral	<ul style="list-style-type: none"> • Learners show: • less tolerance towards others • more tolerance towards others • no changes 	1.00	0

Table 6.6
Summary of the Grade 12 facilitator quantitative evaluation of YEP (N=1)

Domain	Mean (out of 1.00)	Std. deviation
Cognitive	1.00	0
Social	1.00	0
Moral	1.00	0

6.3.4.3 qualitative results

The facilitator was asked to write down comments and observations on YEP. The following verbatim response came from the lecturer who taught YEP in this case study:

YEP was and is a very good programme because it did help my learners' moral, social and cognitive skills. I wish it could be taught to all learners in the country, mostly in the urban areas where morals are low.

The facilitator's comment indicates that YEP did address the learning outcomes in the three targeted domains.

6.3.5 Outcome of Case Study 1

The data analysis in Case Study 1 demonstrated that:

- YEP challenged learners to respond cognitively, socially, morally and emotionally to the programme.
- The facilitator and learners experienced YEP positively, and no contradictions were observed between the facilitator's evaluation and those of the learners.
- Learners found the influence of YEP on their cognitive domain most impressive.

- The facilitator in this case study was impressed by the effect of the programme and recommended that YEP should be introduced “*to all learners in the country*”.

6.4 Case Study 2: School A

6.4.1 General information

- **Place:** a secondary school in Limpopo Province
- **Location of institution:** urban
- **Size of institution:** 690
- **Condition of institution:** The school has a good reputation and high matriculation pass rate. Some of the learners are suffering from problems of alcohol and drug abuse and violence.
- **When:** first semester, 2001
- **Subjects:** 146 Grade 8 learners
- **Age of subjects:** 12 to 16
- **Ethnic group:** mixture of Northern Sotho, Tswana, Zulu and Sepedi
- **Social and economic background:** lower-middle class
- **Facilitator:** a 20-year-old matriculated volunteer youth of Zulu background, trained in the YEP facilitators course and the pre-YEP training course. During the course of the training he was the only one who showed signs of boredom and occasional lack of co-operation. Nevertheless, due to the fact that he had a good moral record and that not very many other facilitators were available, he was given the opportunity to facilitate YEP in the above school.
- **Implementation period:** 4 months, 2 to 3 hours per week during the Guidance class.

6.4.2 Implementation method

The facilitator started by setting ground rules and using role-play and discussions to emphasise the importance of these rules. He used small groups of four to five

learners who went through the manual as independent groups. All the groups went through the questions in sequence, dealing with the same questions at the time. After the group discussions, groups read one or two quotations and discussed them.

6.4.3 Student evaluation of YEP

6.4.3.1 structure of the questionnaire

The true/false scale of the Student Evaluation Questionnaire, which was used in the pilot case study was found to be too simplistic. Therefore, I designed a new Student Evaluation Questionnaire Version 2, which was used in this case study (Appendix 5). The questionnaire was completed by 146 Grade 8 learners.

The questionnaire consisted of 17 closed questions and one open-ended question. The questions concentrated on the three domains of cognitive, moral and social behaviour.

Negative questions were mixed with positive questions to increase reliability. The negative data were converted before analysis, and the mean and standard deviation were calculated by the department of Statistics, University of Pretoria, according to the following scale:

- 1 = not true at all;
- 2 = not true;
- 3 = true;
- 4 = very true.

6.4.3.2 quantitative results

Table 6.7 reflects the responses of the Grade 8 learners.

Table 6.7
Grade 8 student quantitative evaluation of YEP (N=146)

No.	Domain	Questions	Mean	Std Dev
1	Cognitive	The programme helped me to think about my personal and social problems.	3.16	0.87
2	Cognitive	The programme did not help me to find answers or solutions to my problems.	3.28	0.78
6	Cognitive	The programme did not help me to become a more careful thinker.	3.33	0.80
8	Cognitive	The programme helped me to see that there could be more than one solution to a problem.	3.49	0.68
9	Cognitive	The programme helped me to broaden my view of life.	3.28	0.72
13	Cognitive	The programme helped me to evaluate my relationship with others.	3.32	0.72
3	Social	The programme helped me to become more aware of individual differences.	3.39	0.75
4	Social	The programme did not help me to become more tolerant toward other student's cultures.	3.09	0.91
5	Social	The programme helped me to become a better communicator.	3.40	0.73
11	Social	The topics and issues discussed were not relevant to youth.	3.33	0.87
12	Social	The programme helped me to improve my understanding of some important social issues.	3.42	0.77
14	Social	The programme helped me to understand and know my classmates better.	3.22	0.84
7	Moral	The programme made me become less sensitive toward other students' feelings and needs.	2.64	0.96
10	Moral	The programme did not help me to improve my moral behaviour.	3.35	0.80
15	Moral	The programme helped me to become aware of the spiritual needs of human beings.	3.33	0.75
16	Moral	The programme helped me to become fairer in my judgements about other people.	2.98	0.78
17	General	I found YEP useful.	3.54	0.67

The learners in this school thought that YEP helped them in all three domains, but that it particularly helped them to see different solutions to the same problem (Question 8). The summary of the learners' responses to each of the three domains is shown in Table 6.8.

Table 6.8
Summary of Grade 8 student quantitative evaluation of YEP (N=146)

Domain	Mean (out of 4)	Std Dev
Cognitive	3.31	0.44
Social	3.30	0.43
Moral	3.08	0.43

It is worth mentioning that the highest mean that the learners could assign to each question was 4. In this case the lowest score that learners assigned to the three domains was 3.08. It is interesting to note that in the case of these learners, too, the quantitative results showed a greater effect on cognitive learning.

6.4.3.3 qualitative results

The question that required open feedback was analysed as positive and negative comments. Comments with similar topics were clustered together and counted. Peculiar comments that would give insight into the kind of learning that took place were also noted. The positive comments of the learners and a sample of interesting comments they made about YEP are summarised in Table 6.9.

The comments of the learners demonstrate that many of the learners (45) strongly felt that the programme had been of benefit to them and broadened their view of life. Some said that the programme had helped them to identify and solve their problems (comments 4 and 5). Some recommended that it be introduced in other schools.

Table 6.9
Summary of Grade 8 student positive comments about YEP (N=146)

Positive comments	No. of responses
A very useful, nice, interesting and great programme.	45
Broadens our view of life.	26
It should be introduced to other schools. All must learn about it.	19
It helped me identify and solve my problems.	18
We learnt how to deal with the problems of drugs and alcohol.	10
We have come to know our peers better. We understand their feelings. We have come to love and care for each other.	8
It is a very important programme and nothing should change.	6
It is a very informative programme. I have learnt a lot.	5
I have become an independent thinker.	5
It improves the behaviour of youth.	3
It makes us aware of the consequences of our mistakes.	3
I am a better communicator. I participate and enjoy discussions.	3
My tolerance and respect for others has increased.	3
The standard of learning has improved.	3
<p>Interesting comments:</p> <p>YEP helps people find solutions to their problems, so I think the programme should go on helping others, just as it helped me and my group.</p> <p>I love YEP because it helped us to know about AIDS. I would like it if the writer would go on writing the book because it helps us very, very much.</p> <p>YEP helped me when we have group discussions about youth. I learned that I must take care of myself and love others as I love myself.</p> <p>I think the programme is very interesting. It instructs and guides many people. It guides us to the right way and to a successful life. I think people who made this programme are very wise.</p>	

The learners' negative remarks in this case study are summarised in Table 6.10. Out of the 146 learners, 18 made no negative comments about YEP. Five learners found the programme "*sometimes boring*", and only one learner found it not useful. This shows that overall the learners in this case study found the programme effective. The comment about boredom, however, needs to be taken seriously and should be considered for the revised edition of YEP. This shortcoming perhaps is due to the fact that all 39 themes in the manual follow the

same format and require abstract thinking, which could make the programme monotonous after a while.

Table 6.10
Summary of Grade 8 student negative comments about YEP (N=146)

Negative Comments	Number of Responses
Sometimes boring	5
Not useful	1
Some of the topics not interesting	1
Learners with no negative comments	18
Irrelevant answers	6
Suggestions from the students:	
• We must be corrected.	1
• Include more information.	1
• Some questions should be simplified.	1

6.4.4 Facilitator evaluation of YEP

6.4.4.1 structure of the questionnaire

The facilitator in Case Study 2 completed the same Facilitator Evaluation of YEP questionnaire as did the facilitator in Case Study 1. Therefore, the details of the questionnaire will not be described again.

6.4.4.2 quantitative results

The facilitator gave positive responses to all 12 questions in Section A of the questionnaire (see Tables 6.11 and 6.12).

It should be noted that the respondents had the opportunity to assign a negative score (-1) to the questions if they noticed negative changes and a neutral score (0) if they thought no changes had taken place. The mean and standard deviation for each question were calculated by the Department of Statistics, University of Pretoria, using the SAS statistical package.

Table 6.11
Grade 8 facilitator quantitative evaluation of YEP (N=1)

No.	Domain	Questions: After the use of YEP...	Mean	Std Dev
6	Cognitive	Learners seem to have become: <ul style="list-style-type: none"> • less thoughtful • more thoughtful • no changes 	1.00	0
8	Cognitive	Learners' information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
4	Social	Learners are able to communicate: <ul style="list-style-type: none"> • worse • better • no changes 	1.00	0
5	Social	Learners have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes 	1.00	0
9	Social	Learners express their opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes 	1.00	0
10	Social	Learners have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes 	1.00	0
11	Social	Learners have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes 	1.00	0
3	Moral	Learners demonstrated: <ul style="list-style-type: none"> • less discipline • more discipline • no changes 	1.00	0
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
12	Moral	Learners show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes 	1.00	0

Table 6.12
Summary of the Grade 8 facilitator quantitative evaluation of YEP (N=1)

Domain	Mean (out of 1.00)	Std. deviation
Cognitive	1.00	0
Social	1.00	0
Moral	1.00	0

The facilitator of this case study found the programme effective in all three domains, as reflected in Tables 6.11 and 6.12.

