

**Establishing and sustaining
community-based youth organisations:**

**A study of the experiences
of community youth workers**

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DECLARATION OF ORIGINALITY

I, hereby declare that this dissertation is my own original work. The work of others, where used, is clearly specified in the text.

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Establishing and Sustaining Community -Based Youth Organisations: A Study of the Experiences of Community Youth Workers

".....Inner West City and Outer West City Council.....They are no longer interested in young people. They all focus on other things, driving their Mercedes Benz. They have forgotten the people who put them up there. So they must start looking to us, start wanting to know what it is we want exactly. They must not ignore us" (Research Subjects)

The experiences of community-based youth workers in establishing and sustaining community youth organisations have remained a crucial point in their decisions to continue or discontinue participation in youth development work. Within the South African context, it takes on even greater importance in the efforts to redress past failures and bring into the mainstream the "lost generation". These activities and organisations provide the youth with the means to "voice" their opinions.

The study took place in Pinetown-Highway Child and Family Welfare Society, Pinetown, Durban. Its objectives were to explore and record the experiences of community youth workers and from this basis of acquired information, make recommendations to civic organisations, local government, and the local government councillors regarding their support for community youth workers and organisations. Additionally, to inform Pinetown-Highway Child and Family Welfare Society, whose Community Youth Worker Training Programme was fundamental to the study of possible improvements and changes as proposed by the study's subjects.

Paulo Freire's philosophy of education and development formed the underlying framework for this study. In keeping with this, a qualitative research methodology guided the inductive-interpretive nature of the research. Focus group research defined the sampling, data collection and data analysis processes.

Some of the principle findings were the 100% involvement of the study's subjects in establishing and supporting youth organisations, the co-operation of supposedly hostile groups and exceptional achievements of some youth groups. An exciting outcome was their understanding of youth development, namely, "*getting to know yourself, and personal growth*", "*developing the youth to be independent, and self confident*", "*developing skills*" and promote "*human kindness*" (*Ubuntu*). Of the main problems and challenges experienced were the community's attitude to voluntary work, the lack of support from parents and some civic leaders apathy. The recommendation included the participant's requests to acquire skills to work with disabled youth and the role of Pinetown Child Welfare in advocating for increased consultation with the youth by the local government councils.

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ABBREVIATIONS

ANC	African National Congress
CBO	Community Based Organisation
HSRC	Human Science Research Council
IMC	Inter-Ministerial Committee for Young People at Risk. Interim Policy Recommendations.
MIYO	Molweni Integrated Youth Organisation
NGO	Non-Governmental Organisation
NYC	National Youth Commission
Pinetown Child Welfare Training Programme	Pinetown-Highway Child and Family Welfare Society Pinetown-Highway Child and Family Welfare Society - Community Youth Worker Training Programme.
SAPS	South African Police Services
UN	United Nations

CHAPTER ONE

CONTEXT AND PURPOSE OF THE STUDY

Introduction

The establishment and support of community-based youth organisations is no new venture. It has been an important aspect of youth work from its earliest beginnings. Some examples include the Young Men's Christian Association, Young Women's Christian Association, Boy Scouts, Girl Guides, Boys clubs and Settlements (Technikon South Africa, 1998). The international context of youth development work has however brought the issue into sharper focus, especially in the instance of poverty stricken young people, those discriminated on the basis of race, ethnicity, gender and largely living in informal settlements and rural areas.

The Commonwealth Youth Programme established in the 1970s listed two crucial functions of youth development work. The first is the creation of enabling conditions for young people to act on their own behalf, and the second, the empowerment of young people to participate in the decision making processes that affect them at all levels of society (Maunder, 1988, p.2).

The democratisation of South Africa together with the Reconstruction and Development Programme were powerful forces in fostering the development of an emerging youth service both within government and non-governmental institutions. The policy framework for the survival, protection, and development of young people is clearly spelt out and documented as in Section 28 of the Constitution, the Youth Commission Act No. 19 of 1996, the White Paper on Social Welfare (1997), the National Youth Policy (National Youth Commission, [hereafter referred to as NYC], 1997) and The Inter-Ministerial Committee on Young People at Risk. Interim Policy Recommendations, [hereafter referred to as IMC Interim Policy], 1996).

Youth in South Africa is defined in terms of the age span of 14-35 years. This broad age category was accepted in recognition of the limited opportunities for the majority of young people due to the racially-based policies of the past governments (NYC,1997). Figures from the 1996 National Census indicate that youth make up approximately 39% of the South African population (NYC,1997). An estimated 70% of these young people are categorised as youth “at risk”, meaning that they “show signs of alienation in some or a number of social and economic spheres” (NYC,1997,p.9). The major issues affecting South African youth are high levels of unemployment, homelessness, an unacceptably high school drop out rate, illiteracy, HIV/AIDS, teenage pregnancies, crime and violence (NYC,1997).

The value of building a strong civil society to transform the situation of young people in South Africa is a key recognition of the NYC (1997). The NYC (1997, p.63) states that “it is only through a strong and well- resourced civil society that participation, development and promotion of youth development policies and programmes can occur”. It is this emphasis on building civil society and the development of capacity of youth organisations involved in resource provision, civil, political, cultural, sporting, and recreational programmes that led to this study.

Context of the study

This section includes an explanation of the geographical and institutional context together with the theoretical background and understanding of factors influencing the delivery of youth services.

Geographical context:

The study was carried out in the Greater Pinetown area which included both the Inner West and Outer West regions of the Durban Metropolitan Local Government Council. A majority of the communities within these regions are Black African townships and

informal settlements (Telephone Conversations with Officials of Inner West City Council, 1998).

The jurisdiction of both the Inner West and Outer West City Councils are carried out within the ambit of the Durban Metropolitan Local Government Council (see Appendix One: Map of the Durban Metropolitan Area). The study recognises that local government and its boundaries are undergoing changes but cannot cater for these at this time.

The Human Science Research Council (HSRC, 1998) estimated that the total population within the Durban metropolitan area was about 2.4 million people, with a youth population of approximately 0.86 million (36%). An estimated 38,49% of these youth live in the Inner West region and a further 49.73% live in the Outer West region (HSRC, 1998). The remaining percentage of the youth population is spread across the other regions falling within the metropolitan area. Some of the major socio-economic problems in the metropolitan region include unemployment and shortage of adequate housing. This is supported by the Urban Strategy Report (1995) of five years ago which stated that approximately 40% of the working population were unemployed in the Durban metropolitan area, and about 31% of the entire population lived in informal and peri-urban dwellings.

Institutional Context

The study was conducted while the researcher was in the employ of Pinetown-Highway Child and Family Welfare Society (hereafter referred to as Pinetown Child Welfare). Pinetown Child Welfare services 85% of the communities of the Inner West City Council and a few communities of the Outer West City Council (see Appendix Two: Map of the Operational Area of Pinetown Child Welfare).

A study of the community profiles completed by Pinetown Child Welfare for the period

1995 to 1996 revealed that, a number of the youth had little or no opportunity to develop to their full potential. Many of them lived in informal settlements, had limited employment, education and training opportunities. In addition there was restricted access to sport and recreational facilities. They had been either victims of and/ or perpetrators of crime and violence. Their families appeared to be dysfunctional and had limited social networks. The existing community-based youth organisations appeared to be weak and comprised of mainly religious groups, sports groups or youth organisations of political parties.

It was with this background that Pinetown Child Welfare developed the *Community Youth Worker Training Programme* (hereafter referred to as the Training Programme). The Training Programme was designed to promote youth development in the local communities of the Inner West and Outer West regions, by building the capacity of the community youth workers to develop and implement community-based youth programmes (see Appendix Three: Pinetown-Highway Child and Family Welfare Society, Community Youth Worker Training Programme). The establishment and support of community-based youth organisations, the development of partnerships with civic organisations and other role players were identified as potential outcomes of the community-based youth programmes.

The youth chosen to participate in the Training Programme were out-of-school, unemployed youth of both genders between the age of 18 to 27 years, persons who could be classified as being 'youth-at-risk'. This was in terms of Everatt and Orkin's (1993) 12 dimensions of concern in classifying 'youth-at-risk'. They were however, also chosen, because of their involvement in community-based youth and/or other service organisations, and their display of interest in promoting youth development in their communities. They are hereafter referred to as community youth workers.

The rationale for these criteria were such;

- that the community youth workers would benefit personally from the Training Programme and serve as authentic role models for all youth.
- that they also had the necessary life experience and maturity to develop an understanding of the knowledge, skills and values of youth development;
- that they understood their roles and responsibilities as community youth workers. The latter being the implementation of community-based youth programmes and the transference of skills to other young people in their communities.

A total of 32 such community youth workers from 15 communities completed the Training Programme during the three year period January 1996 to January 1999.

In summary, the evaluation reports of the Training Programme for the three years revealed that the overall outcomes were heightened awareness, improved understanding of youth leadership and greater engagement of civic organisations in promoting youth development. The majority of youth workers however, experienced difficulties in either establishing and/ or sustaining community-based youth organisations. Some of the barriers that were identified by Pinetown Child Welfare were the lack of parental support, weak and fragile civic and youth organisations, limited resources, and lack of support from local government.

Theoretical Background and Understanding

The theoretical background and understanding influencing Pinetown Child Welfare's delivery of youth services, and the Training Programme were based on:

Paulo Freire's philosophy of education and development-

The design and implementation of the Training Programme was based on Freire's (Hope and Timmel, 1984) work on critical awareness, empowerment,

grassroots participation and his emphasis on the relevance of issues in the here and now. The main tenets of Freire's philosophy were the search for solutions, dialogue, action-reflection and transformation of life in local communities and the whole society (Hope and Timmel, 1984).

- **Action-reflection-learning approach:**

In keeping with the above, the Training Programme adopted the action-reflection-learning approach (Hope and Timmel, 1984; and Taylor, Marais and Kaplan, 1997). This spiral process adopts the principles and values of experiential and action-based education, and consists of four elements of action, reflection, learning and planning.

- **A human and children's rights perspective:**

Integral to the Training Programme was the reinforcement of a culture of human rights. McQuoid-Mason, Mchunu, Govender, O'Brien and Larkin (1994, p63) define human rights as "generally accepted principles of fairness and justice or universal moral rights that belong equally to all people". The contents of the Training Programme attempted to address civil, social, economic, environmental and developmental rights. Pinetown Child Welfare in addition adopted the United Nations Convention on the Rights of the Child (hereafter referred to as the UNCRC) as its guidelines.

- **Youth empowerment and development perspective:**

Youth empowerment is stated as "the process by which young people learn, through active participation in the relationships, events and institutions that affect their lives, to develop and apply their capacity to transform themselves and the world in which they live" (Whitham, 1982, p. 1). The core elements of the Training Programme were active participation by the youth themselves, and capacity building.

- **'Youth-at-risk' perspective:** The study by Everatt and Orkin (1993) "A National Survey of South African Youth" was key in bringing to the fore the debates on 'youth-at-risk'. Everatt and Orkin's (1993) study identified twelve

dimensions of concern that affected youth of all races, including among others, general conflict, sufferers of abuse, exposure to violence, involvement in gangs, racial antagonism, type of occupation, living conditions and disintegrating families. Their findings indicated that 43% of youth were 'youth-at-risk', this referring to young people who showed signs of alienation on a few dimensions. A further 27% were "marginalised", this referring to youth who scored high on all twelve dimensions and who were most in need of urgent intervention (Everatt and Orkin, 1993). The combined total for youth "at risk" stood at the 70% level.

Rationale for the study

Given the circumstances of young people as noted in the previous section, the promotion of youth development presents a substantial challenge to society in the Inner West and Outer West regions and nationally. The challenge for society is to rethink the concept of youth and in so doing enable them to participate in transforming their own lives and that of their communities. In order for this to happen however, society needs "to acknowledge and respect the positive contributions that young people can and do make to their communities and how adults can provide young people with both effective support and positive criticism" (Rouche & Tucker, 1997, p.1).

The researcher believes that one of the key vehicles in realising the above challenge, is the establishment and support of community-based youth organisations. These should give youth a voice and means to participate in the process of transforming their own lives and in so doing, that of the wider community. Community-based youth organisations also provide an important means of integrating young people into a democratic way of life and assisting them to work through broad development issues. Everatt and Orkin (1993) point out that the greater the spectrum of organisations a young person participates in, the lower the level of being a 'youth-at-risk'.

In this context the responsibility for establishing and sustaining community-based youth organisations which address these issues and problems, lies' jointly with the youth, parents, civic leaders, politicians and service providers.

Purpose of the study

The purpose of the study was to explore and describe the experiences of community youth workers in establishing and sustaining community-based youth organisations.

Objectives of the study

The study had the following objectives:

1. To ascertain the community youth workers degree of understanding of youth development.
2. To ascertain the general outcomes of the community youth worker's efforts in establishing and supporting community-based youth organisations.
3. To record and document the achievements of the community youth workers in establishing and supporting community-based youth organisations.
4. To establish the sources of support available to the community youth workers in developing and supporting community-based youth organisations.
5. To list the challenges encountered by the community youth workers in establishing and supporting community-based youth organisations.
6. To make recommendations to Pinetown Child Welfare's Community Youth Worker Training Programme with regards to establishing and sustaining community-based youth organisations.
7. To make recommendations to civic organisations, local government councillors, and the Community Services Standing Committee of the Inner West City Council with regards to their support for community-based youth organisations.

Theoretical framework of the study

Developmental Psychology - This branch of psychology is concerned with how people develop. It deals with the physical, emotional, social, cognitive and moral development of the individual(s) within their social context. Development is defined as “a continuous process of change in the structure and function of an organism, and continues throughout life” (Gerdes, Ochse, Stander, Van Ede and Meyer, 1981, p.6). It is age related. This perspective assumes that development needs to be viewed within its social context (Hayes, 1994).

Youth is a developmental stage which involves changes in all areas of life, and the individual young person has to focus on diverse changes at different times (Coleman, 1974, in Hayes, 1994). This perspective enables youth workers, to devise age-appropriate enrichment programmes, to focus on the development needs of young people, to bridge interpersonal and generational differences, and to focus on effective social planning for young people (Gerdes, et al, 1981).

Ecosystems Theory - The ecosystems theory covers the study of human beings in relation to their environments. This theory marked a shift from an emphasis on the characteristics possessed by individuals, to an interaction and interrelatedness of the individual with a multiplicity of systems. A system is defined as “a complex of elements or components directly or indirectly related to some others in a more or less stable way within any particular period of time” (Compton and Galoway, 1979, p.73). The individual is viewed as a growing, dynamic entity that interacts with and restructures the environment in which he/she resides. This involves a process of mutual accommodation between the person and the environment (Bronfenbrenner, 1979, p.21-22).

The ecosystems perspective helps us to guard against “reductionism” and to assess the impact of multiple factors that affect causation. The emphasis of systems theory on people’s capacity to alter their behaviour and to create new environments, “negates the

tendency to see problems as pathology”(Compton and Galoway, 1979,p.82).

Social Constructivist Theory - This theory is concerned with “explicating the processes by which people come to describe, explain or otherwise account for the world (including themselves) in which they live” (Gergen,1985,p.266). The focus is on the relationship between individual understanding and the context in which it occurs. It addresses concepts of language, the sociocultural rules and values that shape our understanding and how these are used to justify our behaviour and treatment of others (Gergen,Witkin,1989,in Goldstein, Family Service America,1990). Social Constructivists view people as dialogical beings who are constantly in conversation with one another and always in the process of developing understanding (Gray,1993). They believe that there “exist multiple, socially constructed realities ungoverned by any natural laws, causal or otherwise”(Guba and Lincoln,1989,p.84).

The “image of youth is socially constructed” (Rouche and Tucker,1997,p.1), and is reflected in the way young people see themselves and the way they are perceived by others. This is important in moving from seeing young people as problems to understanding them in the symbolic and practical social activity that they engage in. In South Africa youth has come to be seen as a “political construct which ignores many young people who are neither political nor politicized. Young people must be involved in political activity to be counted as youth” (Seekings 1993,p.xi).

Development Theory - The social development perspective is aimed at “eradication of poverty in society”(Gray,1996,p.10) It is primarily concerned with bringing about change in society to facilitate human development and improve the quality of life. These include political, legal, economic, cultural and environmental changes. It is this perspective which has influenced the social welfare policy in South Africa (White Paper on Social Welfare, 1997).

This study is influenced by both the needs based theories and the exclusion based theories of development (Rogers, in Main,1999). The needs based theories view individuals, groups, and communities as “deprived, needy and lacking in resources” (Rogers,1992, in Main 1999, p.5). The development process focuses on education, skills training, accessing funds, creating new economic opportunities and an improved quality of life (Rogers,1992, in Main 1999). The exclusion theories see individuals, groups and communities as “denied access to resources” by those who control such resource (Rogers,1992 in Main 1999,p.5). The development process in this case is about empowerment for participation, working towards the goal of liberation, self-reliance, and social action (Rogers, 1992 in Main).

Research approach

An Inductive-Interpretive Process - Grinnell (1988, p104) maintains that the inductive process begins with “specific observations of actual events or things, leading to inferences and more general statements that are built on these observations”. According to Marlow (1998) the interpretive approach is conducive to producing rich descriptions of phenomena. This requires the careful selection of participants, often those who are best informed of the phenomena being described. In this study the basic research method involved the gathering of specific information based on the descriptions of the youth workers experiences in establishing and sustaining community-based youth organisations. Thereafter inferences were drawn and more general statements made about the challenges encountered by the youth workers and the possible causes thereof.

The naturalistic paradigm - According to Guba and Lincoln (1981 in Main,1999, p.6), this paradigm assumes that “no single reality exists”. Reality constitutes the perceptions of people in particular contexts. Collectively perceptions complement each other and build a picture that contributes to an understanding of the situation. Based on this, the study attempted to gain a collective understanding of the experiences of the youth workers in establishing and sustaining community based youth organisations.

Exploratory and descriptive strategies - Marlow (1998, p.34) notes that the exploratory research strategy is “undertaken when very little is known about the topic under study and raises questions to be investigated by more extensive studies using descriptive or explanatory strategies”. This study employs this strategy as little is known about the actual experiences of the youth workers in establishing and sustaining community based youth organisations. “Descriptive research describes, records and reports phenomena” Marlow (1998,p.32). Such research can provide important information for establishing and developing social programmes. The study’s research methodology was designed to be broadly descriptive of the various realities of the youth workers experiences in establishing and sustaining community-based youth organisations.

The study’s exploratory and descriptive research strategies are consistent with the inductive-interpretive approach as explained.

Assumptions of the study

The study was based on the following assumptions:

- That the community youth workers had a common understanding of the values, knowledge and skills of youth development and recognised the key component of establishing and sustaining community-based youth organisations.
- That the supervisors of Pinetown Child Welfare’s Training Programme were consistent in their monitoring of the community youth workers in establishing and sustaining community-based youth organisations.
- That parents were encouraging and supporting their youth to participate in community-based youth organisations.
- That civic organisations and local government councillors valued community-based youth organisations and were committed to creating an enabling environment for the community youth workers to establish and sustain community based youth organisations.

- That the local City Councils were committed to investing both financial and human resources in community-based youth development and were also willing to set up and support a co-ordinating forum of community-based youth organisations.
- That the youth, parents, civic leadership, local government councillors and service providers were in principle committed to work in partnership to establish and sustain community-based youth organisations and thereby promote community-based youth development.
- That an investigation of the concerns, experiences and problems encountered by the community youth workers in establishing community based youth organisations has intrinsic value.
- That the supervisors and management committee of Pinetown Child Welfare will regard the study's findings as useful in assessing and adapting the training programme.
- That the community-based youth organisations, civic organisations, local government councillors and the local City Councils will regard the study's findings as an important tool to assist in improving service delivery to the youth.

Value of the study:

The researcher, in keeping with the qualitative nature of the study, resisted predicting the actual outcomes and the precise insights that might be gained. It was however anticipated that the findings may be of potential benefit to young people, community-based youth organisations, community youth workers involved in the Training Programme within the Inner West and Outer West regions and the supervisors and Management of Pinetown Child Welfare. An additional group to benefit may be the community leaders, local government councillors and the Community Services Standing Committee of the Inner West City Council

The value of the study lies in its vision to build the knowledge base of youth work, to clarify training needs and to make known the need for Pinetown Child Welfare, and the Inner West City Council to undertake further research on community-based youth programmes.

