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2018

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YOUTH CAMPS IN SOUTH AFRICA: UNDERSTANDING THEIR VALUE AND WORKING TOWARDS IMPROVEMENT

By

Maropene Emmanuel Kganakga

A research report submitted to the Faculty of Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management (in the field of Public and Development Management)

March 2018

ABSTRACT

To address the growing concern in South Africa about youth who are not in education, employment and training, various policy instruments and programmes have been developed by Government Departments. One of these programmes is the Department of Social Development Youth Camps that are held annually in partnership with the Department of Defence. This study used a qualitative, exploratory and descriptive approach, using interviews and a focus group, to explore the perceptions of camp participants and organisers on the benefits of participating in the youth camps as well as ways to improve the camps.

The study revealed that there are positive youth development benefits derived by DSD youth camp participants. These include leadership, communication and youth structure development. The study identified an array of challenges that beset the implementation of the camp in the areas of content, co-ordination and logistics.

The study concluded that despite the benefits that camp participants derive from the camp, the numerous challenges that beset the camp are severe enough to undermine the overall goal attainment. The study therefore makes recommendations for dealing with these challenges and improving the achievement of camp goals and objectives.

DECLARATION

I, Maropene Emmanuel Kganakga, declare that this Research Report is my own unaided work. It is being submitted for the degree of Master in Public and Development Management at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

_____ _____

Maropene Emmanuel Kganakga **Date**

ACKNOWLEDGEMENTS

I want to express sincere gratitude to the following people who have played a leading role in supporting me throughout this process:

Ms. Sadi Motsuenyane. Mama this is an idea you planted. It has now manifested, it has now harvested, and I want to thank you from the bottom of my heart.

My research supervisor, Dr. Horácio Zandamela, for your wise guidance and stubborn patience throughout the research process. Without you, I would still be on draft 5.0!

My colleagues and managers, both former and present, in the National Office and all the 9 Provinces. You have worked on this programme in various capacities and you all want to see it improve. Here's to you.

A special mention to Mr. Tebogo Lobaka. I know this will be surprising to you. Our short chats about your research experiences helped me get over my initial anxieties and your affirmations gave me confidence. Best of luck with your PhD.

All study respondents, many of whom sacrificed personal rest time to be part of the study. Without your earnest contributions this study would not have been possible.

Above all, I would like to thank God my Creator. Let Your Holy Name be praised. We only plan the journey but it is You who delivers us to the destination.

DEDICATION

To my wife, Molai, for understanding the late nights and the weekends away as I worked on this research, and for ignoring all my ramblings about my frustrations until I realised the only way to vent productively was to go back to the books. You have been my pillar of strength.

My mother, Mokgadi Maria Kganakga. You never got to see the doors of university, but through us you have graduated time and time again. Thank you for being a moral guide and for making it compulsory for us to strive for success.

To my boys, Emmanuel Jr, Tshegofatso and Tumi. I hope you grow to love education above all else. I hope you grow to learn that although it is never easy, it is always worth it.

And to my brothers Tshepo and Matjoka; and sisters Rosah and Thando, for always asking: "When are you finishing by the way?" That question gave me the will to continue even when I lacked strength. I have led from the front, yours is to reach for the stars.

To my good friend, Mokgabudi, seeing you graduate helped me get going again and encouraged me to really dig deep. Here's to you. I hope you are still committed to #PhDby40.

I dedicate this to my entire family and extended family.

"I belong, therefore I am."

LIST OF ABBREVIATIONS

3 SAI	-	3 South African Infantry Battalion
ABCD	-	Asset Based Community Development
AKF	-	Ahmed Kathrada Foundation
AIDS	-	Acquired Immune Deficiency Syndrome
DSD	-	Department of Social Development
DOD	-	Department of Defence
FG	-	Focus Group
HIV	-	Human Immuno-deficiency Virus
KZN	-	KwaZulu-Natal
LGBTI	-	Lesbian, Gay, Bisexual, Transgender and Intersex
MESS	-	Eating Hall
MIA	-	Missing in Action
NDP	-	National Development Plan
NEET	-	Not in Education, Employment or Training
NGO	-	Non-Governmental Organisation
NPC	-	National Planning Commission
NPO	-	Non-Profit Organisation
NSFAS		National Student Financial Aid Scheme
NYDA	-	National Youth Development Agency
PRASA		Passenger Rail Agency of South Africa
PYD	-	Positive Youth Development
SLA	-	Service Level Agreement
SRSA	-	Department of Sports and Recreation South Africa
TB	-	Tuberculosis
UNHCR	-	United Nations High Commissioner for Refugees
USA	-	United States of America
WFD	-	World Federation of the Deaf
WHAM	-	Winning Hearts and Minds

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CHAPTER ONE
INTRODUCTION

1.1 INTRODUCTION

The youth bulge, rampant unemployment, a ticking time-bomb, abuse of substances, divided, unequal: these are some of the phrases that are used to describe the situation in South Africa, and more specifically the status of the country's youth. Many speeches have been written about what is being done or what needs to be done to empower the youth. A matter of concern is that despite the talk, there is a general lack of research on effectiveness of programmes implemented by government to empower young people. This lack of research has the potential to see fruitless, ineffective and wasteful programmes being replicated whilst improvement mechanisms are negated due to obliviousness and limited information. A second concern is the incorrect perception of many that programme participants are mere recipients who have no inputs into programme design and improvement mechanisms.

South Africa has a very youthful population, with people below 35 years of age making up around 66% of the total population. More specifically, statistics reveal that almost one-fifth (19%) of the population is aged 10-19, and nearly a quarter (24 per cent) are aged 15-24 (Statistics South Africa, 2015, Mid-year population estimates). For a population of over 56 million citizens, these are large numbers of youth representation. Having such a youthful population requires a government that is both transparent and proactive, and that is seen to be enacting policies and developing and implementing progressive programmes that will begin to address under-development and lead the youth and therefore the country to a better future.

This study examines the perceptions of youth around the effectiveness of a youth camp programme implemented by the Department of Social Development (DSD). The envisaged benefits from this study on youth camps in a South African context

is that it will provide new insights into the perceptions of youth regarding the programme's effectiveness, and also provide recommendations for improvements to the camps.

1.2 CONTEXTUAL INFORMATION

The democratic Government of South Africa has since 2008 developed National Youth Policy Frameworks that have indicated its intention to empower the many young people in the country. These policies have in turn been analysed by various government Departments and translated into sector-specific policies and programmes. Principal amongst these is the National Development Plan, also known as Vision 2030, which is spearheaded by the Department of Planning, Monitoring and Evaluation. The National Development Plan (NDP) offers a long-term perspective of the country's development path. It defines a desired destination and identifies the roles that different sectors of society need to play in reaching that goal. As a long-term strategic plan, it serves four broad objectives: (i) providing a shared long-term strategic framework within which more detailed planning can take place in order to advance the NDP's long-term goals; (ii) creating a basis for making choices about how best to use limited resources; (iii) providing overarching goals for what the country wants to achieve by 2030; and (iv) building consensus on the main obstacles to achieving these goals and measures to overcome such obstacles (National Planning Commission, 2013). Additionally, the Department of Planning, Monitoring and Evaluation (DPME) has developed policy frameworks based on the National Development Plan. This applies more especially to the National Youth Policy 2015-2020 (NYP2020) which was adopted in 2015. The key pillars of the National Youth Policy include, among others, economic participation and transformation; education, skills and second chances; health care and combating substance abuse; nation-building and social cohesion; and also effective and responsive youth development institutions (Presidency, 2015, pp. 16-30).

An analysis of the NYP2020 shows that even though the DSD youth camps were in existence when the policy was enacted, there is no mention of such a programme

in the policy. This may be as a result of the level at which the NYP is pitched, which is high level and policy instrument focus as opposed to a programmatic or intervention focus. Again, broad policies make space for a variety of programmes to be implemented to achieve policy goals. It should be noted, however, that there are significant similarities in the pillars of the National Youth Policy and the youth camp outcomes, specifically in the areas of social cohesion and nation building, combating social ills such as substance abuse, and to a large extent also on issues of skills development (life and leadership skills). It can thus be argued that the youth camp programme is designed in such a way that it contributes to the high-level outcomes of the National Youth Policy although it is not mentioned explicitly in the policy. An assessment of the National Youth Policy performance or impact will most likely take into consideration the outcomes of the youth camps that are implemented by the DSD, among other programmes. The youth camps have, however, found expression in the DSD Sector Strategy.

1.3 PROBLEM STATEMENT

The South African government has made an extensive investment into the youth camp programme over the past six years. The value for money derived from this programme, as measured by how youth perceive their participation in the programme to have benefitted them, is not known. It is also not known how the programme can be continuously improved amid the continuously tightening economic situation, with austerity measures on government spending seeing the budgets of many programmes being reduced.

Much academic work has been done around youth camps in developed countries. Bialeschki, Lyons and Ewing (2005), for example, conducted a study on youths' perspectives on camp outcomes as they relate to intentionality. Thurber, Scanlin, Scheuler and Henderson (2007) found the camp programme to be an "effective way to achieve positive youth development outcomes as well as positive social development outcomes for young people". A similar enquiry was undertaken by Garst, Browne and Bialeschki (2011) that explored the settings, structures and

programme characteristics that may contribute to specific positive youth development experiences in camps. A quantitative study by Sibthorp, Browne and Bialeshcki (2013) focused on establishing norms and provided further evidence of the construct validity for what is termed the Youth Outcomes Battery which is used to measure camp outcomes. Other quantitative studies have been done, such as a study focusing on measuring Positive Youth Development as it relates to camps conducted by Sibthorp, Browne and Bialeschki (2010) and a recent study which focused firstly on developing reliable and valid measures of life skill development, elements of positive youth development, and antecedents of change within the context by Garst and Gagnon (2016). Existing studies in an African and South African context are, however, very limited. A thorough investigation of literature has discovered studies by authors such as Dlamini (2005) and Tayob (1995), which focus on camps in a pre-democratic South African context and highlight a segregated nation more than the empowerment credentials of youth camps. In addition to these studies, a recent dissertation by Motlhaolwa (2016) explored the perceived contribution of sport to youth development in the context of the youth camp, focusing on sport and youth development. The sports camps have been held since 2012 by the Department of Sports and Recreation in South Africa, specifically targeting rural communities. In South Africa, and in Africa generally, literature around the benefits of youth camps on participants is limited (Schwabe, 2015).

The problem that necessitates the study is that the benefits of youth camps in the context of South Africa as a developing country are not known, and as such it is not known if such camps have led to Positive Youth Development for the participants and how youth camps can be improved. The aim of this study on youth camps in a South African context is to provide insights about the perceptions of youth regarding the programme's effectiveness, and also to make recommendations for improvements.

1.4 PURPOSE STATEMENT

The purpose of this study is to understand the perceptions of participants regarding the benefits derived from their participation in the Department of Social Development Youth Camp. The study will explore and describe the perceptions of young people who have participated in the DSD Youth Camp regarding the way the camp has affected them. This will specifically relate to their perceptions about attainment of developmental benefits from the youth camps, and avenues for improvement of the youth camps.

The study further aims to examine the types of challenges that beset the camp organisation and implementation for the purpose of contextualising the recommendations for improvement that emanate from the study.

1.5 RESEARCH QUESTIONS

The study is guided by the following questions.

1. What do Social Development youth camp participants perceive to be the benefits of participating in the youth camp?
2. What do camp participants and organisers perceive about the organisation of the youth camp?
3. How can the camp organisers improve the organisation of camps and achievement of youth camp goals and objectives?

1.6 SIGNIFICANCE OF THE STUDY

The following potential benefits, which outline the significance of this study, are envisaged:

a. For planners, staff and officials – They may benefit from the findings by obtaining insights into existing bottlenecks, best practices and ways to improve the camp experience.
b. For young participants and parents – They may benefit from the knowledge of what to expect from a quality camp, and also to identify their own roles in making the camps a success.

The lack of academic research on the benefits of youth camps in the context of South Africa as a developing country has been a challenge, especially as it relates to Positive Youth Development for the participants and how youth camps can be improved. This research study aims to make a contribution to this previously neglected area of research. It is envisaged that the study will provide recommendations based on which improvements can be introduced in state-organized youth camps and camps in general. The knowledge derived from this study will provide a platform for enhancement of the value that can be derived by the South African society from government-run residential youth camps.

1.7 OUTLINE OF THE REPORT

The following is an overview of the chapters that comprise the research report.

Chapter One - Introduction: This section explains the problem, its background as well as the study purpose and research questions that will be answered by the research. The section also serves to outline the significance of such a study.

Chapter Two: Literature Review: This section provides an analysis of the existing literature around youth camps in line with the problem statement and research question. The literature review starts off by defining the concept of the youth camp and traces its historical development before focusing more closely on youth camps in South Africa. It explains specifics of the DSD Youth Camps and proceeds to assess youth camp potential for success and factors that lead to success. The challenges associated with camps are discussed, as well as strategies outlined

by scholars to improve camps. The summary ties up the value of literature in view of the problem statement and research question.

Chapter Three - Research Methodology: The research processes undertaken for the study are explained, including techniques and methods used to collect data for the study. Furthermore, the chapter discusses data analysis methods used by the researcher as well as issues related to research validity and reliability as well as research limitations. Lastly, the chapter deals with incorporation of ethical considerations into the research, and summarizes the discussions in the whole chapter in line with the research questions.

Chapter Four - Presentation of Findings and Analysis: This chapter explains how the collected data was analysed in order to arrive at specific findings. The chapter provides an analysis of the data as presented and the meaning of the findings in as much as they relate to the research questions. The researcher will rely on the interface of data and literature and research questions as part of the process of generating meaning. This implies that the researcher will marry the information from the data with literature to generate meaningful or insightful patterns of evidence.

Chapter Five - Conclusion and Recommendations: The conclusions of the study are presented, underlining the main issues emanating from the findings as they relate to the research questions and the data analysis undertaken. Following this, the chapter presents some recommendations for youth camp improvements.

CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

A literature review serves the purpose of contributing towards a clearer understanding of the nature and meaning of the problem that has been identified (De Vos, Strydom, Fouche & Delport, 2005). This literature review aims to outline the historical background of youth camps from both international and South African perspectives, while also assessing the effectiveness of youth camps, based on the Positive Youth Development framework; challenges associated with youth camps; and improvement strategies from a literature and academic perspective. A brief section of the literature review examines the Department of Social Development youth camp aims, objectives and logistical arrangements to assist the reader to understand the context. A theoretical framework is implicit in the literature review. The lack of relevant South African literature on the benefits of youth camps necessitates that for this study the author identify knowledge from other contexts.

2.2 DEFINITION AND HISTORICAL BACKGROUND OF YOUTH CAMPS

Halsall, Kendellen, Bean and Forneris (2016) define youth camps as being "organized experiences in group living in the outdoors that use trained leaders to accomplish intentional goals". Camps have been around since the late 1800s (Lorge & Zola, 2006). Garst and Ozier (2015) observes that "for over 150 years camps have thrived as spaces for both recreational and educational enrichment". Additionally, Clark and Nwokah (2010) submit that currently in the fifty American states, "more than ten thousand traditional, residential, part-time, or full-time day camps are held each year, and some six and a half million children attend annually." The authors add that the cultural and economic impact of camps in that part of the world is huge. The underlying motivation to host youth camps over the years has

been that there has to be a "paradigm shift from a silo approach" to youth development to an integrated, multi-faceted approach (Schusler & Krasny, 2010). This implies that researchers have perceived youth camps to hold potential for youth development due to their ability to deal with multi-faceted issues simultaneously, as opposed to single issue programmes.

2.3 HISTORICAL OVERVIEW OF YOUTH CAMPS IN SOUTH AFRICA

As indicated previously, youth camps have a limited recorded history in South Africa. According to the Department of Sports and Recreation South Africa (SRSA) (as cited in Motlhaolwa, 2016), South Africa had a number of camps in the early 1980s, including camps such as Indigo Skate Camp, Winning the Hearts and Minds of Youth (WHAM camps) and WFD youth camps, which targeted youth with hearing disabilities. More recently, according to Motlhaolwa (2016, p. 69), the SRSA has been implementing youth camps to create opportunities for positive social interaction and to strengthen the potential of young people to work co-operatively across race, class and gender lines. Below is a brief overview of non-governmental camps hosted both currently and historically in South Africa.