6.4.4.3 qualitative results

The respondent in this case study was asked to write down his general comments and observations about YEP. The following is his response:

I observed diverse minds, which at first were sceptical, but now have changed. Learners were passive, but later changed and participated. What I didn't anticipate as a facilitator is how fast people turn to change when they are in trouble rather than when they are fine and trouble free. YEP is a real guide giver when it comes to decisions and solving problems. YEP is effective to both learners and teachers. Now everyone enjoys and loves it. I, too, love it.

The YEP facilitator in this case was sceptical about any positive effect of the programme. From his comments it seems that during the course of implementation he observed some effect on the learners. This in turn had a positive impact on him and his attitude towards his role as a facilitator. In a written communication from him to the task team, he stated that during the first few weeks of the facilitation he was very discouraged and a few times decided to pack and go back home. However, at one point he felt that the reason the learners were not responding was his own attitude towards the programme and as soon as he changed his attitude the learners started to respond positively. This was an important revelation on the possible effect that the attitude of a facilitator can have

on the behaviour of the learners, which again stresses that there are many factors involved if a programme is to succeed.

6.4.5 Teacher evaluation of YEP

6.4.5.1 structure of the questionnaire

It was recognised that the teachers who work in the same schools and are teaching the YEP students are in a good position to evaluate the effect of YEP, since they know those learners well. It was also assumed that as they were in no way connected to YEP, they would give an honest and impartial assessment of the possible effect of YEP on the learners. Therefore, all teachers who were teaching the Grade 8 learners in this school were given the Teacher Evaluation of YEP questionnaire to complete (see Appendix 8). The content of this questionnaire was the same as the Facilitator Questionnaire, with 12 closed questions followed by two open-ended questions inquiring about the negative and positive aspects of YEP.

6.4.5.2 quantitative results

Five teachers out of seven Grade 8 teachers in this school completed the Teacher Evaluation of YEP questionnaire. The results are shown in Tables 6.13 and 6.14. Again, it needs to be noted that the respondents were given a chance to assign negative scores if they found YEP affecting the learners negatively; according to the table below, none made use of this option. The data were coded according to the following scale and, like the previous case study, analysed by the Department of Statistics at the University of Pretoria using the SAS statistical package:

- -1 = negative change;
- +1 = positive change;
- 0 = no change.

Table 6.13
Grade 8 teacher quantitative evaluation of YEP (N=5)

No.	Domain	Questions: After the use of YEP...	Mean	Std Dev
6	Cognitive	Learners seem to have become: <ul style="list-style-type: none"> • less thoughtful • more thoughtful • no changes 	1.00	0
8	Cognitive	Learners' information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
4	Social	Learners are able to communicate: <ul style="list-style-type: none"> • worse • better • no changes 	1.00	0
5	Social	Learners have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes 	1.00	0
9	Social	Learners express their opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes 	1.00	0
10	Social	Learners have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes 	1.00	0
11	Social	Learners have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes 	1.00	0
3	Moral	Learners demonstrated: <ul style="list-style-type: none"> • less discipline • more discipline • no changes 	1.00	0
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
12	Moral	Learners show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes 	1.00	0

All five teachers indicated an improvement in the behaviour of the learners in the three tested domains. The response of the teachers points to their confidence in YEP in effecting positive change in their learners.

Table 6.14
Grade 8 Summary of Grade 8 teacher quantitative evaluation of YEP (N=5)

Domain	Mean (out of 1.00)	Std. deviation
Cognitive	1.00	0
Social	1.00	0
Moral	1.00	0

6.4.5.3 qualitative results

The five teachers made the following positive comments:

- It was a great success.
- Mutual relationships were created between students and educators.
- The programme must continue.
- It is a good programme.
- It helps students to get to know who they are.
- It helps the students to solve their problems.
- The students' confidence has increased.
- They are tolerant and respectful to others as well as authoritative figures.
- It has made a lot of difference in the way that the students are more honest about their problems. Fear and guilt have been removed from their hearts. Now they can speak up.
- They have learned life skills.
- The programme has neutralised the routine of formal subjects.
- The students understand the facilitator. The facilitator leads by example. We think our learners will follow the good example he is setting.

According to these remarks, it seems that YEP's influence on the learners has also affected the relationship between the learners and the educators in this school.

It is worth noting that the teachers' comments on the development of problem-solving skills is supported by the qualitative and quantitative findings from the Student Evaluation Questionnaire as discussed in sections 6.4.3.2 and 6.4.3.3.

The teachers also recorded the following negative comments:

- The programme discourages other subjects because learners enjoy YEP. YEP is enjoyed more than the other subjects.
- Some are passive and don't participate.
- We are not sure we will have the programme annually, which is our urgent wish.

These "negative" comments actually indicate problems in areas other than YEP itself.

6.4.6 Facilitator's account of the facilitation of YEP

Since the facilitator of YEP in this school was a youth himself, it was interesting to explore how the programme and the process of facilitation might have affected him. The facilitator was asked to write a page about what YEP and the process of facilitating had meant to him. He wrote the following about his eight months of work with YEP:

YEP changed a lot of aspects of my life – for instance, the way I interact, socialise and the way I express myself. I used to be a conservative person and also liked to isolate myself from others. Communication was a major problem for me. The problem was that I naturally stutter, which means when I talk I have to breathe deep. This made the listener laugh at me. When they laugh I get emotional and cry, which brought insecurity and a lack of confidence in me.... A person could say I was socially inactive and the worst thing is

that I told myself that I am better off without friends, which made everything worse.

All that changed after YEP. I was exposed to a situation where I have to talk, explain and also to interact with the learners, staff and everyone I met. The best thing I learned from the programme is that you have to be involved mentally and emotionally, without being dragged into someone else's problems. That made me develop a sense of identity. I realised that I wasn't the only one with the problem of being insecure. Many people have relatively the same problem.

Physically YEP changed me in the way that I didn't expect. Now I know how to control my breathing, maintain eye contact, make convincing good gestures and also how to use body language.

Due to the tremendous effect that YEP had in my life, I honestly really can't think of any [negative aspects].

The effect of facilitation of YEP for this young facilitator was that he himself changed greatly through the process of facilitation. A youth who had shown signs of boredom and distraction during the facilitator's training course and in many ways acted like his own learners, changed and grew to a different level of understanding about himself and others. In his own words he "developed a sense of identity" and self-confidence, helping him to help his learners emotionally and mentally without being overwhelmed by their problems.

6.4.7 Outcome of Case Study 2

- Multiple respondents and multiple questionnaires were used in Case Study 2. The three categories of respondents – the learners, the facilitator, and the teachers from this high school – quantitatively and qualitatively evaluated the effect of YEP on the behaviour of the learners.
- The result of the triangulation – comparison of the responses of the three categories of respondents – demonstrates the positive response of all three towards the programme in respect of its social, moral, and cognitive effect.

- The qualitative data confirms the quantitative results. This shows that the theoretical and methodological approaches of YEP were effective and that the programme was suitable for its target group – 45 learners said the programme had been useful to them and 26 said that it had helped to broaden their view of life.
- On the other hand, the negative comments of the learners show that at times the programme can become monotonous for the learners and there is a need for some kind of innovation to be added to the programme. This finding is in line with the concept of *powerful learning* discussed under the principles of multi-domain teaching (see Chapter 4, section 4.5) – that diversity in teaching strategies makes learning more interesting and effective.
- The educators of the participating learners in this school found the programme very effective. Their comments provided an insight into the kind of behavioural changes that they observed among the learners – for example, life skills, respect and tolerance.
- However, the most notable yet unexpected effect of YEP was on the volunteer youth who facilitated the programme. The way the young facilitator explained his experience with YEP indicates a personal transformation in his attitude.

YEP Gardening Group



6.5 Case Study 3: School B

6.5.1 General information

- **Place:** a secondary school in Limpopo province
- **Location of institution:** semi-urban
- **Size of institution:** 680 learners
- **Condition of institution:** The school was in poor physical condition. Some of the learners were suffering from alcohol and drug abuse, and had a low interest in education.
- **When:** 2001
- **Subjects:** 51 Grade 11 learners
- **Age of subjects:** 17 to 25
- **Ethnic group:** a mixture of Northern Sotho, Zulu, Tsonga
- **Social and economic background:** lower-middle class
- **Facilitator:** a 26-year-old matriculated volunteer trained in YEP, who had also received pre-YEP training. He has good interpersonal skills and is a good leader. He is from a Tswana background. As far as language skills is concerned, he had problems expressing himself in English, especially in writing.
- **Implementation period:** approximately seven months, two to three hours a week during the Guidance class

6.5.2 Implementation method

The lessons started with the setting and discussion of YEP ground rules and with role-play. After a few lessons consolidating the importance of the rules, the learners were divided into groups of four to five persons, and each group was given a copy of the YEP manual. The groups then worked through the questions in the lessons independently, with some guidelines given to them by the facilitator. All groups did the same questions simultaneously. After the group discussions, the whole class listened to the report-back of the groups, and added to the reports where appropriate. They then referred to Section C of the module,

freely reading and discussing the quotations. The facilitator utilised fixed small groups.