The study has the potential to contribute to:

- motivating other service providers and local governments in the Durban Metropolitan Region and further afield to implement similar training programmes.
- further research of the outcomes of these programmes utilised in establishing and sustaining community-based youth organisations.
- a broadening of the knowledge base of community development which is a key component of youth development.
- the building of a culture of human and children's rights based on the survival, protection, participation and development of young people.

Presentation of contents

This chapter provided an overview of the study by focusing on the context, rationale, purpose, theoretical framework, research approach, assumptions and value.

Chapter Two is a literature review and consists of three parts including the definition of terms, the international and national policy context affecting youth development and in closing focuses on recent research of community-based youth organisations in South Africa.

In Chapter Three, the study's research methodology is presented. The choice of sample and research design is described in detail. The methods of data collection, data analysis and limitations of the research design are presented.

A discussion and presentation of the analysis of the data collected is recorded in Chapter

Four. The discussions are carried out in relation to the literature review in Chapter Two.

The final chapter presents the study's conclusions and makes recommendations that may enhance the delivery of youth development services, in particular the training of youth workers. Further that these may also help define the roles and responsibilities of parents, community leaders, Local Government Councillors, government and non-government organisations in establishing and sustaining community-based youth organisations. Finally, there is a discourse based on the study's findings which indicates the need and appropriateness of such work in contributing to the continued growth of the child and youth development professions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The strengthening of civil society and its organisations is one of the basic tenets of the social development paradigm. Within this context, it has the potential to enhance human and organisational capacity for the fulfilment of development policy. Capacity building of young people and youth organisations are by the same manner, equally important for the formulation and delivery of youth development policy.

Youth Development policy in present day South Africa centers around the goals of empowerment and participation of youth in the transformation of their own lives and that of the wider society. The most recent findings and emerging body of literature in South Africa seem to suggest that these goals can be achieved through a partnership between the institutions of the state, non-governmental agencies and community based youth organisations. While there is a rich history of youth organisation in the country, many of these remain undocumented (NYC, 1997; IMC Interim Policy, 1996; White Paper on Social Welfare, 1997; Everatt and Orkin, 1993; Moller, 1991; Moller, Mthembu and Richards, 1994 and Richards, 1995).

The role of youth workers in transforming the lives of young people is taking on new proportions in South Africa. It has been recognised that they can play a crucial role in ensuring that youth are active participants in their personal, social, cultural, and economic development (NYC, 1997; IMC Interim Policy, 1996; Maunders, 1998; Goodwin, 1998). This perspective also advocates and promotes work towards creating an enabling environment for youth development to occur. The researcher believes that youth workers can best achieve the goals of youth development through establishing and sustaining community-based youth organisations which give young people a 'voice' and the opportunity to engage in the process of transformation.

According to Van Rooyen (1996,p.13) a literature review is a “critical discussion of related literature that links the proposed study with the work of others, with theory and history”. This study has been influenced by the review of literature which relates to three major areas. These areas, represented in this report as parts 1, 2 and 3 of this review are:

- Part One : Identifies and explains the key terms used in the study of youth development and community based youth organisations.
- Part Two : Highlights the international and South African policies which influence youth development and community based youth organisations.
- Part Three : Describes recent research on community based youth organisations in South Africa.

Part One: Definition of Terms

The definition of terms provides the basis for a broader understanding of the key concepts used in this study. The basis for the entire study is the literature reviewed.

Civil Society

Schreiner (1993,p.68) stated that civil society is a “nebulous notion “, referring to the “space between the family and the state in which citizens can initiate independent action to uphold civil liberties, a bill of rights, freedom and justice”. Narsoo (1991,in Marais 1998, p.202) also alluded to this notion, he pointed out that the definition of civil society in South Africa “ lies in the eyes of the beholders” and included everything from politically independent social movements, to locally-constructed voluntary groups and organisations. In short, anything from a “jazz collective to a multi-billion rand company”.

The NYC (1997,p.68) used the term civil society to refer “to all institutions and organisations outside government, including youth, trade unions, social , non-governmental, community-based, religious and various community organisations”. These organisations contributed to the empowerment of people, enabling them to exercise control over their own development. This definition accepted that within civil society itself , there continues to exist relations of exploitation and domination, inequality and oppression.

Civil society in South Africa has struggled to find its footing during the ongoing period of transition (Marias,1998). Schreiner (1993,p.68) pointed out that with the exception of the trade unions and the churches, civil society was both “fragile and weak”. However a range of civil society organisations continued to function in one form or another. The challenge was and continues to be the enablement of these organisations to transform themselves so as to take on a development role.

Community

Community-based youth organisations cannot be discussed without first addressing the questions: “Who is the community?” The researcher believes that the answer to this question is vital to the understanding of community-based youth development.

Grobbelaar and Rothmund (1988,p.15) defined a community as a “functionally related system of action which arises when a human population, settled within a particular geographical area at a given time, establishes a social structure for adapting to its environment, so as to survive as a group. It further originates shared ways of thinking, feeling and acting, which are internalised by the group and make for felt distinguishable group identity”.

Researchers have noted that communities are not homogenous. Communities were stratified in terms of socio-economic inequalities such as gender, class, ethnicity, personal rivalries, social factionalism and incompatibility of interests (Freire, 1993 ; Haricharan, 1995). In some situations there has been a lack of concurrence between communities and their leaders on issues affecting the community (Emmett, Steyn, Westaway and Shabalala, 1997, in Main, 1999). The conscientisation of communities about these inequalities was acknowledged as a vital process in bringing about social transformation (Freire, 1993).

This study shares Burkey's (1993) view of development, as being organised around smaller, more homogenous groups of people who shared a common interest. The target group of the study is composed of community youth workers who had a specific interest in enhancing community-based youth development.

Community Based Organisations (CBOs)

The term CBO's was used to refer to "organisations or associations which are non-profit, voluntary bodies, owned and managed by a defined community" (NYC, 1997, p.68). These communities were usually defined as geographically demarcated local communities. CBO's thus operate within a particular geographic area. One of their purposes has been to improve and enhance the quality of life for the individual and society.

Development

The concept of development like that of civil society has come to mean different things to different people. It has been defined as either infra structural development, and/or income-generation projects, cooperatives, and adult literacy projects. The concept of Development has also been considered a "process of planned change" that involved both planning and action (Rogers, 1992, in Main, 1998, p.14).

An understanding of development can best be achieved through an explanation of the concepts of social and sustainable development. Gray (1996,p.9) stated that social development is conceptualised as “a comprehensive attack against poverty based on social, political, economic, and cultural goals”. Further (Midgley,1994,p2.) defined social development “ as a process of planned social change designed to promote people’s welfare in conjunction with a comprehensive process of economic development.”

Munslow,Fitzgerald,Mclennan (1997,p.4), on the other hand, noted that sustainable development is “concerned with the overall quality of life as well as satisfying basic human needs”. The essence of these statements of development was that they proposed solutions to poverty and sought to improve the quality of life for individuals, families and society. These proposed changes and/or solutions however, have to be sustained if development is to be successful. Both definitions also identified a multi-sectoral way of working as an important means of achieving development, especially bringing together such sectors as the state, private sector and civil society. Marais (1998) pointed out that development was intricately linked and relied upon the institutional capacity of civil society. Development would be meaningless without the empowerment and participation of civil society.

The post-apartheid government’s response to such a need for social development manifested itself in the Reconstruction and Development Programme (RDP White Paper Discussion Document,1994) in South Africa. The key themes of the RDP were amongst others, the provision of basic needs, human resource development, building the economy, poverty alleviation and democratising the state.

Community Development

Community development was identified as a strategic approach to achieve sustainable social development. It has been defined as “a strategy to strengthen the ability of a community to adapt to change and take up issue of local relevance” (Ferrinho, Robb and Wilson,1991, in Main,1999,p.14). This planned process involved the conscientisation and

mobilisation of individuals and community organisations to manage local resources in order to achieve sustainable improvements in their quality of life as supported by Freire (Hope and Timmel 1984). According to Gray (1998,p.1) “community-based populist strategies must simultaneously engage politicians and all sectors of the wider public” if poverty is to be eradicated. The success of community development is dependent on a commitment to sustainable social development.

Community Empowerment

The concept of empowerment is often linked to the concept of development and youth development in particular. Barr (1995,p.122) described empowerment as “the degree to which or process by which disadvantaged communities define their own needs and determine the response that is made by them”. Shaeffer (1992,in Haricharan, 1995, p.15) defined empowerment as, “a group process where people who lack an equal share of valued resources gain greater access to, and control over, those resources”. Schurink (1998,p.407) described empowerment as ‘the process of increasing personal, interpersonal and political power, enabling individuals or collectives to improve their life situation’. An aspect of all these definitions was the emphasis on the transformative nature of empowerment and its value as both a process and a product of development.

Shaeffer (1992,in Haricharan,1995) endorsed the view that the process of empowerment was best facilitated by community organisations or groups which provided mutual support to its members. The achievement of empowerment was linked to the “mobilisation of popular or political will” by existing structures such as political parties, civic, women and youth associations and through the conscious decentralisation of government mechanisms (Shaeffer,1992, in Haricharan,1995,p.15).

Some of the key indicators of empowerment as espoused by Barr (1995) included amongst others, the existence of strong interest based community-controlled organisations, evidence of personal development of citizens, together with evidence that

there was strong, accountable and representative local leadership. Barr (1995), however cautioned that it should be acknowledged that community-controlled organisations are susceptible to abuse of power.

Citizen Participation

Citizen participation was defined by Arnstein(1969, p.216) as, “simply citizen power”, which purports the active involvement of citizens in the decision -making processes that impact on the life of their communities. The redistribution of power to and the active participation of those citizens currently excluded from the political and economic processes was the main concern of Arnstein (1992). Citizen participation was recognised and accepted as a democratic right based on the core value of social justice (Vasoo,1995).

Arnstein (1969, p.217) presented an eight rung ladder of citizen participation to explain the complexities that surround this concept. He described the two bottom rungs of manipulation and therapy as non-participative thereby lending itself to enabling powerholders to ‘educate’ and ‘cure’ the participants. The third and fourth rungs of informing and consultation are viewed as steps in the progress the levels of ‘tokenism’ with power still lying in the hands of the powerholder. The fifth rung of placation is also a higher level of tokenism because the disenfranchised are allowed to advise but not decide. Further up the ladder are levels of citizen power with increasing degrees of decision-making power, including partnerships, delegated power and finally citizen control where the disenfranchised assume control of the decision-making process or they have full managerial control (see Appendix Four: Ladder of Citizenship Participation)

Youth

As quoted in Angel (1995,p.35), the United Nations defined youth as people between the ages of 15 and 24 years.

The concept of youth has come to mean different things to different people and different

things in different times. It appears to be surrounded by confusion and ambiguity (Rouche and Tucker, 1997; Collett van Rooyen, 1999; Wyn and White, 1997). Youth, has however come to be accepted as a socially constructed concept.

Youth was associated with age and referred to the period between childhood and adulthood. Wyn and White (1997, p. 11) pointed out that it is a “relational concept because it exists and has meaning largely in relation to the concept of adulthood”. Seekings (1993, p. 1) described the concept of youth “as having a dual meaning referring to either age or the attributes generally associated with age”. The transition from youth to adulthood is understood in terms of rites of initiations (Seekings, 1993). It was assumed that these experiences transformed young people’s attitudes and behaviour, enabling them to be more independent and responsible. Youth has thus come to be associated with particular attitudes and behaviour, including such characteristics as enthusiasm and inexperience (Seekings, 1993; Collett van Rooyen, 1999).

Youth as a category of people is by no means homogenous. They are socially differentiated based on sex, race, class, disability, geographical area and varying interests (Rouche and Tucker, 1997; Wyn and White, 1997). Youth represent as many differing interests, needs and concerns as any other sector of society.

An understanding of youth would be incomplete without an examination of the conceptualisation of youth as either a problem or a force for liberation. Youth as a problem has been the dominant traditional view, which emphasized their potential for violence and destruction. This view was consistent with a “biologically deterministic” view of the youth that focused on the causes of social problems, individual attitudes and behaviour deviance (Rouche and Tucker, 1997; Wyn and White, 1997). The view of youth as a force for liberation on the other hand, emphasized their potential to contribute positively to the development and transformation of society. Social constructivist and post-modernist understandings of youth that focused on the relations of domination and

sub-ordination in terms of gender, race, and disability support this (Rouche and Tucker, 1997). Researchers and practitioners working with young people have called for a “rethink” on the concept of youth, based on the experiences of young people living in a context of increased poverty and discrimination (Rouche and Tucker, 1997; Wyn and White, 1997).

In South Africa youth was defined as a political construct which excluded many young people who were not politicised (Seekings, 1993; Van Zyl Slabbert, Malan, Marias, Olivier and Roirdan, 1994). Studies revealed that white young people were referred to as teenagers while black young people were referred to as youth (Van Zyl Slabbert, et al, 1994). Black youth were recognised as an important element in the struggle against apartheid but were at the same time categorised as unruly, violent and undisciplined (Seekings, 1993; Collett van Rooyen, 1999).

The age-limits of youth in South Africa is also an issue of much confusion. The NYC (1997) defined youth as the age span 14-35 years, so as to accommodate black young people who were discriminated against as a result of the policies of the apartheid government. The White paper on Social Welfare on the other hand, defined youth as young people between the age of 14 to 30 years. The constitution defined a child as a person between the age of 0-18 years. This definition of the child is inclusive of a number of persons who also fit the age category of youth. It has however, been recognised that these age categories need to be divided into sub-sections so as to address the issues of particular age groups (NYC, 1997).

‘Youth-at-Risk’

Junek and Thompson (1999) defined ‘youth-at-risk’ as “ persons under 19 years who are experiencing or likely to experience mental, emotional or behavioural difficulties. They are considered to be ‘youth-at-risk’, of not maturing into healthy, well-adjusted productive adults. ‘Youth-at-risk’ is a broader reflection of a “society in which the social,

political, economic and individual risks increasingly escape the institutions of monitoring and protection” (Baron and Riddell,1999). The concept of ‘youth-at-risk’ has differing class patterns with the poorer classes “attracting an unfortunate abundance of risks” (Baron and Riddell,1999). The challenge is that of enabling ‘youth-at-risk’ to replace self-destructive behaviour with productive behaviour. The concept of ‘youth-at-risk’ makes itself visible and tangible in a wide range of potentially self-destructive behaviours. PR Newswire (2000, in <http://search.global.epnet.com/>, 10/12/2000) identified five harmful risk behaviours, namely: violence, unprotected sex, consumption of alcohol, drugs and tobacco. Other related experiences in identifying ‘youth-at-risk’ included learning difficulties, poor school achievement, unemployment, living on the streets, sexual victimisation, unwarranted incarceration, eating and dietary disorders (‘Youth-at-Risk’ in <http://search.global.epnet.com/>, 10/12/2000; IMC Interim Policy,1996).

In South Africa, Everett and Orkin (1993,p.28) identified ‘youth-at-risk’ in relation to 12 dimensions of concern. These were: “suffered abuse, recidivist/gangs, exposure to violence, disintegrating family, racial antagonism, headspace/self-image, health/AIDS, political alienation, societal involvement, occupational situations, general conflict and fatalism/no future”. As stated in chapter one, it has been estimated that 70% of South African youth could be described as ‘youth-at-risk’.

Youth Development

Maunder (1998, p.2) defined youth development as the “combination of individual development with national or community development, the improvement of the quality of life, or services and facilities particularly but not exclusively to developing countries”. The core values and principles were democracy, liberty, justice, equality and equity. The central purpose of “youth in development work was the empowerment of young people to play an assertive and constructive role in the regeneration of their communities” (Goodwin, 1998).

In South Africa youth development has been defined as “a process whereby young men and women are able to improve their skills, talents and abilities, to enhance their intellectual, physical and emotional capacities, to express themselves, and to live full lives in the social, cultural, economic and spiritual spheres of life” (NYC,1997,p.70). The inclusion of young people as both participants and beneficiaries in development activities and decision-making processes was recognised as an important means to achieving the purposes of youth development (NYC,1997) .

Maunder (1998,p.2) noted the three main functions of youth development as espoused by the Commonwealth Youth Programme. These were:

“Enabling which is about creating the conditions in which young people can act on their own behalf and on their own terms rather than relying on other people, especially professionals, to do things for them”;

“Ensuring, which is about operating in accordance with the value systems which give a sense of purpose and meaning to how young people use their skills and knowledge”;

“Empowering, which is about putting democratic principles into action in the fullest sense, so that young people can play an assertive and constructive part in the decision-making that affects them at different levels of society”.

The success of youth development was dependent on the delivery of efficient and effective youth programmes that were integrated, holistic, long-term and sustainable (Center for Conflict Resolution, Joint Enrichment Project and Institute for Pastoral Education,1998). These programmes needed to be community-based, with young people actively participating in all the stages of the programme’s development. Lastly, these programmes had to enable the young people to transfer skills and knowledge back to the youth of their own communities.

Youth Empowerment

The NYC (1997,p.70) referred to youth empowerment as a “process of increasing personal, interpersonal and political power to enable young men and women or groups of young people to improve their life situation”. Whitham (1982,p.1)) provided a detailed definition of youth empowerment as “the process by which young people learn, through active participation in the relationships, events and institutions that affect their lives, to develop and apply their capacity to transform themselves and the world in which they live”. These definitions emphasise the important issues, the needs of youth, their relationships to adults and the processes through which they gain power. It reinforces the transformative capacity of youth empowerment and its use as a resource for social transformation.

Community Youth Organisations

Community youth organisations have been described as informal youth structures, which included religious and secular youth clubs, performing arts groups (gospel choirs), political youth movements, student groups, community service activity groups (stokvels/saving clubs), and sports clubs (Moller et al,1994 Everett and Orkin, 1993) These youth organisations provided a positive social climate and served an important function of helping young people to integrate into a democratic way of life. They also played a crucial role in assisting young people to work through developmental issues such as identity and direction in life.

Youth Work

The (IMC Interim Policy,1996,p.75) defined the nature of youth work as “nurturing young people, fostering self development and enabling them to make a positive contribution to society”. Nell and Shapiro(1992,in Maunders,1998, p.6) provided a more comprehensive definition: “youth work is a highly demanding professional skill, the intention of which is to help young people make sense of the personal, social and political issues which affect their lives, to promote their self awareness, confidence and

competence, to support the development of independent judgement and to advocate with and for young people, the extension of opportunities and choices available to them". These definitions focused on the developmental nature of youth work and its capacity to enhance personal, social and citizenship competencies of young people. It also relied on a multi-disciplinary approach. Youth work is thus an important instrument for youth development and development as a whole.

Youth work takes on a number of different forms or roles as stated in Technikon S.A. (1999);

- facilitating and supporting informal or out-of-school educational programmes.
- training and support for those seeking work.
- supervising and organising recreational programmes.
- supervising and organising welfare programmes for those disadvantaged or dysfunctional families.
- supervising and facilitating correctional programmes for 'youth-at-risk'.

Youth Worker

A youth worker has been described as "someone who, under the auspices of a government, or non-government agency, provides specific services to young people" (Technikon SA, 1999, p. 13). He or she is a professional person with a particular knowledge, skills and values. In fulfilling the roles stated, a youth worker will: identify young people's needs and design and implement programmes which are developmental, preventative or where necessary therapeutic. They may also advocate for young people in families, communities and society. Advanced youth workers will supervise subordinate staff, manage agencies, engage in education, training or research and take part in co-ordination and development of programmes.

This is supported by Goodwin (1998) who referred to the three distinct roles of what she calls “Youth in Development workers”. These are:

- “Working face to face with young people in a variety of settings including youth clubs, projects and outreach work”;
- “managing and supporting other paid and volunteer workers”;
- “formulating and developing policies in governmental and non-governmental agencies”.

Since youth development is integral to sustainable social development, a youth worker by implication is a key worker in the social development process and may be described as a community development worker. The similarities in terms of the aforementioned tasks of a youth worker were evident in the Public Service Commission’s (in Nell and Shapiro, 1995) description of some of the tasks of the development worker.

These being:

- the facilitation of community development processes,
- interpreting the needs of communities,
- identifying resources,
- helping organise communities and
- assisting with non-formal education projects.