2.3.1 Ahmed Kathrada Foundation Youth Camp

The Ahmed Kathrada Foundation, an organisation which pursues a core objective of deepening non-racialism, implements youth camps whose objectives are quite similar to the SRSA and DSD camps. This camp encourages youth to challenge their own prejudices and focus on the revolution of using social media in championing social justice causes (Majola, 2017). The AKF camps run over four days and the programme includes debates and group discussions on social issues such as xenophobia, tribalism, religious divides and gender and racial discrimination. Part of the camp includes taking youth on a tour around the perimeter of Robben Island to explore this historical site where many prominent political leaders, including Nelson Mandela and Ahmed Kathrada himself, were incarcerated (eNews Channel Africa, 2015). In the main, the camp lasts for a period

of less than half the length of the DSD camp, but discusses one of the core pillars of the DSD camp content in the area of nation building and issues related to social cohesion. No evidence was found of a report or study focused on assessing the effectiveness of this camp.

2.3.2 World Federation of the Deaf (WFD) Youth Camps

The World Federation of the Deaf is a worldwide organisation working to ensure equal rights for the millions of deaf people around the world. WFD implements camps for different age cohorts including camps for children aged 10 to 12, WFD Junior Youth Camps for ages 13 to 17 as well as WFD youth camps for the age group 18 to 30. The main objectives of the WFD camps are, amongst others, to train and develop organisational and leadership skills in deaf youth. Furthermore, the camps aim to provide support for youth organizations and advocacy, networking, and cultural exchange. The camps are therefore about leadership, educating youth on human rights to strive for equality, and the celebration of the linguistic and cultural identity of deaf people (WFD, 2018; (Motlhaolwa, 2016). Their camps rotate around the world and are held every four years. In 2011 the camp was hosted in South Africa.

2.3.3 Winning Hearts and Minds of the youth (WHAM) camp

This camp was run in the 1980s but has since been discontinued. There is limited information available on it; it appears to have focused on training youth on leadership skills but was criticised for “the brainwash on terrorism” (Sports and Recreation South Africa, 2012).

Contrasting the above camps with the government camps implemented in South Africa, it becomes evident that most have similar concepts that overlap in terms of their focus. Areas of leadership, nation building, social cohesion, empowerment and skills development are common to both government and non-governmental camps. The former Minister of Social Development, Ms Bathabile Dlamini, launched the DSD Youth Camps in Bloemfontein in December 2012, and these camps have been

running annually since then. The section below explains the basic tenets of the DSD camps.

2.3.4 Department of Social Development Youth Camps

The DSD camps are a youth leadership development programme that encourages healthy growth by providing young people with the skills to analyse their own strengths and weaknesses; to set personal and vocational goals; and to gain the self-esteem, confidence, motivation, and abilities to carry out goals not only for themselves, but for the communities they come from (DSD, 2015).

The DSD camp process starts at provincial level, with all nine provinces in South Africa hosting provincial camps for between 200 and 250 young people. From the provincial camp, around 110 participants per province move on to the national youth camp, which targets a total of 1000 participants for a period of ten days at a military facility. The camp is thus implemented in partnership with the Department of Defence.

Table 1: Camp Recruitment Criteria

Recruitment criteria	Cross-cutting criteria
Youth from rural areas	Age group 17 to 24 years 50/50 gender spread 1000 youth per annual camp.
Youth from informal settlements and townships	
Youth with disabilities, able to travel long distances and can participate in planned activities	
Children who are about to exit the children's home	
Orphaned and vulnerable youth	
Affluent backgrounds	
Young tertiary students	
Lesbian, gay, transgender, bisexual and intersex youth	

Source: Data from DSD Youth Camp 2012 concept document

The DSD youth camp is described as a festival of youth development opportunities. As such, the Department invites other government departments, international organizations such as the United Nations High Commissioner for Refugees (UNHCR), National Students Financial Aid Scheme (NSFAS), National Youth Development Agency (NYDA) and private sector organizations to exhibit and present available opportunities and programmes to the youth (Department of Social Development, 2016).

The DSD has recently undertaken a process to translate the NYP2020 into a DSD sector policy and strategy that covers the vision and mission of the Department. The youth camp is one of the key programmes in the strategy.

The intended outcomes of DSD camps as per the 2014 concept document are described below.

The short term (1 to 3 years) vision includes bringing youth from different communities together in a multicultural environment; a focus on life skills and leadership skills development; to encourage and conscientise young people to become involved in community-based initiatives and projects and encourage a service ethic; and to enable them to make better career choices so as to fulfil their dreams and become productive members of their communities and the country (DSD, 2014, p. 10).

On the other hand, the camp's long term (10 year) vision includes aims to promote working together of young people across race, ethnicity, language and creed to confront challenges and find solutions to issues affecting them; to encourage the youth of South Africa to take ownership of their own development; to provide viable and effective opportunities for young people to participate fully in the democratic life of the country; as well as to promote youth activism and civic engagement, thus contributing to nation building and social transformation (DSD, 2014, p. 10). For this study, elements related broadly to social cohesion, skills and career development and programme development were the core focus, where the

study assessed the effectiveness of the short-term objectives of the camp as the camp has not yet reached the ten-year milestone.

To date, six national youth camps have been conducted, reaching close to 6000 young people aged 16 to 35 (National Youth Camp Concept document, 2017). Despite these numbers, it is not known how the youth camp participants have benefitted from the programme, whether or not the intended outcomes of the camp have been achieved, as well as whether or not there has been a return on investment in the form of social capital acquired by the young participants that have gone through the camps. The programme's effectiveness has not been studied adequately and as such, many parents, implementers and participants cannot claim to understand the effectiveness of the camps and also ways to improve the camps as a tool for positive youth development. There is a need for investigation based on the variables listed above as well as others to inform possible efficiencies and cost effectiveness in the South African camp environment.

From the previous camps for the period 2012 to 2017, what is available and accessible are some of the speeches and youth camp reports. These documents reflect the following key factors:

- Between 2012 and 2014 the target group of the camp was increased from 500 to 1000 youth (DSD, 2012; 2014).
- The ratio of mentors to participants increased from 1:5 in 2012 to 1:10 in 2016 (DSD, 2012; 2016).
- The key focus of the camp reports has been on recording the day-to-day occurrences and providing recommendations for future camps (DSD, 2014; 2016) and no exit assessment was done to assess perceptions of the programme.
- There has been some variation in terms of the number of days over which the camp was conducted, from 5 days in 2012, 18 days in 2013 and an average of 10 days since 2014 (DSD, 2014).

- The former Minister of Social Development, Ms B.O Dlamini, in her opening address at the inaugural youth camp in 2012, emphasized the importance of dialogue and the involvement of young people in addressing the challenges that face the country. These include alcohol and substance abuse, violence in schools, women and child abuse and the need for young men to stand against violence. Her 2015 address focused on unemployment, intergenerational sex, and also emphasized the various social challenges that affect the youth of South Africa. Moreover, the important role that young people need to play in dealing with these challenges was emphasised (DSD, 2015).

What emerges from the speeches and reports is that the political leadership of the Department, together with the executive management team, have high expectations of the camp, and envision a scenario where the camp is a springboard to community action, so that young people return from such camps to implement various programmes that spearhead community development.

2.4 CAMP PROMOTION OF YOUTH DEVELOPMENT

This section focuses on literature related to the potential of youth camps and the successes they have had. Duerden, et al. (2014) conducted focus groups with 21 camp alumni to examine the workforce development outcomes of the camp experience. The study found that camps were successful in providing the types of experiences and benefits that make them an effective workforce-development context. The authors reported that participants described extensive "positive impacts associated with camp employment that have direct implications for workforce development, including gains in skills related to interpersonal interactions, communication, problem solving, and leadership" (Duerden et al., 2014, p. 26).

In a qualitative data analysis study by Garst and Ozier (2015, p. 333), it was found that camps demonstrated successes in a number of areas. An analysis of camp directors' responses revealed increased sense of community in the camp, increased

interest in reading by campers, enhanced learning opportunities, and promotion of Positive Youth Development as some of the successes of youth camps. Camps have also shown potential for success in addressing challenges faced by disabled people, where "Disability-specific residential camps offer unique therapeutic recreation experiences as campers interact with each other for an intense period of time" (Devine, Piatt & Dawson, 2015, p. 294). The key finding from the study by Devine et al. (2015) was that residential camps that focus on disability may have an impact on social acceptance and perceived health related quality of life for the participants.

On a different matter, Browne et al. (2011) argue that youth camps foster many of the aspects that contribute to environmental stewardship. This is because the youth participants in their study demonstrated gains in problem-solving, affinity for nature, independence and empowerment. The power of the youth camps is supported by Gillard, Witt and Watts (2010) who emphatically state that camp is so powerful a process in itself that meaningful youth outcomes can still occur even in the presence of high levels of stakeholder role differentiation and low levels of role integration. Examples of these meaningful outcomes are outlined in a large American study focusing on multiple camps which found that youth who attended a summer programme of at least one week duration reported gains in self-esteem, independence, leadership, friendship skills, adventure and exploration, and spirituality, with some of the gains maintained six months after the camp (Kirschman, Roberts, Shadlow & Pelley, 2010). Camp outcomes like problem-solving and connectedness may produce both short- and long-term benefits (Sibthorp, Browne & Bialeshcki, 2011, p. 8). This is a key characteristic, which suggests that the camps may lead not only to positive development outcomes in the short term, but in fact help to develop longer term characteristics for youth. Camps have the potential to improve the likelihood of young people attaining a successful and responsible adulthood.

Additional literature supported the credentials and potential of camps for effective youth development. Garst and Gagnon (2016), for example, notes that youth camps "provide many of the supports and opportunities necessary for positive youth

development, including supportive relationships, safety, youth involvement, and skill building". They further submit that youth programmes that are designed and delivered well positively enhance developmental outcomes for youth. Youth camps are seen as a progressive tool for youth development. To support this point, Garst and Chavez (2010) suggests that "camps are living laboratories for the teaching of youth leadership using a variety of approaches."

The success of youth camps in various specialized areas is identified in other studies, such as an examination of youth camps that focus on HIV/AIDS by Gillard et al. (2010), as well as occupation-specific camps like police leadership camps and general outputs around physical activity (Hickerson & Henderson, 2014). These emphasise the potential of youth camps in various areas of development both short- and long-term.

The lack of dissenting voices in relation to the positive picture being presented has been noted. While the researcher has no particular bias towards camps, there appeared to be a dearth of literature about negative outcomes from camps. The existing youth camp challenges around planning, implementing and evaluating are explained in the subsequent section. The section focuses on why camps are successful youth development platforms.

2.5 FACTORS UNDERPINNING SUCCESS OF YOUTH CAMPS

Factors that make youth camps successful platforms for youth development have been identified by a range of scholars. According to Garst, Gagnon and Whittington (2016), what makes youth camps successful youth empowerment tools is that they take place mainly outdoors, are sustained and provide recreational and educational opportunities which contribute to each camper's mental, physical, social and spiritual growth. This comprehensive growth is what is often missing in other programmes. It is also important to understand the types of environments and antecedents most suited for effective youth camps and the types of youth who may best benefit from the youth camp process as outlined below.

Youth camps may be more effective in environments where youth are faced with a multitude of challenges. This point is supported by Barcelona and Quinn (2011) who posit that the field of youth development has experienced a shift in practice from programmes that focus only on a single issue or solely to address problem behaviours and is now focused on more comprehensive strategies that recognize and emphasize the needs and competencies which all youth possess. Based on the previous assertions, it is crucial to note that youth camps encourage young people to expand their knowledge and to move towards mastery of concepts and practices (Garst et al., 2016). This in essence means that youth camps may provide the tools and opportunities which young people need to be able to tap into their inner strengths, enabling them to avoid being sources of problems but to be active change agents who initiate and lead positive change. A key aspect of youth camps is that the intensity of engagement which youth camps affords is critical to ensure positive youth development (Browne, Garst & Bialeschki, 2011). This concept of positive youth development (PYD) will be discussed in more detail in subsequent sections.

Another important point relates to skills development. Some authors have argued that youth camps present a development setting that helps youth build various skills (Digby & Ferrari, 2016; Duerden, Witt, Garst, Bialeshcki, Schwarzlose & Norton, 2014). This is a critical factor, especially for South African youth who have been challenged by the lack of skills relating to socio-economic growth. Many youth lack the soft skills that allow them to be employable, such as job readiness, perseverance, and the ability to build friendships or business relationships. This emphasises the importance of participation in youth camps for all young people. Garst and Gagnon (2016) suggests that the experiences provided by camps create a number of positive psychosocial conditions that prepare young people for academic learning as well. In a country like South Africa where a sizeable number of young people have dropped out of school and are neither in education, employment or training (NEETS), such an outcome provides the potential for positive outcomes. It can encourage many young school dropouts to take up their studies again and use education as a tool to fight poverty. These psychosocial conditions can also be

transferred to community and youth development work in general, where the youth become more involved in development initiatives.

There appeared to be unanimous agreement in all the literature consulted that youth camps can be effective tools for positive youth development. However, it was important to note that there is always room for improvement, and this applied also to youth camps. For example, Johnson (2014) conducted research with a specific focus on sexual abuse during sports camps and found that day camp directors in the sample "did not have written policies or procedures to deal with sexual abuse issues, and they did not hold staff orientation to discuss how they can safeguard campers against such issues." The challenges that may be experienced in youth camps are explained below.

2.6 YOUTH CAMP CHALLENGES

Factors that hinder the achievement of positive youth development outcomes are explained, including challenges, constraints and possible complications around youth camps.

According to Sibthorp, Browne and Bialeschki (2011), the first major challenge with youth camps is around the formulation and measurement of camp outcomes. The authors argue that even though it is widely accepted in the literature that organized youth camps are effective, documentation of outcomes and the extent to which camp practices are rooted in literature remains lacking. This implies that many camp organisers are not able to directly identify which literature informs their practices at camp, and how these practices in turn may contribute to specific outcomes. Linked to this challenge is a similar one which relates to the responsiveness of camp organisers to structured research and evaluation practices. Camp organisers tend to view research and evaluation as cumbersome and complex (Sibthorp et al., 2011). This leads to a lack of programme theories and can potentially render camps ineffective because of lack of evidence of success, and the potential for repetition of ineffective practices. This can also lead to funding

challenges due to lack of evidence of positive outcomes of the camps. Lastly and more importantly, lack of research can lead to a trust deficit between camp organisers and the stakeholders in the camp process, such as parents and youth, as there will not be evidence to encourage confidence in the programme. This does not suggest that camp implementers are obliged to do research on camp effectiveness themselves, but as a minimum, there should be some appreciation of the importance of research on attainment of objectives.

Research is about collection of data for analysis. Dunn, Liesbon and Joohyun (2009) argue that a challenge for youth camps is that the easier route of gathering information from participants for the purpose of camp improvement has been found to be ineffective. The authors point out that the best way to conduct evaluations is through accreditation standards, as this makes decisions easier and more straightforward. In the South African context there are presently no formal accreditation standards. This makes it imperative for researchers to benchmark on existing standards, for example the America Camp Association standards, and adapt these to fit the context of a developing nation. Accreditation standards are mainly developed and maintained by a custodian. This leads to the next challenge facing youth camps especially the South African context, which is the lack of an oversight body that focuses on accreditation and norms and standards. Gilliland (1950) argues that there is a need for a statutory body to oversee the implementation of camps. This body's roles should encapsulate advisory services, quality systems and assessments, best practice models, and norms and standards on programmes and services and participant-facilitator ratios.

Gilliland (1950) wrote about youth camps in the United States at a time when the literature was in its formative stages, and the information is thus valuable for a context like South Africa which has limited literature on youth camps. The challenges and obstacles associated with youth camps as explained by Gilliland (1950, pp. 522–528) are the following:

- **Developing interest**: For camp to start off on a positive footing, camp organisers should take care to ensure that stakeholders are involved from the outset of the process. Parents, civic society and youth should be part of the formulation, goal setting and planning. Failure to stimulate interest can lead to a stunted programme (1950, p. 523).
- **Planning the programme**: According to Gilliland (1950, p. 524), some camp organisers and administrators erroneously assume that just being outdoors is in itself an assurance of success for the camp. The author argues that this is not enough, and that organisers must involve knowledgeable people or groups to properly plan the programme.
- **Planning for health and safety**: Gilliland (1950, pp. 524-525) provides a list of requirements that need to be in place before a camp is likely to succeed. These include a nurse and a physician permanently available, proper storage of food, provision of balanced meals and regular inspections by a qualified agency.
- Gilliland (1950) suggests that organisers should pay particular attention to the funding of the camp. This is an important consideration. While programme leaders need to be aware that funds are not limitless, there is a need for a balance since reducing costs should not be the only driving factor for planners. Venkataraman (2015) argues that it is also important to ensure that the efforts to contain costs do not compromise quality. There should be a balance between cost and quality.
- **Developing leadership through training**: The central theme is that there has to be a cadre of trained leaders who demonstrate traits such as empathy, love for the youth and an ability to engage. Untrained leaders contribute to unsatisfactory camp experiences and failure to achieve outcomes (Gilliland, 1950, p. 525).
- **Meeting legal problems**: The core question here is what the legal standing of the camp is, and the extent to which is aligned with the relevant legislation. The South African camp context can benefit from the enactment of laws and policies that will create an enabling environment for camp practice to flourish. Any vacuum in legislation may lead to an environment where camps cannot flourish

and thereby impede successful camp practice and outcomes that benefit the youth.