6.5.3 Student evaluation of YEP

6.5.3.1 structure of the questionnaire

The questionnaire used in Case Study 2 was improved and modified. The new questionnaire – Student Evaluation of YEP Version 3 – (Appendix 6) consisted of 24 closed questions and one open-ended question. The questions concentrated on cognitive, moral and social behaviour. Ten of these questions were identical to questions in the Facilitator Evaluation of YEP and the Teacher Evaluation of YEP. Therefore, although the learners had answered all the questions, in order to be consistent and to be able to compare the results of the three questionnaires, it was decided to exclude the additional questions from the analysis.

Fifty-one Grade 11 learners completed this questionnaire.

6.5.3.2 quantitative results

Table 6.15 reflects the quantitative evaluation by learners of the effect of YEP on their behaviour. Respondents had the opportunity to assign a negative score (-1) to the questions if they noticed negative changes or a neutral score (0) if they thought no changes had taken place. The responses were coded on the following scale, and the data were analysed by the Department of Statistics, University of Pretoria, using the SAS statistical package:

- -1 = negative change;
- +1 = positive change;
- 0 = no change;
- not applicable.

Table 6.15 Grade 11 student quantitative evaluation of YEP (N=51)

No.	Domain	Questions: After the use of YEP...	Mean	Std Dev
6	Cognitive	I have become: <ul style="list-style-type: none"> • less reflective/thoughtful • more reflective/thoughtful • no changes • not applicable 	0.86	0.49
8	Cognitive	My information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes • not applicable 	0.94	0.31
4	Social	I have become: <ul style="list-style-type: none"> • a worse communicator • a better communicator • no changes • not applicable 	0.86	0.49
5	Social	I have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes • not applicable 	0.90	0.41
9	Social	I express my opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes • not applicable 	0.82	0.55
10	Social	I have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes • not applicable 	0.80	0.60
11	Social	I have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes • not applicable 	0.74	0.66
3	Moral	I have become: <ul style="list-style-type: none"> • less disciplined • more disciplined • no changes • not applicable 	0.90	0.41
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes • not applicable 	0.92	0.39
12	Moral	I show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes • not applicable 	0.75	0.66

In spite of the fact that learners could give negative scores to the questions, none of the questions received a mean lower than 0.74, which shows a relatively high regard for the programme. Learners in this group noted the greatest effect to be on their knowledge of social issues (Q. 8), followed by improvement in their behaviour (Q. 7).

The last question in this questionnaire (Q. 24) asked about the learners’ opinion of the usefulness of YEP. They could choose an answer from four options:

- A: not useful;
- B: a little useful;
- C: useful;
- D: very useful.

Table 6.16
Summary of Grade 11 student responses to “We found YEP...” (N=51)

Option	We found YEP...	Number of Responses
A	Not useful	2
B	A little useful	2
C	Useful	16
D	Very useful	31

A significant number of the learners – 47 out of 51 learners (92%) – found the programme either useful or very useful. Thus, most of the learners in this case study found the programme holistically effective and useful.

Table 6.17 summarises the quantitative evaluation by the learners about the effect of YEP on the three domains.

Table 6.17
Summary of Grade 11 student quantitative evaluation of YEP (N=51)

Domain	Mean (out of 1.00)	Std. Deviation
Cognitive	0.90	0.28
Social	0.83	0.26
Moral	0.85	0.29

The learners in this case study gave a positive evaluation of YEP and its effect on the three domains, as the table above shows. As in the previous two case studies, the learners in this case found that the programme was most effective in the cognitive domain.

6.5.3.3 qualitative results

Learners were asked to write comments about YEP in response to the question, “I have the following additional comments to make about the YEP intervention programme.” Their comments are summarised in Table 6.18.

It is interesting to note that no learner in this case study made a negative comment about the programme. Moreover, a noticeable number of the learners indicated that YEP helped them to develop certain virtues – for example, honesty, discipline, co-operation, and better behaviour – and a few found the effect of YEP to be significant to them (noted under Interesting Comments in Table 6.18).

Table 6.18
Summary of Grade 11 student comments about YEP (N=51)

Positive Comments	Number of Responses
It is good and useful to me.	11
I learnt a lot.	9
Changes for better behaviour.	9
It taught respect for adults and others.	8
I enjoy it.	7
It is good for solving the problems of youth.	6
Gives guidance for the future.	6
Must continue.	4
Teaches us about life.	4
Teaches us about our rights.	4
I've become honest and faithful.	4
Improves discipline.	3
We have become co-operative and caring.	3
We have become free to express ourselves and communicate.	3
We were taught skills such as note- taking and listening.	3
Should expand to primary schools and rural areas.	3
No comments	2
Irrelevant comment	1
Suggestions: Add information for choosing a career.	1
Interesting comments: <ul style="list-style-type: none"> • Teaches me everything I need to know. • Train more YEP instructors please! • Love it! • Improves schoolwork. Improves performance in other subjects • I feel responsible for everything. I can face my problems like a man! YEP changed my life. I can help others. • I have decided to help my classmates. • Has changed us. • Without YEP, no discipline. • All students should learn it. 	

6.5.4 Facilitator evaluation of YEP

6.5.4.1 structure of the questionnaire

The facilitator of YEP in this school completed the same questionnaire as the one completed by the facilitators in the previous two case studies.

6.5.4.2 quantitative results

The facilitator in this case study indicated a positive response to all the questions in the Facilitator Evaluation of YEP questionnaire (see Tables 6.19 and 6.20). The responses were coded on the following scale:

- -1 = negative change;
- +1 = positive change;
- 0 = no change.

Not only did the facilitator not assign any negative value to the questions, he gave full scores to all the questions (see Table 6.20).

6.5.4.3 qualitative results

This facilitator wrote the following evaluative comments about YEP:

The programme is good enough to awake learners from their slumber, restructuring their character and finally bringing them to focus on real life issues and purposes.

To reach and address a complete goal, theory needs to be translated to practicality.

The comment of this facilitator indicates that in his opinion the programme is good but should be followed by practical activities that keep the learners positively active.

Table 6.19
Grade 11 facilitator quantitative evaluation of YEP (N=1)

No.	Domain	Questions: After the use of YEP...	Mean	Std Dev
6	Cognitive	Learners seem to have become: <ul style="list-style-type: none"> • less thoughtful • more thoughtful • no changes 	1.00	0
8	Cognitive	Learners' information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
4	Social	Learners are able to communicate: <ul style="list-style-type: none"> • worse • better • no changes 	1.00	0
5	Social	Learners have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes 	1.00	0
9	Social	Learners express their opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes 	1.00	0
10	Social	Learners have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes 	1.00	0
11	Social	Learners have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes 	1.00	0
3	Moral	Learners demonstrated: <ul style="list-style-type: none"> • less discipline • more discipline • no changes 	1.00	0
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
12	Moral	Learners show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes 	1.00	0

Table 6.20
Summary of Grade 11 facilitator quantitative evaluation of YEP (N=1)

Domain	Mean (out of 1.00)	Std. deviation
Cognitive	1.00	0
Social	1.00	0
Moral	1.00	0

6.5.5 Teacher evaluation of YEP

6.5.5.1 structure of the questionnaire

Twenty-three teachers completed the Teacher Evaluation of YEP questionnaire. The questionnaire and the scale were the same as those completed by the facilitator and the learners. Therefore, the same procedures were used to analyse the data. It must be noted that YEP had been introduced in this school more than one and half years prior to this evaluation, and most of the teachers were familiar with the programme. The questionnaire was identical to the one used in Case Study 2, and therefore will not be explained again here.

6.5.5.2 quantitative results

The questionnaire was completed by 23 out of 34 teachers working at this school. The rest of the teachers either did not return the questionnaire or were not present at the school at the time the questionnaire was distributed. The results of the quantitative evaluation of YEP by the teachers are reflected in Tables 6.21 and 6.22. The questionnaire used the following scale:

- -1 = negative change;
- +1 = positive change;
- 0 = no change.

Table 6.21
Grade 11 teacher quantitative evaluation of YEP (N=23)

No.	Domain	Questions: After the use of YEP...	Mean	Std Dev
6	Cognitive	Learners seem to have become: <ul style="list-style-type: none"> • less thoughtful • more thoughtful • no changes 	0.74	0.54
8	Cognitive	Learners' information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes 	0.91	0.29
4	Social	Learners are able to communicate: <ul style="list-style-type: none"> • worse • better • no changes 	1.00	0
5	Social	Learners have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes 	0.96	0.21
9	Social	Learners express their opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes 	-----	----
10	Social	Learners have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes 	0.91	0.29
11	Social	Learners have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes 	0.96	0.21
3	Moral	Learners demonstrated: <ul style="list-style-type: none"> • less discipline • more discipline • no changes 	0.87	0.46
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
12	Moral	Learners show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes 	0.96	0.21

Some of the teachers misinterpreted question 9. However, after checking their responses against their other answers, and especially their qualitative comments, it was decided to remove this question from the analysis due to contradictions.

It is significant that all 23 teachers believed that YEP had improved the learners' communication skills (Q. 4) and behaviour (Q. 7). This shows that the teachers believed that, in respect of the social and moral domains, YEP yielded fruits in practice.

Table 6.22
Summary of Grade 11 teacher quantitative evaluation of YEP (N=23)

Domain	Mean (out of 1.00)	Std. deviation
Cognitive	0.83	0.32
Social	0.96	0.16
Moral	0.94	0.19

6.5.5.3 qualitative results

The following represents a summary of the positive comments made by the 23 teachers:

- The programme must be continued (x=6).
- The programme is effective and useful (x=4).
- Helped them become more disciplined (x=3).
- They now follow and listen to our guidance (x=2).
- The behaviour of the learners has improved since the programme's introduction (x=2).
- Learners have developed the courage to tell us about their family backgrounds, which affects the learning and teaching situations (x=2).
- It is a very good programme, which had a very good impact on our students. It helped a lot in improving the learner's attitudes towards the educators (x=2).
- Much improvements and changes have occurred (x=1).