Part two: The Policy Context

The promulgation of a youth policy has been identified as an important instrument in assessing a society’s commitment to its young citizens (United Nations, Economic and Social Commission for Asia and the Pacific, [hereafter referred to as ESCAP], 1998). In alignment with this, the signatories from the international community have expressed their commitment to the development of young people of the world through the adoption of various conventions and charters. These countries which are in accordance, have been encouraged to develop youth policies to meet the needs and aspirations of their youth and provide a framework for youth development.

ESCAP (1998) also noted that a youth policy should not only form the basis for a framework of government institutions and their activities, it should also provide a clear description of the structure and constitution of non-governmental youth organisations and their activities. It is however, necessary that youth organisations should be viewed not only as a means of reaching the youth population but also as participants in the broader process of transformation. Youth policy needs to be structured in such a manner that it encourages and supports creativity and initiative on the part of youth organisations (ESCAP, 1998). Governmental support for youth organisations should not only take the form of financial assistance, additional consideration must also be given to the provision of services and expertise, for the planning and implementation of the programmes of youth organisations. Governments have to ensure that they are respecting and honouring the independence of the organisations, lest they be accused of interfering and controlling youth organisations to justify their own ends.

This study has been carried out within the ambit of international youth policy of both the developed and developing world. Some of the main children's policies were looked at as they apply to a large percentage of children who are also regarded as youth. Special emphasis has been placed on youth policy in the Southern African region and emerging youth policies as pertain to South Africa. The researcher also pointed out that this part of the literature review restricts itself to a selection of these youth policies, with specific reference to youth participation and community-based youth organisations. This report will provide a brief review of some of the international conventions and charters relating to youth and children as documented the following:

- Charter of the United Nations(1945) ,
- United Nations General Assembly Resolution 40/14 on Youth Rights and Responsibilities (1984),
- United Nations Convention on the Rights of the Child (1989),
- Commonwealth Youth Charter,

- United Nations Conference on Environment and Development-Agenda 21, Chapter 25- Children and Youth in Sustainable Development (1992),
- The International NGO Youth Consultation on Population and Development - Cairo Youth Declaration (1994).

The above is followed by a review of youth policy in the context of declarations in Southern Africa such as the African Charter on the Rights and Welfare of the Child (1979), and a comparative study of the assessment of youth policies in three countries belonging to the Southern African Development Community (SADC). Lastly, it will focus on the youth policies existing in South Africa,

- the Constitution (1996),
- the National Youth Commission Act Number 19 of 1996,
- the National Youth Policy (1997),
- the White Paper on Social Welfare (1997),
- the Interim Policy Recommendations of the Interministerial Committee on Youth at Risk (1996).

International Conventions and Charters

Charter of the United Nations (June 26, 1945) - (hereafter referred to as the UN Charter)

Articles 1(1) and 1(3) of the UN Charter documented the purpose of the UN in the maintenance of international peace, security, co-operation and human rights (Goodrich, Hambro, and Simons (1969). The architects of the UN Charter recognised that there was a need to create conditions that extended beyond political considerations, which were favourable to the existence of peace. They noted out that it was equally important to promote human welfare through a respect for human rights and ensuring for fundamental freedoms. These two articles in particular affect the participation of young people in promoting social development and maintaining a culture of peace and human rights.

The NYC (1997) identified the purposes and principles of the UN Charter as being fundamental to enabling young people to enjoy full participation in society . Special reference was made to the access to education, employment, food and nutrition, protection from diseases and freedom from violence. A healthy environment, participation in decision-making processes, facilities for cultural, recreational, and sports activities to improve the quality of lives of young people are additional factors addressed.

United Nations Convention on the Rights of the Child - (hereafter referred to as the UNCRC)

Rouche and Tucker (1997), described the UNCRC as being concerned with the provision of services for the protection and participation of children. The UNCRC recognised the special rights that children ought to enjoy and the obligations of signatory countries. The principle that “the child’s view must be considered and taken into account on all matters affecting them” is key to the UNCRC (Articles 12 and 13, UNCRC, in Van Bueren, 1998). These encapsulate the principle of representation and participation, which has particular relevance for this study.

Article 12 of UNCRC emphasised the right to participation which has led to a more open agenda in which children and young people can shape their future and make demands on adult society (Rouche and Tucker, 1997). This has given young people an opportunity to participate in the decision-making process either directly or via a representative, which supports the recognition of citizenship for children. Rouche and Tucker (1997), however, point out that the principle of participation can only be maintained if there is re-training of adults who work with children and youth in order that they may adapt their practice and act in accordance with the principle. Firstly, these adult workers need to provide children/youth with appropriate information about matters which concern them. Secondly, they need to be appropriately trained to act as advocates of the principle of participation for children and youth. Thirdly, they need to support and encourage children and youth so that they can act and speak for themselves.

While the UNCRC human rights framework is a valuable tool for the development of children and young people, signatories are not bound by it. The implementation of rights is dependent on an efficient and effective system of service delivery, budgets and fiscal policy, with some rights having to be prioritised over others. A government's positions that certain children's and youth rights cannot be attained because of fiscal constraints and problems in service delivery has to be challenged at all levels of government. In a recent landmark challenge in South Africa, the Constitutional Court endorsed the *Grootboom v Oostenberg Municipality* judgement on the Right to Social Assistance, and the local government's housing plan (CCT, 11/2000). In this ground breaking case, the court stated firstly that there must be a plan, which must also cater for the immediate needs. An effective implementation of the plan to meet the needs of the most vulnerable requires adequate budgetary support by national government. This requires the recognition of the obligation to meet needs which must be planned, budgeted for and monitored. The implication here is that governments have to adopt an approach which views its activities in its totality. The relevance for this study is highlighted later in the findings, that is, a lack of resources and finance.

United Nations General Assembly Resolution 40/14 on Youth Rights and Responsibilities (1984) - (hereafter referred to as UN Resolution 40/14)

UN Resolution 40/14 (in Van Beunen, 1998) has provided guidelines for further planning and follow-up in the field of youth development by governments, UN bodies, inter-governmental and non-governmental organisations. Special reference has been made to the involvement of youth organisations at all levels of decision making so as to encourage appropriate action for the achievement of the objectives of the 1985 International Youth Year. These objectives were participation, development, and peace. The resolution further supports the active participation of youth and youth organisations in striving towards the goals of development and peace. This study takes cognisance of the purposes of UN resolution 40/14 in promoting policies and programmes relating to youth as an integral part of social and economic development.

Section I of resolution 40/14 referred to the need for a continuous youth policy, and for ongoing advocacy on behalf of youth. Section II, noted the guidelines for action by governments, inter alia, the promotion of peace, generation of employment, economic activity, education and training. Section II also pointed out that youth is not a homogenous group, and recommends that special attention needs to be given to vulnerable sub-groups, such as young women, unemployed youth, disabled youth, and young offenders. The value and role of youth organisations was noted in Section V, which recognised them as an important means for change and development. It therefore stated the need for the strengthening of such organisations. Particular reference was made to the relation of their role in providing the mechanism and framework for direct youth involvement. UN Resolution 40/14 concluded Section V by calling on youth organisations to participate in the preparation and implementation of policies concerning youth (Van Bueren, 1998).

Commonwealth Youth Charter (as in NYC,1997)

This charter maintains the principle of full participation of young people at every level of decision-making and development, both individually and collectively. The principles of gender inclusive development, empowerment and sustainability are encompassed in this document. The commonwealth has called on all its member countries to define and implement national youth policies, with emphasis on the importance of working with and supporting youth organisations (NYC, 1997).

United Nations Conference on Environment and Development-Agenda 21, Chapter 25- Children and Youth in Sustainable Development (1992)

This prioritised the participation of young people in decision-making processes affecting their environment, development and in the implementation of programmes (Barnard, 1997). Governments have been encouraged to take actions that ensure the participation of youth at local, regional and national levels. They have also been urged to promote

dialogue with youth organisations regarding plans, programmes and questions on issues of development. Further to involve youth organisations and youth in the development and implementation of programmes and projects targeting critical issues (Barnard, 1997).

International NGO Youth Consultation on Population and Development - Cairo Youth Declaration (1994)

The Cairo Youth Declaration, acknowledged the need to mobilise youth as agents of change by involving them in the planning, implementation and evaluation of development activities (Angel, 1995). In addition recommendations for action included the promotion of peer education, vocational, leadership and organisational training. The establishment of networks with youth organisations and youth development NGOs at the regional, national and international level was reiterated. These networks would give the organisations an opportunity to advocate and lobby collectively on youth concerns such as the education of youth on their political, civil and socio-economic rights and responsibilities (Angel, 1995).

Policy Context in Southern Africa

This section makes reference to the African Charter on the Rights and Welfare of the Child. A comparative study of youth policies of the SADC countries: Zambia, Botswana and Swaziland pertaining to the participation of young people and youth organisations in youth development is also encompassed.

African Charter on the Rights and Welfare of the Child (1979)

The African Charter, which was adopted by the Organisation of African Unity, recognised the need to take “appropriate measures to promote and protect the rights and Welfare of the African Child”(Angel, 1995, p.33). Article 4 of the African Charter is of particular relevance to this study as it recognises the child’s right to expression and consultation. This means that every child who is capable of forming his or her views has the right to

express those feelings freely in all matters affecting the child. These views were to be given due consideration taking into account the age and maturity of the child.

Youth Policies of the SADC countries of Zambia, Botswana and Swaziland

This section is based on the comparative study completed by Mwansa, Mufune and Osei-Hwedi's (1994), which focused on an assessment of youth policy and programmes in Zambia, Swaziland and Botswana. Their primary investigation was into the relationship of youth development, youth unemployment and the strategy of using youth enterprise schemes to meet youth problems. These youth enterprise schemes focused on employment, education, skills training and socialisation.

Zambia was assessed as having a more articulate and developed youth policy as compared to Swaziland and Botswana. The Zambian youth policy focused on the involvement of youth in all aspects of the development process. A clear institution base has been set up by the Ministry of Youth and Sport. Youth development was integrated in the Fourth National Development Plan of Zambia. It included the reduction of youth unemployment through the direct participation in production schemes and the creation of opportunities. Participation in national youth development programmes, rural construction, national service and the promotion of research in youth development were additional considerations. Financial and technical support had been made available for these initiatives for youth development programmes where possible.

Botswana had not developed a written policy with the view of integration into a national development plan. It did however, have youth programmes such as a compulsory national youth service and out-of-school activities that promoted the voluntary participation of young people in their local communities. These programmes have been implemented under the direction of the Co-ordinator of Youth Affairs based in the Ministry of Labour and Home Affairs service. Despite the lack of a written youth policy, the country had an institutional base from which youth development programmes were

managed and organised. Plans had been accepted to establish a National Youth Council, comprising national youth associations with a secretariat of youth development. It was envisaged that the council would draft a national youth policy and oversee its implementation.

Swaziland, had neither a written policy nor an institutional base from which to implement youth activities. Youth activities are informal and facilitated by NGOs at large. A lack of government involvement was evident other than in recreational youth activities. The NGOs have been dissatisfied with the situation and have sought to form a national youth council to pressurise the government to be more committed to youth affairs. At the time of Mwansa, et al's (1994) study, the youth council was engaged in writing a youth policy document. These researchers pointed out that the Swaziland government needed to be encouraged and supported in formulating a national youth policy.

The Mwansa, et al's (1994) study on youth policy highlighted some of the important issues influencing the situation of youth in the SADC region. It firstly, stated the responsibility of governments in the formulation and implementation of a national youth policy. Youth policies are seen as essential for the success of youth development as a whole. Secondly, it noted the need for research on youth problems before implementing youth programmes. This position was reiterated by ESCAP (1998) which went a step further and called for a review of mechanisms for implementing youth policy in many countries. ESCAP (1998) also noted that many Ministries and Departments were often charged with the responsibility of developing policies and programmes but lacked resources and political position to co-ordinate youth activities with other line ministries and NGOs. This has resulted in some ministries limiting themselves to activities concerning youth, such as recreation, culture, sports and the mobilization of youth organisations for specific projects (ESCAP, 1998).

Youth Policy Context in South Africa

Since 1994, a myriad of policies have been developed. Almost all of them have an impact on youth development in one way or another. The researcher is aware of a number of policy initiatives relating to youth development within the various Ministries of Health, Education, Environment, Welfare, Safety and Security and Justice. This section, however aims to cover only a specific range of policies relating to youth participation and youth organisations.

The Constitution of the Republic of South Africa, 1996

The Constitution provides the fundamental framework for ensuring democracy and the building of a culture of human rights. These are enshrined in the Bill of Rights. It also clearly defines the powers and functions of the various levels of government which has important implications for the implementation of the national youth policy. Section 28 of the Constitution states the government's commitment to upholding the rights of the child.

National Youth Commission Act No. 19 of 1996

The Act was proposed, designed and mooted for by the NYC. The NYC was set up for the purpose of assisting the government of South Africa in developing a comprehensive youth policy. Some of the specific objectives were to co-ordinate and develop an integrated national youth policy and a national youth development plan. Further to promote a uniformity of approach by all organs of state to matters relating and involving the youth.

The powers and duties of the NYC as defined by the Act includes inter alia:

- linking government to youth organisations and the youth in general,
- liaising and interacting with organisations and other sectors of civil society which actively promotes youth matters, and

- developing policies aimed at the positive involvement of the youth in reconstruction and development of the country.

The NYC was not designed to be an organ of implementation. Youth policy is to be implemented by the various departments (NYC, 1997,p.7). The role of the NYC is to create an enabling environment for youth development by developing a policy framework and facilitating the implementation of programmes to meet the multiple needs of young people. The Financial Mail (March,1996) questioned whether the NYC was designed as a “juvenile bureaucracy” which links government to the youth sector but provides no means to ensure that the commission reflects youth views or informs them of its work. It also questions whether the commission’s watchdog provision will lead to government interfering in the affairs of private youth organisations.

National Youth Policy 2000 (NYC,1997)

The National Youth Policy was developed and approved by the NYC in December,1997. The policy made reference to the issues affecting young people in South Africa. These included the high percentage (70%) of young people who can be described as being ‘youth-at-risk’, the poor and inadequate living conditions, racial and gender imbalances in the attainment of education and training qualifications, and youth unemployment which stood at about 23% of the total youth population (NYC, 1997). The other issues were the increasing rate of teenage pregnancies, AIDS/HIV infection among young people and the increase in the number of young people who have been both perpetrators and victims of crime and violence (NYC, 1997).

The National Youth Policy goals were formulated to enable government, youth development NGOs and youth organisations to address the above issues affecting young

people (NYC (1997). The goals of the national policy were outlined in the NYC (1997, p.22):

- “Instilling in young people an awareness, respect for and active commitment to the principles and values as enshrined in the Bill of Rights and developing a national identity”.
- “Recognising and promoting the contribution of young people in the reconstruction and development of the country. The intention was to achieve this by involving young people at the planning, decision making and implementation levels of all youth and development programmes, to mobilise and support young people in attaining skill and experience to participate in community, provincial and national development initiatives”.
- “Enabling young people to initiate actions which promote their own development and that of their communities and the broader society. The aims are to design and implement programmes, to render services which promote opportunities for volunteerism amongst the youth and to facilitate access to resources for the activities of youth development organisations”.
- “Developing an effective, coordinated and holistic response to the issues facing young people. The aims are achieve this by building the capacity of youth development organisations and enhancing the capacity of persons working with youth”.
- “Creating enabling environments and communities which are supportive of young people, presenting positive role models whilst promoting social justice and national pride. The aims are to do this by promoting the principles of citizenship, participation, and well-being of young people and promoting the responsibilities that the broader society has towards young people. It also aims to ensure that young people have access to appropriate programmes and services regardless of geographical location, race, gender, disability and economic status”.

White Paper on Social Welfare (Government Gazette 8/8/1997) - (referred to as the Welfare White Paper)

The Welfare White Paper (1997) identified the challenge and approach of meeting the needs of ‘youth-at-risk’. While all needs identified are equally important, this study makes reference to some of the needs as noted in section 63 of the Welfare White Paper, which were “opportunities to reach their full potential, opportunities to participate in the economy, to be productive and self-sufficient, and meeting the specific life tasks necessary for the development of adolescents and young adults”.

The approach that was advocated by the Welfare White Paper (1997) to meet the needs of youth included the provision of services and development programmes, with a special emphasis on prevention. In addition, the Welfare White paper (1997) advocated for co-operation between governmental and non-governmental organisations in community-based development initiatives to address the needs of youth.

Interim Policy on ‘Youth-at-Risk’ - Interministerial Committee on Youth at Risk, 1996 (hereafter referred to as IMC Interim Policy).

The IMC Interim Policy (1996,p.8) was initiated by the Ministry of Welfare and Population Development to “manage the process of crisis intervention and the transformation of the Child and Youth Care system”. A multi-sectoral committee was established consisting of the Ministries of Welfare, Justice, Safety and Security, Correctional Services, Education, Health, the RDP and a number of child and youth service NGOs. The vision centered on acknowledging children and youth as our most treasured asset. The contributions of children and youth and the capacities of families in bringing about a caring and healthy society is also acknowledged. The mission of the IMC Interim Policy was to design and enable the implementation of an integrated child and youth care system based on a developmental and ecological perspective. Some of the needs highlighted in it’s proposed framework for services are the need for prevention services and programmes such as “youth development, leadership training, conflict

management and early schools based development programmes” (IMC Interim Policy, 1997,p.20). The architects of the revised policy on child and youth care envisaged that these programmes would be offered by local governments, youth clubs, churches, welfare agencies, government departments, NGOs, CBOs and sporting organisations. The IMC Interim Policy also defined the nature of youth work, the role of youth workers at the prevention level, and advocated for the recognition of the youth work profession.

The IMC Interim Policy has been criticised by some youth development NGOs, as being too narrow in its focus on youth as a ‘special needs’ or ‘special target group’. The Center for Conflict Resolution, the Joint Enrichment Project and the Institute for Pastoral Education (1998, p.5) stated that “the majority of policy makers failed to understand that the greatest number of service users are young people and that it has to focus on their needs as a whole”. These youth development NGOs continued that a lack of understanding has been displayed by many government departments which have described youth as ‘at-risk’ in their policies. Their youth programmes were also issue specific such as programmes on youth and HIV/AIDS. The concern has also been raised regarding the clarity of outcomes and allocation of resources for the programmes of the various departments. The challenge according to these organisations lie in the formulation of policies, programmes and services around the needs of all youth and not to meet certain needs of the youth.

In summary, international and national youth policies provide a useful framework for youth development. They do however, need to be continually reviewed and evaluated in terms of the actual financial support and outcomes of the government ministries and/ or departments responsible for the implementation of youth policy (Welfare White Paper- Section 64,1997).

Part Three: Community Youth Organisations in South Africa

This section concentrates on the outcomes of the (CASE) - Community Agency for Social Enquiry's National Youth Survey conducted by Everatt and Orkin, 1993, together with the studies on leisure activities of youth in the Durban Metropolitan area and Soweto carried out by (Moller, 1991; Moller and Mthembu, 1991, in Moller, 1991; Moller, Mthembu, and Richards 1994; and Richards, 1995).

Everatt and Orkin (1993) in CASE's national youth survey revealed the following as pertaining to organisational involvement of youth:

- that 12% of youth were involved in political organisations,
- that 38% were involved in church and choirs,
- that 32% were involved in sports organisations,
- that 13% were involved in community youth groups,
- that 7% were involved in student organisations, and
- that 5% were involved in Stokvels.

It is interesting to note that youth were actively participating in organisations, even though 70% of them were classified in the same study as 'youth-at-risk'.

Moller (1991) described leisure as a vehicle for social development. She pointed out that the conditions of unemployment, political violence and poor education led to a "surfeit of meaningless spare time for increasing numbers of black youth"(Moller, 1991,p.5). This manifested itself in their participation in informal community social clubs initiated by youth themselves. Moller (1991) and Richards (1995) noted that one in three young people were members of youth clubs and one in two were members of more than one club. "Stepping out in Soweto", a survey of 329 youth clubs in Soweto in 1995, revealed the existence of a vibrant club scene catering for youthful interests in the cultural, social,

sports and community fields (Richards,1995).