A further important constraint in the youth camp process is that organisers have overlooked the importance of the relationship and connectedness between campers and adults in the camp. This has been found to undermine camp outcomes (Sibthorp et al., 2011). The campers are able to learn a lot by observing the approach of adults to dealing with issues, beyond the verbalisation of problems by adults. This calls for exemplary conduct by camp organisers and other officials in order to guide positive behaviour from youth camp participants. Where exemplary conduct is lacking this undermines the potential for positive relationships in camps and is thus an obstacle to positive development outcomes for the youth.

It can be deduced from the challenges described above that they provide a baseline for improvement through adaptation of camp approaches by camp administrators. This is because the challenges cannot be viewed as only undermining the potential of youth camps. They should be seen as impacting on the potential for growth and improvements. This is linked to the need for strategies that camp administrators can implement to improve the implementation and attainment of positive outcomes.

2.7 STRATEGIES FOR IMPROVEMENT OF YOUTH CAMPS

There is a view that many youth development initiatives, including camps, have not anchored their programs to theory-driven programme models that can guide programme planning, implementation and evaluation (Walker, 2006). As such, it is important to focus on the need for youth camps to have a sound theoretical basis. Part of the problem is that considerable attention has been given to the outcomes of camp experiences, but less attention given to elements that may contribute to those outcomes (Garst et al., 2016). There are growing calls for evidence not only for the end product of camp experiences but also for conditions and actions likely to influence success (Garst, 2010). The implication is that camp directors should ask where they want the programme to take young people and prepare the foundation

in terms of mapping underlying factors that will contribute to that success in a theoretically sound manner. According to Browne et al. (2011), establishing the programme or curriculum framework is a starting point in a youth camp. A key objective is to identify factors that are perceived to be influential on programme outcomes including session length, programme structure, staff support, and programme intentionality (Garst et al., 2016). Garst and Chavez (2010) concurs that each lesson should include learning objectives and applications, step by-step instructions for easy delivery, and an intentional scope and sequence that will help youth develop essential leadership competencies. The elements described above highlight that camps must comprise content that is thoroughly thought through from beginning to end, which is directly linked with camp outcomes. This is called intentionality.

Intentionality begins with an understanding of how camp outcomes might be influenced, produced or otherwise enhanced, with the result being camp experiences which are most likely to positively affect youth (Garst et al., 2016). The principal message is that camp planners have to start with a theory of change for the youth camp programme. Combining theory of change as well as intentionality across organizational structures, policies and activities leads to an increase in positive youth outcomes (Bialeschki, Henderson & James, 2007). In addition, it is important to highlight that "successful camps are the ones that intentionally implemented changes across three areas of organizational practice (i.e. structures, policies and activities) compared with camps that addressed only one or two areas (Garst & Gagnon, 2016). The implication therefore is that to enhance positive youth development outcomes, camp directors have to revisit camp structures, policies and activities to improve intentionality, through a theoretical framework that utilises a theory of change.

The following additional points further identify areas that can enhance positive youth development from camps:

a. Camp facilitators and organisers have to be trained leaders and should possess demonstrated ability (Henderson, Bialeschki & James, 2007). This point emphasises the importance of training of camp leadership and organisers alike. Camp is not only about training participants.
b. Camp activities must challenge youth to be leaders and stewards (Garst & Chavez, 2010). The ultimate aim of the camp should be to produce leaders.
c. Young people must leave the camp with an action plan which will allow them to plan how they will address challenges in their homes, neighbourhoods or communities (Garst & Chavez, 2010). This will enhance the key element of positive youth development, which is centred on seeing young people as capable agents of change and not just a source of problems. A plan is a commitment to action by all the camp participants.
d. In order to instil a culture of reading in the youth, it is worthwhile to consider incorporating reading into the camp through a camp library, integrating reading into all camp activities, and also incorporating writing into camp activities (Garst & Ozier, 2015).
e. Finally, in terms of monitoring and evaluation, directors must use ways that are methodologically sound to measure camp outcomes (Garst et al., 2016). The 5C model was briefly discussed as well as the Youth Outcomes Battery and the American Camp Association's Camper Growth Index. Such tools have been utilised in American studies and may be useful to draw on in future evaluation studies.

2.8 YOUTH CAMPS AND POSITIVE YOUTH DEVELOPMENT: THEORETICAL FRAMEWORK

Positive Youth Development is both a goal and a mechanism that can be targeted and utilised in the implementation of youth camps. It is a theoretical model which has been the cornerstone of many studies on youth camps, such as Garst and Ozier (2015); Garst et al. (2016); Garst and Gagnon (2016); Eccles and Gootman (2002); Schwabe (2015) and Motlhaolwa (2016). As a point of departure, this approach calls for youth development practitioners to move from a deficits-based approach

or problem focus, to a model focused on a positive youth development approach, which acknowledges that all youth have strengths and can develop in positive ways when their strengths are linked with relevant and sufficient opportunities and support (Garst et al., 2016).

Garst and Ozier (2015) highlights the following characteristics of Positive Youth Development programmes: (i) Positive and sustained adult-youth relations, which requires careful attention to ensuring the participants and the camp facilitators relate in a positive manner; (ii) Involvement in activities that develop life-skills; and (iii) Opportunities for youth to participate and lead family, school and community initiatives. This denotes encouraging youth to envision the positive roles they can play in society as active change agents.

To this list, Garst et al. (2016) adds opportunities to belong; positive social norms; supportive relationships; support for efficacy and mattering; opportunities for skills building; physical and psychological safety; appropriate structure; and integration of family, school, and community.

A question which arises is how to measure whether camps do contribute to positive youth development? Are there valid and reliable instruments which can be utilized to measure positive youth development? One response may be found in the work done on the 5Cs model of positive youth development by Bowers, Li, Kiely, Brittian, Lerner and Lerner (2010). According to the authors, 5Cs stands for Competence, Confidence, Connection, Character and Caring. This model was found to be a robust measure that could be assessed comparably during early adolescence (2010, p. 520). However, this is a quantitative variable which will not be the subject of this study.

The characteristics listed in this section provide a baseline through which all youth camp stakeholders can evaluate the potential and actual impact of youth camps. They are also proposals that can be incorporated into youth camp implementation

to improve the experiences of the participants as well as contribute to positive outcomes.

PYD has many measurement models, all reflecting various concepts of human development (Schwabe, 2015, p. 19). For this project the researcher had the choice to use the 5C model (sometimes called the 6C model) (Turnquest, 2015) to assess perceptions of youth regarding the effectiveness of youth camps, or the characteristics of Positive Youth Development as described previously. The researcher opted to utilize the latter approach as a theoretical framework to guide the research. This study is qualitative and the PYD characteristics form the basis for the development of the interview guide and are central to data analysis and reporting.

2.9 DEFINING VALUE IN YOUTH CAMPS

Value is a central concept of the research, and this sub-section focuses on providing a working definition of this concept. Creation of public value can be equated to the creation of positive results (Page, Stone, Bryson & Crosby, 2015, p. 715). When these positive results are created, that is, when public value is created, it leads to the promotion of greater legitimacy and support of the programme or the implementer, while also increasing operational capacity, leading to financial and other resources being easier to obtain (Kavanagh, 2014). These correlated positive spin-offs are what necessitate a study such as this one, as it will assess the types of benefits that participants of the DSD perceive to be gaining from the camp, and if these are positive, this can lead to greater legitimacy of the programme and other related benefits. In the event that challenges exist, the participants will identify strategies for improvement of the camp experience and enhancement of the value derived by participants from the camp.

On the practical side, Digby and Ferrari (2016) categorises the value derived by camp counsellors who attended a camp as the skills they learnt as a result of their participation. These skills included leadership, decision-making, planning and

organizing, interpersonal interactions, teamwork, communication, organization, time management, flexibility or adaptability, and responsibility (Digby & Ferrari, 2016, pp. 1-2). The authors further note that the value of the camp was the transferability of these skills from one setting to another, such as schools, other employment sites, or community settings (Digby & Ferrari, 2016, p. 2). For this study the value of the camp is correlated with the benefits perceived by participants as having been gained through camp participation.

Moore (2012, p. 2) warns of the danger of social scientists setting aside the issue of how individuals value the particular results of a policy or programme in favour of using experimental methods that depend on scientific regression analyses that used natural variation to determine whether the policy variables had, in fact, influenced the outcome variables. This statement implies that perceptions of participants are also important in assessing value and should not necessarily be dismissed as anecdotal. They are useful and provide rich, in-depth information based on people's own experiences.

2.10 SUMMARY OF PREVIOUS INVESTIGATIONS IN THE FIELD OF STUDY

Extensive academic work has been done around youth camps, but this is mainly located in developed countries. Some such studies are listed below.

A North American study by Bialeschki et al. (2005) focused on youth perspectives on camp outcomes as they relate to intentionality. Thurber, Scanlin, Scheuler and Henderson (2007) found the youth camp programme to be an "effective way to achieve positive youth development outcomes as well as positive social development outcomes for young people". A similar enquiry by Garst, Browne and Bialeschki (2011) explored the settings, structures, and programme characteristics that may contribute to specific positive youth development experiences in camps. A quantitative study by Sibthorp, Browne and Bialeshcki (2013) focused on establishing norms and provided further evidence of the construct validity for what

is termed the Youth Outcomes Battery which is used to measure camp outcomes. Other quantitative studies included a study by Sibthorp, Browne and Bialeschki (2010) focusing on measuring Positive Youth Development as it relates to the implementation of camps and a recent study focused on developing reliable and valid measures of life skills development, elements of positive youth development, and antecedents of change within the context (Garst & Gagnon, 2016).

The researcher identified a limited number of studies from South Africa on youth camps. These include existing studies in an African and South African context by Dlamini (2005) and Tayob (1995), which focused on camps in a pre-democratic South African context and highlight a segregated nation as opposed to the empowerment credentials of youth camps. In addition, a recent study was conducted by Motlhaolwa (2016) which explored the perceived contribution of sport to youth development in the context of the youth camp.

2.11 SUMMARY OF LITERATURE REVIEW

The discussions in this chapter focused on reviewing literature on various issues around youth camps, both globally and specific to South Africa. Prominent in the discussion is the understanding that youth camps contain credentials for success in empowering youth to attain positive development outcomes.

The antecedents of successful camps are addressed in the literature, with the factors that underlie successful camps, and outlines aspects that camp organisers have to consider in planning camps in order to ensure that participant experiences at camps are of benefit to them. These include skills development and a multi-pronged and multi-focused approach.

The literature furthermore discusses evaluation standards for youth camps, specifically identifying the widespread lack of skills and the dearth of structured camp evaluation amongst camp planners. The literature touched on various

standards that can be used to assess camp benefits, and also identified numerous standards through which planners can work towards camp improvement.

The overall approach is that the implementers of youth camps have to identify standards that can be applied to assess their youth camps in order to properly understand how they perform. The availability of credible performance data is of benefit for any youth development programmes, especially in a context of multiple policy and programme choices that tend to be accompanied by limited financial resources. It allows for evidence-based choices to be made rather than emotional decisions. Exploring the perceptions of the targeted camp participants will contribute to a better understanding of the views of camp participants with regard to the camp's ability to empower them, and how this has been put into practice. It will also identify the challenges that need to be considered when considering improvements, as well as the practical steps that planners of DSD camps need to take in order to improve the camper's experience and the achievement of camp outcomes.

Overall, the literature traced the history of youth camps and the tenets that make them effective. First, there was broad agreement that camps are successful in promoting positive youth development. There appeared to be no literature available that disputed the effectiveness of camps. The literature did, however, identify challenges associated with youth camps and provided strategies for camp improvement.

A working definition of the concept of value in line with the youth camp programme was presented, what it means, and how it should be assessed. A gap was identified in the knowledge of youth camps in Africa, and South Africa in particular, despite there being numerous camps in operation both currently and historically in the country. This study seeks to contribute to addressing this knowledge gap. The literature provided a baseline in response to the research questions.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research processes used in exploring the perceptions of camp participants on the effectiveness of the youth camps as well as proposals for improvement are explained. The first sub-section of the chapter discusses issues relating to research approach, which is qualitative in nature. The second section deals with the techniques and methods that were used to collect data for the study. Thirdly, thee chapter discusses data analysis methods used by the researcher. The fourth sub-section of the chapter deals with issues of research validity and reliability as well as research limitations. The last section deals with incorporation of ethical considerations into the research and summarizes the discussions in the chapter in relation to the research questions.

Planning for research requires researchers to assess the knowledge claims brought to the study, to consider the strategy of inquiry that will be used, and to identify specific methods (Creswell, 2003). Methodologies themselves are results of the particular research questions (Kellmereit, 2015). This means that the type of research questions being asked will determine the kind of methodology to be utilized. Qualitative enquiry exists as an approach to research that adds a subjective understanding to contexts, constructs and populations (Sabornie, 2006). This research seeks to explore and describe the personal perceptions of young DSD camp participants and organisers regarding the benefits of camps and methods to improve the camps based on the experiences of the research participants.

3.2 RESEARCH APPROACH

Research strategies are “approaches to social investigation” (Bryman, 2012, pp. 35-36) classified as quantitative, qualitative or mixed. According to Bryman (2012),

one of the core differences between qualitative and quantitative research is the role of theory in each strategy. In quantitative research, theory precedes the research, whereas in qualitative research, the opposite applies: theory is a product of the research. This implies that quantitative research is more about testing theory, while qualitative research is about generating theory. The process of qualitative research is largely inductive, with the inquirer generating meaning from the data collected in the field (Creswell, 2003). This distinction is useful in explaining the choice of qualitative strategy for this research. It was in order to better understand the youth camp in a South African context, a topic which has not been extensively studied. Furthermore, this approach is useful in obtaining personal in-depth views from participants on the camp effectiveness, as well as suggestions for improvement based on their experiences. An improved understanding provided by the study may provide a stepping stone for future in-depth studies of youth camps.

It is noted that "qualitative research is particularly good at answering the 'why', 'what' or 'how' questions" (Lacey & Luff, 2001, p. 5). The research questions to be addressed by the study are:

- What do Social Development youth camp participants perceive to be the benefits of participating in the youth camp?
- What do camp participants and organisers perceive about the organisation of the youth camp?
- How can the camp organisers improve the organisation of camps and achievement of youth camp goals and objectives?

These questions required a qualitative approach as a quantitative strategy may only answer part of the question, such as, for example, how many young people felt that they had benefitted from the camp. It would be difficult to establish deeper understandings or be in the position of the participants through descriptions of what worked for them and what did not.

The research epistemology / paradigm approach / philosophical orientation of qualitative research is interpretivism (Neuman, 2006). Interpretivism "is predicated

on the view that a strategy is required that differentiates between people and the objects of the natural sciences and therefore requires the scientist to grasp the subjective meaning of social action" (Bryman, 2012, p. 30). This study as such did not address an analysis of numbers and prediction models, but focused on understanding deeper thoughts from former participants around how the Social Development youth camp affected their lives and developmental outcomes, with the aim of utilizing the PYD framework to interpret perceptions of young people about the ways in which the DSD camp impacted on them, and how through their experiences they foresee the camp being improved.

According to Bryman (2012, p. 33), social phenomena and the implications thereof are continually being influenced by social actors (human beings). This is what is termed constructionism. It suggests that "social phenomena and categories are not only produced through social interaction but they are constantly being revised" (Bryman, 2012, p. 34). Qualitative research therefore sees reality not as constant and separate, but as something influenced and defined by those who live in it. Creswell (2003) highlights that a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives which denote the multiple meanings of individual experiences, and meanings that are socially and historically constructed, with the aim of developing a theory or to advocate for improvements. It was understood that camp participants will report on their own personal experiences, which will be as a result of their own attitudes and perceptions of the camp experience. Furthermore, the researcher was a participant in the research as he brought knowledge, experience and understanding into the research programme. This interaction between the researcher and participants' worldviews potentially enriched the research process and outcomes. The enquiry into perceptions of effectiveness and recommendations for improvements was augmented by the contextual knowledge of the participants and researcher.