- Facilitators of YEP should be permanently employed at this institution (x=1).
- Many learners have developed confidence (x=1).
- Learners accept and understand the individuals within their groups better (x=1).
- They (learners) have become more co-operative (x=1).
- They are eager to learn (x=1).
- I think if they could be taught more, or rather have more time for this programme, we could have amazing children. They will improve in different aspects of life (x=1).
- Helps students to understand things the way they are (x=1).
- Since the introduction of YEP, the behaviour of the students has changed. They show a sense of commitment towards their studies and preparing for their future. I think their social and moral behaviour will change day by day (x=1).
- It is encouraging to see learners communicating the way they do recently (x=1).
- They have started to co-operate. We no longer have to chase them to class (x=1).
- Since the introduction of YEP, there has been great changes in the learners behaviour towards learning (x=1).
- It was a wonderful project, which I hope will continue. It should also look at children participating in sports, as well as their home backgrounds (x=1).
- Improves the moral aspects of the learners (x=1).
- YEP students are growing a vegetable garden in the school for the first time and they can sell the vegetables to raise funds for the school (x=1).

Four teachers made no positive comment.

The above comments show that the teachers believe that the YEP intervention programme brought visible improvement to the attitude of learners towards schooling and education in the school. This kind of effect was not anticipated at the time of implementing YEP. Teachers even went to the extent of suggesting

that the youth facilitator be permanently employed in the school, which points to the effectiveness of the young facilitator.

As for negative comments, 15 out of 23 teachers did not write any comments in this category. The eight teachers who responded made the following comments:

- The same information is given as received in the assembly (x=1).
- A few learners show withdrawal signs (x=1).
- Learners mostly come from poor social-economic backgrounds and therefore find it difficult to change their own situation (x=1).
- Needs more time to reach its goals (x=1).
- Educators, parents and the community should get involved (x=1).
- Not all have changed (x=1).
- Some still need motivation (x=1).
- The whole school should receive it (x=3).

Analysing the above comments, one notices that most of them are not really negative, but that they explain the situation of the learners in the school. The last comment is actually very positive.

6.5.6 Facilitator's account of the facilitation of YEP

The following is what the facilitator at School B wrote about his two years of experience with facilitating YEP:

In my two years of experience with YEP I've realised some kind of expansion and transformation in my entire life.

As a full-time facilitator I was fortunate enough to learn in the process of teaching; the more I ... teach, the greater my learning and expansion. My language has improved, meaning communication skills as well as the art of writing, creating learning programmes; coming-up with matured solutions to those critical problems and difficulties than any other time before I came in contact with YEP. ...

I feel (more) educated than ever before, although I'm in no possession of a university or technicon qualification. ...

The spiritual section of this curriculum is the most effective part of the programme. Believe me, then, I am saying this from experience. For more than eight months I've been teaching social themes such as Relationships, Self-discipline, etc. [Today we dealt with the theme of] Immortality of the Soul; each class had only 30 minutes or less; for such a limited period of time students were acting different than before – full of life and spiritual joy. I know it may make no sense or meaning to others as they hear or study this report; but this is the only truth. Spiritual education has contributed a lot in my life and to those of my students.

I have nothing negative to say about YEP; this is the best it has done to me and to the rest of my school. Honestly speaking, this is the best.

The comments of this young facilitator indicate that he found the experience of facilitating YEP rewarding. Evidence of this claim is that his communication skills, both verbal and written, improved notably. The school authorities were very happy with him and intended to keep him in their school. In fact, due to his efforts and the effect of YEP on the learners in this school, YEP was introduced in the two other high schools in the same area. These schools appear in Case Studies 4 and 5 of this study.

6.5.7 Additional information about Case Study 3

During 2001, one group of YEP learners – inspired by the YEP lessons and under the guidance of their facilitator – started a vegetable garden and have been looking after it since then. Some other YEP learners began a dance group that performs educational dances in the neighbouring schools on AIDS, substance abuse and racism. Some YEP learners from the other two high schools in the area have joined them. (See pictures on pages 178 and 193.)

YEP Dance Group



6.5.8 Outcome of Case Study 3

The data collected from the three questionnaires are triangulated in Table 6.23. This table compares the responses of the learners, teachers and the facilitator to the same questions.

Analysis of the data shows the following:

- The cognitive, social and moral domains of the learners have been positively affected.
- The most effective role of YEP has been in improving behaviour (Question. 7).
- According to the teachers, not only has the programme improved the learners individually but it has also improved the relationship between the learners and the teachers, as well as the general learning atmosphere in the school.

Table 6.23
Comparison of Grade 11 student, teacher and facilitator quantitative evaluations of YEP

No.	Domain	Main topic of the questions	Mean Students (N = 51)	Mean Teachers (N = 23)	Mean Facilitator (N = 1)
6	Cognitive	Thoughtfulness.	0.86	0.74	1.00
8	Cognitive	Information about social issues	0.94	0.91	1.00
4	Social	Communication	0.86	1.00	1.00
5	Social	Co-operation	0.90	0.96	1.00
9	Social	Expressing opinion freely	0.82	-----	1.00
10	Social	Friendliness	0.80	0.91	1.00
11	Social	Self-confidence	0.74	0.96	1.00
3	Moral	Discipline	0.90	0.87	1.00
7	Moral	Behaviour	0.92	1.00	1.00
12	Moral	Tolerance towards others	0.75	0.96	1.00

YEP has been running in this school since 1999. It has grown from theoretical lessons inside the classroom into practical activities outside the classroom. The principal of the school has requested the continuation of the programme in his school. (Appendix 11)

6.6 Case Study 4: School C

6.6.1 General information

- **Place:** a secondary school in Limpopo province
- **Location of institution:** semi-urban
- **Size of institution:** 820 learners
- **Condition of institution:** not in very good condition physically. The school has problems of alcohol and drug abuse and a general lack of discipline.
- **When:** 2001
- **Subjects:** 110 Grade 10 learners
- **Age of subjects:** 15 to 20
- **Ethnic group:** a mixture of Northern Sotho, Zulu, and Tsonga
- **Social and economic background:** lower-middle class
- **Facilitator:** the same facilitator as in Case Study 3, therefore no description of him is provided here.
- **Implementation period:** about seven months, two to three hours a week during Guidance class

6.6.2 Implementation method

The same qualitative and quantitative measuring instruments that were used in Case Study 3 were used for this case, and the same procedures were followed.

6.6.3 Student evaluation of YEP

6.6.3.1 structure of the questionnaire

The Student Evaluation of YEP questionnaire was the same as the one used in Case Study 3. 110 Grade 10 learners completed this questionnaire.

6.6.3.2 quantitative results

Table 6.24 reflects the learners' evaluation of YEP. The responses were coded and computed in the same way as in Case Study 3:

- -1 = negative change;
- +1 = positive change;
- 0 = no change;
- not applicable.

As one can see, the learners believed that YEP affected them in all three domains of learning, but that the most significant effect was on their behaviour (Q.7).

See Table 6.25 for a summary of learner responses regarding the usefulness of YEP. Of the 110 learners, 104 (94.5%) found the programme to be useful, which means that a significant percentage of the learners viewed YEP as a relevant programme for youth.

Table 6.24 Grade 10 student quantitative evaluation of YEP (N=110)

No.	Domain	Questions: After the use of YEP...	Mean	Std Dev
6	Cognitive	I have become: <ul style="list-style-type: none"> • less reflective/thoughtful • more reflective/thoughtful • no changes • not applicable 	0.70	0.69
8	Cognitive	My information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes • not applicable 	0.78	0.61
4	Social	I have become: <ul style="list-style-type: none"> • a worse communicator • a better communicator • no changes • not applicable 	0.91	0.37
5	Social	I have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes • not applicable 	0.84	0.50
9	Social	I express my opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes • not applicable 	0.60	0.79
10	Social	I have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes • not applicable 	0.60	0.79
11	Social	I have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes • not applicable 	0.81	0.55
3	Moral	I have become: <ul style="list-style-type: none"> • less disciplined • more disciplined • no changes • not applicable 	0.79	0.56
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes • not applicable 	0.98	0.19
12	Moral	I show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes • not applicable 	0.66	0.72

Table 6.25
Summary of Grade 10 student responses to “We found YEP...” (N=110)

Option	We found YEP...	No. of Responses
A	Not useful	4
B	A little useful	2
C	Useful	48
D	Very useful	56

Table 6.26 summarises the learners’ quantitative evaluation of YEP. In this school, learners found that YEP influenced their moral behaviour more than the other domains.

Table 6.26
Summary of Grade 10 student quantitative evaluation of YEP (N=110)

Domain	Mean (out of 1.00)	Std. deviation
Cognitive	0.75	0.46
Social	0.75	0.37
Moral	0.82	0.33

6.6.3.3 qualitative results

Learners were asked to write open comments about YEP. Their positive comments are summarised in Table 6.27.

On the whole, the comments made by the learners in this case study confirm the quantitative results – YEP had been most effective in improving their moral behaviour – caring (23), good behaviour (21), and respect and trust (27) (see Table 6.27).