Klieber, Larson & Csikszentmihalyi (1986, in Moller et al,1994,p.8) highlighted the 'transitional' view of youth clubs as providing opportunities for youth to engage in activities that prepare them for the roles and responsibilities that they will have to assume as adults. The clubs served to relieve the boredom experienced when growing up and contributed to the development of leadership and social skills among young people. Richard's (1995) study supported this finding. He noted that the majority of the youth club membership found their clubs to be vehicles for personal development and achievement of youthful ambitions. Moller, et al, (1994) also recognised the role of youth clubs as a provider of meaningful experiences for 'youth-at-risk'. Its positive social climate offers these young people an opportunity to develop a healthy identity and direction in life.

In reviewing these studies on youth and leisure, the researcher focused on the specific questions:

Why do young people join youth clubs?

What are the problems experienced in sustaining youth clubs?

Why do young people join youth clubs?

Brandenburg (1982, in Moller, et al,1994, p.8) found that people join interest groups such as youth clubs if the following four conditions are present:

- "opportunity to engage in activity";
- "some knowledge of the activity",
- "a favourable social milieu",
- a willingness to try a new experience".

Studies by Moller (1991) ;Moller and Mthembu (1991,in Moller,1991); Moller, et al, (1994); and Richards (1995) noted that the dominant reasons for joining youth clubs were:

- personal development, these being the opportunity to develop skills and foster talent, form friendships and a sense of belonging,
- to be relieved of boredom,
- to participate in activities perceived to have family approval and support.

The promotion of singing, dancing or sports were major incentives for young people to remain in youth clubs. The quality of group cohesion and relationships were also an attractive force for keeping young people involved in youth clubs.

It was interesting to note the reasons for non participation in youth clubs were:(Moller, et al,1994).

- danger factors such as violence,
- commitments at work and home,
- lack of parental support and
- the issue of cost.

What were the problems experienced in sustaining youth clubs?

Moller (1991); Moller and Mthembu (1991,in Moller,1991); Moller, et al, (1994); and Richards (1995) referred to the following problems as reported by the youth themselves.

The main problems related to resource constraints. These were:

- problems of finance and sponsorship, and little /or no skills in fundraising,
- shortages in recreational and educational equipment,
- the need for improved facilities such as renovations to venues,
- human resource and skills shortages,

- internal conflict,
- shortage of skills in planning, time management, and general management,
- limited access to professional councillors, advisers and trainers.

Additional factors that contributed to a loss of membership included the objection by the boyfriends of partners participating, resulting in them leaving the group. Sports players in particular were viewed as being at a risk of academic failure and some parents did not allow them to participate as they felt that their club activities were interfering with their performance. The maintenance of groups was particularly difficult in times of political violence (Moller, et al,1994).

Some clubs disbanded because of the above reasons, others took on new forms, or transformed themselves through the growth process. Moller and Mthembu (1991,in Moller,1991) maintained that this is not a sign of failure but rather a sign of growth and maturity. It must be recognised that youth clubs will die as young people grow up and leave. It is important, however, that clubs do not die prematurely leaving behind a frustrated and disappointed young people (Moller and Mthembu,1991,in Moller,1991).

In summary all three studies on youth and leisure revealed that youth clubs provide a unique opportunity for appropriate youth development and contribute to a more democratic society.

Summary of Literature Review

This literature review has attempted to display the various dimensions of youth development and the role of community-based youth organisations as a vital means of achieving the goals of youth and social development. It highlights the need for the training and support of community youth workers. These are continuous processes that

requires commitment and attention by all levels of government, non-government organisations and related service providers, together with young people themselves.

CHAPTER 3

METHODOLOGY

Introduction:

The selection of the study's research design and the formulation of the research questions have been guided primarily by developments in the field of youth and child care. Policies and practices influencing the lives of young people in South Africa, and internationally provided additional impetus and support for this choice. In summary, this study was designed to understand the experiences of those who participated in the Training Programme which intended to develop skills for the establishing and sustaining community organisations. This chapter will outline the methodology used during the study and will focus on:

Research design

- Population characteristics
- Data collection and sampling procedures.
- Data analysis
- Potential Limitations of design and methodology

Research Design

Youth, child care and related policies, require the active participation and empowerment of youth and children in the decision making processes affecting their interest and welfare. These include the planning, implementation and monitoring of services that pertain to their lives. Youth, child care workers, other related professionals and policy makers have an obligation to create opportunities for young people to participate in society, and to be involved in service delivery so that these requirements are more than just promises. In order to achieve this, they need to reflect on and assess existing models of practice so as to develop new understandings, approaches and alternate models.

Bryman (1988, in Silverman,1993, p.24)) maintained that the qualitative research paradigm is based on, amongst other factors, “taking the subjects perspective, and understanding actions and meanings in their social context”. The cornerstone of qualitative research is the nature of the data, with a “preference for the use of words rather than numbers”(Hammersley,1992, in Silverman,1993, p.26). Qualitative research methods place emphasis on the subjective dimensions of human experience and attempt to describe and comprehend the interpretations of events by individuals and groups that are subjects of the study (Grinnell,1993). The formulation of this study in the light of this background utilises a qualitative research design.

Marlow (1998) identified three research strategies: exploratory, descriptive and explanatory. The choice of the research strategy is determined by the research purpose, and the extent of existing information on the area of study. Exploratory research is undertaken “when very little is known about the topic under study, and often raises questions to be investigated by more extensive studies” (Marlow,1998,p.34). Descriptive research “records and reports phenomena” (Marlow,1998,p.32). Explanatory research provides “explanations of events in order to identify causes” (Marlow,1998.p.33).

- The strategies used in this study include both exploratory and descriptive strategies. It is considered to be exploratory, as this is the first study of this nature to be conducted within the Pinetown Child Welfare Training Programme which may require further study. Its descriptive nature lies in the selection of subjects, that is all young people who completed the training programme, have worked as youth workers in their respective communities and have had practical experience in establishing and sustaining community based youth organisations within the programmes context. The study's datum is based on the experiences and observations of each youth worker. From the subject's descriptions the study hopes to identify common themes and contribute some explanation to an understanding of their experiences. These descriptions cover successes, problems and challenges encountered in establishing and sustaining community-based youth organisations. They provide a basis for recommendations on improvements to the training

programme. The findings are intended for submission to community leaders and local government structures, in order to enable them to promote youth participation and community based youth organisations.

The philosophy of education and development and in particular Paulo Freire's work on critical awareness formed the foundation for the study's research design (Hope and Timmel, 1984). The training programme is based upon Freire's belief that; "the different levels of consciousness, the direct link between emotion and motivation to act, the importance of having the participants themselves choose the context of their education rather than having 'experts' develop curricula for them, and the fact that real liberation and development must rise from the grassroots up"(Hope and Timmel 1984, p6). The training programme adopted the key principles of Freire's work, namely; "relevance of issues to participants in the here and now, problem identification and the search for solutions, dialogue, action-reflection and transformation of life in local communities and the whole society"(Hope and Timmel 1984, p.8-12). In accordance with his work on critical awareness, and the philosophical paradigm, the action- reflection approach and the participatory research approach supported the study's research design.

The action- reflection-learning approach's most important distinction is that real learning and change are not only an act of thinking, but also proposes that actions, understandings and feelings are all important sources of knowledge (Hope and Timmel, 1984 and Taylor, Marais and Kaplan, 1997).

According to Hope and Timmel (1984) the action-reflection approach is a progression during which people have the opportunity, to reflect critically on what they are doing, to source new information and skills that they need, to gather this information and to decide on further courses of action. Taylor et al (1984) broaden the description of the process to encompass the following four elements:

- Action which involves "carrying out tasks, or engaging in processes" (Taylor et al, 1997, p4).

- Reflection which involves “re-examining and thinking about an event - analysis and evaluation.” (Taylor et al, 1997, p5). .
- Learning which is about “generalising, that is, identifying patterns that occur in more than one situation.....this process allows the learner to make a leap from a particular experience to a more generally valuable learning which can be applied to new situations”(Taylor et al, 1997, p6)
- Planning which is “the link between past learning and future learning. Planning enables you to draw on all previous experience and helps you to predict what needs to happen for you to achieve your goals. Planning which is unrelated to learnings of the past is a waste of time”
(Taylor et al, 1997, p7).

According to Taylor et al (1997) each cycle builds on the previous one to improve effectiveness.

The participatory research approach like the action-reflection approach promotes changing the manner in which knowledge is acquired, through advocating the collaborative participation of the subjects in the research process.

According to Marlow (1998,p.19) participatory action research has three aims, all intended to “empower clients”. These are:

- To produce knowledge and action directly useful to groups of people.
- To encourage people to construct and use their knowledge for empowerment.
- To promote collaboration between researcher and clients throughout the research process.

Maguire and Mulenga’s (1994) principle aims of participatory research were:

- To develop knowledge and critical consciousness.
- To improve the lives of those involved in the process.
- To transform social relationships and societal structures.

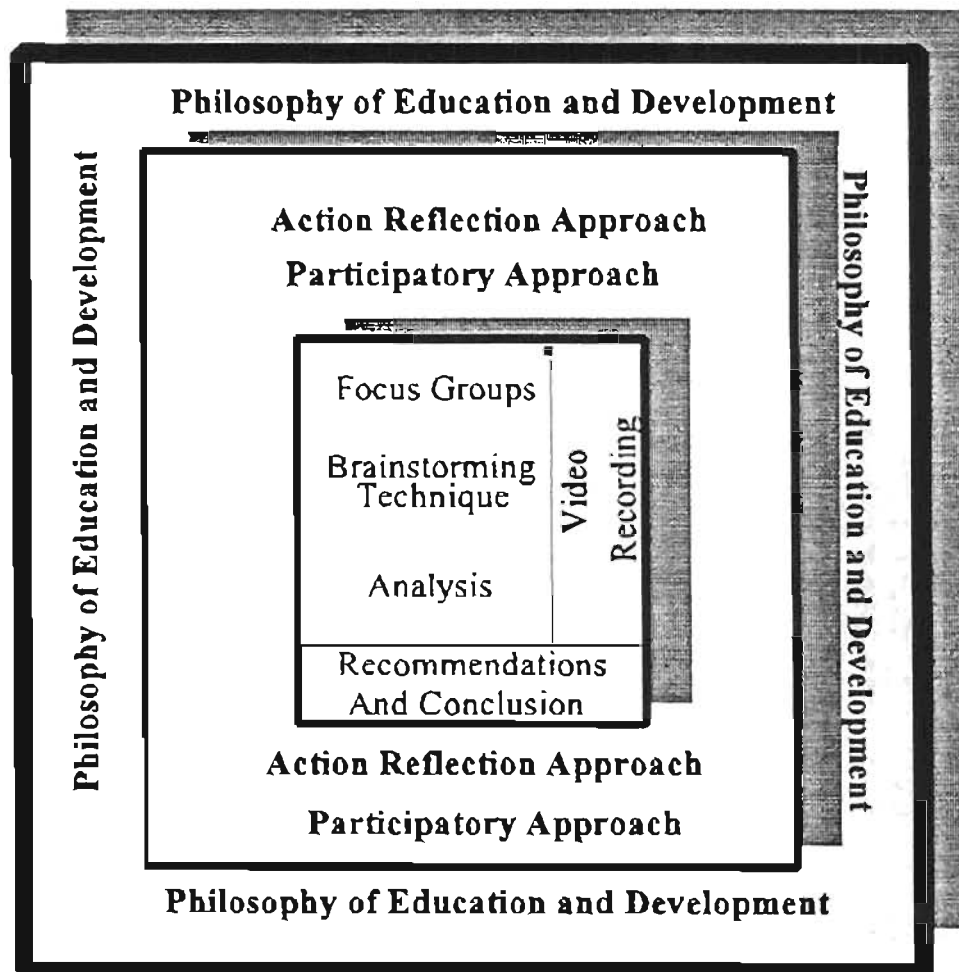
Participatory action research is essentially a “democratic approach to investigation and learning aimed at bringing about social change” (Participatory Research Network, 1982, p.4). The relationship between the researcher and the research subjects is based on democratic principles, with the subjects involvement in the production of knowledge which is highly valued, these leading to locally responsive and relevant social action (Main, 1999).

The strength of the participatory research approach lies in its primary characteristic of being context specific. The action-reflection-learning and participatory research approaches, while offering identity guidelines and practice principles, do not specify operational steps. The two processes appear to be evolutionary in nature, with each research step building on the previous stage. This does not override the scientific process of a data collection, analysis and documentation.

To achieve its purpose of gaining an understanding by exploring the experiences of youth workers in establishing and sustaining community based youth organisations, this study builds on the core elements of both the action-reflection approach and participatory research approach. In utilising these the study also follows the logical steps of focus group research with regards to sampling procedures, data collection and analysis.

The figure below summarises the research approach of this study in the form of a working model.

Figure 1: The Research Model of the Study



Population Characteristics

Bailey (1982, p.85) maintains that the population of a research study is “ the sum total of all units of analysis which most often is the individual person ” In this study the population included all 32 participants (also known as community based youth workers) who completed all the requirements of the Training Programme during the period 1996, 1997 or 1998. An additional five participants failed to complete the entire Training Programme and were excluded from the research population. The table below describes the composition of the population of this study in terms of year of training and gender.

Table 1. : Composition of the Population of the Study

Participants	1996	1997	1998	Total	%
Male	6	5	3	14	44
Female	5	4	9	18	56
Total	11	9	12	32	100

The participants of the Training Programme were youth who were part-time workers or unemployed persons between the ages of 18 to 30 years who agreed to comply with the conditions of the Training Programme. They were also specifically chosen by their leadership to participate in the Training Programme on behalf of their communities because they had shown an interest in community/youth development and were involved in community organisations and processes. The supervisors of the Training Programme asked the community leadership to choose young people without consideration of their religious or political affiliations. The participants, had to assume the roles and responsibilities of implementing youth programmes in their communities. The communities targeted in the training programme were African, Indian and Coloured townships and informal settlements. Historically these were under-resourced as a result of the discriminatory practices of the apartheid era. Communities were also identified and selected by Pinetown Child Welfare as having a number of youth related problems. These

included the lack of sports and recreational facilities, high levels of youth unemployment, drug and alcohol abuse, crime, rape, teenage pregnancies and young people infected and affected by the AIDS pandemic (Pinetown Child Welfare, Community Profiles ,1994-1997).

Sampling Procedures.

A sample maybe defined “as a subset or portion of the total population” (Bailey, 1984,p.85). It basically involves “determining who will be the subjects in the study”(Marlow, 1993, p.103). The sampling procedures chosen for the purposes of this study was non-probability purposive sampling because it allowed the researcher to use his/her own “judgement about which respondents to choose, and who best meets the purposes of the study” (Grinnell, 1988, p.242). It also provided the researcher the opportunity to “intentionally select those elements that were information rich” (Marlow 1998,p.142). This study identified the sample for the focus groups as the entire population since all participants of the training programme were considered to be “information rich” and satisfied the requirements of this study. The selection of subjects was affected by availability of the participants.

The study consisted of a total of 15 (46.87%) of the population of 32 participants. The table below describes the total sample according to year of training and gender.

Table 2: Composition of the Sample of the Study

Participants	1996	1997	1998	Total
Males	4	1	1	6
Females	1	2	6	9
Total	5	3	7	15

Data Collection Methods

The following section will outline the following components of the research model namely:

- Focus groups as a data collection method, guided by questions applicable to the study.
- The use of the brainstorming technique to illicit responses from subjects.
- Video recordings of focus group interviews as a tool to record data.

The strengths and shortcomings of each aspect is considered as well as the measures taken to limit the impact of the shortcomings in this study.

Focus group sessions, each of approximately two and half hours in length were held. The two groups consisted of seven and eight participants respectively. The collection of data entailed the usage of seven core questions which formed the basis of focus group discussion using the brainstorming technique. Video- recording was the principle tool utilised to record the data. Researcher and observer's notes supplemented the video recordings. The observer was one of the supervisors of the training programme. Since the supervisor was only available to observe one focus group at any time, a decision was taken to exclude the supervisor notes and to rely solely on the use of the researcher's notes.

Focus group interviews are defined as "a research technique that collects data through group interaction on a topic determined by the researcher" (Morgan, 1997,p.6). The focus group interview is a purposive discussion of a specific topic between individuals with a similar background and common interests. It is stated by Krueger (1994, p3) that focus group interviews "improve planning and design of new programmes, and provide the means to evaluate existing programmes". Focus groups have high face validity, due in part to participants having confidence in the mechanism and therefore offering insights, which enhance "believability of participants comments" (Krueger 1994,p.32). In

keeping with the aforementioned, this study used focus groups as the method of data collection to support the work of the study in developing an understanding of the community youth worker's experiences in establishing and sustaining community based youth organisations.

The focus group method is also consistent with the inductive-interpretive theoretical perspective. A part of the study's foundation is built on some of the elements of a participatory approach which encouraged maximum participation of the research participants. The choice of focus groups is supported by Morgan (1997, p.6) as a "self contained method, that is, the principle source of gathering data and the basis for the entire study" and is consistent with the use of exploratory and descriptive research strategies.

The table following displays the appropriateness of focus groups as a method for collecting qualitative data and the measures taken to limit the impact of the shortcomings of this study. The supporting information is taken from studies related to the two features of focus groups namely: the reliance on the researcher's focus and the group's interaction (Morgan, 1997; Greenbaum, 1998; and Krueger, 1994).

Table 3: Strengths and Shortcomings of Focus Group Technique

Strengths	Shortcomings	Measures to counteract the shortcomings in this study.
<p>The researcher's focus is to "produce concentrated amounts of data on precisely the topic of interest" and is conducive to being "quick, easy and efficient"(Morgan,1997,p.13).</p> <p>The format allows the researcher to probe where necessary.</p>	<p>Researcher control makes focus group less naturalistic, with a real concern that the researcher will influence the group's interactions.</p> <p>The absence of a pilot group to test the researcher's guide and techniques, and the exclusion of the observer's notes.</p>	<p>Minimise the "unnaturalness" of the settings used for focus groups. Researcher's bias was no less inevitable as compared to other methods of data collection.</p> <p>This was not addressed during the study.</p>
<p>The comparisons that participants make among each other's experiences and opinions provide valuable insights into complex behaviours and motivations.</p>	<p>In correlation the group may have an influence on the nature of the data produced, that is, tendency towards conformity with some participants withholding information and "polarisation" with some participants expressing more extreme views.</p>	<p>This was anticipated and participants were adequately briefed on the purpose of the study and were invited to participate.</p>

Although the focus group process was guided by the use of open-ended, semi-structured questions, this study tended to be more formal due to time constraints of participants. The group brainstorming technique was identified as the most appropriate method to illicit responses from participants within a limited time with action-reflection-learning taking place.

Group brainstorming is a much used technique in organisational and educational programmes. According to Paulus and Paulus (1997) it is used in “organisational settings to generate new and creative ideas, and in educational settings to stimulate and enhance learning”.

Brainstorming is a technique for “overcoming the inhibitions many individuals have in generating ideas either alone or in groups” (Osborn,1957, in Paulus and Paulus,1997).

As found in Tyler (1998), the goals of positive brainstorming are to maximise participation, to give a sense of the group, to generate a lot of ideas, to overcome negative thinking and to serve as a closure device bringing forward ideas for future collaborations or changes. It is a useful technique in problem solving activities.

Osborn (1957, in Paulus and Paulus,1997,1998) identified the following four rules of brainstorming:

- Generate as many ideas as possible to provide the widest choice for good ideas
- Reserve criticism of ideas as they are expressed, judgement can be deferred until a later evaluation session
- Remove restrictions and encourage free thinking, the wilder the idea the better
- Build on the ideas of other.

The advantages of group brainstorming are that they can double the number of ideas generated and stimulate new ideas. The activity level of other group members leads to stimulating and motivating members through the process. In addition, group members provide positive feedback which brings about better performance. Disadvantages are that “individuals may loaf when they are not held accountable for their performance”, or they may be distracted , as well as anxious, fearing evaluation, all of which may lead to low group productivity (Karau and Williams, 1993, in Paulus and Paulus,1998). Confident participants with low interaction anxiety and high verbal skills may dominate those who are less confident. Researchers have commented that there is no conclusive evidence that

group brainstorming is more effective than individual brainstorming (Tyler, 1998, and Paulus and Paulus, 1997)

In this study brainstorming was used to generate as many ideas as possible. In attempting to counteract the disadvantages of the use of this technique, the study motivated subjects to speak freely and reassured them that responses would not be judged as right or wrong. The researcher of this study has been trained to use group brainstorming and catered for the personality characteristics of the subjects. The researcher with this knowledge was capable of encouraging anxious, quieter participants, controlling the more dominant participants and ensuring that they did not criticise or evaluate the ideas of others.