3.3 RESEARCH DESIGN

A research design is "…a structure that guides the execution of a research method and the analysis of the subsequent data" (Bryman, 2012, p. 46). Research design refers to a plan or a protocol for accomplishing research and comprises a series of stages or tasks in planning and conducting the actual research study (Maxwell, 2005). Merriam (2002) submits that one of the most common designs in doing qualitative research is basic interpretive qualitative study. The characteristics of a basic interpretive qualitative study are that, (i) Researchers strive to understand the meaning people have constructed of their world and their experiences and how they make sense of their experience; (ii) The process in performing this research is inductive, that is, researchers gather data to build concepts, hypotheses or theories; (iii) The researcher is the primary instrument for data collection and data analysis; and (iv) The result of this research is descriptive (Merriam, 2002). This study of youth camps has all of the above characteristics. A basic interpretive qualitative study was successfully used in many recent studies to examine perceptions and experiences from study participants in a variety of fields including nursing and academia, such as studies undertaken by Ferranto (2015) and Paul (2015). Another example of a study that successfully uses basic interpretive qualitative design is a study by Power (2009) on university students' perceptions of plagiarism.

According to Neuman (2006) it is important to describe whether research is exploratory, descriptive or explanatory. This research will be exploratory, in that it will explore the effect of youth camps on participants, as well as explore ways to improve the camp to ensure better youth development outcomes. Additionally, it should be noted that the research is exploratory because very little research exists on the topic in South Africa in particular. According to Creswell (2003, p. 22), certain types of social research problems call for specific approaches; for example, a concept or phenomenon which needs to be understood because little research has been done on it merits a qualitative approach. According to Merriam (1998, p. 7), qualitative researchers "build towards theory from observations and intuitive understandings gained in the field". An assessment of previous studies showed that

both qualitative and quantitative assessments on perceptions of effectiveness of camps have been done in the United States and other developed countries. The view of the researcher was that utilizing qualitative semi-structured interviews and a focus group with camp participants and organisers respectively would generate rich data from a South African context, and allow for maximum participation. The research would also contain an element of description because it describes what, if any, is the nature of benefits derived from youth camps by participants, and also describes ways through which camps can be maintained to a high quality standard. As Merriam (1998, p. 8) explains, "Words and pictures rather than numbers are used to convey what the researcher has learnt about a phenomenon".

In qualitative research, researchers are primarily interested in understanding the meanings people have constructed regarding how they make sense of their world and their experiences of it (Merriam, 1998: p. 6). It is assumed that the researcher is the primary instrument for data collection and analysis.

3.4 DATA COLLECTION

3.4.1 Entry into the research environment

In order to gain access to young camp participants, the researcher approached the Department of Social Development to grant approval for research to be conducted with participants of Departmental programmes in line with the Draft Policy on Conducting Research in DSD. The researcher travelled to Kimberley, South |Africa, to participate in the pre-camp training of youth mentors, which serves to prepare over 120 young mentors and facilitators for their leadership roles when the cohort of approximately 1000 youth arrive for the main camp. During one of the sessions towards the end of the training, the researcher sought permission from Management to address the group on the proposed research for which most of the delegates qualified as most were participants who were attending camp for the second time or more. After the address, eight participants came forward to participate, but ultimately only four were interviewed in Kimberley as others did not avail

themselves before the researcher had to depart from the camp site. The researcher had to utilise other means to recruit additional participants, details of which are outlined below.

3.4.2 Primary data: Research instruments

Semi-structured interviews:

According to Lavrakas (2008), face-to-face interviews are the best method of minimising non-responses. According to Kelly (2006, p. 297), conducting an interview is a more natural form of interacting with people than making them complete a questionnaire and helps researchers to understand how people think and feel. The interviews are thus the best strategy for a study of this nature, as they may reveal information that shows the perceptions about the effects of camps in South Africa and suggestions on strategies to improve these programmes. Various studies (Sibthorp et al., 2013; Garst et al., 2016; Hill, Gagnon, Ramsing, Goff, Kennedy & Hooker, 2015; and Browne et al., 2011) all conducted assessment studies of youth camps using various quantitative instruments, which indicates the need for a qualitative enquiry to be undertaken.

Semi-structured interviews were used to collect primary data from individuals who volunteered or were identified to participate in the study. An interview guide was used to guide the structure and flow of the semi-structured interview. Gill, Stewart, Treasure and Chadwick (2008) describes the interview guide as no more structured than a loose schedule of topics to be discussed. They advise that questions should move from general to more specific questions, and that the order of the questions should be relative to the importance of issues in the research agenda. Bryman and Bell (2014) describes an interview guide as a list of questions on specific topics to be covered; however; it provides the interviewee with leeway in terms of how they reply. The questions used in the guide were more open-ended and not restricted to ‘yes’ or ‘no’ responses. All participants were asked the same questions and were probed in line with their responses as deemed relevant by the researcher. The researcher used various techniques to encourage participants to elaborate on their

perspectives, thoughts or feelings, inclusive of paraphrasing, summarizing and clarifying, as proposed by Bryman and Bell (2014, p. 225). The interview guide is provided as Appendix B.

In order to gather a rich set of data, the participants in the semi-structured interviews were allowed to use any language of their choice, as the researcher is familiar with most South African languages. As the interviews progressed, most participants utilised their home languages of isiZulu, Setswana and Sepedi. From the beginning of the study, the researcher was clear that he was an official of the Department of Social Development. Participants were reminded of their right to withdraw from the study if they felt unable proceed for any reason. However, participants' responses were bold and frank, and none of the participants withdrew from the interviews. The semi-structured interviews lasted between 26 and 110 minutes. Individuals who served a single role at camp tended to have shorter interviews, compared to camp alumni with three or more years' experiences at camp who provided longer responses. The researcher obtained permission to audio-record the interviews from the participants, and a consent form was signed by most participants. In addition to the audio recordings, the researcher took detailed notes during the interviews. These notes were important because they provided detailed information on any unexpected behaviours of the participants in responding to interview questions.

Interview questions were arranged in such a way that the first few questions were introductory, and also served to check the suitability of the participants in line with the sampling criteria. All participants met the criteria. The perceptions of participants on various goals and objectives of the camp were asked in the mid-section of the interview, and closing questions focused on their views on improvement strategies. Follow-up questions were asked of participants in line with the information provided.

During the interview the researcher explored the experiences of the youth who had been part of the camp to assess their perceptions on how the camp helped them to

develop. It is important to note that the concept of development is important, but the researcher had to attempt to isolate the effect that other similar programmes might have had on the youth. Probing questions assisted with the provision of clarity from the participants. Where there were camp challenges raised by the participants, the researcher posed a direct question relating to how this can be improved.

In conducting the interviews, the researcher's approach was warm and unthreatening, such that participants were able to be relaxed enough to divulge information that can be deemed critical of the Department and of other people involved in camps, without fear of repercussion. The rapport that was built up with the participants was good. The environment in which the interviews were conducted was familiar to the participants, allowing them the freedom to express themselves fully.

Focus group:

To obtain data on the issues related to camp management and governance that can form the basis of camp improvement, a focus group discussion was used to collect additional data from a group of officials tasked with planning and overseeing implementation of the camp. According to Dziak (2015), "a focus group is a method of qualitative research in which a small group of people provides opinions and other information about a particular product or issue." The group consisted of 13 officials representing five provinces. The focus group lasted almost an hour in length. The researcher used a pre-arranged meeting of these officials as a platform to facilitate the discussion on the camp. The group comprised people with some similar characteristics or interests so its members could serve as representative samples of a particular demographic or section of society. During a focus group session, one or more moderators ask the group to answer questions or perform other tasks that helped reveal members' attitudes, ideas, desires and reactions (Dziak, 2015). Businesses and other organizations use this information to learn more about public opinions toward new products, programmes and services. In modern times, focus

groups have become a critical research tool for many organizations around the world.

According to Bryman (2012: 502) focus groups are best suited for situations where there is a "tightly defined topic" as they encourage participants to construct knowledge jointly. Participants are selected because they are known to be affected by a similar situation. In this case the common characteristic was that these officials are planners and implementers of camps and have an interest in ensuring that the camp process is improved. This common characteristic of the group assisted the researcher to understand the meaning of institutional practices and gaps around the camps (Kellmereit, 2015) and how these affect the quality of the camps.

3.4.3 Secondary data (documentary analysis)

Secondary data provides historical information about the study topic, thereby providing a basis for the researcher to compare and validate the primary data collected (Szabo & Strang, 1997). In terms of hierarchy of importance, the use of secondary data does not negate the importance of collecting primary data but rather complements it (Marshall & Rossman, 2006). The same authors indicate the value of secondary data by submitting that researchers can understand history and context around matters of research by analysing documents.

The main instrument of secondary data collection used in this study was an analysis through the literature review on existing information from previous local and international studies on the research topic. This was complemented by an in-depth analysis of the youth camp concept documents and minutes of meetings where the camps were discussed.

The following core government documents were analysed:

- National Youth Policy 2015-2020;
- National Youth camp concept documents 2012-2016;
- Minutes of National Youth Development Forum, February 2017; and

- Youth Camp Improvement plan, 2014.

The interviews and the focus group provided rich information in response to the research questions, and the documentary analysis provided complementary contextual data for validation.

3.4.4 Sampling

Research population:

A population refers to the universe of units from which the sample is to be selected (Bryman, 2012, p. 187). The process of selecting cases that are to be observed is called sampling (Blanche, Durrheim & Kelly, 2006). The population for this research was previous youth camp participants, or camp alumni from all the nine provinces as well as DSD officials who participated in the planning and/or implementation of the camp. It was important to have these particular groups as it was envisaged that theses population sub-sets would provide sufficient relevant data to answer the research questions due to their current and past connections and encounters with the camp, and this was indeed the case. The camp alumni had been part of the camp and had undergone the training, and had experience of more than one camp to build strong enough arguments about how it has affected them as well as areas that need improvement. The officials, as the planners and implementers, had perceptions about the challenges and improvement strategies based on their own experiences. It would also not be possible to research all the camp participants or officials in South Africa; as such, a small sample was chosen to be the subject of this research study.

Sampling frame and sampling method:

Bryman and Bell (2014, p. 170) describes a sampling frame as a "listing of all units in the population from which the sample will be selected". The sampling frame for this study included all camp participants attending the 2017 youth camp training. As an alternative plan, the sampling frame was expanded to feature former camp

participants residing in Gauteng Province, who could be readily accessed by the researcher.

A non-probability sample was deemed an appropriate sampling method for this study. This meant that some units are more likely to be selected than others (Bryman, 2012, p. 187). Only those youth camp participants who had been part of previous camps and who happened to be in the camp site in Kimberley could participate in the study. Additionally, after the camp, only those camp alumni known by the researcher, and residing in Gauteng Province, were able to participate in the study where deemed suitable and available to participate in the interviews. The same principle applied for the officials, who would participate in the focus group if they were present at the identified venue.

Purposive sampling, which, according to Babbie and Mouton (2001), is the selection of units of analysis based on both the knowledge of the researcher and the aims of the study, was utilized. It had become critical for the researcher to identify individuals who had information useful to the study based on their experience and special characteristics. Purposive sampling is a non-random method whereby the researcher selects information-rich cases to study in depth (Patton, 2002). The researcher utilised a WhatsApp group of 2016 camp alumni who had been part of the camp on multiple occasions to recruit for the semi-structured interviews, as he believed the alumni possessed sound knowledge of the camp. The researcher identified individuals from the WhatsApp group and contacted them individually to request an interview. One individual was available and also located in Pretoria, in Gauteng Province, and thus formed part of the study. The researcher further identified additional participants based on their leadership role at the camp, as well as special characteristics such as disability, in order to obtain rich and diverse information.

According to Kelly (2006, p. 288), decisions may have to be made regarding which cases to use when conducting research. Special cases were prioritized for this study; for example, the researcher ensured that there is participation of a person with

disabilities, gender balance and provincial spread where possible. This is in line with the recruitment criteria for participation in the camp and served to provide rich data which is inclusive. Table 2 below provides detailed information of the sample.

Table 2: Interview Sample

Target per year group	**Actual participants**	**Preference criteria**
Semi-structured Interviews	8 camp participants/ alumni	Alumni who participated in more than one camp as mentor or facilitator were preferred. These are leadership roles. Disability, gender spread, sexual orientation and provincial spread.
Focus group	13 officials participated in the study which focused on camp governance/ management.	Officials responsible for planning and management of camps.

Source: Own, 2018

3.5 DATA ANALYSIS

The first four interviews were conducted in the space of 24 hours. The researcher had to withdraw from camp to travel, and during his travels, the researcher listened to the four audio-recordings and compared them with the notes taken during each interview. The interviews were transcribed in January and February, 2018. The remainder of the interviews as well as the focus group were conducted within a two-week period starting late January to mid-February 2018, and were immediately transcribed. The researcher did the transcriptions verbatim. Verbatim audio transcription can be defined as the word-for-word reproduction of verbal data, where the written words are an exact replication of the recorded words (Poland, 1995). Data transcription was a demanding exercise. For instance, a one-

hour interview took around six hours to transcribe. This was in line with the literature and was expected (Bryman & Bell, 2014).

3.6 ORGANIZING AND USING DATA

The next step after transcribing all the data was a coding exercise (Seers, 2012). In applying the guidelines from Krueger and Casey (2002), the researcher undertook the coding process in the following manner:

- The researcher conducted a comparison and identified contrasting results by categories of individual interviews. This included looking for emerging themes by question, and then overall constructing typologies or diagramming the analysis. These themes were further analysed to determine any emerging patterns and consistencies.
- The researcher relied on inductive content analysis, which is used in cases where there are no previous studies dealing with the phenomenon or when it is fragmented (Elo & Kyngǎs, 2008). Inductive content analysis was the central approach in this research since very little research has been conducted in the area of youth camps in South Africa.
- The last step was to describe the findings and use quotes to illustrate them (Krueger & Casey, 2002:10).

According to Blanche et al. (2006), the key to doing a good interpretive analysis is for the researcher to stay close to the data and interpret it from a position of emphatic understanding. The authors further argued that this process involves making strange concepts familiar and making familiar concepts strange. This strategy was beneficial to the researcher as he was interacting with data that was often very familiar to him, and it was necessary to examine the data more critically to identify new nuances and new meaning in order to analyse it effectively. The above authors provide a five-step process which the researcher applied to conduct interpretive data analysis, as explained below.

Step 1: Familiarization and immersion, which is about reading the collected data many times over until the researcher is completely familiar with it. The researcher read the transcripts repeatedly to understand the content and to discover recurring themes or patterns in the participants' responses regarding their experiences of participating in a DSD camp and their perceptions of its effectiveness.

Step 2: Inducing themes, which implies finding what generic principles underlie the data, using the language of the participants and not theoretical abstracts. The researcher gave sufficient respect to the participants' information, even when they differed with this understanding.

Step 3: Coding, which entails marking sections of data as being relevant to a specific theme. The researcher highlighted similar codes with one colour using a document viewing programme.

Step 4: Elaboration is about capturing the finer nuances in the themes by exploring them more closely. It also enables the researcher to revise the coding system. Some themes were combined into one broad theme in on the basis of their relatedness.

Step 5: The researcher undertook interpretation and checking, which entails writing up the research phenomenon, and a process to check any weak points in line with recommendations by Blanche et al. (2006, pp. 322–326).

Themes that emerged during the analysis of the information provided by the participants included partnerships management (Department of Defence); attitude, health and psychosocial issues; logistics and food; accountability and consequence management; camp challenges, workload management (DOD, mentors, facilitators); recruitment (criteria to enter camp, age groups); training; quality standards; LGBTI; disability; content of camp (nature, challenges, quality); vision and perceptions on effectiveness by officials and participants; exit programmes (post-camp programmes) and improvement strategies.

3.7 VALIDITY

A potential obstacle to validity in qualitative research is researcher bias, which denotes collection and recording of data in a selective manner and is possible when the researcher is particularly familiar with the topic being studied (Roberts, Priest & Traynor, 2006). It was thus important for the researcher to employ strategies to enhance validity because the researcher is an integral part of the planning team that is responsible for the DSD Youth Camp. The researcher has to ascertain that the findings are firmly grounded in the data that was collected and that the data has been produced and checked in accordance with good research practice. It is also important to take cognisance of the view of Creswell (2003): "Researchers recognize that their own background shapes their interpretation, and they "position themselves" in the research to acknowledge how their interpretation flows from their own personal, cultural and historical experiences." This researcher's background as an employee of the Department of Social Development and his experience formed a source of rich and intensive analysis. The researcher also applied interpretive analysis by making familiar concepts strange and making strange concepts familiar. In this way the researcher always found rich knowledge from the interviews, which meant nothing could be discarded, both mentally and in the write-up.