Table 6.27
Summary of Grade 10 student positive comments about YEP (N=110)

Positive Comments	Number of Responses
It is good/useful/great.	30
It taught us to respect and trust each other.	27
It brought us together in the sense that we are more caring, friendly and sensitive towards each other.	23
Taught us morals and good behaviour.	21
Gives and teaches guidance for a better life.	15
Improved our communication skills as well as our English.	10
It must continue.	9
Helps to solve our problems.	9
Since the introduction of the programme people have changed for the better.	13
Taught me many new things.	7
It is a very important programme.	6
I am more tolerant.	5
I've gained confidence. I now love and believe in myself.	4
I've learned to discipline myself.	4
I can express myself freely.	4
I have become honest.	4
I've come to understand and know myself.	3
Have become reflective.	3
The most important programme in my life.	2
I have learned how to take care of myself and my loved ones.	2
No comment	17
Irrelevant	5
Suggestions: Provide more copies of manual.	5

Interesting comments:

I as a South African youth appreciate the steps that are taken by this Programme to transform South African youth from what it is to what it could be. I would love to encourage YEP to keep up the good work. With you South Africa can be a better place to live.

My comment on this programme is that it is a good teaching programme for youth. It has taught me things I never knew, like discipline. If you don't know what discipline is, you can't have discipline and your behaviour towards others will be bad. I have become a better problem solver. I respect others and have tolerance toward other cultures.

YEP is very important and helps many people. I don't know where people would be without it. We don't learn much in school, but in YEP we learn a lot.

6.6.4 Facilitator evaluation of YEP

The facilitator in this school was the same person as the facilitator in Case Study 3. He completed no additional Facilitator Evaluation Questionnaire for this case.

6.6.5 Teacher evaluation of YEP

6.6.5.1 structure of the questionnaire

Thirteen teachers completed the questionnaire. The questions and the scales were the same as Case Study 3.

6.6.5.2 quantitative results

The quantitative evaluation of YEP by teachers is reflected in Table 6.28. The responses were coded on the following scale:

- -1 = negative change;
- +1 = positive change;
- 0 = no change.

The data show that all of the teachers believed that learners became more thoughtful (Q. 1), improved in behaviour (Q. 7), and in co-operation, friendliness, and self-confidence (Q. 5, 10, 11). Each of these categories belongs to a different domain (see Table 6.29).

Table 6.28
Grade 10 teacher quantitative evaluation of YEP (N=13)

No	Domain	Questions: “After the use of YEP...”	Mean	Std. Dev.
6	Cognitive	Learners seem to have become: <ul style="list-style-type: none"> • less thoughtful • more thoughtful • no changes 	1.00	0
8	Cognitive	Learners’ information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes 	0.92	0.28
4	Social	Learners are able to communicate: <ul style="list-style-type: none"> • worse • better • no changes 	0.85	0.55
5	Social	Learners have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes 	1.00	0
9	Social	Learners express their opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes 	0.85	0.55
10	Social	Learners have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes 	1.00	0
11	Social	Learners have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes 	1.00	0
3	Moral	Learners demonstrated: <ul style="list-style-type: none"> • less discipline • more discipline • no changes 	0.69	0.75
7	Moral	Learners’ behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
12	Moral	Learners show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes 	0.92	0.28

Table 6.29

Summary of Grade 10 teacher quantitative evaluation of YEP (N=13)

Domain	Mean (out of 1.00)	Std. Deviation
Cognitive	0.96	0.14
Social	0.94	0.15
Moral	0.87	0.32

6.6.5.3 qualitative results

The following comments are a summary of the positive evaluative comments made by the teachers:

- Students are motivated.
- They have picked up life skills.
- It changed learners' attitudes and behaviour towards education.
- Some who were negative at first are changing for the better.
- The programme helped a lot.
- The relationship between the teachers and students has improved.
- Students are more positive towards their studies. They are encouraged.
- Student attendance has improved. Let YEP be continued.
- The programme has improved the communications between teachers and learners. Above all, learners' confidence and attitude towards learning has improved. School attendance, too.
- Students are co-operative.
- The programme has enriched our lives as well as our students a lot.
- The programme is an eye-opener and should continue.
- Behavioural problems have decreased.
- It is a very good programme. Learners are improving on a daily basis.
- Learners are more co-operative, friendly and supportive.

According to these teachers, the effect of the programme has, on the one hand, been on the learners' personal development and on the other on their attitude

towards schooling and their relationship with their educators. This effect had not been anticipated at the time of designing YEP.

Eight out of 13 teachers had no negative comments. The rest made the following comments:

- Only two grades follow the programme.
- There is a need for more facilitators.
- It only concentrates on a small number of learners.
- The time allocated is insufficient.
- Some teachers were not properly informed about it.

The above comments show that in fact the teachers did not find fault with the programme; rather they wanted it to be implemented in more classes.

6.6.6 Facilitator's account of the facilitation of YEP

Since the facilitator of this case study was the same as in Case Study 3, no personal account for this case study will be provided.

6.6.7 Outcome of Case Study 4

A comparison of the quantitative and qualitative responses of learners, teachers and the facilitator (see Table 6.30) shows that:

- All three groups of respondents agree that there has been some improvement in the learners in the three domains of learning.
- There has been definite improvement in the behaviour of the learners (Question 7). The qualitative comments of the teachers, the learners and the facilitator support the results of the quantitative research. This indicates that the principles, methodologies and design strategies that were adopted in YEP to promote moral and spiritual progress have successfully been implemented in this case study.

Table 6.30
Comparison of Grade 10 student, teacher and facilitator quantitative evaluations of YEP

No	Domain	Main topic in the question Positive effect on:	Mean		
			Students N=110	Teachers N=13	Facilitator N=1
6	Cognitive	Thoughtfulness.	0.70	1.00	1.00
8	Cognitive	Information about social issues	0.78	0.92	1.00
4	Social	Communication	0.91	0.85	1.00
5	Social	Co-operation	0.84	1.00	1.00
9	Social	Expressing opinion	0.60	0.85	1.00
10	Social	Friendliness	0.60	1.00	1.00
11	Social	Self-confidence	0.81	1.00	1.00
3	Moral	Discipline	0.79	0.69	1.00
7	Moral	Behaviour	0.98	1.00	1.00
12	Moral	Tolerance towards others	0.66	0.92	1.00

6.7 Case Study 5: School D

6.7.1 General information

- **Place:** middle school in Limpopo province
- **Location of institution:** semi-urban
- **Size of institution:** 700 learners
- **Condition of institution:** very poor physical condition; general lack of discipline
- **When:** 2001
- **Subjects:** 100 Grade 9 learners
- **Age of subjects:** 15 to 17
- **Ethnic group:** a mixture of Northern Sotho, Zulu, Tsonga
- **Social and economic background:** lower-middle class

- **Facilitator:** a 21-year-old matriculated youth. He is also Tswana. He is an ambitious and pleasant youth. He was also trained in the facilitation of YEP and received pre-YEP training.
- **Implementation period:** about seven months, two to three hours a week during Guidance class

6.7.2 Implementation method

The lessons began with setting ground rules, role-play and discussion of YEP rules. After a few lessons consolidating the importance of the rules, the learners were divided into groups of 4 to 5, and each group was given a copy of the YEP manual. The groups then went through the questions on their own with some guidelines given by the facilitator. All groups answered the same questions simultaneously. After the discussions in Section B of the module or theme, the whole class listened to the reports of the groups and added to them when necessary. Eventually the groups referred to the quotations in Section C of the module, and discussed or read them. The facilitator utilised both rotating as well as fixed small groups.

The same qualitative and quantitative measuring instruments and procedures used in Case Studies 3 and 4 were used in this case.

6.7.3 Student evaluation of YEP

6.7.3.1 structure of the questionnaire

The questionnaire was the same as the one used in Case Studies 3 and 4. It was completed by 100 Grade 9 learners.

6.7.3.2 quantitative data

The learners' responses are reflected in Table 6.31.

Table 6.31 Grade 9 student quantitative evaluation of YEP (N=100)

No	Domain	Questions: After the use of YEP...	Mean	Std. Dev.
6	Cognitive	I have become: <ul style="list-style-type: none"> • less reflective/thoughtful • more reflective/thoughtful • no changes • not applicable 	0.69	0.70
8	Cognitive	My information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes • not applicable 	0.88	0.41
4	Social	I have become: <ul style="list-style-type: none"> • a worse communicator • a better communicator • no changes • not applicable 	0.93	0.35
5	Social	I have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes • not applicable 	0.80	0.57
9	Social	I express my opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes • not applicable 	0.65	0.72
10	Social	I have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes • not applicable 	0.65	0.74
11	Social	I have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes • not applicable 	0.81	0.53
3	Moral	I have become: <ul style="list-style-type: none"> • less disciplined • more disciplined • no changes • not applicable 	0.74	0.63
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes • not applicable 	0.96	0.25
12	Moral	I show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes • not applicable 	0.61	0.76

The responses were coded on the following scale:

- -1 = negative change;
- +1 = positive change;
- 0 = no change;
- not applicable.

This group of learners found that YEP affected most on their behaviour (Q. 7).

Some learners misunderstood Question 24 “I found YEP...”. This was clear by the contradictory comments they wrote about the programme for the next question. For this reason, this question was not used in the analysis.

The learners in this case study were more impressed by the effect of YEP on their cognitive learning, as Table 6.32 shows.

Table 6.32
Summary of Grade 9 student quantitative evaluation of YEP (N=100)

Domain	Mean (out of 1.00)	Std. Deviation
Cognitive	0.79	0.42
Social	0.77	0.37
Moral	0.77	0.38

6.7.3.3 qualitative results

Learners were asked to write open comments about YEP. Their positive comments are summarised in Table 6.33.