As mentioned previously video-recording was used as a means of data collection. While McLuhan in Morgan (1997, p56) stated that video has “a tendency to cool things down”, it was nevertheless decided that for this study it offered the means to determine “who is speaking and, in conversations, who is speaking to whom”. Morgan (1997) also pointed out that video-recording is intrusive, complicated and may have poor sound quality. The researcher accommodated this through modeling, that is, by being as natural as possible and ignoring the video camera. The video tape is still part of the data collected. The researcher also relied on the fact that subjects were familiar with each other and therefore more comfortable with one another and accepted the process. Certain members requested and the groups agreed that copies of the tapes would be made available to any participant on request. The researcher further motivated participants by explaining that the tape would serve as a resource for Pinetown Child Welfare. The poor sound quality presented a problem in the process of transcribing the recordings. The sound quality was subject to restraints on resources and has to be accepted.

Data Analysis ↗

“Data analysis consists of examining, categorising, tabulating or otherwise re-combining the evidence, to address the initial propositions of a study” (Yin, 1984, in Krueger 1994, p.140). Data analysis is a time consuming process that is dependent on expertise and effort (Poggenpoel, 1998, in Main, 1999). Most researchers concur that the analysis of qualitative data is a rigorous, complex, creative and challenging process. This is to be expected from data in the form of written descriptions and reflections. The techniques used in the storage and retrieval of data are most crucial to this phase of the research process.

Marlow (1998, p.222) states that the “primary mission in the analysis of qualitative data is to look for patterns in the data while maintaining the context”. She further suggests that there are five approaches to analysing qualitative data;

- descriptive accounts,
- constructing categories,
- logical analysis,
- proposing hypotheses
- validation.

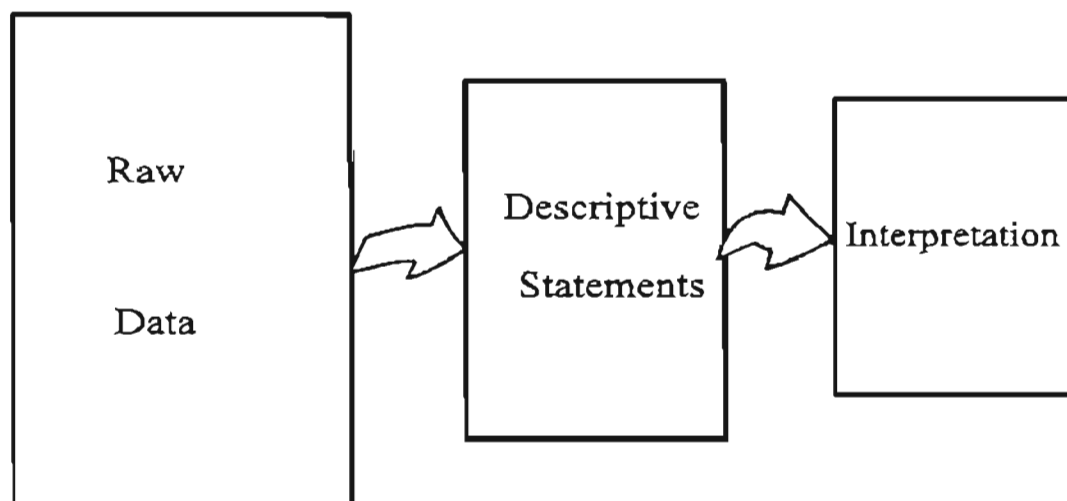
Each of these approaches surmise specific strategies and techniques to identify patterns, which promote contextual analysis, inductive-interpretive theoretical perspective and grounded (Marlow, 1998).

The approaches to data analysis used in this study were descriptive accounts and constructing categories. Descriptive accounts referred to case examples. The study borrows from Patton’s (1997, in Marlow, 1998) work which suggested steps in formulating a case example. This involves constructing a case example from the raw data (video transcripts and researcher notes). The strategy for identifying categories were based on, “adopting the natives’ point of view”- an indigenous recognition. (Marlow, 1998, p.213). These indigenous categories are often referred to as themes or recurring patterns in the

data. This study made use of the frame elicitation technique which involves“framing questions in such a way that you find out from the participants what they include in a particular topic or category” (Marlow 1998,p.213).

The data analysis strategy' used in this study is based on Krueger's (1994) continuum of analysis of focus group data (see figure 2 below).

Figure 2: The Analysis Continuum



Adapted from Krueger, 1994, p131

Raw Data : To the left of the continuum is the accumulated raw data, that is, the exact statements of the focus groups as they responded to the core questions asked in the discussion. Krueger (1994) suggests that the data might be ordered in categories that are of concern to the client.

Descriptive Statements: Midway are the descriptive statements which are summaries of statements of subjects, including illustrated examples and quotes.

Interpretation : To the right of the continuum is the interpretation which builds on the descriptive process by presenting the meaning of data as opposed to a summary. It attempts to provide understanding of the descriptive statements

The research methodology utilised the action-learning approach, focus groups, and brainstorming technique to enable the subjects to describe their experiences. The researcher explored the experiences in greater detail, thereby contributing to the participatory research aspects of this study. The study envisaged that these data collection processes would also enable the researcher to follow a similar interpretative data analysis process as described in Krueger (1994).

Limitations

The methodology of a study deals with the process used by the researcher and how he/she will go about studying any phenomena. Research writers are in agreement that all methodological approaches have potential limitations which must be considered if a study's findings and recommendations are to be validated. Silverman (1993) proposes that for a study to be accepted as scientific it must adopt methods that are appropriate to the study's subject matter and must be conceptually and empirically grounded in theory.

The interpretation of qualitative research methodology whilst being a highly technical process is more dependent on researcher's judgement than quantitative methodology.

“Personal, intellectual and professional biases are more likely to interfere with qualitative data analysis” (Marlow, 1998,p221). Qualitative studies as such, need to focus on these inherent biases and create measures to limit their impact on the research results.

As described by Krueger (1994) and Morgan (1997), in the analysis of focus group research, it is important firstly that the researcher questions whether the results were artificially produced by the interactions of the group participants and whether their responses were honest. Secondly, the researcher questions to what extent the findings of the study were influenced by the researcher. It is imperative that the researcher critically examine these two components. The aspect of being critical requires that the researcher overcome the potential problem of arriving at easy conclusions, and examines evidence before making conclusive statements (Silverman, 1993). The latter is essential in determining the validity of a study's methodology and its subsequent findings and recommendations. It also recognises that the credibility of the study is an important element that often replaces validity and reliability in qualitative research. To increase its credibility and/or reliability and validity this study attempts to ensure that it is conceptually and empirically substantiated through a clearly specified methodology, logically categorised data analysis and a recognition of its limitations.

Hammersley (1992, in Silverman, 1993, p. 145) refers to reliability as "the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions.". Creswell (1994, in Main, 1999, p. 60) however maintains that the "uniqueness of a study within a specific context mitigates against exact replication in another context". While this study accepts this limitation, it strives for the replication of the methodology in similar or related studies. Silverman (1993) further maintains that reliability of interview schedules is vital, and is usually achieved through pre-testing. This study recognises that its reliability may also be affected by the absence of a pilot study to pre-test the researchers focus group guide and the consistency of participants responses. The reliability of this study however, rested on the standardised method of preparing transcripts as described in Silverman (1993).

Validity refers to "the degree a measuring instrument is measuring what it is supposed to measure"(Bostwick and Kyte in Grinnell, 1988, p. 111). It focuses on whether the instrument actually measures the concept in question, and whether the concept is measured

accurately (Hudson, 1985, in Grinnell, 1988). According to Grinnell and Stothers (in Grinnell, 1988) there are two types of validity, internal and external validity.

Internal Validity is described as the “accuracy of the information and whether it matches reality” (Creswell, 1994, in Main, 1999, p.60)]. To maintain this concept of validity, the researcher used questions and the technique of reflection to clarify responses during the focus group process. This study recognises the limitation of using focus groups as a self-contained method of data collection. At the same time the study notes the view of Silverman (1993, p. 166) that data triangulation is “usually inappropriate in the validation of qualitative data”.

External validity on the other hand refers to the “generalisability of findings from the study” (Cresswell, 1994, in Main, 1999, p.60). Qualitative research does not seek to generalise findings as it aims to interpret data within a specific and unique context. The generalisability of this study’s findings to the population may be questioned when focusing on the “breadth versus depth trade-off in sampling” (Parton, 1980, in Main, 1999, p.60). There is the realisation that the sample size, the limited number of focus groups, and the context specific nature of this study may be challenged. Main (1999, p.60) however suggests that in qualitative research “a broad range of information from a smaller number of people is preferable to a small amount of information from a large group of people”. It has to be taken into account that some members of the population had valid reasons for not participating in the study such as employment pressures, ill-health and relocating to communities out of the area in which the study was based. Furthermore the 15 participants in the sample make up 48% of the population of the study. In addition, these 15 participants have already had a positive influence on a number of young people and this in itself lends value to this study.

Ethical Considerations

Since most qualitative research focuses on people, their problems and identifiable contexts, researchers are privy to personal information that requires ethical safeguards to prevent unacceptable or distressful repercussions (Gilchrist and Schinke in Grinnell, 1988). The ethical guidelines as recommended by Gilchrist and Schinke (in Grinnell, 1988) include:

- the consequences for human beings,
- voluntary and informed consent,
- protection from physical and mental harm,
- confidentiality and
- credit in scholarly research endeavours.

In this study the ethical safeguards adopted were based on the above guidelines in the following ways:

- The responsibilities of the community based participants in this study were discussed with the researcher's colleagues at Pinetown Child Welfare and a decision taken to limit data gathering to valid information. Informed consent was sought from subjects prior to the focus group discussions.
- Protection from physical and mental harm was also discussed with colleagues. No comprehensive assurances could be provided but this was made known to subjects.
- Confidentiality of participants was guaranteed through the exclusion of their identities in the findings. Individual opinions and views will not be disclosed in the written report.

It must be noted that the video recording, the request for copies of the video by subjects, and the possible use of the video tape as a learning or marketing tool by Pinetown Child Welfare may limit the research participants protection from physical and mental harm. Through the possible revealing of identities some participants may be victimised for their views and opinions. The aspect of confidentiality will also be limited under these

circumstances. The researcher intends to caution the management and staff of Pinetown Child Welfare Society regarding the use of the recorded material and transcripts, and make known that it is their responsibility to edit the video tape to ensure for the safety of subjects. The researcher intends informing all research participants that the video tape is not available for distribution based on the above reasons.

Other ethical considerations included the researcher equipping herself with skills and knowledge by conducting a comprehensive literature review. These were built on previous experience in group work, brainstorming technique and the use of the action-reflection-learning approach. Measures were taken to ensure that the data was accurately documented by having the transcript compiled by an independent person bound by these ethical guidelines.

Findings will be honestly and accurately reported and credit will only be taken for work actually conducted. All contributions by other persons will be acknowledged. From the findings recommendations will be made for the purposes of furthering the effectiveness of the services and credibility of Pinetown Child Welfare Society. The researcher also intends distributing the final report to all subjects of the study and the supervisors of the Training Programme of Pinetown Child Welfare.

Conclusion

In this chapter the methodology of the study was outlined and discussed. The study's philosophy, and research design was described and justified the use of the methods of data collection and data analysis. These were consistent with the philosophy and research design. Action-learning and participative research principles were central in the implementation of the methodology. This ensured the accuracy of the data collection, analysis and interpretation. More importantly the process of data collection also aimed at enabling the participants to continue on their learning curve through the action-learning

method. Furthermore, to enhance their motivation by acknowledging the contribution they have made to the development of the youth of their respective communities.

CHAPTER FOUR

ANALYSIS AND DISCUSSION

Introduction

The findings of the study are presented and discussed in this chapter. To enhance understanding of these, a background of the composition of the focus groups is presented initially.

The study explored the experiences of community based youth workers in establishing and sustaining community-based youth organisations. The findings are presented and discussed in relation to the context of the following seven questions which guided the study from the outset and formed the basis of the focus group discussions:

1. What is your (the research participant's) understanding of youth development?
2. Describe the youth organisation you started in your community, or/ the youth organisation you supported since you joined the youth worker training programme.
3. What do you consider as being achievements of the youth organisation you were associated with?
4. What support did you received from community leadership, civic and/or local government councillors? Describe.
5. What challenges or problems did you encounter during the formation of and/or the supporting of youth organisations? Describe.

6. Did the training programme help in the starting up and support of youth organisations? Describe.
7. What improvements do you think Pinetown Child Welfare Youth Training Programme needs to make with regards to the objective of establishing and sustaining youth organisations?

The processing of the findings are in accordance with Krueger's (1994) continuum of analysis for focus group data as presented in the previous chapter. Direct quotes from participants exclude names to protect confidentiality and are recorded in "italics".

Background of the Focus Group Composition

The focus groups were made up of 15 participants, representing 12 local communities as displayed in the table below:

Table 4: Focus group composition indicating community representation

Focus Group One		Focus Group Two	
Participant No's	Community	Participant No's	Community
1	St Wendolins	1	KwaDabeka-KK Hostel
1	KwaNdengezi	2	KwaDabeka-"Italy"
1	KwaNdengezi	1	Luganda
1	Marrianridge	1	KwaDabeka-Sub 5
1	Tshelimnyama	2	Molweni
1	Klaarwater	1	KwaDabeka-KK Centre
1	Impola A		

Responses to Question 1:

What is your (the research participant's) understanding of youth development?

The responses of the participants to this question is recorded and summarised in the box below:

Youth development is perceived as getting to know yourself, *"self-commitments, self-respect, and personal growth"*. The researcher also noted that the participants understanding of physical, mental, spiritual and social growth was *"to be independent, and self confident"*. Together with the previous quotes, it is about promoting *"something like man kindness, sharing our problems, trusting and respecting each other, to be responsible and accountable"*. Additionally the promotion of *"children's rights and responsibilities, gender equality"*. We want to *"move forward, develop progress, skills training is therefore important. We need to share our skills with others, build leadership, sustain our groups and solve problems. We must try to do something about the problems of sexuality, drug abuse and so on"*. We have to *"create awareness, to educate youth on certain issues, life skills and promote sports and culture (talents and tradition)"*. Empowering youth to campaign for facilities and fund-raising is necessary *"we'll not be developing the youth if we can't have facilities and money that we can use"*. It should be about making a difference by *"bringing young people together, to create togetherness, build friendships, having fun and bringing peace."*

The above findings are consistent with the reviewed literature. They reflect the core elements of the NYC's (1997,p.70) definition of youth development "as a process whereby young men and women are able to improve their skills, talents, and abilities to enhance their intellectual, physical and emotional capacities, to express themselves, and to live full lives in the social, cultural, economic and spiritual spheres of life". They also reflect Maunders (1998,p.2) definition of youth development as the "combination of individual development with national or community development".

Responses to Question 2:

Describe the youth organisation you started in your community, or the youth organisation you supported since you joined the youth worker training programme?

The majority of the participants had started new youth organisations or had become involved in the support of existing organisations. Some of the participants were jointly involved in the same youth organisations like the participants working together in KwaNdgenzi, Molweni and Kwa Dabeka-“Italy”. At least three participants were involved in more than one organisation.

Clarity and interpretation of the direct quotations and statements that were provided in the fulfilment of this request are in the context of the participant’s understanding of youth organisations. To ensure an understanding of this, an analysis of the participant’s categorisation of youth organisations and their purposes as understood by them is presented and discussed.

Categorisation of Youth Organisations

An overview of the categorisation of youth organisations as understood by the participants is noted in the table below.

Table 5: The Categorisation of Youth Organisations as understood by Participants

Category of youth organisation	Number of Participants in agreement
Environmental club (7-14 years)	1
Church-based Gospel Group (14-18 years)	1
Community-based Gospel Group (15-35 years)	1
Youth/children's clubs (6-15 years)	4
Youth clubs (15-35 years)	3
Cultural Youth Group (15-35 years)	1
Representative Youth Development Forums or Co-ordinating Structures of Youth Organisations (15-35 years)	4
Literacy Programme (15-35 years)	1
Primary School Peace Education Programme (10-12 years)	1

In line with prior explanation, the findings as recorded in the table above reflect both the participant's definition of the term youth and their understanding of the nature of youth organisations. Their definition of youth in relation to the age group is in keeping with the literature review. The average age of 14-35 years is consistent with the age group as defined in South Africa (NYC,1996). Their definitions also supports the conceptualisation of youth as being socially constructed, with its meaning dependent on particular times and contexts within which the study was conducted (Seekings,1993; and Rouche and

Tucker,1997). A finding that is inconsistent with the literature reviewed on the definition of youth was that their definition extended to include children as young as six and seven-years-olds. Of importance is noting that the organisations targeting the age group six to fourteen/fifteen were defined by the participants as youth/children groups. Two participants who worked with groups consisting of a wider age range, divided the groups into two, a children's group (7-11 years) and youth group (12 years and over). The latter indicates an understanding of the developmental needs of children and youth and the importance of devising age-appropriate programmes. This is consistent with the theoretical framework of developmental psychology.

The findings of the categorisation of youth organisations are also consistent with the literature reviewed. Moller, Mthembu, and Richards (1994) and Everett and Orkin (1993) both categorised community youth organisations (also described as informal youth clubs) as religious, secular, performing arts groups (gospel choirs, cultural groups) and community service activity groups (literacy and school life skill programmes).

Purposes of Youth Organisations

An overview of the purposes of youth organisations as understood by the participants is presented in the following table.

Table 6: The Purposes of Youth Organisations as understood by Participants

Broad Categories of Youth Organisation	Perceived Purpose
Youth/Children's Organisations (6-15 years) Environmental club (7-14 years) Youth/children's clubs (6-15 years) Primary School Peace Education Programme (10-12 years)	A supervised alternative offering constructive after school activities.
Youth Organisations (14-35 years) Church-based Gospel Group (14-18 years) Community-based Gospel Group (15-35 years) Youth clubs (15-35 years) Cultural Youth Group (15-35 years) Representative Youth Development Forums or Co-ordinating Structures of Youth Organisations (15-35 years) Literacy Programme (15-35 years)	To provide a vehicle for socialisation, personal and community development.

Youth/Children's Organisations (6-15 years)

The belief was that the overall purpose is to provide a supervised alternative to “hanging around the streets” by offering constructive after-school activities. In summary participants thought that these organisations provide young people with the opportunity to have fun, be creative, make friends, learn about children's rights together with their responsibilities and develop life skills through participating in drama , song and educational games.

These groups targeted school learners. Such youth/children organisations are typified by the following case example:

Delacove youth/children's club (7-15 years) of Klaarwater was started by a participant in 1998. Klaarwater is an African township with formal and informal housing, including a hostel for migrant workers. The club consists of about 30 regular members who meet Monday to Thursday after school. The purpose of the group is "*searching for creativity of youth and to keep them off the streets*", as well as "*teaching the youth/children about prevention of drug abuse and child abuse*". The emphasis has been on "*learning through fun activities like drama, sports and games*".

Youth Organisations (14-35 years)

The purpose of these youth organisations were to enable young people to socialise, develop their talents, build unity, promote peace, provide educational support, and promote community development. The two central themes that emerged were personal growth and betterment of the community. These youth organisations targeted high school learners, tertiary students, employed and unemployed youth. The organisations varied from gospel choirs, cultural groups, youth clubs to representative youth development forums and /or integrated youth organisations. The following case example encapsulates the essence of such youth organisations:

St. Wendolins Cultural Youth Group (15-35 years) was started in 1996 by a participant. St. Wendolins is an African township with formal and informal housing. Since the mid 1990's crimes committed by young people have been on the increase. The purpose of the cultural youth group is to develop and promote the talents of young people, including drama, music, and dance of both traditional and modern forms. The underlying themes focused on issues of sexuality, crime prevention and socialising.