Being familiar with the topic of study brought particular advantages to the research process as well, including thinking at a deeper level about associations and not just descriptions, and seeking out in-depth rather than superficial information (Darawsheh, 2014, p. 567). The author further posits that the eagerness to explore a topic allows for the generation of different layers of data that enable the generation of thorough interpretations. This was the experience of the researcher who found this to be a positive learning experience that revealed factors about the camp that were previously unknown.

In order to ensure that the researcher's bias in data collection, interpretation and presentation of findings was limited, the researcher utilised the following strategies as explained by Roberts et al. (2006).

- Triangulation: This proposes the use of –multiple investigators, multiple sources of data (i.e. participants), multiple methods (interviews, documents, observations) or multiple theories to confirm emerging findings and give a holistic interpretation of the phenomenon. The use of triangulation is further supported by Kelly (2006, p. 287) who posits that it can help researchers to arrive at a better understanding of a phenomenon as they use different methods and diverse sources to analyse data. The researcher applied this strategy by using multiple sources of data, which are alumni as well as officials / camp organisers, in addition to utilizing both semi-structured interviews and a focus group.
- Researcher reflexivity: This denotes identification of own biases, statement of researcher experience, and assumptions. Reflexivity was the subject of a recent study by Darawsheh (2014) and was found to be an effective strategy to promote rigor, reliability and validity in qualitative research. The researcher was conscious of his prior knowledge about the camp, and his existing judgements. He thought about issues and about the thought process that directs his thinking around certain inputs from the participants. The aim was to eliminate any biasness towards the provided data.

3.8 RELIABILITY

When designing research projects, it is important to consider issues of validity and reliability from the onset (Roberts, et. al., 2006). Reliability is an important concept in qualitative research, despite arguments by some scholars that it is not necessary in qualitative research (Ali & Yusof, 2011). It denotes the extent to which the results of a study or a measure can be repeatable in different circumstances (Roberts et al., 2006). Some authors have argued that "to attain reliability in research, there is a need for the qualitative researcher to document the succession of moves through

the stages of data production, analysis and interpretation" (Ali & Yusof, 2011, p. 35). The researcher therefore maintained a complete audit trail of the research to enhance reliability. The researcher also retained records of all the semi-structured interviews as well as a research booklet utilised to take notes and to reflect on the transcripts, as well as to capture emerging thoughts when preparing for the write-up.

Additional strategies which emanated from literature utilised by the researcher are described below.

- Ensuring technical accuracy when recording and transcribing data (Roberts et al., 2006). The researcher attempted to capture the interview as directly as possible. After the transcription the researcher read the transcription while listening to some of the interviews, in order to close gaps and correct grammar.
- Making firm links between interpretations and the collected data, for example by quoting excerpts and comments by participants and the written findings by using data comprehensively (Leung, 2015). The author warns that researchers must ensure that the quotations should not induce bias through the researcher selecting only certain examples, meaning there must be inclusion of the deviant cases. This is supported by Roberts et al. (2006, p. 44) who notes that quoting should "reflect the range and tone of responses generated". The write-up of the findings gives as much voice to the researcher as it does to the participants. Each comment made by the researcher is supported by a quote from the interviews, and the sections show voices that propagated or opposed a certain view.

3.9 STUDY LIMITATIONS

The study limitations are presented below.

1. Firstly, the study data was collected at a specific venue and in a specific period. This implies that potential participants who were not at the December 2017 national youth camp would not have had an opportunity to participate.
2. One challenge faced by the researcher was that a number of potential participants who had volunteered to participate in the study did not arrive at the given time and place. The researcher dealt with this challenge by recruiting additional participants who were deemed knowledgeable and relevant. Different voices, such as from a different province and those with a disability were then accommodated, which was important.
3. The focus group participation was limited to the officials who were able to attend the meeting held in February 2018.
4. The study focused on Social Development youth camp participants who attended the pre-camp in 2017, and those who are in Gauteng Province. Critique of this study, therefore, might be that the study is limited in terms of generalising this study to other groups.
5. The study was focused on studying DSD youth camp participants and DSD officials. They provided insights into their perceptions and experiences in social development youth camps but gaining the perceptive of the Department of Defence officials would have provided comprehensive information about good practice and managerial effectiveness of the Social Development youth camps.
6. In terms of racial representation, only black participants participated in the study. There was one participant representing the disability and LGBTI sector respectively, and even though the information provided was rich, it cannot be generalized to all disabled or LGBTI participants who have attended the camp.

3.10 ETHICAL CONSIDERATIONS

The researcher took into account ethical considerations before, during and after the collection of data as well as during reporting.

3.10.1 Confidentiality

This concept implies that the researcher has to protect the privacy of the participants. Akaranga and Makau (2016) and Kaiser (2009, p. 4) suggest that, "researchers must collect, analyse and report data without compromising the identities of their respondents." To protect the confidentiality of the participants, the researcher assured study interview participants that their information would be handled confidentially and not be used for any purpose or disclosed outside the research environment. The audio-tapes of the interviews would not be discussed with anyone not linked to the research and this would be the case until they are destroyed. Study participants were provided with a consent form (provided herewith as Appendix A) containing relevant information about the research for them to consider and sign if they were in agreement.

3.10.2 Anonymity

The concept of anonymity suggeststhat the researcher has to protect the identity of the participants (Akaranga & Makau, 2016). According to Wiles, Crow, Heath and Charles (2006), ethical guidelines in research require that research participants should be protected from unwilling disclosure of their identities. This assurance ensured that the participants were put at ease so as to respond to questions without limitations. The researcher emphasized to all participants that they need not write their names or identify themselves by name at any time during the interview. At the time of write-up, the researcher employed pseudonyms to protect the identity of individuals mentioned by name during the interviews. The same approach was used to protect the participants who had, knowingly or otherwise, identified themselves by name on record during the interview. The researcher used aliases when capturing

the conversation in the transcripts to ensure anonymity. This accords with Wiles et al. (2006) who submit that research participants can remain anonymous through the use of pseudonyms.

3.10.3 Voluntary and informed consent

The researcher fully explained the research to the interview participants to ensure that they understood it and were aware that they have a right to choose not to participate or to withdraw from the research at any time.

All the interview participants were provided with a consent form containing relevant information about the research for them to consider and sign if they were in agreement. Although participation was voluntary, the researcher sought permission to conduct the research from the Acting Director-General of the Department of Social Development through the Office of the Director: Information Management.

3.10.4 Researcher bias

The researcher clarified that he is an employee of the Department of Social Development, and more importantly that he is part of the planning team that implements the DSD Youth Camp. This fact was disclosed prior to all the semi-structured interviews being conducted. The main concern was that participants would not participate freely; however, due to the consent form and the protection it offered the participants, the researcher observed that the participants spoke freely and openly and were not afraid to be critical of the Department or its employees where necessary. The researcher also utilised reflexivity to ensure validity in the data analysis and reporting process and did not selectively draw on information that aligned with preconceived ideas.

3.11 SUMMARY

The research methodology as outlined in the research proposal was carried out with only slight alterations in the form of adding a focus group to replace documentary analysis for provision of additional primary data. This chapter discussed the methodology employed in the study as well as the challenges experienced by the researcher. In addition, the methodology chapter contained an in-depth exploration of the research design used, and discussed the data analysis and interpretation methods, as well as the steps taken to ensure the validity and reliability of the study. Finally, the chapter expounded on the ethical considerations that were drawn on during the study.

CHAPTER FOUR
PRESENTATION OF FINDINGS AND ANALYSIS

4.1 INTRODUCTION

Data analysis, according to Mouton (2001), refers to a process of breaking the subject or topic down into parts for individual study and evaluating the relationship thereof. Furthermore, data analysis can be described as the process of studying the data and organizing it into categories as necessary in order to address the main purpose of the study (Phiri, 2013). In the previous chapter, the research methodology utilised to gather data was explained in detail. This chapter will examine the research findings and analysis thereof. The presentation of the findings is based on the transcripts of the data obtained in line with the purpose of the research study. Mouton (2001) suggests that research requires that data should be collected, organized, divided into headings and codes, analysed and presented as meaningful information. Creswell (2003) submits that analysing data involves making sense out of text data through systematically applying different methods to condense, evaluate, illustrate and recap the data into meaningful information that relates to the research. For this research, the themes and sub-themes were extracted from the data itself and are presented with direct quotes provided to link the theme directly to the responses obtained from respondents.

4.2 DATA PRESENTATION

The structure of the presentation is such that the data is presented, then followed by an analysis. The presentation of the research findings has been composed around main themes, with sub-themes that are drawn from the research questions and sub-questions. The themes are designed to elaborate on the findings from the interviews that present the respondents' perceptions of youth camp effectiveness as well as suggested strategies for improvement as guided by the sub-questions under each category. The data from both the semi-structured interviews and the focus group

are given equal weight and where applicable are quoted to support themes and sub-themes. Below is a presentation of the findings of the research under the identified themes, but first a brief demographic profile of the participants and a description of the research setting are provided.

4.2.1 Demographic profile of participants

The demographic information about the participants is provided in Table 3 below.

Table 3: Demographic profile

Respondent	Gender	Years in camp	Role/ special trait
1	Male	3	Mentor, facilitator
2	Male	2	Mentor, facilitator LGBTI
3	Female	2	Mentor
4	Female	5	Attended all but one camp.
5	Male	3	Nominated inspirational alumni
6	Female	3	Head of a camp committee
7	Female	2	Lives with a disability.
8	Male	6	Head of camp committee.

Source: Own, 2018

4.2.2 Description of the research setting

The recruitment of the participants took place as described below. The researcher made a call during the 2017 camp mentorship training which took place in late November 2017 for any interested individuals to register their names to participate

in a study about perceptions of camp effectiveness. The call was specifically for youth who have been at the camp for more than one year. In total, eight people came forward to register their names, province and contact details. Of the eight, the researcher was able to interview four, as the other four did not avail themselves or were unreachable.

The researcher thus had to utilise other means to recruit additional participants. This took the form of purposive sampling, which is the selection of units of analysis based on both the knowledge of the researcher and the aims of the study (Babbie & Mouton, 2001). It had become critical for the researcher to identify individuals whom the researcher felt may possess information useful to the study based on their experience and special characteristics. Purposive sampling is a non-random method whereby the researcher selects information-rich cases to study in depth (Patton, 2002). The researcher utilised a WhatsApp group of 2016 camp alumni as he believed they possessed sound knowledge of the camp, having been part of it on multiple occasions. The researcher further identified additional participants based on their leadership role at the camp, as well as special characteristics such as disability, in order to obtain rich and diverse information.

Lastly, in order to engage officials on the issues around camp management that can be the basis of camp improvement, a focus group discussion was used to collect additional data from a group of officials tasked with planning and overseeing the implementation of the camp. According to Dziak (2015), "a focus group is a method of qualitative research in which a small group of people provides opinions and other information about a particular product or issue. The group consisted of thirteen officials representing five provinces. The focus group discussion lasted almost an hour.

As a point of departure, it is important to mention that the youth camp participants, mentors and alumni who took part in the semi-structured interviews provided information that was largely consistent. What is notable is that some of the officials of the Department when interviewed did not seem to have faith in the processes of

the camp, nor its potential ability to ensure youth development outcomes. Their preoccupation was related to the events component of the camp, as well as the various shortcomings associated with it. Albeit very positive about the capacity of the camp to bring about positive youth development outcomes, young people were, like officials, quite robust about what challenges face both the planning and implementation of camp, and what is needed to strengthen the programmes after the camp. The results of the study are thematically organised in line with the research questions as outlined in the introductory chapter as well as the literature review.

Table 4: Focus group participants

Participant	Gender	Years in camp	Role/ special trait
1	Male	4	Official
2	Male	3	Official
3	Female	6	Official
4	Female	5	Official
5	Male	6	Official
6	Male	6	Official
7	Female	2	Official
8	Male	6	Official
9	Female	6	Official
10	Male	1	Official
11	Male	6	Official
12	Female	2	Official
13	Male	3	Official

Source: Own, 2018

4.3 FINDINGS: PERCEIVED VALUE OF PARTICIPATING IN DSD CAMPS

The study participants identified perceived real growth that can be linked to their participation in the DSD youth camp. Broadly, the growth can be summarized in terms of leadership, social cohesion, community involvement, career and entrepreneurial development, communication and positive attitude, and youth structures development.

4.3.1 Leadership skills development

Most of the participants interviewed for the study indicated that they perceive the youth camp to have benefited them through developing their knowledge and skills around leadership.

One camp participant stated how, since returning from camp, he has begun taking a lead in ensuring that government programmes respond to the needs of youth, and that youth in turn are responsive to such initiatives:

> *"By then we proposed to say because these six local service offices have their own local structures, so who then represents us in terms of the District because we heard that Social Development will be doing a good thing in the community in terms of programmes like youth centres, there must be a structure at the district to respond to Social Development, to allow youth as stakeholders to participate."* (Participant 1, Interview, 30 November, 2017).

When asked how the camp content had shaped him, he responded:

> *"... I have changed a lot through the content of the DSD camp, my leadership skills, my leadership style, passion about youth development. I won't lie, when I entered it was because I was active in my community. But now people can see that I have mastered the content. I have learnt a lot in*

terms of mentoring, self-identity, mentorship, self-mastery, setting goals and reaching them." (Participant 1, Interview, 30 November, 2017).

Another participant also noted seeing changes in others' leadership capabilities. He said:

"*…people, or mentees and mentors, come to the camp shy and thinking they cannot lead, but when they leave the camp they are confident…*" (Participant 2, Interview, 30 November, 2017).

A sub-theme that developed is that the camp participants learnt about different leadership styles, as well as the characteristics of an effective leader. One participant noted the following when questioned about his leadership style and characteristics before and after the camp:

"*Yes it has changed my leadership style, it has changed my leadership. The way I thought I can lead people is different now, I am not a boss. I am able to show people where I want them to go… I have realised that a leader is not a boss."* (Participant 2, Interview, 30 November, 2017).

There is an interesting case of one participant who found that the leadership content learnt at the camp was not always sufficiently positive for her. She said:

"What I learnt at camp was that in order to be an effective leader you need to be an effective follower. So, because I'm very independent, I'm having a challenge with someone tell me what to do, when, and how, you know? The national camp it did help me … when I went back to my community I slowed down. It even almost cost me my vision, and the dream that I had, I decided that this is not working for me, I am gonna do what's working for me while trying to accommodate others as well, but I'm not gonna force someone to treat my vision as their vision, even though they want to be involved but they are not as passionate as I am about it." (Participant 3, Interview, 30 November, 2017).

Despite what are mostly affirmations that leadership skills are enhanced through participation in a youth camp, three participants were not very positive about the nature of the content delivery style at the camp. Their complaints were mostly related to the theoretical nature of the camp content, and the length of the formal sessions, which take place in the hot December weather in Kimberley. As one participant explained:

> *"…. I would suggest that the DSD camp content be 60% practical and 40% theory. But I want us to reflect on what we learnt in class practically so. We must also do recreational games to reflect on what you learnt in leadership, social cohesion and others. The outdoor activities should be purposeful, and not just about sports."* (Participant 1, Interview, 30 November, 2017).

This was echoed by another participant who stated:

> *"If we can have 40% theory and 60% practical in camp, yaa, I think we can achieve what we are talking about."* (Participant 5, Interview, 30 January, 2018).

Yet another participant declared:

> *"As for the lectures, personally my concentration is quite short. If the lecture is three hours long, I'm gonna walk out to get some air, probably missing half the lecture in the process. I feel like your peers can teach you more than you can learn in a contained environment".* (Participant 2, Interview, 30 November, 2017).

This participant ended with a paradox of sorts, by declaring:

> *"It's very informative. But what are you gonna learn when you are distracted by the heat?"* (Participant 2, Interview, 30 November, 2017).

A former camp alumnus commented on the content of camp:

> "*The content of the camp to me is more relevant to leadership. Starting from 2012 as it was a tough year. It was raining and they wake you up and say go there, while the rain is raining. And for people like us who were born in*

rural areas, when it's raining you don't ask someone to walk in the rain. To me it has a relevant message to leadership." (Participant 5, Interview, 30 January, 2018).

This suggested to the researcher that not all participants see the challenging environment as a negative, but that some may choose to see the challenging environment as a learning opportunity or a test of their leadership capacity.