Table 6.33
Summary of Grade 9 student qualitative evaluation of YEP (N=100)

Positive Comments	Number of Responses
It is good and useful for the youth.	46
It should continue and expand.	27
It is good for me and I feel good about it.	25
YEP is very important to me.	10
Teaches us a lot of things we didn't know before.	10
I have become respectful.	7
YEP is special and it is the best educational programme in school.	7
Communications and co-operation has improved.	6
Taught us about life.	6
Must be introduced to all schools.	3
I have gained more knowledge.	3
I love YEP.	3
It teaches good behaviour.	3
We are more comfortable and happy.	2
Helps reduce addiction.	2
Helps you to know yourself.	2
<p>Interesting comments:</p> <p>I think YEP is a good thing and it should be taught to the youth through out the country.</p> <p>YEP is good for me and should continue. I like and understand the programme. It is so good and special for the youth. It is the best education for youth.</p> <p>I think the programme is very good because it has taught us to talk about things we wouldn't talk about before. It's great.</p> <p>I think YEP is very useful because it teaches us about diseases. YEP teachers are very good.</p>	

None of the 100 learners in this case study made a negative comment about the programme. Most of the learners found YEP useful and liked it – 46 said “useful” and 25 said “feel good about it”.

6.7.4 Facilitator evaluation of YEP

6.7.4.1 structure of the questionnaire

The facilitator in this case study completed the same Facilitator Evaluation questionnaire that was completed by the facilitators in the previous cases.

6.7.4.2 quantitative results

The facilitator indicated improvement in the behaviour of the learners in all domains (see Table 6.34). The responses were coded on the following scale:

- -1 = negative change;
- +1 = positive change;
- 0 = no change.

The facilitator also gave a very positive evaluation of effect of YEP (see Table 6.35).

6.7.4.3 qualitative results

The facilitator's general comments and observations about YEP included the following:

At first the students didn't feel anything at all, but right when we got in the depth of the lesson is when I saw their interest. I personally think it's very effective.

As did the facilitator in the case study 2, this facilitator noted that the programme did not seem to be effective at first but that in due course the picture changed and learners started responding.

Table 6.34
Grade 9 facilitator quantitative evaluation of YEP (N=1)

No	Domain	Questions: After the use of YEP...	Mean	Std. Dev.
6	Cognitive	Learners seem to have become: <ul style="list-style-type: none"> • less thoughtful • more thoughtful • no changes 	1.00	0
8	Cognitive	Learners' information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
4	Social	Learners are able to communicate: <ul style="list-style-type: none"> • worse • better • no changes 	1.00	0
5	Social	Learners have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes 	1.00	0
9	Social	Learners express their opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes 	1.00	0
10	Social	Learners have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes 	1.00	0
11	Social	Learners have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes 	1.00	0
3	Moral	Learners demonstrated: <ul style="list-style-type: none"> • less discipline • more discipline • no changes 	1.00	0
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
12	Moral	Learners show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes 	1.00	0

Table 6.35
Summary of Grade 9 facilitator quantitative evaluation of YEP (N=1)

Domain	Mean (out of 1.00)	Std. deviation
Cognitive	1.00	0
Social	1.00	0
Moral	1.00	0

6.7.5 Teacher evaluation of YEP

6.7.5.1 structure of the questionnaire

Five teachers who taught the same grade in this school completed the same questionnaire as in the last two case studies.

6.7.5.2 quantitative results

Table 6.36 reflects the teachers' evaluation of YEP. The responses were coded on the following scale:

- -1 = negative change;
- +1 = positive change;
- 0 = no change.

Some of the teachers misinterpreted Question 12. After checking their answers with their responses to the other questions as well as to the qualitative comments they made, it was decided not to include this question in the analysis. In the case of Questions 6 and 9, it appeared that some of the teachers misread the question, and for this reason assigned a negative score to them. However, since this mistake could not be proven it was decided to keep the result intact, thus the lower marks for these two questions. Overall, according to these teachers, the programme was effective in the three domains, and was very effective in respect of behaviour (see Tale 6.37).

Table 6.36
Grade 9 teacher quantitative evaluation of YEP (N=5)

No	Domain	Questions: After the use of YEP...	Mean	Std. Dev.
6	Cognitive	Learners seem to have become: <ul style="list-style-type: none"> • less thoughtful • more thoughtful • no changes 	0.60	0.89
8	Cognitive	Learners' information about social issues has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
4	Social	Learners are able to communicate: <ul style="list-style-type: none"> • worse • better • no changes 	1.00	0
5	Social	Learners have become: <ul style="list-style-type: none"> • less co-operative • more co-operative • no changes 	1.00	0
9	Social	Learners express their opinions: <ul style="list-style-type: none"> • less openly • more openly • no changes 	0.60	0.89
10	Social	Learners have become: <ul style="list-style-type: none"> • less friendly • more friendly • no changes 	1.00	0
11	Social	Learners have become: <ul style="list-style-type: none"> • less self-confident • more self-confident • no changes 	1.00	0
3	Moral	Learners demonstrated: <ul style="list-style-type: none"> • less discipline • more discipline • no changes 	1.00	0
7	Moral	Learners' behaviour has: <ul style="list-style-type: none"> • worsened • improved • no changes 	1.00	0
12	Moral	Learners show: <ul style="list-style-type: none"> • less tolerance towards others • more tolerance towards others • no changes 	---	---

Table 6.37
Summary of Grade 9 teacher quantitative evaluation of YEP (N=5)

Domain	Mean (out of 1.00)	Std. Deviation
Cognitive	0.80	0.45
Social	0.92	0.18
Moral	1.00	0

The teachers in this school rated the effect of YEP on the moral learning of the learners the highest.

6.7.5.3 qualitative results

The following list summarises the positive evaluative comments made by the five teachers about YEP:

- Learners are more focused on their studies.
- We are experiencing a decrease in fights among students.
- We wish for the programme to continue from primary phase through to secondary phase.
- I appreciate the guidance the programme has given to us. There is a big change among our students, and they are less noisy.
- Learners are more disciplined and attentive than before.
- It was really an enriching programme. Learners enjoyed it and were able to participate.
- YEP really lives up to its name.
- The programme has helped those who lack self-esteem to become confident.
- This programme is necessary for our learners, and I definitely recommend it. It should be implemented in every grade.

In short, the teachers in this case study were of the opinion that since YEP began some of their learners were more disciplined; they recommended that it be implemented in the whole school.

The following negative comments were made:

- The time allocated is insufficient.
- It should start and be implemented at lower grades.
- Sometimes the students were negative towards the tutor. It took time for them to get used to the tutor.
- Learners were not at ease at first and had to be motivated.

These negative comments in fact are not really negative, but give suggestions about the implementation of the programme.

6.7.6 Facilitator account of the facilitation of YEP

The youth facilitator of YEP in this school wrote the following comments about his experience while teaching YEP:

It meant a lot to me and gave me the courage to face other people and the confidence to face the problems all by myself and to solve. It was more challenging to me than any other thing in my life; there are challenging aspects [in life] but not as challenging as this one.

As I was in [the learners'] age group they felt more open than when they were with their teachers. The negative thing was that when sometimes I talk freely with them they ended up pulling wrong strings, meaning they were sometimes rude towards me... Sometimes I felt I was not meant to be there; they were putting me in the kind of pressure that I thought I should go back home, but at the end of the day, I managed to pull myself up and acted like a teacher.

The young facilitator of this case study initially felt challenged by the learners and the task at hand. However, later he was able to cope and rise to the occasion. What is also interesting from his remarks is that he found himself facilitating to his peers, and that they felt more open to him than they would with their regular teachers. This is an interesting finding and worth further investigation as to how peer facilitation could be used for more effective learning and teaching.

6.7.7 Outcome of Case Study 5

The qualitative and the quantitative evaluation of YEP by the three groups of respondents in this case study – learners, teachers and the facilitator – indicate the positive effect of YEP on the behaviour of the learners. Table 6.38 compares the responses of the three groups regarding the effect of YEP on the behaviour of the learners in the three domains.

Table 6.38
Comparison of the Grade 9 student, teacher and facilitator quantitative evaluations of YEP

No	Domain	Main Topic of the Question	Mean		
			Students (N= 100)	Teachers (N= 5)	Facilitator (N=1)
6	Cognitive	Thoughtfulness	0.69	0.60	1.00
8	Cognitive	Information about social issues	0.88	1.00	1.00
4	Social	Communication	0.93	1.00	1.00
5	Social	Co-operation	0.80	1.00	1.00
9	Social	Expressing opinion	0.65	0.60	1.00
10	Social	Friendliness	0.65	1.00	1.00
11	Social	Self-confidence	0.81	1.00	1.00
3	Moral	Discipline	0.74	1.00	1.00
7	Moral	Behaviour	0.96	1.00	1.00
12	Moral	Tolerance towards others	0.61	---	1.00

The triangulation of the quantitative data shows that:

- The three sets of data collected from the three groups of respondents support each other.
- The three sets of data confirm that there has been a positive influence by the YEP intervention on the cognitive, social, and moral behaviour of the learners.

- The data from the three groups of respondents indicate that the influence has been strongest in the area of moral behaviour.

6.8 Comparison of results from Case Studies 3, 4 and 5

The last three case studies followed the same implementation procedures and the three groups of respondents completed the same research questionnaires. Therefore, the data from the last three cases may be combined and treated as one case study, as is reflected in Table 6.39.