The findings in relation to the participants understanding of the purposes of youth organisations are consistent with the literature on the role of youth organisations and youth work which is to engage young people in pro-social activity and to help them to

make sense of the personal, social and political issues impacting on their lives (Maunder 1998). It also relates to the literature on youth empowerment, which is “the process by which young people learn, through active participation in the relationships, events and institutions that affect their lives, to develop and apply their capacity to transform themselves and the world in which they live” (Whitham, 1982, p. 1).

The exceptional findings in terms of the categorisation and purposes of youth organisations established and supported by the participants is illustrated in the following case example:

Community L. is an African township dominated by informal housing. Pinetown Child Welfare in their description of the area, stated that little or no facilities for children and youth exist. There are no sports fields, community halls, clinics or library. Youth therefore had no place to gather and youth programmes were limited. In 1998 Pinetown Child Welfare secured the services of Saftainer, a shipping company to build a six-room library/ children’s centre from metal ship containers. This center served as a meeting place for children, youth and adults. The participant, who was a member of the community development forum, decided that it was in the interest of the youth for him/her to leave the youth group support function to another member. This decision was based on not receiving the support of an existing youth club. The participant then took the initiative to contribute and lend support to the adult literary classes held in the evening at the library/children’s centre. A large percentage of the learners were young people who never attended school or who had dropped out of school. The subject subsequently trained as an adult educator. Involvement in the literary programme enabled the participant to integrate youth work skills with adult literacy and numeracy.

This case example as noted above is consistent with the literature on development. Munslow, Fitzgerald and McLennan (1997, p. 4) referred to sustainable development as “being concerned with the overall quality of life as well as satisfying basic human need”.

In this context the participant identified literacy as a basic need of young people and attempted to integrate the principles and practices of adult education with the principles and practices of youth development.

Responses to Question 3

What do you consider as being achievements of the youth organisation you were associated with?

Common achievements were defined as follows:

- **Creating opportunities for socialising and cultural integration:** The participants were involved in gathering young people together, helping them to bond with each other, and make friends. The creation of opportunities for youth from different cultures to interact and understand each other occurred.
- **Promoting creative talents and organising events:** This included organising drama productions, music, and dance performances for and by the youth. Many young people were encouraged to develop their individual talents and group productions.
- **Organising and facilitating education, and awareness-raising programmes.** The participants facilitated programmes on prevention of drug and alcohol abuse, child abuse, crime, and HIV/AIDS; and the promotion of peace, and tolerance. This resulted in some of the youth turning away from drugs and crime and developing a culture of tolerance.
- **Organising and facilitating sports, recreational games, play and awareness-raising activities for children:** On the whole this included “Keeping children off the streets through sports, games and play”, and “teaching them about their rights

and responsibilities to their community”. The achievements of note were:

1. establishing the first children’s club in KwaDabeka-“Italy”,
2. facilitating a clean-up campaign by the children of KwaDabeka-KK Centre which earned the support of the community.
3. facilitating an eight week primary school peace education programme (10-12 years) in KwaDabeka-KK Centre. The latter did not only achieve awareness-raising among the learners, but also lent support to the broader goals of the educators at the school.
4. establishing the youth/children’s club (7-15 years) at KwaDabeka- Hostels. This organisation was the first of its kind at the hostel and earned the respect of the hostel dwellers, and the hostel committee. The participant was successful in networking with the City Council Sports and Recreation department and provincial Department of Health. More importantly he/she brought these much needed services and programmes for children living in the hostel environment. Lastly she/he made effective use of the skills, resources and knowledge of these two departments in terms of professional expertise and access to funding.

There were some other achievements which are depicted in the two case examples below.

First:

KwaDabeka is the largest informal settlement based on population size in the Inner West City Council with a growing youth population. *“Unemployment, crime, poor school results, HIV/AIDS”* are among the main concerns of the youth. The participant of KwaDabeka-Sub 5 which is one of the sections of KwaDabeka, represented his community youth committee on the KwaDabeka youth development forum. In the activities of the forum the participant contributed to the development of *“an educational support programme for matric learners, re-claiming a culture of learning”*, a *“programme to identify opportunities for certified skills training offered by technical colleges such as laying water pipes”* as well as *“identifying opportunities for work, looking out for jobs, employment opportunities”*. The forum also succeeded in *“putting youth issues on the agenda of the community development forum”*

Second:

The Molweni Integrated Youth Organisations (MIYO) was started by the two participants from Molweni in 1996 for youth between the age of 15 to 35 years. Molweni is an African semi-rural community, dominated by informal housing and is divided into sub-regions. It is the only community in this study that is serviced by the Outer West City Council of the Durban Metropolitan Council. This community had a history of political intolerance. In the late 1980's this community was known as a "*hot spot*" of political clashes between the supporters of the Inkatha Freedom Party (IFP) and the African National Congress(ANC). Young people were killed. The youth organisations were divided according to party political lines and excluded many "unpoliticised" youth. The purpose of MIYO is was to "*build unity and tolerance by bringing all young people together, including the political youth organisations, through sport and cultural activities*". In a space of two years MIYO built a strong committed youth co-ordinating committee made up of representatives from various youth organisations across each of the sub-regions of Molweni. MIYO developed its sport and cultural programmes through networking with the South African Police Services, Molweni AIDS Centre, other CBOs and NGOs. The participants believe that they won the support of the local community, local business, the community development forum and the Mayor of the Outer West Council. The participants believe that networking and support of the community enabled them to "*raise funds, to be successful in their programmes, to help other organisations to achieve success in their programmes in the community*", and to create a "*peaceful Molweni , helping young people to accept winning and losing*". Young people are free to go wherever they want "*no-go areas*" are now open to everyone.

Exceptional achievements that emerged were as follows:

1. a productive vegetable garden established and maintained by the environmental group (7-15 years) of Impola A, *“the children take the vegetables home to their parents”*.
2. the recording of a gospel compact disc by the community gospel group (21-35 years) of Tshelimnyama called *“YININA”*.
3. integration of literacy education *“teaching young people to write their names and ID numbers”* in Luganda.
4. income-generation: hiring youth performances *“parents and community at large hired youth performances out at a fee to entertain at private functions”*.

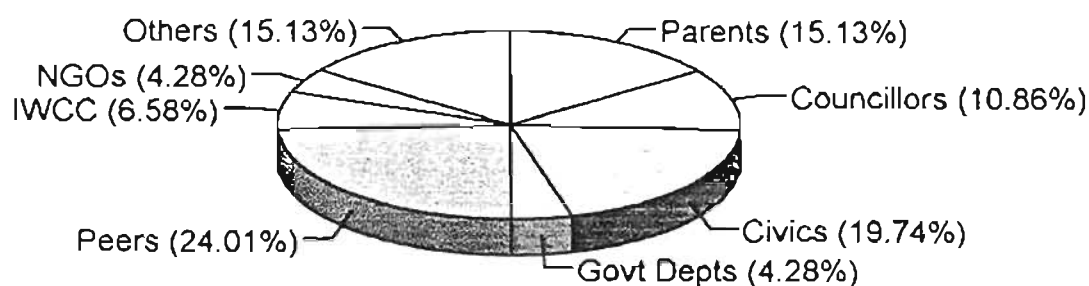
The above-mentioned achievements are consistent and give meaning to the goals of development and youth work. They reflect some of the components of social development which is defined as “a process of planned social change designed to promote people’s welfare in conjunction with a comprehensive process of economic development” (Midgely, 1994, p.2). They also reflect the core components of youth work which is defined as “nurturing young people, fostering self-development and enabling them to make a positive contribution to society” (IMC Interim Policy, 1996, p.75).

Responses to Question 4

What support did you receive from community leadership, civic and/or local government councillors? Describe.

The pie chart below indicates information and responses of participants regarding the sources of support and their percentages. It excludes the support services rendered by Pinetown Child Welfare. Each source of support is discussed and presented below:

Figure 4: Sources of Support



(IWCC = Inner West City Council)

The following is an explanation of the sources of support as understood by the participants as per pie chart,

- **Parents:** These are parents who showed an interest in their children/youth participation of in the youth organisation and met the requests for financial assistance such as club fees, excursion costs and supported fund-raising drives. An estimated 15% of the support that was received by participants came from this group. This was most prevalent in the communities of KwaNdgenzi, Molweni, Impola, KwaDabeka-Hostel and KwaDabeka-“Italy”.
- **Local Government Councillors:** These were councillors who supported the participant and the respective youth organisations. They contributed to fund-raising efforts, encouraged and called on the youth to participate in programmes. Further, they referred youth for further skills training and development. More or less 11% of the support received by participants was from this group. This manifested itself in the communities of KwaNdgenzi, Marrianridge and Molweni.
- **Civic organisations:** These organisations supported the participant and youth groups by suggesting ideas for programmes, providing access to the youth for the use of facilities at no cost and giving them the opportunity to report on their activities and programmes at monthly community meetings. Approximately 20% of the support received by participants was from this group. This was a feature of the communities of Molweni, KwaNdgenzi, KwaDabeka -Sub 5, KwaDabeka-Hostel, Marrianridge, Luganda and St Wendolins. Participants however indicated that this support was inconsistent across all communities.
- **Government departments:** Participants received support from local clinics and district staff of the department of health. About 4 % of the support given to participants was provided by this group, predominantly occurring in the communities of Marrianridge and KwaDabeka-Hostel.
- **Peers :** These were the youth leaders /or youth committees who worked with

the participants. An estimated 24% of the support was acknowledged by the participants as being from this group. The participants attributed this finding to the development of strong relationships with their peers based on mutual trust and respect. This was a particularly strong source of support across the communities of Molweni, Impola, Klaarwater, Tshelimyama, Marrianridge, KwaDabeka-Sub 5, KwaDabeka-KK Hostel, St Wendolins, and KwaNdgenzi.

- **Inner West City Council (hereafter referred to as IWCC):**
Approximately 6% of support received by the participants were identified as pertaining to this group. This support came from the Sports and Recreation, and Library Services departments of the IWCC. This was the experience in Klaarwater, Kwa Dabeka Hostel and St Wendolins. The staff of both these departments supported the participants in planning, fund-raising and facilitating programmes. This excludes the Outer West City Council, as the participants from Molweni did not make reference to such sources of support.
- **NGOs and CBOs:** These organisations provided about 4.28% of the total support to participants. In Impola, support came from the local creche and the sewing group. In Molweni, MIYO received support from the Molweni AIDS Centre. They assisted by making available the use of their facilities to the participants, and helped in programme planning. MIYO reciprocated by helping the AIDS Centre to launch their AIDS awareness programmes in the community.
- **Others:** This included support received from individual members of the community. These comprised religious leaders and concerned members of the community. A source of support included in this group is local business. The support from the latter was limited by monetary constraints. These sources of support provided more or less 15 % of the overall support and were prevalent in the communities of Marrianridge, Tshelimnyama, KwaNdgenzi, KwaDabeka-Sub 5 and Impola.

An unanticipated finding was the support rendered by the South African Police Services (SAPS) in Molweni. The SAPS assisted MIYO in the “*bottle collection*” fund-raising drive. They used their vehicles to collect bottles from various points in the community and transported the entire collection to the “Coca-Cola” depot. These activities altered the perception of the SAPS in the eyes of the youth and in the community at large.

In summary, the sources of support included a mix of government and non-governmental organisations, civil society and local business. This is consistent with sustainable development and its emphasis on an integrated development strategy that brings together all relevant sectors, namely the state, private sector and civil society (Munslow, Fitzgerald and McLennan, 1997, Gray, 1998). This is also consistent with the NYC’s (1996) view that the goals of youth development can best be achieved through a partnership between the institutions of the state, non-governmental youth agencies and community-based youth organisations.

Responses to Question 5

What challenges/problems did you encounter during the formation of and in the supporting of youth organisations? Describe

The findings will cover the challenges/problems common to both focus groups as well as challenges encountered by particular participants.

Common problems challenges encountered by participants

The following table displays the nature and percentage of the common challenges encountered by the respective focus groups.

Table 7: Percentage of common challenges per focus group

Challenges	Group One	Group Two
Low attendance and drop in membership	43 %	25 %
Unsupportive Local Government Councillor	28 %	37 %
Unsupportive 'church elders, civic organisation or community development forums	28 %	37 %
Unsupportive parents	28 %	25%
Difficulties in Fund Raising	100%	100%
Difficulties in Problem-Solving	87%	100%

- **Low attendance and drop in youth membership** - participants indicated that a number of youth attended “fun” activities like performances and shows, but they experienced low attendance and a drop in membership at “*youth club meetings and educational programmes*”. In KwaDabeka-Sub 5 “*only five to ten members would attend meetings and programmes, but the hall would be packed when there was a fun activity*”. The environmental club (7-15 years) of Impola and the youth club (15-35 years) of KwaNdgenzi experienced a decline in membership over a period of 6 months from inception and ended with a core of 25 members. The participants attributed this to a number of factors, the first being the young people’s lack of interest in the day-to-day commitments of the organisation, the second was the demand on members to adhere to the organisation’s code of conduct. Some young people refused to “*keep to the rules and left when disciplined by the youth committee and/ youth worker*”. An

example in point is the KwaNdgenzi Peace and Pride youth club's code of conduct which stressed "*punctuality and all late comers were charged a fee*". The third, was the leadership style of the adult supporter and/ or youth leadership. Some of them tended to be "*authoritarian and strict resulting in youth dropping out*". The participant from Impola indicated that the "*youth did not like to be disciplined and that the adult supporter was too strict*". The participants involved in this study believed that the main problem was that the young people "*lacked discipline and did not want to be disciplined*."

- **Unsupportive local government councillors** - This included both the "*attitude and behaviour of the councillor*". In both focus groups the participants who expressed their dissatisfaction indicated that the councillors did not keep to scheduled appointments, give the group or the participant feedback on the monthly reports and show any interest in their programmes or performances. This was especially applicable in KwaDabeka-"Italy", KwaDabeka-KK Centre, KwaDabeka-Hostel, Impola and Klaarwater. The participant from KwaDabeka Hostel stated "*I had a problem with the councillor, he would schedule a meeting with me and on the day he would not pitch up. He did not apologise or bother to give an explanation*"
- **Unsupportive civic organisations** - These included 'church elders', civic organisations and community development forums. The affected participants from both focus groups pointed out that these structures displayed of lack of interest, opposed them in their work with young people. The participant working with the church youth in KwaDabeka- KK Centre stated that "*some elders discouraged me when I as a youth leader initiated a programme but the very same elders wanted me to do the work when it was their ideas or plans. For example, I was not allowed to facilitate a youth discussion programme on AIDS/HIV by a church elder, a nurse by profession but was later told to facilitate the AIDS quilt project that was organised by the same elder for the department of health*" In working with church gospel group in Tshelimyama, the participant reported that the "*church elders refused to grant permission for the gospel choir to perform during the church service*". Other affected participants indicated that "*the civic and the development forum members did*

not attend or find out what happened at our programmes or performances”

- **Unsupportive parents** - Participants who experienced this expressed dissatisfaction in the levels of interest shown by parents for the public performance and shows of their youth. They indicated that very few parents attended the performances or shows, despite letters of invitation and/or home visits. Parents excuses were that they were too busy, had no time or were too tired. The participants felt that this was de-motivating for the youth and for them as organisers. This problem appeared to be greater in Klaarwater, KwaDabeka-Sub 5, KwaDabeka-KKCentre, and St. Wendolins.

The participants related this finding to the minimal involvement of parents in civic organisations and development forums. They reported that only a few parents attended the meetings of these organisations and as such were uninformed of decisions taken to develop the community. The participants believed that this attitude *“rubbed off”* on the youth and served as a negative role model, *“youth rather stay at home than get involved in the community groups”*.

- **Difficulties in Fund-raising** - All participants stated that this was a major problem. *“We struggle to raise funds, and this is a problem when we want to plan trips, camps and workshops for the youth”*.
- **Difficulties in problem solving** - The participants expressed difficulties in solving organisational problems such as poor attendance, relational problems with other youth organisations, community members, local government councillor, civic leaders and parents. Loss of leadership and dealing with negative perceptions of the youth appeared to compound this. Some of these problems will be discussed in further detail in the following section.

Specific challenges/ problems encountered by the participants.

- **Unhealthy competition among youth organisations** - One participant was confronted by this. In Marrianridge this was noted as occurring among the church youth groups in the community. They refused to work together on joint projects and the attitude was *“our group is better than the others which resulted in little sharing and co-operation among the youth groups”*.

- **Negative perceptions of the youth towards the participant and youth leadership** - A participant from Molweni stated that *"Some of the youth believed that the youth committee members were benefitting financially from the youth organisation"* Although this perception was cleared but a few still believed this to be so". In feedback from the participant of Luganda the comment was that *"the members of an existing youth club were saying that I thought that I was better than them, they did not trust me and it was difficult to work with them. I decided that the best thing to do for all of us was to leave the youth organising to another member of the development forum"*.
- **Attitudes of the youth and the community to voluntary work** - The statement of a participant from Marrianridge was *"youth and community members could not understand how she could volunteer for nothing. They felt that it was a waste of time"* This explained the belief, that this attitude had a negative influence on the youth, *"they rather do nothing than to be a volunteer."*
- **Loss of leadership** - In 1997/8 MIYO suffered a loss of experienced leadership. This was the result of leaders who enrolled at universities or technikons. Their input and participation in the MIYO committee was limited to academic vacations. The overall functioning of the organisation was affected and the number of programmes were reduced and restricted to holiday periods.
- **Failure to use opportunities to address community meetings** - A participant mentioned this as a problem. These are community meetings hosted by the civic or development forum committee to report on their activities and to discuss issues affecting the community. The participant from KwaDabeka-Sub 5 stated that, *"myself and the youth leadership were to blame, we were slacking on our part"*.

The above findings on the common, specific challenges and problems encountered by the participants are consistent with the literature reviewed on problems encountered by youth organisations, particularly informal youth clubs. "Key problems for youth clubs concern the lack of suitable venues, scarce material resources, and few leadership

skills” (Moller and Mthembu, 1991, in Moller, 1991, p.29). Moller (1991); Moller and Mthembu (1991, in Moller, 1991); Moller, Mthembu and Richards (1994); and Richards (1995) also make note of other problems, a lack of finance and sponsorship, maintenance of membership, lack of advisors and parental interference.

Notable Concerns of Participants:

- **Attitudes and practices of the ANC Youth League** - The affected participants stated that, *“the ANC youth were forcing them and the youth leaders to register with the ANC Youth League. They did not want to accept our neutral position and when we refused to join them they gave us many problems”*. Further comments on encounters with the ANC youth were, *“they were very angry when the community leaders gave the environmental group an office. They took the keys to the office and we had to find another venue from which to do our work. They also deliberately organised a programme on the same day, time and venue as our group, even though we had booked the venue long in advance. They refused to change the venue when we talked with them. We had no choice but to change the time of our event. They had their programme in the morning and we in the afternoon. We had to rush around and tell people of the changes and on the day we had to wait until they finished their programme which was later than the agreed time. We started late. This caused a lot of confusion for the youth.”* Additional statements were that, *“ANC youth refused to cooperate with the Youth Development Forum which led to tensions in implementing programmes targeting all youth regardless of their political affiliation”*
- **Attitudes and practices of individual members of the community** - In this context a participant shared, *“some individuals told the youth not to attend the youth club”*. Other comments were, *“some individuals, especially older people criticised the Mayor for giving so much attention to the youth and were trying to discourage him from working with us.”*
- **Manipulative behaviour of some civic leaders** - Support for this view is found in comments made by participants such as, *“civic leaders insisted that*

the participant include their children in the leadership of the youth club”.

These were statements about civic leaders who had supported the participant’s application for enrollment in the youth training programme of Pinetown Child Welfare. To compound the problem, the children of these leaders in turn undermined the leadership of the participants saying, “ *my father gave you this job so I must be a leader*”. This created conflict for the participants, which resulted in them leaving the youth groups/organisations and concentrating on establishing children’s clubs. They joined the peace education programme for primary schools and worked with the church youth.

These findings, referring to the abuse of power are related to Barr’s (1995) work on indicators of community empowerment. He states that while the “existence of strong interest based community-controlled organisations” is a key indicator of community empowerment, it should be acknowledged that these organisations are as susceptible to the abuse of power as any other (Barr, 1995, p. 131).

Question 6.

Did the training programme help you in the starting up and support of youth organisations? Describe.