One participant observed that poor planning and delivery of camp content can reduce the effectiveness of the camp for the participants:

"*When the concept documents and whatever planning documents are drafted, the plan is clear. But come implementation, everything changes. Yoh, it's like you are planning at the last minute, even content is planned at the last minute, whereas you had the concept document. You could have planned, had provinces plan all these things way prior to the camp happening, so when you get there things are easier, you can engage with young people and do other things. But now when planning has to happen when camp is actually happening, then it takes out a lot of what the objectives of camp have to achieve."* (Participant 6, Interview, 31 January, 2018).

Participants seemed to differ on the question of whether the benefits of camp were visible in their peers who they are in touch with. Two participants mentioned that as far as they are concerned, most of the former camp participants were not doing anything after the camp. He blamed a poorly defined exit strategy for the general lack of active alumni, observing that

"I think it speaks of the exit strategy. When the Department recruited me, I asked where are the other mentors so we can regroup and assist the incoming youth to know what is expected. What is the challenge is the exit strategy esi nga yi boni I nga ndlelani (which we don't see). He continued: "*I am now 26 and need to exit. How do I exit? I need to be assisted in the skills that I possess.*" (Participant 1, Interview, 30 November, 2017).

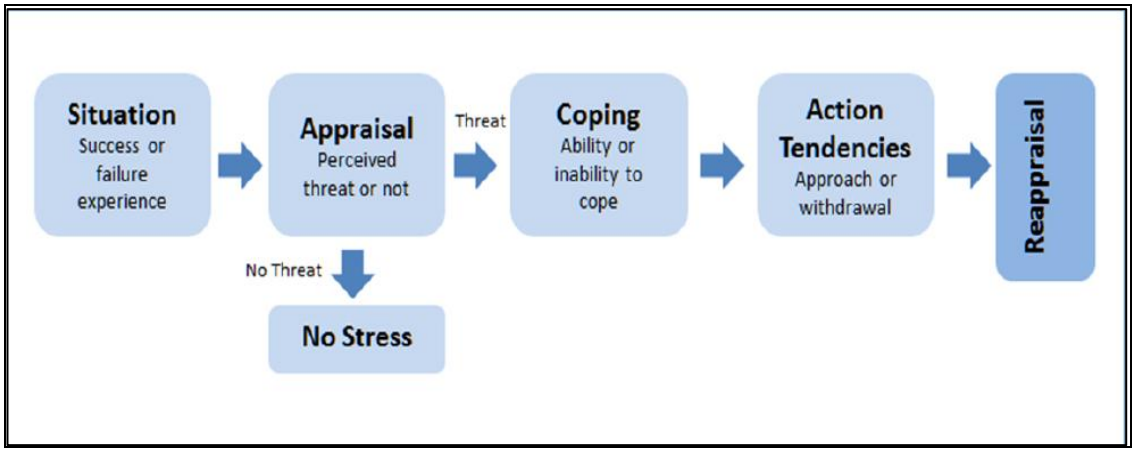
The discovery of the capacity of DSD youth camps to develop leadership capacities of young people is in line with the literature, as studies by Walker (2006); Garst and Chavez (2010); Kirschman et al. (2010); and Motlhaolwa (2016) have confirmed. As the literature review has already suggested, youth camps are like living laboratories for the teaching of youth leadership using a variety of approaches (Garst & Chavez, 2010). The assessed literature has shown consistent nuances in the definition of the leadership benefits for youth. What is lacking in the literature is the extent to which new leadership approaches taught at camp conflict with the characteristic of youth, and how that interaction affects the application of leadership skills after the camp. This has come up during the study.

Another element that emerged during the study is the issue of quality leadership characteristics of camp staff such as mentors and facilitators. Ward (2005) submits that in camps the sole focus should be not only on how youth develop, but should also be about the interface between adults' leadership of the camp and how it promotes or impedes growth of the mentors. Literature has demonstrated the importance of the relationship and connectedness between campers and adults in the camp, which when overlooked has been found to undermine camp outcomes (Sibthorp et al., 2011). The campers are able to learn a lot by looking at the adult's way of dealing with issues. This calls for exemplary conduct by camp organisers and other officials, to guide positive behaviour from youth camp participants. A lack of this exemplary conduct and positive relationships in camp is perceived to be an obstacle to positive development outcomes for the youth.

A further issue that emerged was that of inadequate camp standards that cause challenges for camp participants, perceived as failure to plan ahead. The study participants stated that the camp content on leadership, among others, is not appropriate and has gaps and challenges. A recent study by Wilson and Sibthorp (2017), which aimed to describe young people's appraisals of success and failure experiences at camp, and the associated development, concluded that young people are able to learn from both success and failure as such experiences are useful in

developing skills like perseverance and coping. However, the authors add, both success and failure can also impede positive youth development as they can render youth unproductive (Wilson & Sibthorp, 2017). Gillard et al. (2010) on the other hand found that the camp experience is powerful enough to result in meaningful youth outcomes despite high levels of stakeholder role differentiation and low levels of role integration. For this reason, camp planners have to work to strategically enhance benefits for camp participants in both easy and challenging situations, by using both success and failure as opportunities for further learning. Lazarus and Folkman (as quoted by Wilson & Sibthorp, 2017, p. 20) outlines an appraisal system that may be applied to evaluate whether a situation of failure or success is a threat to the growth and well-being of camp participants. The figure summarises a process that starts with assessing the failure of success, analysis of the reaction by the youth as to whether they are coping or not; assessing their reaction, whether it is withdrawal or if they face the situation. The last stage is reappraisal, which occurs when the participant revises his or her initial appraisal of a situation based on new information from the environment.

Figure 4.1: Appraisal Theory for dealing with failure or success



Source: Wilson & Sibthorp, 2017

To conclude, the camp organisers have to work to ensure that camp activities and programmes are effective in ensuring that the youth learn about leadership, and are able to practice those skills during camp. Both failure and success have to be re-appraised to improve the camp benefits for camp participants.

4.3.2 Social cohesion

The data shows that camp participants learn in an environment which they perceive to be riddled with challenges and obstacles to learning. Participants of the study observed that the DSD camp content on social cohesion is disjointed and not well structured, and that the programme is not systematically implemented. One participant noted:

> *"…the SRSA [Sports and Recreation youth camp] content manual has nation building, social cohesion, within five days, you know that they will be dealing with leadership as part of day one, so their content and activities focus on leadership, Day two social cohesion, day three nation building. DSD must be more (stronger) on nation building working with DOD."* He adds*: "I would say the social cohesion content is far better at SRSA than in the DSD camp* (Participant 1, Interview, 30 November, 2017).

Another challenge which was listed as an obstacle to effectiveness in relation to social cohesion was the lack of representation of various races such as Whites and Indians at the camp. One participant emphatically declared that,

> *"[DSD] currently fails to do practically the social cohesion content."*

Another participant stated that

> *"I feel like people have a negative perspective of Social Development, like it's for Black people or poor people. The Indians and the likes are not part of camp. I don't remember having Indians as part of the camp of Social Development. So if DSD can explain that it's not for blacks who come from townships and excludes people from Umhlanga (*a wealthy neighbourhood in KwaZulu-Natal Province*)."* (Participant 3, Interview, 30 November, 2017).

The research data points to the existence of both language differences that are not properly managed as well as possibly homophobia in certain instances during the

camp. This was understood both in terms of stories narrated by the participants, and the language and attitude picked up by the researcher during interviews with some of the participants. For example, one participant observed that:

> *"Currently we still have people who are LGBTI who sleep in bungalows, and can overhear others referring to them as istabane (derogatory term for gay/lesbian)."* (Participant 1, Interview, 30 November, 2017).

As observed by one participant:

> *"Even in the national youth camp, I think I have met one [gay man], and that one was also uncomfortable about his gender. I think he was supposed to sit with guys there, and at the end of the day it was a violation of people's rights because he wanted to sleep at the ladies' side. The arrangement was that he was supposed to sleep with guys, but they started to discriminate him. This was in 2012, he was a coloured guy".* (Participant 5, Interview, 30 January, 2018).

The camp, with 1000 participants, is run by collapsing the group into four or five groups referred to in military terms as companies (Alpha, Bravo, Charlie, Delta, Echo/Fox). Each company is designed to be a mixture of age, gender and province, to improve social cultivation for social cohesion. Participants had some negative views about the effect of the companies and how they are implemented, as well as the value of these companies. One participant noted that,

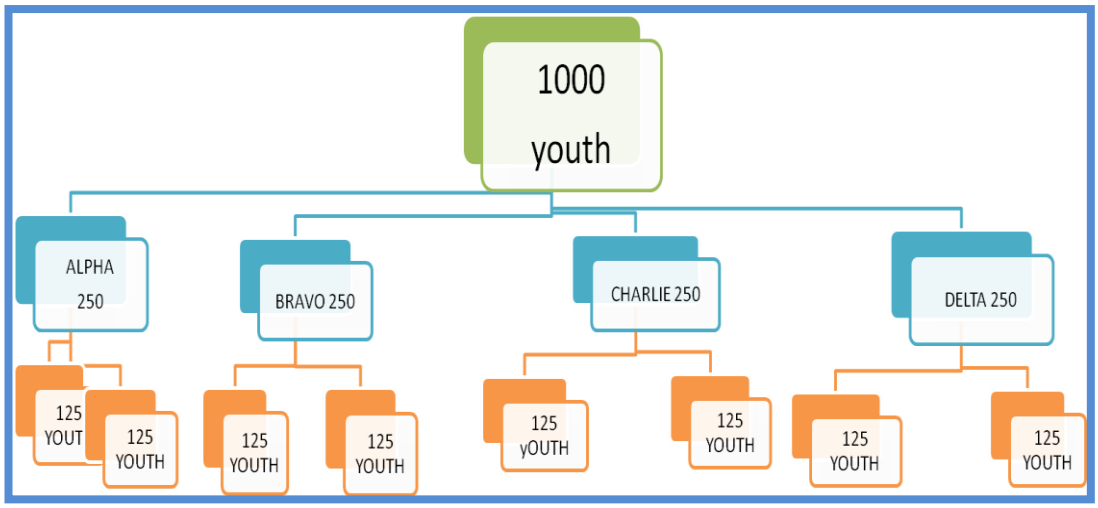
> *"Everybody was just sticking to their own provinces even within the companies, because there was already that (negative) vibe in the air."* (Participant 3, Interview, 30 November, 2017).

This shows that the objective is defeated because participants are willing and able to cross the floor and be with their friends or those who speak their language despite being allocated to different groups. Another participant said:

> "*In the DSD (camp) we have some teams where we allocate the groups, like Charlie. What I wish to see is for these teams to stop seeing themselves as opponents to one another. What they learn here they must also apply it in*

other groups when they meet in the field. It ends up being like in a competition because now that I am in Charlie I have to compete with Bravo. You see even the songs when we sing, you are told that Charlie performs more that Bravo or Alpha, so it ends up giving an impression that these people, they sing, but they don't know what is the intention for their singing. Once I release a song, and people join me, that shows leadership, when he sings, and other people sing a different song on the other side it is not good." (Participant 5, Interview, 30 January, 2018).

Figure 4.2: Youth Camp Organisation



Source: DSD Presentation to Top Management, 2013

In terms of cultural and language clashes during the camp, one participant mentioned that she,

"felt like there's this stereotype, especially because last year there was a problem between Northern Cape and KZN, because Northern Cape wanted to communicate in Afrikaans and their languages, but then had a problem when we wanted to speak in IsiZulu saying this is a national camp and the medium of instruction is English. They were not reprimanded for that." (Participant 3, Interview, 30 November, 2017).

In contrast, however, it is important to note that there are participants who see the positives of having different cultures from all provinces in one setting for the duration of the camp. As one participant from North West Province suggested:

> *"What is good about national is that all cultures and languages are here, I am able to learn their cultures and languages."* (Participant 2, Interview, 30 November, 2017).

Another respondent supported this view by stating:

> *"The DSD camp is one of the best because you have every South Africa[n] [all cultures] in one space."* (Participant 1, Interview, 30 November, 2017).

Contrasting the differing views of the participants on the social cohesion benefits of having different cultures in one camp, shows that even though this can be a boon for inter-cultural unity, it can also lead to more conflict if not managed correctly.

In summation, the data suggests that the social cohesion benefits from camp are clouded in some cases by what youth experience during the camp, such as perceived discrimination of certain language groups. Social cohesion is about tolerance, co-existence and understanding between people despite differences in culture and/or language (Motlhaolwa, 2016), to which this researcher adds sexual orientation and race. Two points from the literature review are important when one discusses social cohesion: one is the principle of connectedness, as outlined by Sibthorp et al. (2011, p. 8) as well as the principles of supportive relationships, safety, youth involvement, and skill building (Garst & Gagnon, 2016). Issues of alleged mistreatment of LGBTI, which is reported to occur covertly, as well as cases of language policy not being handled properly, take away from the connectedness, safety and supportive relationships that are critical to building social cohesion. However, in terms of nation building, the participants have noted an appreciation and learning from the various cultural and language groups that are represented at the camp.

Additional literature related to social cohesion reveals that some of the factors that affect camp outcomes include: "(a) Organization of the camp such as competitive

vs. co-operative or integrative vs. segregated; (b) personal characteristics of campers; and (d) social interactions" (Ward, 2005, p. 8). This aligns with the participant response that processes to integrate campers from various provinces, language groups and sexual orientations into companies need to be revisited because of the existing problems with the social interactions. The data analysis suggests that the inherent competitiveness of groups and the personal characteristics of participants need to be harnessed in order to improve camp benefits.

With regard to the reasons why Indian and White youth generally do not participate in the camp, and how this takes away from the social cohesion objective, this is addressed somewhat in a study that seeks to identify the factors that discourage minority racial groups' participation in camp (Magaña, Hosty & Hobbs, 2006). The authors identify issues such as concerns about overnight stays as well a lack of understanding of the values of camp as potential obstacles. The researcher is not able to draw any conclusions and this is an area that may warrant further research.

4.3.3 Career development

From the data it emerged that there are cases of camp participants who have, as a result of the camp, proceeded to both careers and career-oriented studies. One interview participant who is an official reported the following:

> *"[One former participant] had been cohabitating with a man for most of her youth life and had an ambition to go to school, and could not because the boyfriend had said it's too expensive, meanwhile she had a rich brother who could assist but she was embroiled in a family fight. After coming to camp she then realized it is possible to get back to the family and to go back to school. Re-unification services were done, she is now back home and she's attending a TVET college in Gauteng .... the camp opened other avenues for her to access government services."* (Participant 4, Interview, 01 December, 2017).

She also narrated another story:

> *"Velile* was from a deep deep rural area of Zululand where there is no university and had lost hope of ever going to school because of poverty, but due to the interactions he had made at camp, he was able to register at a tertiary institution for engineering. He is now a graduate and employed by Eskom."* (Participant 4, Interview, 01 December, 2017) (*not his real name).

Another male participant said:

> *"We also have a social worker. It's a lady from Limpopo who is now a social worker by profession. She got the bursary from the camp and she studied and she's now become a social worker. So the camp can change the lives of young people."* (Participant 5, Interview, 30 January, 2018).

He continued to list other career and educational benefits of camp experienced by both himself and other participants:

> *"Once the camp linked me with the NYDA who gave me the skill to run a business. That was one stage of changing a person who wants to be in business. Remember in the National Youth Camp you invite different organizations. The other one I remember they were one of my friends who is now working at PRASA. In 2012 we met the guys from PRASA who made a presentation at camp, and I think there were vacancies that were available that time, that also motivated me to do the call centre course. So my friend was one of those people who had a Call Centre certificate, and he's still working there as a permanent employee of PRASA."* (Participant 5, Interview, 30 January, 2018).

For one participant, her vision for a career was more long term. She was willing to volunteer in the meantime:

> "*Because I don't want to be in a youth club for the rest of my life. I see myself as a Social Development official."* (Laughing). (Participant 3, Interview, 30 November, 2017).

In addition, the participant mentioned that there are some youth camp participants who were appointed into the military due to the learnership that they were exposed to during the camp.