Table 6.39
Presentation of combined student, teacher and facilitator quantitative evaluations of YEP in case studies 3, 4 and 5

No	Domain	Subject of Questions	Students (N=261)		Teachers (N=41)		Facilitator (N=2)	
			Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
6	Cognitive	Thoughtfulness	0.73	0.66	0.80	0.51	1.00	0
8	Cognitive	Information about social issues	0.85	0.50	0.93	0.26	1.00	0
4	Social	Communication	0.91	0.39	0.95	0.32	1.00	0
5	Social	Co-operation	0.84	0.51	0.98	0.16	1.00	0
9	Social	Expressing opinion	0.66	0.73	0.78	0.65	1.00	0
10	Social	Friendliness	0.66	0.74	0.95	0.22	1.00	0
11	Social	Self-confidence	0.80	0.56	0.98	0.16	1.00	0
3	Moral	Discipline	0.79	0.57	0.83	0.54	1.00	0
7	Moral	Behaviour	0.96	0.26	1.00	0	1.00	0
12	Moral	Tolerance towards others	0.66	0.72	0.94	0.23	1.00	0

According to the 261 learners in the three schools, the highest effect of the programme was the improvement of moral behaviour. A similar pattern is visible in the data from the teachers. In all three cases, the facilitators gave a very positive assessment of the programme. (See Table 6.40.)

Table 6.40
Summary of comparison of total student, teacher and facilitator quantitative evaluations of YEP in case studies 3, 4 and 5

Domain	Students N=261		Teachers N=41		Facilitators N=3	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Cognitive	0.79	0.42	0.87	0.30	1.00	0
Social	0.78	0.35	0.95	0.16	1.00	0
Moral	0.80	0.34	0.93	0.23	1.00	0

The comparison of the effect of YEP on the three domains in Case Studies 3, 4 and 5 is shown in Figure 6.1.

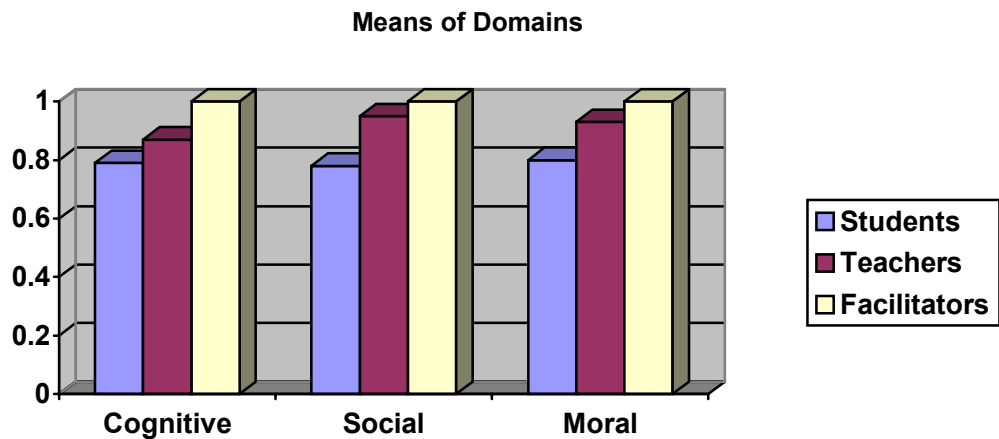


Figure 6.1
Comparative presentation of the influence of YEP on the cognitive, social and moral behaviour of students in case studies 3, 4 and 5 combined

The evaluative scores given by the three respondents are close to each other and overall are very positive (the lowest score given by the learners is 78, in the social domain). According to these respondents, the greatest influence has been on moral behaviour (learners: 0.95; facilitators: 1.00; teachers: 1.00). However, overall the teachers and the facilitators gave higher scores to the programme than the learners did.

During 2002, the principals of schools B, C and D requested the NGO in charge of YEP to continue the intervention in their schools (Appendices 12 and 13). They went to the extent of contacting the district education office to inform them of their intention to adopt YEP. Subsequently, the three schools, in conjunction with some stakeholders in the community and the district office, held a gathering and formally launched the adoption of YEP in their schools (20 September 2002). In an interview with the local newspaper the principle of the hosting school praised the programme saying, *“This is a very good project, which has brought some changes to the learners”* (see Appendix 14).

6.9 Facilitators’ evaluation of the YEP curriculum

Section B of the Facilitator Evaluation of YEP questionnaire concentrated on an evaluation of YEP as a curriculum. This was included in order to gain insight about the holistic evaluation of YEP as a curriculum. The four facilitators who participated in the five case studies completed this section of the questionnaire according to the following scale:

- 1 = poor;
- 2 = average;
- 3 = good;
- 4 = very good.

The summary of their evaluation is reflected in Table 6.41.

Table 6.41
Summary of facilitators’ evaluation of YEP curriculum (N=4)

Question	Mean
How do you find the quality of the programme material?	3
How do you find the structure of the programme material?	3.75
Do the students find the issues discussed relevant?	3.75
The general response of students to the questions	3.25
Do you find the approach used in the programme – i.e. questions followed by quotations – effective?	3.5
Do you think the programme has achieved its objectives – i.e. improvement of moral, social and cognitive skills?	3.75
Which part of the lesson/module was more interesting for students?	
Discussing the questions	3 facilitators
Discussing the quotations	1 facilitator, both A and B

According to the four facilitators, the programme has achieved its objectives (3.75 out of 4.00), and learners find the structure and the content of YEP relevant (3.75). Regarding the three sections of the themes, three facilitators thought that the questions (Section A of the themes) were more interesting for the learners than the quotations (Section C of the themes); one facilitator thought that both were interesting to the learners.

6.10 Summary of findings

The initial purpose of the empirical study was to find out if the YEP intervention had made any difference to the general behaviour of the learners in the cognitive, social and moral domains. Since there was no way to anticipate which aspect of the domains would be affected, a variety of dimensions of behaviour in each domain were included in the various questionnaires. Analysing and synthesising the results of the data collected from the five case studies two sets of outcomes emerged. These concerned the:

- general influence of YEP; and the
- specific influence of YEP.

Therefore, the summary of the findings from the five case studies in each of the three domains will be reviewed according to these two categories.

6.10.1 Influence of YEP on cognitive behaviour

6.10.1.1 general influence

The influence of YEP on the cognitive behaviour of secondary school learners is summarised and interpreted below. Results from Case Studies 1 and 2 are presented independently, while results from Case Studies 3, 4 and 5 are combined. This is because different research instruments were used in the first three case studies.

- **Case Study 1**

It is not entirely possible to compare scores of the learners and the facilitator, because two different scales were used in their questionnaires. However, a comparison of the *actual score* and *highest possible score* (see Table 6.42) shows that the scores of both are close to the highest possible score.

Table 6.42
Overview of the quantitative results in the cognitive domain in case study 1

Number	Respondents	Actual Score (%)	Highest Possible Score (%)
43	students	96.76	100
1	facilitator	100	100

- **Case Study 2**

In this case study as well, the scores given by the respondents are high and are close to the highest possible score (see Table 6.43).

Table 6.43
Overview of the quantitative results in the cognitive domain in case study 2

Number	Respondent	Actual Score	Highest Possible Score
146	students	3.31	4.00
1	facilitator	1.00	1.00
5	teachers	1.00	1.00

- **Case Studies 3, 4 and 5**

In the last three case studies, the same pattern is visible (see Table 6.44). This is especially significant because, as far as the evaluation scale is concerned, the respondents had the opportunity to give negative scores. However, not only did they not give negative scores, but they gave high positive scores. This is evident in Figure 7.1, which compares the results from the last three case studies.

Table 6.44
Overview of the quantitative results in the cognitive domain in Case Studies 3, 4 and 5

Number	Respondent	Actual Score	Highest Possible Score
261	students	0.79	1.00
2	facilitator	1.00	1.00
43	teachers	0.87	1.00

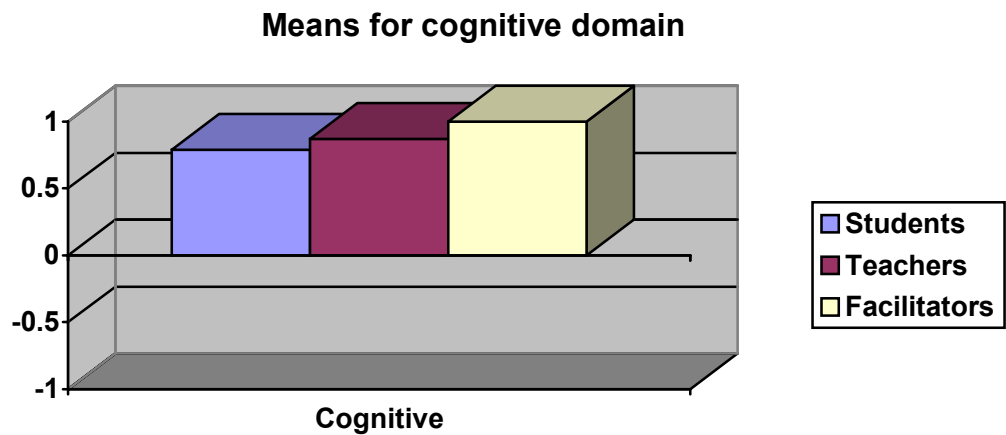


Figure 6.2
Evaluation of the cognitive influence of YEP by students, teachers and facilitators in case studies 3, 4 and 5 combined

6.10.1.2 specific influence

One of the important results from the empirical study was detecting the aspects in the learning domains which were most influenced by the programme.

The analysis of the quantitative data from the five case studies reveals that the following cognitive aspects were most affected:

- Case Study 1:
 - *Broaden view of life* (Q. 9) reflected by the learners
 - *Become careful thinker* (Q. 6) reflected by the learners
- Case Study 2:
 - *Could see there could be more than one solution to a problem* (Q. 8) reflected by the learners
- Case Studies 3, 4 and 5:
 - *Improved information on social issues* (Q.8) reflected by learners and teachers

These results were further confirmed through the qualitative data. It should be kept in mind that since the qualitative results reflect the free response of the learners to the programme, the comments collected from the five case studies could be combined and sorted out according to the relevant domains. The comments from the five case studies reflected the following in respect of the cognitive domain:

- *broadened view of life*: reflected in comments of 40 learners
- *good for solving the problems of youth*: reflected in comments of 36 learners

It is evident from the above analysis that the effect of the programme in the cognitive domain has been most significant in respect of broadening the view of life and improving problem solving.