The findings reflect the insights, values, knowledge and skills acquired by the participants. The responses of the participants are categorised and summarised below:

- **Personal Growth and Human Relations skills** - The group as a whole made these comments regarding this area of study
“learnt about communication , co-operation , confidence building, and conflict management skills and the important things like to be open, to accept and respect the views of others”
“It helped you to communicate with children and youth, build trust and good relations and to understand and to work with different types of people, from

different races and cultures”.

“I learnt that I am capable of transferring the learnings to groups I work with at school (university)”

“It helped me me to grow personally, develop confidence, be accountable, appreciate others and deal with temper”.

“I learnt about myself. Who am I? I know what I want to do. I found myself.”

- **Understanding of Youth Work** - The group’s understanding is summarised by the statement, *“it helped us develop a broad understanding of youth and youth work, to know what to do as youth workers, how to move from point A to B.”*
- **Leadership and Organisational skills** - A statement to this effect was formulated by the group, *“Leadership, organising, planning, record keeping and fund-raising skills, more specifically how to form a committee and how to plan events such as prevention of AIDS/HIV, drugs and alcohol abuse. Learnt about planning and facilitating the programmes with the youth”.* Other aspects that were found to be important are described as *“creative skills, and educational games. These really helped to attract the young people, helped them to socialise with each other, they had fun and enjoyed it”.*
- **Value of Voluntary Work** - A participant stated that *“I learnt that voluntary work is valuable for people and life, you learn to deal with the real things that matter in life.”*

The results and recordings of these responses are in line with the use of the action-reflection-learning approach. It enhances further learning and building of knowledge. The approach’s most important distinction is that real learning and change are not only an act of thinking, but proposes that actions, understandings and feelings are all important sources of knowledge (Hope and Timmel, 1984 and Taylor et al, 1997). The findings are also consistent with the literature reviewed in chapter two pertaining to the knowledge, skills and values of the youth worker whose role is to “provide specific services to young people”(Technikon SA, 1999, p.13). In fulfilling this role the youth worker identifies young people’s needs, designs and implements programmes which are developmental and preventative.

Question 7.

What improvements do you think Pinetown Child Welfare youth Training Programme needs to make with regards to establishing and sustaining youth organisations?

The participants felt that the inclusion of sections covering the strengthening of existing skills and acquisition of new skills should be considered as part of the training programme. They suggested the following as noted in their quotes:

- **Marketing skills** - *"How to advertise ourselves as groups."*
- **Skills to understand and work with disabled youth** - *"To learn how we can increase the skills of disabled youth, how do we make them to be part of the youth and learning sign language. Maybe Pinetown Child Welfare can have a course that includes both disabled and ordinary people."*
- **Networking skills** - *"Who and How to Skills in networking."*
- **Fund-raising skills** - *"More skills in fund-raising and especially writing funding proposals."*
- **Organisational skills** - *"Skills in how to draft a constitution."*

In addition to the above, there was a recommendation that Pinetown Child Welfare concentrate on advocating and lobbying local government for greater consultation with young people, as exemplified by the statement

"Pinetown Child Welfare should contact the Inner West City and Outer West City Council and talk to them about doing something for the youth, like looking into jobs for unemployed youth. They are no longer interested in young people. They all focus on other things, driving their Mercedes Benz. They have forgotten the people who put them up there. So they must start looking to us, start wanting to know what it is that we want exactly. They must not ignore us."

Other considerations for the training programme were implied as *“change the camp site used for training, facilitators must be more directive and strict in dealing with procrastination, and to visit participants on a regular basis in the community, at least once a month”*. In addition, participants made known that the training programme *“needs to target all youth, to be more multi-cultural. We would like to see more Whites, Boers and Indians. It must not be like it is only for the Blacks, that it is only us Blacks who are encountering problems with our youth. We would like to share ideas with them.”*

These findings are consistent with Freire’s philosophy of education and development (Hope and Timmel, 1984), the action-reflection-learning approach and the literature on citizenship participation. It confirms Freire’s insights into “ the importance of having the participants develop the curricula, and the fact that real liberation and development must rise from the grassroots up” (in Hope and Timmel 1984, p6) . The participant’s concern for greater youth consultation in the decisions of local government is consistent with the literature on citizenship participation. This gives meaning to Arnstein’s (1996) concern with citizenship participation, and the issues of “tokenism” while power continues to be vested in the hands of the power holder. These suggestions make real the empowering function of youth development, which is “about putting democratic principles into action so that young people can play an assertive and constructive part in the decision-making that affect them at different levels of society” (Commonwealth Youth Programme in Maunders, 1998,p2).

Conclusion

Chapter four presented the major questions and responses that were used in the study and accepted as relevant to the understanding of the experiences of the participants in establishing and supporting community based youth organisations.

The use of the action-reflection approach, participatory action research methodology, and Krueger’s (1994) continuum of analysis of focus group data guided the identification of the trends and opinion of the participants. As such no high level statistical analysis of the data took place. However, data credibility was enhanced

through the methodologies employed, and minimised the need for high level statistical processing.

The findings of the study were consistent with the literature reviewed and it reveals some of the concerns and debates in the study of youth development.

The chapter that follows will attempt to round up the process and findings of this research study and to suggest ways in which the voices and opinions of the participants may be used to further enhance services to them.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS

Introduction

This chapter will initially and briefly, examine the rationale and context of the study as presented in Chapter One. This will set the foundation for the remainder of the report. An overview of the main findings will be presented and these findings will be linked to the study's theoretical framework. The recommendations based on the suggestions of the participants, as well as those of the researcher, will be presented in relation to the objectives of the study. In closing, there is a concise look at the study's possible contributions to the child and youth development professions.

Rationale and Context

The promotion of youth development is an on-going challenge nationally and internationally, particularly within the global situation of increasing poverty and discrimination based on race, ethnicity, gender and class. All of society is challenged to focus on the strengths of young people and the contribution that they can and do make to the development of their communities. Defining the role of adults is another challenge in creating an enabling environment for young people and providing them with necessary, effective and constructive support. This study's findings recognise and confirm, the establishment and support of community-based youth organisations as essential vehicles for providing young people with the opportunity to participate in this process of individual and community transformation.

The current policy framework in South Africa requires all levels of government, the non-governmental sector and civil society to create an enabling environment for young people. Their meaningful participation is a requirement for the on-going process of transformation, democratisation and development of the South African society to realise its stated objectives (NYC, 1997).

The environment within which the Pinetown Child Welfare Society's Training

Programme was carried out and the selected communities in which the research participants (community-based youth workers) of the study practiced was marked by a number of challenges and problems. These included an increasing youth population, high levels of crime, unemployment, low education levels and health related issues. These, together with an underdeveloped infrastructure and increasing poverty continue to place young people in a context of being 'youth-at-risk'.

One of the key assumptions, of the researcher as stated in Chapter One of this study was that the role players, namely parents, civic leaders, local government councillors and service providers were in principal committed to youth development. As such it was anticipated that they would contribute towards the provision of appropriately trained personnel, programme and financial resources for the development of community-based youth organisations. The purpose of the research was to explore and describe the experiences of community youth workers in establishing and sustaining youth organisations. Following which, make recommendations to these role players to rethink their roles and improve the development of community-based youth organisations.

Theoretical Framework

As indicated in chapter one, the study was guided by four theoretical perspectives; namely developmental psychology, ecosystems, social constructivist and development theory.

Developmental psychology theory guided the examination of the community youth workers training programme and it's approaches. Youth is a developmental stage with the young person having to focus on different changes at different times as mentioned by Coleman (1974, in Hayes,1994). The use of developmental psychology theory in this study was useful as it enabled the researcher to interpret the community youth workers understanding of the developmental needs of young people and develop age appropriate programmes.

The ecosystems theory was used to discern how the community youth workers related

to their peers and the wider systems in establishing and sustaining community-based youth organisations. Democratisation of South African society has enabled black youth to participate in and interface with systems that were denied to them in the apartheid era. Ecosystems theory provided the basis for positioning youth workers as individual citizens and community workers interacting with systems such as, the family, local community and the system of local government. The outcomes in respect of the community youth workers achieving the study's purpose can best be understood in relation to their responses in adapting to and responding to situations within these systems as stated by Compton and Galoway (1979).

Social constructivist theory was utilised to explain how youth workers constructed the meaning of youth and youth development. This theory focuses on the relationship between individual understanding and the context in which it occurs. The "images of young people, the way they are seen and the way they see themselves is socially constructed" (Rouche and Tucker, 1997, p.1). The theory proposes that multiple socially constructed realities exist which constantly evolve in local conditions. This was confirmed by the study's findings which revealed a particular South African definition of the concept of youth as a person between the ages of 14-35 years as recorded by the NYC(1996). The diverse nature of the youth organisations is also a reflection of the multiple realities that exist. An evolving understanding of youth development is also directly linked to the community youth worker's view of the context of transformation in South Africa.

Development theory helped position youth development within the social development perspective. This theory is primarily concerned with bringing about change in society to facilitate human and economic development, the eradication of poverty and ensuring an improved quality of life for all citizens (Gray, 1996; Midgley, 1994, Munslow, Fitzgerald and McLennan, 1997 and Rogers, 1992, in Main, 1999).

The work of Paulo Freire's (Hope and Timmel, 1984) on education and development and his emphasis on critical awareness, was the foundation on which the Pinetown Child Welfare's Training Programme was designed and implemented. This

subsequently formed the basis for this research study. Development theory has provided an understanding of the importance of establishing and sustaining community-based youth organisations as a means of giving youth a voice and enabling them to participate in the transformation of their communities. This in turn, perhaps leading to the building of a democratic culture among the youth and determining the need for a democratised youth service.

Research Approach

The study's qualitative methodology was guided by the three methodological influences: the inductive-interpretive research process, exploratory strategy and descriptive strategy. These three methodological approaches provided a basis from which evolved the study's methodological model as noted in chapter three.

The inductive-interpretive research process led to the gathering of detailed information about the participant's experiences in establishing and setting up community-based youth organisations. A consequence of this was an increased understanding of the challenges and problems encountered and the underlying causes thereof.

The naturalistic paradigm led to an acknowledgment of the the multiple realities of the participants and added value to the range of opinions that emerged in the data collection process. This is also consistent with social constructivist theory.

The exploratory and descriptive approach of the study contributed to a research process that did not depend on the formulation of a hypothesis. The nature of the data collection process and the issues explored provided information that was best suited to a descriptive strategy.

Main Findings

Objectives of the study as related to the main findings:

To gain an understanding of the community youth workers experiences in establishing and sustaining community-based youth organisations the study had the following objectives:

1. To ascertain the community youth worker's degree of understanding of youth development.
2. To ascertain the general outcomes of the community youth worker's efforts in establishing and supporting community-based youth organisations.
3. To record and document the achievements of the community youth workers in establishing and supporting community-based youth organisations.
4. To establish the sources of support available to the community youth workers in developing and supporting community-based youth organisations.
5. To list the challenges encountered by the community youth workers in establishing and supporting community-based youth organisations.
6. To make recommendations to Pinetown Child Welfare's Community Youth Worker Training Programme with regards to establishing and sustaining community-based youth organisations.
7. To make recommendations to civic organisations, local government councillors and the Community Services Standing Committee of the Inner West City Council with regard to their support for community-based youth organisations.

Chapter Four noted and discussed the data collected in relation to the objectives of the study. In this chapter a summary of the major findings are discussed in relation to objectives 1 to 5 as noted above. The section on recommendations of the study will include a discussion on major findings relating to objectives 6 and 7.

Community Youth Worker's Understanding of Youth Development

The findings indicate that the community youth workers shared a common understanding of youth development, at the center of which lie the ideas of protection, participation, empowerment and a focus on improving the quality of life of all young people (Maunder, 1998). It also reflected the core values and principles of youth

development: democracy, justice and equality (NYC,1998). The core components are consistent with the ecosystems theory and are:

- personal or individual growth within a holistic framework, focusing on physical, mental, moral, emotional and social development.
- group development with an emphasis on relationship building, gaining of organisational skills and self-reliance.
- community development promoting a culture of democracy, human and children's rights, attempting to deal with social problems and creating a spirit of togetherness.

General Outcomes of Community Youth Workers in Establishing and Sustaining Community-based Youth Organisations

The outcomes of the community youth workers in establishing and sustaining community based youth organisations will be discussed in relation to the category and purpose of the youth organisations as previously defined by the subjects in chapter four.

The 15 community youth workers who were the subjects of the study were involved in establishing and setting up 16 community-based youth organisations. The community-based youth organisations, which varied in terms of age and purpose, included gospel and environmental groups, children's/youth clubs, youth development forums and youth projects such as peace education, and literacy.

The subjects of the study perceived that community based youth organisations targeted children and youth between the ages of 6 to 35 years, with the core purpose of providing constructive, alternative activities, that aimed to promote individual, group and community development.

The Achievements of the Community Youth Workers in Establishing and Sustaining Community-based Youth Organisations

The predominant achievements of the community youth workers were the promotion of life skills, peace education and development of the skills and talents of young people.

The exceptional achievements were building a culture of political tolerance, provision of adult literacy training, income-generation from youth performances, establishing a productive vegetable garden and recording of a gospel compact disc.

Sources of Support Available to Community Youth Workers in Establishing and Sustaining Community-based Youth Organisations

Of interest to the researcher is the finding that partnerships were developed between community youth workers and a variety of support systems including government, non-governmental, the business sector as well as the family system and members of the community. Development can only be sustainable if it adopts a multi-sectoral approach involving all social sectors and if it is linked to the institutional capacity of civil society (Gray, 1996, Munslow, Fitzgerald and McLennan, 1997 and Marias, 1998). Although the majority of community youth workers received support from at least one or more role players, they stated that at the same time, they had to constantly remind them of their roles and responsibilities in promoting youth development.

The largest source of support for the community youth workers came from their peers in the community-based youth organisations. Other notable sources were some parents, a few Local Government Councillors, certain civic organisations and other interested members of the community. The findings also showed that the SAPS provided an unexpected source of support through their efforts in assisting with fundraising activities.

Challenges and Problems Encountered by Community Youth in Establishing and Sustaining Community-based Youth Organisations

The findings on challenges and problems encountered, as described in Chapter four, are to some extent contradictory with the findings on the sources of support. Some of the same sources of support are now identified as obstacles encountered by the community youth workers in establishing and sustaining community based youth organisations.

Included in this category are Local Government Councillors, parents and civic organisations who were either apathetic or actively opposed the youth workers in their programmes and public performances. They also discouraged the community youth workers, through their autocratic, sometimes manipulating leadership styles and refusal in making community resources available to the youth workers. These findings however, indicate that the community youth workers had a clear understanding that there was a need to build partnerships with a wide range of role players to achieve the goals of youth development.

Other challenges of note were fund-raising, a lack of problem-solving skills, the obstructive attitudes and practices of the ANC Youth League and the community's negative attitude towards volunteering. The lack of volunteering maybe a result of increasing poverty and is opposed by the immediate need to earn a living.

Recommendations

Community Youth Worker Recommendations

The study produced a number of recommendations from the community youth workers who participated in the study. These recommendations are placed in three broad categories, as illustrated in the quotes below:

- **Follow-up Training in establishing and sustaining community-based youth organisations:**

"How to advertise ourselves as groups?"

"Who and How to Skills in networking?"

"More skills in fund-raising and especially writing funding proposals."

"Skills in how to draft a constitution."

"To learn how we can increase the skills of disabled youth, how do we make them to be part of the youth and learning sign language."

- **Target group for the Training Programmes:**

"Maybe Pinetown Child Welfare can have a training course that included both disabled and ordinary people."

"Needs to target all youth, to be more multi-cultural. We would like to see more Whites, Boers and Indians. It must not be like it is only for the Blacks, that it is only us Blacks who are encountering problems with our youth. We would like to share ideas with them."

- **Lobbying and Advocacy:**

"Pinetown Child Welfare should contact the Inner West City and Outer West City Council and talk to them about doing something for the youth, like looking into jobs for unemployed youth. They are no longer interested in young people. They all focus on other things, driving their Mercedes Benz. They have forgotten the people who put them up there. So they must start looking to us, start wanting to know what it is that we want exactly. They must not ignore us."

These quotes indicate the following:

- A need for training and skills development.
- A need to target a broader spectrum of youth in community-based youth development programmes.
- Greater lobbying is necessary to enlist the aid of organisations to promote youth development programmes.

Researcher Recommendations:

Within the context of the study's findings and in relation to the above recommendations from the youth workers, some additional recommendations are made by the researcher.

These recommendations are explained in relation to the following four categories : research, advocacy and lobbying, intersectoral collaboration and practice.

Research

The study indicates a need for additional research on the subject of establishing and sustaining community-based youth organisations. Topics of research should include:

A follow up study to assess the knowledge and skills of parents and civic leaders on;

- child and youth development.
- the role of community-based youth organisations.
- management and the supervision of community youth workers.

This will provide data for the development of a specialised training programme for parents and civic leaders.

A study to explore the levels of knowledge and skill of Local Government Councillors on:

- child and youth development
- their role in supporting community-based youth organisations, as well as community youth

This should provide data for the development of a specialised training programme for Local Government Councillors and /or the Community Services Standing Committee of the local government structure.

A study to explore and assess models of youth participation within local government with the aim to develop and implement an efficient and effective means for youth to play a meaningful role in local governance.

Lobbying and Advocacy

The study suggests that Pinetown Child Welfare will have to promote the implementation of youth policies at all levels of government, with special focus on local government policies that impact on the lives of young people. The major issues that emerged from the study include:

- the development of local infrastructure to support community-based youth organisations such as community halls, sports fields and provision of support services for young people,

- provision of specialised services for unemployed young people,
- meaningful consultation and participation of youth in local government decision making processes and their implementation,
- promotion of a culture of children's rights.

In addition Pinetown Child Welfare should meet with and create an awareness amongst the leadership of political parties and their respective youth organisations on the principles and practice of community-based youth development.

Intersectoral Collaboration

The study has found that the success of community-based youth development projects and programmes is dependent on the collaboration of various role players. These include families, civics, government departments, NGO's, CBO's and local business. It is a recommendation that Pinetown Child Welfare should strengthen and build networks with these role players and develop processes to provide the community youth workers access and on-going partnerships with them.

Practice

The researcher's suggestions in this category focus on addressing the major shortcomings and the overcoming of difficulties that the community youth workers identified during the study.

- The major shortcomings identified were the exclusion of disabled youth, unemployed youth, networking and lobbying local government and other role players for services for young people,
- Two fundamental obstacles identified were a lack of knowledge on problem-solving and of fundraising skills,

It has been suggested that the above shortcomings and difficulties be addressed through a modification of the existing training programme of Pinetown Child Welfare and/ or the introduction of follow-up training courses. The content of the Training Programme should focus on principles, knowledge and skills associated with these shortcomings and difficulties.

The Study's Contribution to Child and Youth Development

Professions.

“The most important characteristic of a profession is that the professionals should be able, through an active thinking process, to convert knowledge into professional services and to select interventive skills according to a body of knowledge and theory” (Compton and Galaway, 1989, in Schurink, 1998, p.413). The growth of the child and youth development professions in South Africa is being influenced by the outcomes of the practical experience of community youth workers which provide a knowledge base for the professions. The challenge however, is to learn from this experience through the development and application of theoretical frameworks and sound research. These are vital in enhancing the status of the child and youth development professions.

Child and youth development workers can play a pivotal role in the social transformation and development of the country by converting the principles of the national and international policies into reality for children and youth in South Africa. Communities which were denied universal democratic and children's rights are now working together to identify their needs, determine priorities and implement programmes. This is where child and youth development workers can facilitate the emergence and growth of an enabling environment that promotes the participation of young people in the process of democratic development (Maunder, 1998; Rouché and Tucker, 1997; and NYC, 1996). The values, skills and knowledge of the child and youth development worker are believed to ensure that development is equitable, child friendly, youth driven and democratic.

The NYC and the IMC recognise and promote the development of child and youth professionals. Attention to children and youth is the forte of child and youth development workers and they serve as the catalyst in promoting and implementing the protection, participation and development of young people as encapsulated in international and national policies.

This study on community youth worker's efforts in establishing and sustaining community based youth organisations is seen as vital in exploring and developing the

understanding and evolution of the child and youth development professions. It also attempts to further and foster the role of the child and youth development professions in the democratisation and development of the country.