Many of the participants listed examples of career and business development that was ignited by the camp, both for themselves and for other people. The careers are wide-ranging, and include formal, entry, professional and entrepreneurial opportunities. Indeed, one of the short-term objectives of the DSD camp is to assist youth to make better career choices in order to become productive members of their communities and the country (DSD, 2016). From the literature review, it emerged that camp experiences may create a number of positive psychosocial conditions that prepare young people for academic learning as well (Garst & Gagnon, 2016). Duerden et al. (2014) found that camps were successful in providing the types of experiences and benefits that make camps an effective workforce development tool. The data from the study supports the literature, but it goes further to include actual linkages to career opportunities and empowering youth to start enterprises. Garst et al. (2011, p. 82) concludes in a study about camp outcomes that "young adults who have worked at camp appear to gain skills that affect their personal relationships, careers, and civic engagement outside camp". While this study focused on young adults who worked at camp and not camp participants, it can be expected that it would not be possible to study the career prospects of the participants in an American camp because most camps focus on youth and children that are still in primary school to early high school grades. Other studies that support the career development capabilities of youth camps are Duerden et al. (2014) and Garst, Baughman, Whittington and Gagnon (2015), with the latter focusing on exploring the long-term impacts of camp experiences on career choices and future career paths for women camp alumni who attended an all-girls camp. The study found career impacts for the alumni in human service career interest, leadership and interpersonal skill development, outdoor career interest, and socio-emotional skill development. It is thus necessary to study the career and entrepreneurship development potential of youth camps using a more representative sample to understand the impact of camps on these variables.

4.3.4 Communication, positive attitude and youth structures development

Participants described growth in terms of their ability to approach and form partnerships with various stakeholders, to communicate what they want, and to build collaboration and partnerships, amongst others. One participant explained, when asked what has changed since coming back from the camp:

> *"Since coming back I feel like my voice was louder, they started listening to what I had to say, to the ideas that I was bringing forward"* (Participant 3, Interview, 30 November, 2017).

This was supported by a participant who noted that:

> *"The camp itself is a powerful mechanism to change young people's attitudes. Hence I said I am one of those people who benefitted, I can give a testimony on that one."* (Participant 5, Interview, 30 January, 2018).

Another participant was also quite emphatic on the level of confidence and positive attitude:

> *"…when I recruited others to start an NPO, I knew that I would get funding because I am a [camp] mentor, and I know the right channels to get funding to sustain my organisation".* (Participant 1, Interview, 30 November, 2017).

This shows confidence in approaching government structures to seek assistance in line with the services they offer, and within their prescribed parameters such as funding guidelines.

The accounts of the participants further suggest that the benefits of camp are not only for the individual participant, but can also influence others who have not attended the camp through sharing and the building of collaborations and partnerships. One participant said:

> *"…when I go[t] back home, that's when I realised that fine, there are lot of things that young people can do. The only thing that is left is that me as an*

individual is to ask myself how can I make this thing possible." (Participant 5, Interview, 30 January, 2018).

One respondent stated that she is assisting other young people through her organization to be more employable:

> *"…at the end of the day I am going to have to write a letter that says I've been working with you for so long, and I have to recommend. So I can't, just because now we became friends along the way, recommend when I know that it will not be of any benefit to your employer".* (Participant 3, Interview, 30 November, 2017).

The level of confidence development captured by the study participants is also in line with the goals of the camp. The aim of the camp is to assist youth to gain the self-esteem, confidence, motivation and abilities to carry out goals not only for themselves, but for the communities they come from (DSD, 2015). Duerden et al. (2014) noted that participants reported numerous positive impacts including gains in skills related to interpersonal interactions, communication, problem-solving, and leadership" (Duerden et al., 2014, p. 26). Digby and Ferrari (2016) listed a more comprehensive list of skills of benefit to camp participants, inclusive of communication, leadership, decision-making, flexibility or adaptability, planning and organizing, interpersonal interactions, teamwork, organization, time management, and responsibility. As such, these findings of communication skills development are in line with the literature. This study also contributes to youth structures development as an additional benefit for camp participants.

4.4 FINDINGS: CHALLENGES EXPERIENCED AT THE CAMP

The DSD Camp process is constructed on the basis of three separate but related components. These are pre-camp, camp implementation, and lastly post-camp. During analysis, it became evident that all the three phases experience numerous challenges that, if not addressed, threaten the entire process of camp

implementation. This section examines these challenges, based on the comments of participants during the semi-structured and focus group interviews.

4.4.1 Partnerships management

The Department of Social Development has one key partner in the implementation of the youth camp, in the form of the Department of Defence. This partnership is informed by an annual Service Level Agreement signed by the two Departments before each camp takes place. The Department of Defence provides the camp with the following:

- Facilities;
- Accommodation;
- Personnel for command and control; Programmes on physical training, discipline and survival skills; and
- Catering for all participants (DSD, 2012).

The majority of the study participants felt that some of the challenges faced by camp participants stem from the role of the Department of Defence, the DOD's attitude towards this role and towards the camp participants as well as the Social Development Officials. The following were the views of the respondents with regard to the role of the DOD and its impact on the camp. Participants identified a sustained level of poor attitude towards camp attendees, as well as a general lack of visibility:

> *"There is also a problem of bad attitude by those service at the mess (kitchen). I do not like the entire system at the mess. Sometimes I think that if the Department bought the youth KFC for these 5 days, they could save a lot*." – (Participant 1, Interview, 30 November, 2017).

Another participant explained that:

> "*The soldiers, I feel they are not visible enough. They are not approachable. What we know about the soldiers is that they will discipline you, they will scream at you. Whenever you come across them it's like you are some sort*

of a criminal hiding something. So if there could be more visibility and interaction with them, I feel like then whoever is participating can have a conversation with the person in uniform without feeling inferior." (Participant 3, Interview, 30 November, 2017).

A participant supported this view of lack of visibility by the men in uniform. She said of the role of the DOD:

"*It's very limited because it's during mornings where they are there for the kids, and during the day they are at sessions, then bang lunch time, there's the military taking them to lunch, then at night, the military goes MIA (missing in action). Probably during programme design, they could also have involvement so that they feel that they belong and are able to give inputs on the programme and get a sense of ownership. At times it's like they are doing us a favour, and partly I don't blame them. There's little that makes them shine as the military."* (Participant 4, Interview, 01 December, 2017).

There were issues of management failure and bad judgement raised:

"*I felt that DOD by opening the bar when young people were there and had money, it was defying the purpose of why we were there."(*Participant 1, FG, 14 February, 2018).

The need for recognition of the humanity between the two Departments' officials as well as the need for dialogue came up during the focus group. One participant posited that:

"…there's always that barrier between us and them, because they'll always treat us as non-entities, whereas we are human beings and adults like them. It's just that they are in the military and we are not there. I think we just have to polish those relations between us and the military, so as to ensure smooth running of the camp." *(*Participant 4, FG, 14 February, 2018).

This was supported by another participant who noted that:

> *"Uhm, the DOD, we need to have a serious conversation with them. Uh, I have been sitting. That general who came, you see the Defence structure is opaque. It's very opaque, we don't know who we are talking to. It's all over." (*Participant 12, FG, 14 February, 2018).

One participant offered an opinion on the possible root cause of all these challenges, which he identified as low morale caused by internal DOD issues:

> *"…and it was surprising to me, the soldiers reported that they have low morale, that they are being ill-treated [by their leadership], they are not given overtime, uh the attitude we were getting from them was a backlash, was a backlash to us*." *(*Participant 12, FG, 14 February, 2018).

However, not all respondents were critical of the role played by DOD, or about the shortcomings that were identified, as one person observed:

> *"DOD .....they .... for them to be here it shows us that we must follow the rules, and that some things will be tough for us, but we must rise above those obstacles. It can be that the food served here, albeit not to our taste or satisfaction, is part of a learning process. The monkey see, monkey do quote is a mantra we must live by. Time management is also a very important role they play."* (Participant 2, Interview, 30 November, 2017).

This sentiment was echoed by another participant:

> *"It was raining and they wake you up and say go there, while the rain is raining. And for people like us who were born in rural areas, when it's raining you don't ask some to walk in the rain. To me it has a relevant message to leadership."* (Participant 5, Interview, 30 January, 2018).

This participant added:

> *"Most of the time we spend it complaining, not doing what is right. For instance now it's hot, and you complain about the hot weather, instead of saying that we can do some shelter in order to protect ourselves from the*

heat. So those guys were teaching us something that instead of complaining you have to come up with something, unlike sitting down, complaining, complaining, complaining." (Participant 5, Interview, 30 January, 2018).

Yet another participant claimed that the reason that the DOD is not adequately involved is because of poor role clarification:

"...when you speak to DOD, most officials are not clear of their roles in terms of what they need to do during camps. They would like to be involved but they just don't know what's happening. They were just told, you need to cook for these kids, maybe keep order, set the ground rules and that's it". (Participant 4, Interview, 01 December, 2017).

The recommendation from the participants was the need for dialogue and engagement with the DOD as well as political principals prior to camps being held and contracts being signed. One participant submitted:

"We need DOD manpower, as many as they possibly can give us, but that is something that we need to negotiate with them. Uhm, the issue that was raised by Dintwe of the bar, if you saw the behaviour of those guys, I don't know that if it had gone to social media, would we be having camp this year. So those are the things that we need to tie up and talk about with DOD."* (Participant 6, FG, 14 February, 2018). (*not her real name).

This was supported by a participant, who noted that:

"*We really need to meet with them and talk through this thing. And part of this needs to be us speaking to the Minister, and to ask for bargaining power ... we need to talk to the DOD Minister so that we can escalate these problems"* (Participant 12, FG, 14 February, 2018).

4.4.2 DSD officials' attitude towards camp

An issue worth noting, even though this is not an objective of the study, is that it became clear during the data analysis that some study participants who are DSD

officials have a more negative view of the camp in general than the youth participants interviewed. One respondent stated that she would not consider taking her own child to such a camp:

> *"[You] see my idea of a camp is not that a young person has to suffer if they go to camp. OK? They have to go out of their comfort zone but there has to be a fun and learning component linked to the camp. Now one of the things that we do at the provincial camps, we cater for all those things, but when you go to national, it's like, it's a bit of a torture. It's something that I wouldn't recommend for my child. I wouldn't take my child there to be honest. I wouldn't."* (Participant 6, Interview, 31 January, 2018).

The same respondent observed that the growing trend of officials sleeping outside the camp is that the conditions are like suffering:

> *"But I can't see my officials suffer and then leave them to suffer, because when I came there in 2016 imagine if I didn't have accommodation. It means I would have slept in the street."* (Participant 6, Interview, 31 January, 2018).

Another official raised a point, albeit with some laughter, but the researcher noted its seriousness:

> *"....going forward we need to find another venue. We are tired of going there. I was telling another person that I don't think I am coming back here next year* (laughs)*." (*Participant 5, FG, 14 February, 2018).

The DSD is the custodian of the youth camp, and by extension that means that officials are the custodians. If the custodians do not have faith in the vision and the systems of running the camp, there will be challenges that continue to affect the youth as there may be no-one willing to take responsibility for fixing them.

4.4.3 Provision of food at the camp

This concern was raised in almost every interview and during the focus group. This is a responsibility of the Department of Defence, agreed through a Memorandum of Understanding. The issue of availability of food and water in the required quality and quantity seems to be an endemic challenge at camp. There are also issues of timing of the meals, as shown below:

> "*Currently people go to the mess for lunch and hardly get any food and water, and they risk dehydration. People are used to eating around 8 at home, here they eat around 5pm and have to go until 23:00 without any more food, which is a challenge. We ask that the DSD make sure that there is enough water. Water is medicine and tap water is not always good. The four bottles currently being provided daily are not enough. I will try to use the military way of complying first and complaining later.* (Participant 1, Interview, 30 November, 2017).

Four interview participants and two focus group participants highlighted deficiencies and inadequacies in the provision of food at the camp, and that systems aimed at improving this challenge have not worked. Various risks and dangers were identified by the study participants. One participant raised the issue of quality and variety:

> *"The food must be nutritious and not just pork. I have not seen an apple since arriving here."* (Participant 2, Interview, 30 November, 2017).

The lack of variety was supported by another participant, who added the issue of special diets:

> *"I'm a vegetarian, and the truth is that despite requests for diet preference at camp, justice is not done on these during camp.* (Participant 4, Interview, 1 December, 2017).

One participant linked the food provided at camp to an illness she picked up:

> *"…the food, cause I got sick, I think I arrived on a Monday, and an hour after I ate food there at 3 SAI, my stomach…. don't know what they use in cooking that food, or whether it's the water that they use, but it's not right."* – (Participant 6, Interview, 31 January, 2018).

Lack of adequate food, according to another participant, was endemic and a risk to participants' health:

> *Last year, 2017, there was not food……. at all…… No material, no food, there was no food, no water. So each and every day was just…" –* (Participant 7, Interview, 01 February, 2018).

The same participant added:

> *"Myself I took two kids to health, they collapsed in front of me, luckily I was there with them [because] they allow my car to park there…. They collapsed in the queue, waiting for food."* (Participant 7, Interview, 01 February, 2018).

Lack of inspection and safety standards also came up:

> "*The food was not inspected by an Environmental Officer before the Camp and there was no Health Certificate for compliance issued. This was a serious health risk. Uhm, and fortunately we did not have a serious outbreak of an epidemic...."* (Participant 8, Interview, 14 February, 2018).

The issue of food also came up intensely during the focus group. The participants shared pain, helplessness and exasperation at the situation around food that they observed at camp.

> *"I couldn't stand the pain of seeing our, our, our young people, taking food for the sake of taking food. I think we need to improve on that one."* (Participant 4, FG, 14 February, 2018).

This sentiment was shared by an official who expressed her own observation:

> *"So we also say when we went into that partnership, there must be veggies, but we did not have. It was only that thing that I can't even pronounce, those chicken what what [schnitzel] for 5 days in a row".* (Participant 6, FG, 14 February, 2018).

These are some of the accounts of the food and water shortages at the various camps. The key question is whether these shortages in any way affect goal achievement, or if the reported bad experiences can in turn lead to diminished effectiveness. The participants offered a couple of possibilities:

> *"I think it will kill the morale. Imagine having to come back knowing that you will struggle for food, that you will eat chicken schnitzel three times a day, four times a week, why would you wanna go there and starve yourself?" (*Participant 7, Interview, 02 February 2018).

Another participant agreed when asked if the challenges can impede goal achievement, linking it to poor or late planning:

> "*But now when planning has to happen when camp is actually happening, then it takes out a lot of what the objectives of camp have to achieve"* (Participant 6, Interview, 31 January, 2018).

When asked if the camp is able to meet its goals, Participant 7 gave a two-pronged answer:

> "*It's a yes ne, it does for me. It becomes a no when there are no resources, when kids now haven't got food, when they must eat one thing, there is no dietician (nutritious) food for them and there is no vegetarian food, where I had to force them to just braai chips because we can't all eat pork, we can't all eat…. you understand, so you can't reach your goal if you don't have resources." (*Participant 7, Interview, 02 February 2018).

It is important to understand how seriously the senior management of the Department views the issue of food and its impact on programme delivery:

> *"This thing of concentrating on big things. You know it's like us. You can go and have a successful conference with good content and whatever. If food is bad, if food is bad, ask me in church conferences, just food nje. They don't care what speakers you've brought"* (Participant 12, FG, 14 February, 2018).

However, for one camp alumnus, the shortages of food and other challenges they faced at camp was not unassailable. He posited:

> *"DOD .....they ……. For them to be here it shows us that we must follow the rules, and that some things will be tough for us, but we must rise above those obstacles. It can be that the food served here, albeit not to our taste or satisfaction, is part of a learning process. The monkey see, monkey do quote is a mantra we must live by."* (Participant 2, Interview, 30 November, 2017).

It has emerged from the data collected from participants, and as similarly found also in the literature, that food and health services are very important for effective camp implementation, together with the need for inspection. Gilliland provides a list of requirements that need to be in place before a camp can have any chance of success. These include a nurse and a physician around the clock, proper storage of food, provision of balanced meals and regular inspections by a qualified agency (1950, pp. 524-525). The issue of food challenges in camp does not feature much in literature; however, in this study it has come up considerably, and as such it cannot be ignored. What is interesting is that the issue of food was raised only by those who hold a position of leadership in some form or the other, be it a DSD official or a youth camp facilitator. None of the alumni or camp mentors raised the issue of food as a concern, which is quite interesting. It would suggest that many participants see the occasional shortages not as a result of poor planning, but rather as a designed process aimed at testing their survival skills.

4.4.4 Health issues

It emerged during the interviews that even though the Department of Social Development procures the services of a health service provider, they are often ill-equipped and also sometimes presented signs of dereliction of duty or improper planning, which may present a great risk in the event of a health outbreak at the camp, as well as possibly amplify a simple health concern into a dangerous situation for individuals needing health services. Furthermore, those participants who require hospital attention were transported to the hospital, together with the officials that transport them, and then had to wait in a queue for medical attention. This was raised by a number of participants:

> *"Emergency Medical Services was on site 24 hours from the 1st of December until the last day of camp except Pre-Camp where they rendered or offered daily services."* (Participant 8, Interview, 14 February 2018).