6.10.2 Influence of YEP on social behaviour

6.10.2.1 general influence

The influence of YEP on the social behaviour of secondary school learners was evaluated quantitatively and qualitatively. The summary of the quantitative data for each of the case studies in respect of the social domain is shown in Tables 6.45 to 6.47.

Table 6.45
Overview of the quantitative results in the social domain in case study 1

Number	Respondent	Actual Score	Highest Possible Score
43	students	89.5%	100%
1	facilitator	1.00	1.00

Table 6.46
Overview of the quantitative results in the social domain in case study 2

Number	Respondent	Actual Score	Highest Possible Score
146	students	3.30	4.00
1	facilitator	1.00	1.00
5	teachers	1.00	1.00

Table 6.47
Overview of the quantitative results in the social domain in case studies 3, 4 and 5

Number	Respondent	Actual Results	Highest Possible Result
261	students	0.78	1.00
2	facilitator	1.00	1.00
43	teachers	0.95	1.00

The quantitative data from the three respondent groups in Case Studies 3, 4 and 5 are combined and compared in Figure 6.3. The comparison shows that the scores of the three respondents are close to each other and are high, especially considering the fact that the respondents had the opportunity to give negative scores, which none of them did.

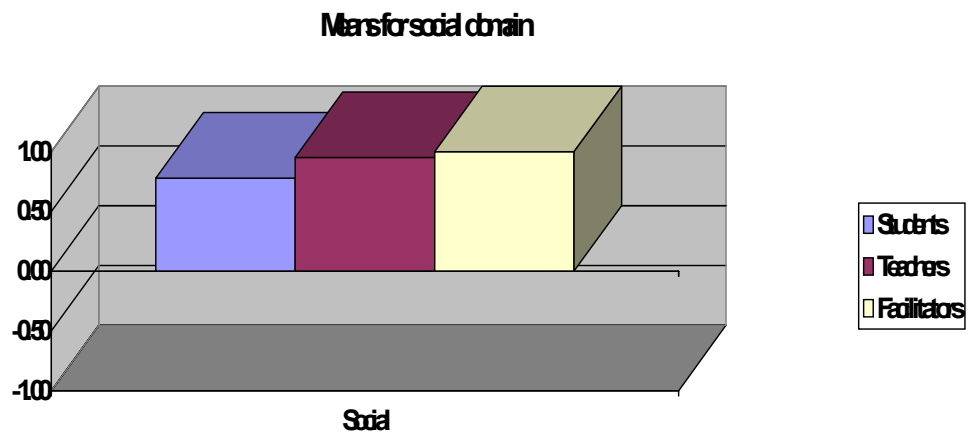


Figure 6.3
Evaluation of the social influence of YEP by students, teachers and facilitators in case studies 3, 4 and 5 combined

6.10.2.2 specific influence

The study of quantitative data in the five case studies showed that the following social aspects were most affected:

- Case Study 1:
 - *Communication* (Q. 5) reflected by the learners
- Case Study 2:
 - *Understanding social issues and Communication* (Q. 12 & 5) reflected by the learners
- Case Studies 3, 4 and 5:
 - *Communication* (Q.4) according to the Learners
 - *Co-operation* (Q.5) and *self-confidence* (Q.11) according to the teachers

These results were further confirmed through the qualitative data:

- *improved communication skills*: reflected in comments of 26 learners and one teacher;

- *improved co-operation and caring*: reflected in comments of 14 learners and two teachers;
- *improved communication between the learners and their educators*: reflected in the comments of two teachers.

From the above analysis, it can be concluded that the areas in the social domain most influenced by the programme are improvement in communication and co-operation.

6.10.3 Influence of YEP on moral behaviour

6.10.3.1 general influence

Tables 6.48 to 6.50 summarise the quantitative findings of effect of YEP on the moral domain of the learners in the five case studies.

Table 6.48
Overview of the quantitative results in the moral domain in case study 1

Number	Respondent	Actual Score	Highest Possible Score
43	students	88%	100%
1	facilitator	1.00	1.00

Table 6.49
Overview of the quantitative results in the moral domain in case study 2

Number	Respondent	Actual Score	Highest Possible Score
146	students	3.08	4.00
1	facilitator	1.00	1.00
5	teachers	1.00	1.00

Table 6.50
Overview of the quantitative results in the moral domain in case studies 3, 4 and 5

Number	Respondent	Actual Score	Highest Possible Score
261	students	0.80	1.00
2	facilitators	1.00	1.00
43	teachers	0.93	1.00

As was the case with the cognitive and social domains, the quantitative results from the five case studies showed considerable influence on the moral domain of the learners. It is also evident that the results from the three groups of respondents are high and close to each other (see also Figure 6.4).

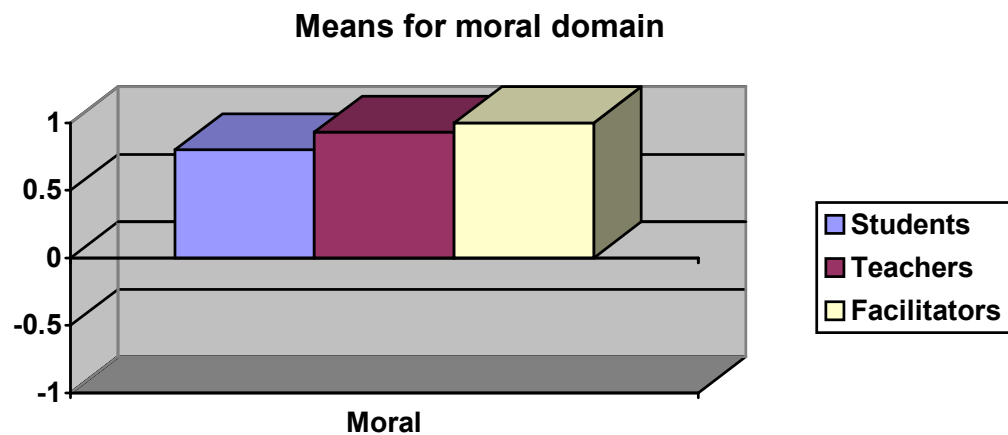


Figure 6.4
Evaluation of the moral influence of YEP by students, teachers and facilitators in case studies 3, 4 and 5 combined

6.10.3.2 specific influence

The study of quantitative data in the five case studies showed that the following aspects in the moral domain were most affected:

- Case Study 1:
 - *Improved moral standards* (Q. 10) reflected by the learners
- Case Study 2:
 - *Improved moral behaviour* (Q. 10) reflected by the learners
- Case Studies 3, 4 and 5 combined:
 - *Improved moral behaviour* (Q. 7) reflected in comments of both the learners and the teachers

The qualitative results from the five case studies confirmed the positive influence of YEP on the moral behaviour of the learners, and revealed the development of a variety of moral virtues as follows:

- *respect and trust each other*: reflected in comments of 37 learners
- *improvement in behaviour*: reflected in comments of 36 learners and 2 teachers
- *caring, and sensitivity towards each other*: reflected in comments of 23 learners and one teacher
- *honesty and faithfulness*: reflected in comments of 4 learners
- *improves discipline*: reflected in comments of 3 learners and 4 teachers
- *less problem behaviour, accept guidance*: reflected in comments of 3 teachers.

6.11 Conclusion

From the above summary of the quantitative and qualitative evaluation of the influence of YEP on the three learning domains by 450 learners, 43 teachers and 4 facilitators it can be concluded that:

- YEP has influenced the behaviour of the learners in the cognitive, social and moral domains.
- YEP's influence has been notable.

- In the cognitive domain, the programme has significantly broadened the learners' view of life, increased their social information, and improved problem solving.
- In the social domain, the programme has significantly improved communication skills and co-operation among the learners.
- In the moral domain, the programme has improved respect, trust and moral behaviour.
- Comparing the effect of YEP on the three domains, the quantitative and the qualitative data from the five case studies shows that overall the effect of YEP has been most significant on the moral domain. Of all the questions included in the questionnaires, the question on improvement of moral behaviour (Q.7 in the questionnaires completed in last three case studies by the three respondents) received the overall highest positive response: learners: 0.96, teachers: 1.00, and facilitators: 1.00. This finding was supported by numerous comments from learners and teachers.
- The positive response of learners to the programme points to the validity of the theories, the methodologies and the design of YEP, and confirms the relevance of the practice theory approach.
- The qualitative data indicated that in some cases the effect of the programme on some learners, including the youth facilitators themselves, has been significant and that YEP has touched the lives of some learners by helping them to find and solve their own problems.
- The facilitators found the curriculum of YEP relevant, but felt that the material needed improvement.
- As far as negative aspect of the programme is concerned, five learners suggested that the programme could become boring after a while.

Considering all the findings from the five case studies, a positive response may be made to the question raised at the beginning of this chapter – *Does YEP influence the cognitive, social, and moral behaviour of secondary school learners?* It is also notable that in some cases a few learners were moved by YEP towards transformational learning and thus succeeded in getting closer to their state of

talisman. However, as discussed earlier (section 6.1.2), the results of the case studies cannot be generalised and it cannot be concluded that YEP can influence all South African secondary school learners. Nevertheless, one cannot ignore the value of the data collected, which indicate the possible broader value of YEP.