It is possible, that beyond content, the research process employed in this study may find use in other research applicable to this field. As noted earlier in this report, democratic and participatory processes are most appropriate and models of their application should be widely developed in as many contexts as possible to allow for further replication, critique and modification.

Conclusion

The youth work profession is still in its initial stages of development in South Africa, and as such, relies on the practice experience of community youth and possibly other allied professions to enhance itself. Although the establishment and sustainability of community-based youth organisations is but one task of the community youth worker, it is a crucial vehicle in providing young people with a voice.

The support and services of government, non-government and business sectors are an important aspect in creating an enabling environment for youth development. Some of these role players at the same time lacked clarity and commitment on their roles and responsibilities to young people. Of note is the fact that the community youth workers thought that they needed further skills in networking and motivating these sectors to work with them in the provision of services for the youth.

In keeping with the participative nature of youth development, this study has presented the community youth workers with an opportunity to contribute to developing an understanding of the value of community-based youth organisations and advocating for on-going support and youth services. It is hoped that in some way the study has benefitted the youth workers themselves, Pinetown Child Welfare and the communities they serve.

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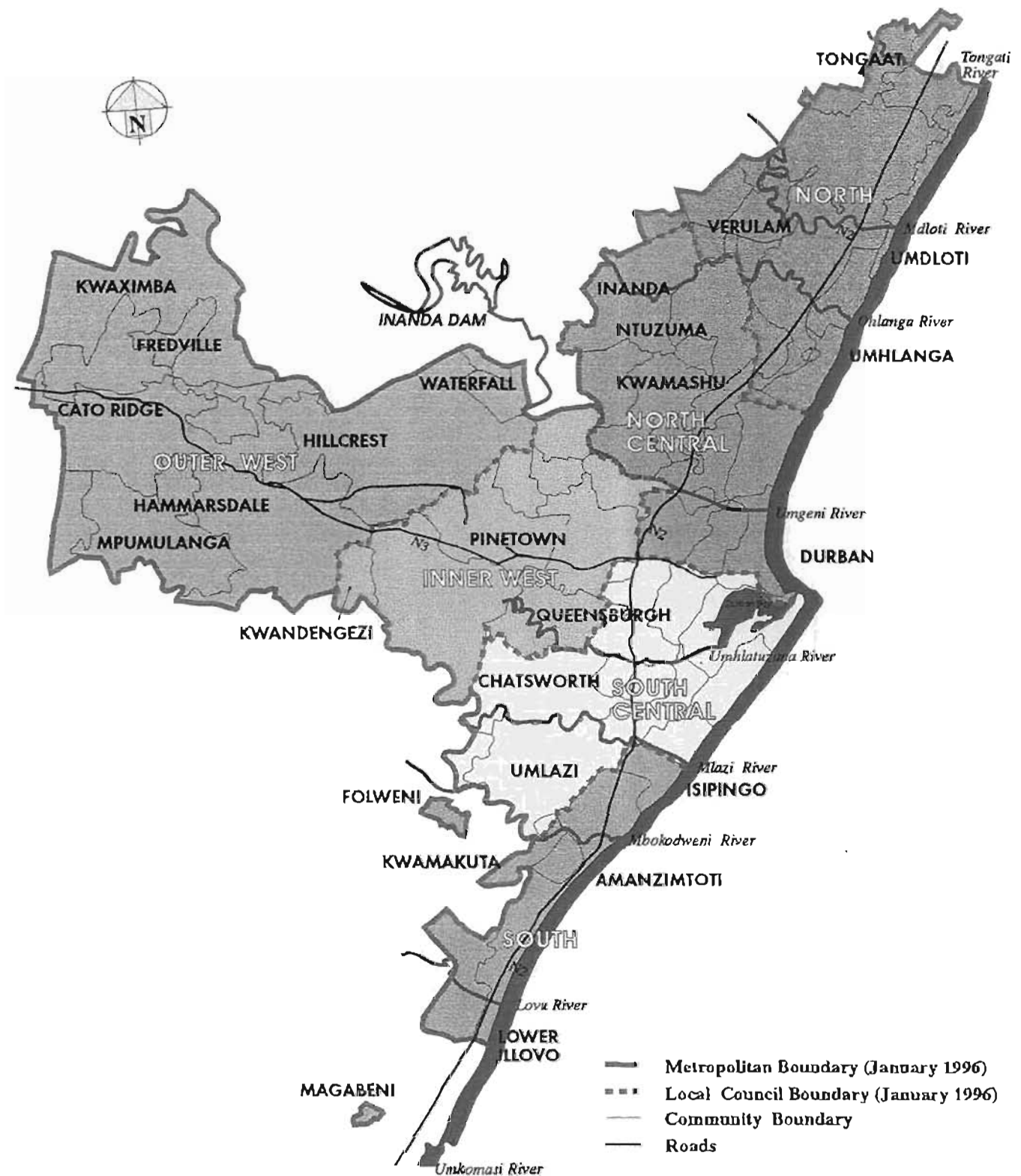
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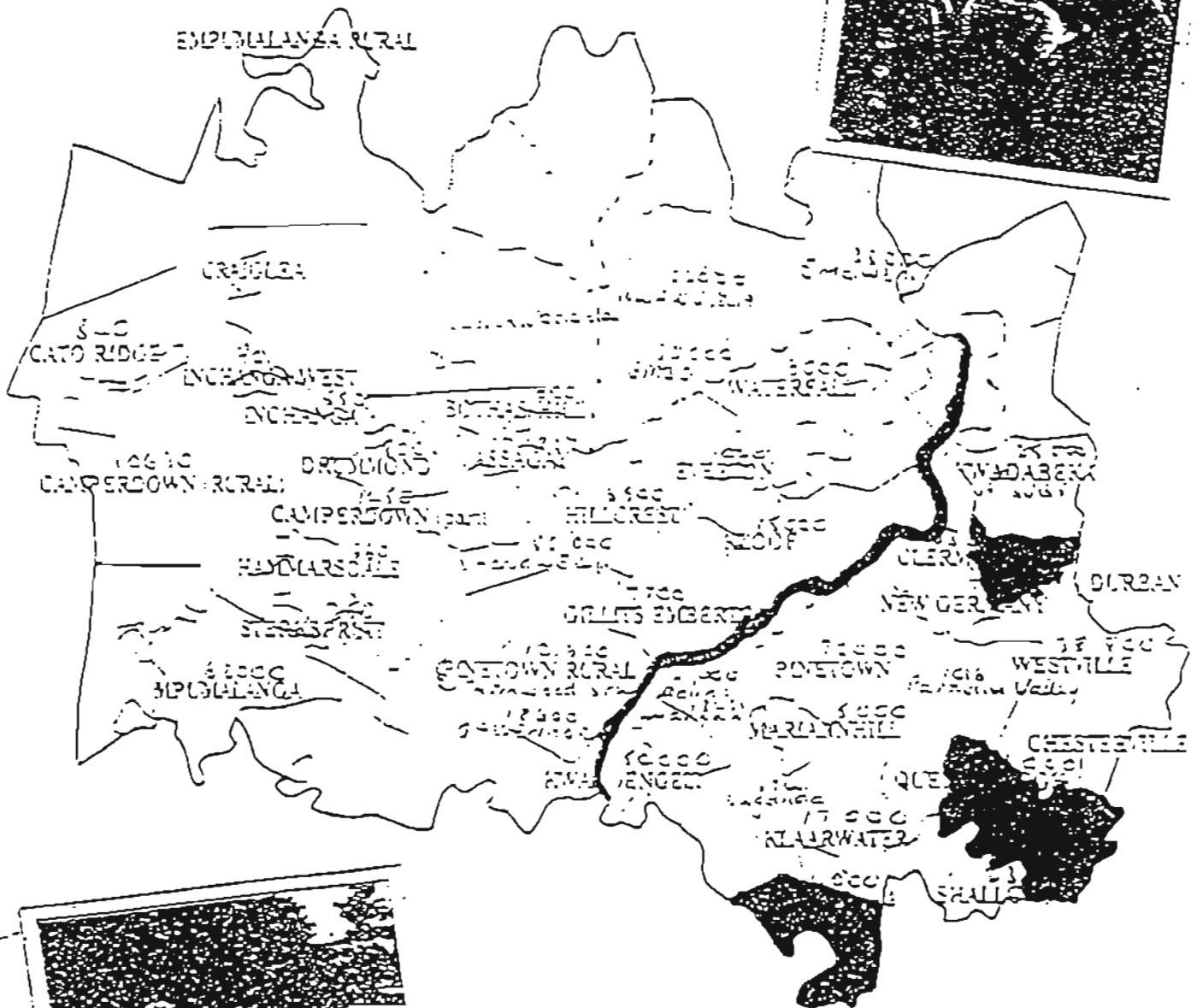
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DURBAN METROPOLITAN AREA - Map12

AREA OF OPERATION

*Pinetown
Child and Family Welfare*



Demarcation between the Inner & Outer Regions of the Western Sub-structure of Durban Metropolitan Area

Total Population of Republic of South Africa

112,440,000

Total Population of Natal/Natal

3,112,000

Total Population of Durban Metropolitan Area

2.1 million

Total Population of the Western Sub-structure of Durban Metropolitan Area -

The Constituency of Pinetown-Child & Family Welfare Society - 1 Million people, including 140,000 children

APPENDIX 3

PINETOWN-HIGHWAY CHILD & FAMILY WELFARE SOCIETY

COMMUNITY YOUTH WORKER TRAINING PROGRAMME

1. Background

Pinetown-Highway Child and Family Welfare Society has been working with the youth of the area for the last ten years. In this time there has been a systematic brutalization of youth in our area of operation. They have been victimised by the discriminatory pretises of apartheid system, large numbers were detained, killed or wounded during protest action. It has been estimated that 170 000 children were detained during the state of emergency in the 1980's. According to the Goldstone Commission 300 children were killed and 1000 wounded in South Africa during the period 1984 to 1988 (Daily News. 17/10/95) , In our sub-region there has been the increased displacement of children due to intra-community or political violence. The Goldstone commission reported that approximately 26,790 children were displaced in the province of Kwazulu Natal. We have further noticed the destructive effects of the Apartheid System on the African child , who has been brutalised even further by the stressful circumstances of many black families. The stress of township life has led to the youth joining gangs, prostitution rings and/or taking to the streets. Of greater significance is the growing number of youth who have lost all respect for their parents and elders. We have also seen the emergence of a generation of youth who are poorly literate or illiterate due to the failure of the education system. These youth are now unemployed on the job market.

While the adverse impact of the apartheid system has been hardest on Black African youth, youth of the other racial groups have also been adversely affected.

Research commissioned by the Joint Enrichment Programme (JEP) and conducted by Community Agency for Social Enquiry (CASE) has revealed that there are approximately 11 million South Africans in the 16-30 years age group. Almost 3 million of them are unemployed and 1,2 million have only primary education (PRODDER, 1995) . The current unemployment rate in the Province of KwaZulu Natal is estimated at 42% (Development Bank of South Africa). From this it can be extrapolated that a large percentager of our youth are unemployed. The latter challenges us to focus on youth and youth development.

It is against such a backdrop that the need emerged to build the capacity of community based resource persons who will be able to implement a youth work programme that addresses the needs of young people, one that is culture sensitive and that promotes cross-cultural interaction.

2. ISSUES AFFECTING YOUNG PEOPLE IN THE PINETOWN-HIGHWAY SUB-REGION OF THE DURBAN METROPOLITAN REGION.

2.1 Demographics

The total population of the Durban Metropolitan region is approximately 2.4 million people and the estimated population of the Pinetown-Highway sub region is +- 36% of the total population of the Metro region. (HSRC: 1998) . An estimated 38% of these youth reside in the Pinetown-Highway Sub-region. (HSCRC: 1998).

2.2 Housing

The urban strategy report for the Durban Metropolitan region (1995) highlights that of the total population of the region, an estimated 69% live in formal dwellings, 26% in informal dwellings and 5% in peri-urban dwellings. A significant proportion of homes have limited access to water and electricity. The young African person is particularly affected by poor housing conditions.

2.3 Education

An estimated 58% of white youth and 38% of Indian youth have studied as far as they desired (tertiary education) as compared to 12% of African youth and 18% of Coloured youth. 14% of African youth have not completed primary school education (Evaratt and Orkin : 1993). Implementation of life skill education is an issue of concern due to the current crisis in education.

2.4 Employment and Unemployment

It is estimated that 24% of the youth population in KwaZulu/Natal are in full time employment and 48% are unemployed (National Youth Policy 1998) . Unemployment in the Durban Metropolitan region stands at +- 40% (Urban Strategy Report 1998).

2.5 Youth Health Issues

Teenage pregnancies, HIV and AIDS are of increasing concern in the Metropolitan region. The HSRC (1994) found that approximately 48% of African women, 30% of Coloured women, 17% if Indian women and 17% of White women give birth before turning 20 years of age (National Youth Policy). It estimated that young people will account for total of 72% of all new cases of HIV infection (National Youth Policy).

2.6 Crime and Violence.

Young people in this region are becoming more involved in crime and violence as both perpetrators and victims. It has been estimated that the average age of people committing crime os 17 years (National Youth Policy). The emergence of gangs in townships has added a new sub-culture and dimension to youth violence and crime. Typical forms of violence that affect young people of the region are domestic , sexual abuse, rape and unwarranted physical assaults.

2.7 Youth Organisations.

Everatt and Orkin 1993, estimated that 12% of the youth population belong to political organisations, 38% to church groups and choirs and 32% to sports organisations. An unusually high number of young women do not participate in these organisations. The level of youth organisation appears to be weak and fragile in the Pinetown-Highway area. Local community based and school based (Student Representative Councils) youth organisations are non existent in a major number of communities and schools. There is a lack of leadership and skills development activities. A new initiative that had emerged in the last year is the formation of local youth development forums. The role of these forums is to promote the participation of youth in policy making and in implementing

youth projects and programmes.

3 THE TRAIN-THE-TRAINER YOUTH PROGRAMME

3.1. Aims and Objectives of the Programme

To create an understanding of what is youth work and development.

To promote the formation of school and community based youth programmes that are initiated and sustained by the youth.

To create opportunities for effective parent/youth dialogue.

To build a core group of young civic resource persons in Pinetown-Highway sub-region Durban Metropolitan Region.

3.2 Phases of the programme

Consultation, recruitment and orientation phase (4months) .

This involves consultation with civic leadership, schools governing boards and youth/student leadership. The purpose is to introduce the programme, facilitate discussion on youth development and work out the process of selecting participants for the programme. The phase ends with the implementation of the selection process, choice of participants and orientation of participants to the aims and objectives of the programme.

Training Phase (2Months)

Includes a 14day residential training slot and six one day training slots. See point 5 for programme content and training modules.

Implementation and Monitoring Phase (6Months)

In this phase participation are expected to design and implement youth projects and programmes based on the needs of their respective communities and schools. Includes an emphasis on peer review and evaluation.

Co-ordination

The Train-the-Trainer Youth Programme will be co-ordinated by the Youth Team of the Pinetown-Highway Child & Family Welfare Society.

The Youth Team comprises the following persons:

- . Two Youth Workers
- . Social Worker/Co-ordinator

The youth team will work in consultation with civic leadership, school boards, students/youth organisations and other service providers in the field of youth development.

Evaluation

The outcomes of the Train-the Trainer Youth Programme will be evaluated in the following ways:

- . Periodic individual evaluation forms will be filled out by each participant during the residential course and whilst they are working in their local communities.
- . Periodic evaluation forms will be completed by the leadership of the community organisation who recommended the participant.
- . Regular evaluation meetings of the youth team on their own and in conjunction with guest facilitators and with the leadership organisation.
- . Self evaluation by the participants

4. Programme Content and Training Modules

Module 1 - Group Dynamics

- . Trust Building
- . Communication
- . Co-operation
- . Ethics of Youth work

Module 2 - Social Analysis

- . Current political /economic situation in South Africa
- . Current position of youth in South Africa

Module 3 - What is youth Work

- . Aims and objectives of youth work
- . Rights and responsibilities of the youth
- . Models of youth work
- . Co-operation exercise
- . Styles of leadership

Module 4 - How to set up a Youth Group

- . Steps in setting up a youth group
- . What is a needs assessment
- . How to consult with community leaders
- . How to set up a working committee
- . Launch of a youth group
- . Structure of a youth group
- . Roles and responsibilities of office bearers
- . Steps in programme planning
- . Activities and techniques
- . Sustain ability and fundraising

Module 5 - Organisational Skills

- . Chairing of meetings
- . Setting Agenda/writing minutes
- . Report Writing

Module 6 - Crime Prevention

- . Crime Awareness
- . Victim Empowerment

Module 7 - Sexuality Education

- . What is sexuality
- . Responsibility of youth
- . Family planning and teenage pregnancy
- . HIV and AIDS Education
- . What is child abuse

Module 8 - Prevention of Substance Abuse

- . Alcoholism
- . Glue sniffing
- . Drugs

Module 9 - Creative Art

- . Public speaking
- . Drama and youth
- . Poster making
- . Silk screening

Module 10 - Youth and Development

- . What is development
- . What is an income generating project
- . Steps in implementing an income generating project

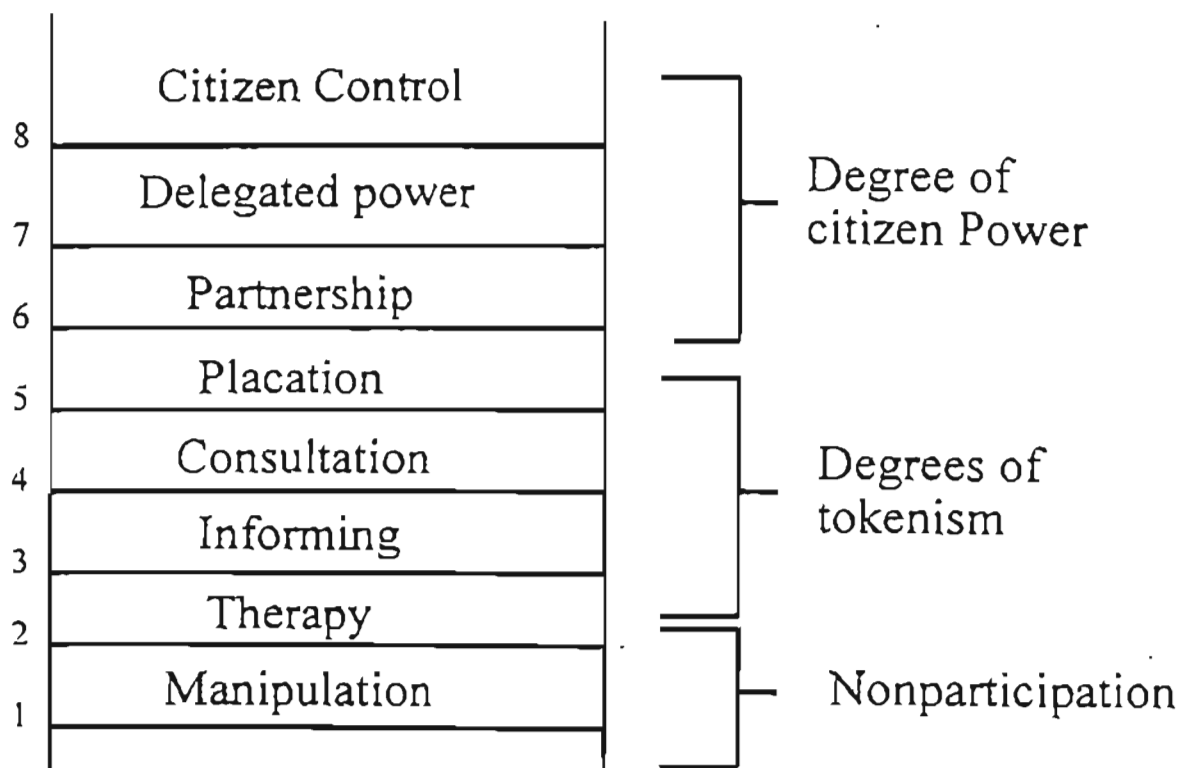
Module 11 - Fundraising Skills

- . Writing funding proposals
- . Organising fundraising projects

Module 12 - Evaluation

- . What is evaluation
- . Methods of evaluation.

Ladder of Citizen Participation



Eight Rungs on a Ladder of Citizen Participation. Sherry R. Arnstein, AIP JOURNAL, July 1969