Despite this physical presence, other study participants highlighted the inadequacies in the quality of the services that were offered:

> *"ER24 has also said that they only take people with medical aid for referral. I also ask myself how do you have one ambulance and four personnel for 1000 people? Is it practical? If two people faint, that one ambulance would not be sufficient. If you can improve health and hospitality, then the camp is good."* (Participant 1, Interview, 30 November, 2017).

The following concerns were raised by one respondent:

> *"I think there were issues with ER [health service provider] not attending to kids, and then they would say that they were having lunch. I think it comes to the monitoring. They don't understand their role. I mean you can't say a person is dying here and you tell me you are having lunch."* (Participant 6, Interview, 31 January, 2018).

Additionally, there are ethical issues to be considered with regard to the provision of health services at the youth camp. In response to a comment made by the researcher, Focus Group Participant 10 noted that*:*

> *"Even the head of the health committee was announcing in the meeting and we stopped her* (laughter)." (FG, 14 February, 2018).

It became clear during the interviews that some of the health problems that emerge at camp are due to lack of proper medical screening in the provinces before people come to the national camp. The impact is that participants with chronic illnesses are exposed to an environment that is potentially detrimental, and a lot of time is wasted screening the participants at the national camp. This is made clear from the responses below:

> "*So far, camps have developed. They have grown… another weakness, it's not on the national side. It's on the compliance by the lower offices like district or provinces on issues like screening of participants. If it's done then it's not done properly or not done at all. There are incidents at camp that are concerning."* (Participant 4, Interview, 01 December, 2017).

In describing the type of incidents that she was referring to, she submitted:

> "*We have had cases of TB. I know we are not supposed to discriminate against them but a person who has just started TB medication cannot come to the camp. The two weeks are too much for them. And then pregnant people coming to camp. Some other campers coming with chronic illness without their medication. So yaa*." (Participant 4, Interview, 01 December, 2017).

The health risks that this implies can be serious for both the individuals and for the other campers. The focus group discussion revealed that the issue of screening in provinces, and at the national camp, remains a challenge:

> *"But issues that came out from the health committee are that when screening, I think as the provinces we are still lacking in terms of doing health screening before the camp, and also we as national, the way we*

should be co-ordinating that, when young people also arrive at 3SAI, we have the health department on standby to also do the screening that is supposed to be done at camp. I think most of the time was taken doing screening. I think it took almost the whole week." (Participant 6, FG, 14 February, 2018).

4.4.5 Psychosocial issues

With regard to psychosocial matters, the data revealed the following challenges and concerns.

Insufficient provision of human resources:

The Department of Social Development purposefully recruits Social Workers to form part of the provincial officials' delegations that participate in the national camp. According to a youth camp circular sent to Heads of Departments in the nine provinces, each province must bring at least one social worker as part of its delegation (DSD, 2016). Interviews with various participants indicates challenges in the provision of these services, which were defined as follows by an official who served on the committee:

"Psychosocial support is rendering counselling sessions, in the form of a group or in an individual capacity, and rendering emotional support and bereavement counselling for those who have lost their family [member/s] during the camp." (Participant 4, Interview, 1 December, 2017).

Two participants suggested that the DSD should revisit the issue of the number of Social Workers provided by each province, as well as an acceptable ratio of participants to social workers. As one participant explained:

"*…we only had four, I think last year it was four, uhm, Social Workers catering what 1200 people. That's impossible."* (Participant 6, Interview, 31 January 2018).

The underlying cause of this lack of social workers was identified as the following:

> *"And the other is other provinces not bringing Social Workers to camp. It seems as if Gauteng, Mpumalanga, North West, KZN brought Social Workers last year"* (Participant 6, Interview, 31 January, 2018).

Additionally, according to this participant, the participation of pastors or spiritual intercessors at camp should be considered:

> *"And the other issue was the lack of pastors provided at the camp, since there were a lot of demonic attacks."* (Participant 6, Interview, 31 January, 2018).

This sentiment was echoed in another interview:

> "*Recommendations are the identification and co-ordinating spiritual intercessors to pray for camp participants."* (Participant 8, Interview, 14 February, 2018).

Lack of sufficient logistical resources for committees:

The lack of office space and stationery such as pens and books for participants was identified as a challenge for this committee, and indeed for most of the other committees as well:

> *"The challenges were that there was no office space adequate for the team or committee. And there was a challenge with escorting and accompanying of participants to Kimberly hospital. No distribution of participant's stationery, for instance if the social worker is making self-expression through writing as a part of the therapy session, it could not be recorded by the affected party."* (Participant 8, Interview, 14 February 2018).

Psychosocial post-camp interventions:

A member of the psychosocial committee narrated a story of a young woman who received services from them, and who still maintained contact after the camp. The woman faced resistance from the local offices, who refused to assist her because they accused her of being disloyal to them as she had reported them to the national

office of the DSD. The woman then attempted to commit suicide due to the feeling of hopelessness and neglect she experienced and the lack of assistance from the local social workers who had refused to assist her as public servants. The implications for individuals when the required follow-ups are not conducted was explained:

> *"Some services end at camp, but some have to continue after the camp as they affect the family or community. This requires a referral to the relevant offices to continue with them so that further intervention could be done and for the intervention to be completed."* (Participant 4, Interview, 1 December, 2017).

The researcher then enquired about the experience regarding the referral after the camp, and whether, in the view of participants, this had been successful or not. It was explained that:

> *"To be honest, the referrals I do not really get feedback from the provincial head or the official responsible for the child, and I am in contact with one or two kids, and from there I am able to determine whether the referral was sent to the local offices or not. But some of them never reach the local offices, hence I myself continue supporting them."* (Participant 4, Interview, 1 December, 2017).

There was an exception noted during the focus group when one provincial manager observed that:

> *"[We] need to commend the Social Worker from KwaZulu-Natal, who made a report about one of our participants, her state of health, and uhm, everything pertaining to her psychosocial aspect[s], that young person has since been taken to a centre in Grahamstown for her to receive therapy, due to the report from the youth camp."* (Participant 4, FG, 14 February, 2018).

There was loud applause for this statement. This should, in fact, be the standard response to such a matter rather than an exception, and should apply to all camp

goals and objectives, and all former camp participants. As explained by one respondent:

> *"For me as a psychosocial person, I would like to get progress on the kids seen at camp and if they have really been assisted, because that on its own will have us track the impact of camps. And the fact that we lose these kids somehow says that there's something we need to do. I've seen that the moment they say find the alumni of camp, people will always ask where they are. It shows that we are not taking care of our own. We need to take care of our own. It doesn't mean that to mentor and support them means financial support, but it also includes tracing them to find their whereabouts in life would assist us to know that the ship we are driving is moving or impacting on society or not."* (Participant 4, Interview, 1 December 2017).

Physical and psychological health are important considerations for young people. A healthy body and a healthy mind are needed for youth to learn effectively. Garst et al. (2016) identifies physical and psychological safety, appropriate structure and integration of family, school and community as some of the conditions that must be met to improve youth camp outcomes. In order to ensure physical safety, Gilliland (1950) explains that camps should have a nurse and physician on a 24-hour basis. An analysis of the campers' responses as well as youth camp planning documents indicates that the DSD has made provision for health services, and has even gone beyond the basic requirements by making provision for the psychosocial health of participants; however, there are still deficiencies that threaten provision of these services, including shortage of equipment, limited human resources, lack of specialised services for disability as well as some ethical issues. The data suggests that there is value for the DSD to strengthen referrals of psychosocial interventions for the camp to the relevant offices nearest to where participants originate from to avoid relapses and to improve healing and strengthening of the participants.

4.4.6 Sustainability of programmes and role of the state

The respondents' perceptions on sustainability of their projects were consistent, in that they see government generally, and the Department in particular, to be responsible for providing funding and opportunities to generate income for their projects. This implies challenges for sustainability of most of the projects, as the quantum would be too much for a government Department to fund completely and adequately. There was one exception, where the respondent stated:

> *"But what the participants must understand is that coming from the camp and registering an NPO does not guarantee that you will get funding from the Department. That is something that we always preach that once you register an NPO you qualify to get a sponsorship. But that doesn't mean that the sponsorship can come from DSD only. DSD, like other Departments, has budget limitations."* (Participant 5, Interview, 30 January, 2018).

There is also a positive case that was reported by one of the study participants, when asked what she think had improved about the camp*:*

> *"The recognition of the talents of young people by allowing them to perform during the opening and closing ceremonies and not having an influx of celebrities coming in, procured, as well as the fact that now the service provider (facilitators) rotates. We are now doing what is called what we say is part of socio-economic development of our participants. Our service providers are our own beneficiaries, it's no longer people that we procure for the sake of procurement. It is now us giving back to our beneficiaries and our beneficiaries giving back to us as a Department."* (Participant 4, Interview, 01 December, 2017).

The perceptions of participants on sustainability is at odds with the literature. Participants did not in the main perceive the success and sustainability of their programmes outside the support of the government. The concept of independence is associated with self-determination, self-sufficiency and autonomy. Depending on

the government does not constitute self-sufficiency. Authors such as Browne et al. (2011); and Kirschman et al. (2010) highlighted areas such as problem-solving, independence and empowerment as examples of meaningful aspects that emerge in youth who attended youth camps of a week and more. Independence and empowerment suggest that youth should be self-starters and should not be always be dependent on others for funding. There are, however, the realities in South Africa of poverty and lack of access that necessitate that more the youth will often depend on other stakeholders for assistance in the form of indirect support such as mentoring or networking, but also the expectation of more direct support such as funding.

4.4.7 Quality standards

This sub-theme emerged from statements from the research participants who had identified a particular camp as their favourite camp. Participants compared the good and the bad experiences from the different years that they attended, and also compared the standards between the national camp and provincial camps. Participants also compared DSD camps in general to camps organised by other government departments and by civil society. What became clear is that even though the camp venue has not changed over the last few years, the quality of the experience by the youth participants and officials has consistently declined.

Four of the respondents expressed their disappointment about the perceived drop in standards:

> "*In my opinion, instead of the camp taking a step forward, it took a step back. So if someone was to ask me which year was my worst year of camp, 2017 would be my worst year of camp. Everything, logistics, food, everything, at some point you sit there and wonder, do we know that this thing is happening in December? I mean some of these things, we know for a fact that November there has to be a camp, so it cannot be right that you come there, things are not in place."* (Participant 1, FG, 14 February, 2018).

"The 2014 [camp] was exceptional, in terms of the orientation exercise done by DOD. It did not take place last year, and for me that's very crucial, because we are talking the issue of historical information, we are talking issue of discipline, issue of patriotism, the values of DOD. So the participants were supposed to be informed of what is happening around the camp. So that again did not take place and honestly for me that one was a big one." (Participant 4, FG, 14 February, 2018).

Two respondents noted the need for DSD to benchmark on the Sports and Recreation camp. An analysis of their responses suggested that they do not see the DSD camp content as being of acceptable quality:

"Wa bona (you see) Social Development, when it comes to social cohesion, you will see, as much as they deal with the content of the programme, what is happening in society. Why I said we should benchmark, if because the juice of the content is better on the other side. That is why I said the Sports camp content should actually be this side with DSD camp. Here at DSD we mostly spend time indoors rather than outdoors to capacitate people about self-mastery and mentorship." (Participant 5, Interview, 30 January, 2018).

This echoed statements from a previous interview:

"I suggest that the people planning the camp benchmark on other manual [s]to ensure we move with the times…. Why I said we should benchmark, if because the juice of the content is better on the other side. That is why I said the Sports camp content should actually be this side with DSD camp. Here at DSD we mostly spend time indoors than outdoors to capacitate people about self-mastery and mentorship." (Participant 1, Interview, 30 November, 2017).

One participant noted the lack of quality in the nature of the interaction between DSD officials and the youth camp participants*:*

"*I think that also impacts on how the camp overall is performing, and also preparedness, because we know that at the end of the year we will go to*

camp, but when we go there as provinces, it's like nothing was planned, we must start all over. And my experience is that when you go to a camp there is a part where you need to engage with young people. You don't get to experience that part when at the national camp. Most of the time you are doing admin admin admin admin. You never engage with young kids. Such issues then come up when you get back from camp." (Participant 6, Interview, 31 January, 2018).

In addition to the dissatisfaction regarding catering and food quality, it appears that even promotional material and uniforms that are necessary for uniformity at camp were lacking. In response to a question about the provision of camp regalia, food and booklets

"There was no material. It's like, I am getting my cap now, when I am here (back in Pretoria)*. I remember I saw manuals that are given to mentees, they arrived the day before the closing. Delivery of water was a chaos. I don't know how they arrange with that water supplier, but it was just a chaos."* (Participant 7, Interview, 01 February, 2018).

In terms of what needs to be done to improve on the provision of manuals and promotional material, the following solution was offered by one participant:

"*What can be done to improve content delivery is that stationery and promotional material should be procured prior to the camp so that the participants can receive packages that are fully equipped with all the items that they will require upon their arrival."* (Participant 8, Interview, 14 February, 2018).

"*Have an advisory panel with the relevant department dealing with these things."* (Participant 6, Interview, 31 January, 2018).

Defining what high quality programmes look like and learning how to improve programme quality is a central challenge for youth development programmes (Yohalem & Wilson-Ahlstrom, 2010). Literature on programme quality supports

the views of the study participants and also offers similar solutions to what they offer. According to Higley, Walker, Bishop and Fritz (2016), two elements, programme philosophy and programme infrastructure, are key to ensuring programme quality. Programme infrastructure refers to the ability of the programme to develop a structured environment for learning while programme philosophy relates to the mentoring approach or style, and the quality of the mentoring relationship between the mentor and mentee. Additional literature suggests that to improve programme quality, the use of formal youth advisory structures involving young people in programme design and decision-making is on the rise in the United States and is becoming a hallmark of high-quality youth development organizations (Roholt & Mueller, 2013). There is also an international shift towards the establishment of youth advisory structures since the adoption of the United Nations Convention on the Rights of the Child (Roholt & Mueller, 2013, p. 81). This is an approach that camp organisers in South Africa can utilise.

4.4.8 Recruitment

The recruitment strategy for DSD camps was explained previously. There were concerns raised by study participants about repetition of both mentors and participants in the camp. The Department itself strives to undertake a targeted recruitment of camp alumni who are successful in order for them to share their stories with the new cohort for motivation and encouragement. In practice, however, the respondents reported numerous challenges and omissions with regard to recruitment of participants to the camp.

According to one participant:

> *"Even the documents allow that you can be a mentor in one year and come back again and be a mentor. Some former mentors even come back to the camp as participants in the next, while they were a mentor before. There is currently one big problem with recruitment. Every year the memo comes and says we need new faces for camp, which goes against the process plan of camp. My understanding is that you come as a mentee, then as a mentor,*

and lastly as a facilitator. Personally I am not happy with the recruitment, especially in KZN as people end up being untraceable because they see themselves as puppets and no longer want to be contacted by the Department. There is miscommunication regarding whether to recruit new faces or returnees from district camps. This leads to a situation where people are phoned on a Saturday and asked to depart on Sunday because someone realised that recruitment was done incorrectly. It's like they are taking advantage of the fact that we are unemployed. But they forget that we run NPOs, some of which are businesses. In KZN we had people who complained about who went to Cape Town or Empangeni for youth programmes. This is caused by the fact that the officials are often under pressure to give names and just nominate anyone they have spoken to or who has been bothering them. I have personally seen a situation where I was nominated on a list of mentors for 2017 camp, while I was never informed. I flatly refused to participate because I had just been phoned by the facilitation team project manager for a facilitation post I had applied for and went for an interview for. I cannot participate in the same camp for three years in a row in the same capacity, for just R2000. I am studying and also will be leading a centre that is soon to open." (Participant 1, Interview, 30 November, 2017).

This participant is an individual who is speaking about how he was recruited three times for the same camp in the same capacity. It suggests that some of the recruiting officials may not be implementing the processes rigorously enough, which would also require active recruitment outside the usual pool of participants or applicants. Some participants reported that at times, other factors rather than the camp criteria lead to recruitment into the camp.

"*My refusal to participate led to the district office asking me to suggest a replacement. I then forwarded my own brother, who has never been part of the camp at any stage, which leads to complaints from the camp management."* (Participant 1, Interview, 30 November 2017).

A respondent from North West Province confirmed that the criteria of being a mentor, that is, not being a newcomer to the national camp, was not applied when he was recruited:

> *"I have never been to a national camp as a mentee, and have never been part of a provincial dialogue. But the Department had known that I am an active member in my community, have registered an NPO, and can benefit from the knowledge shared at camp and not afraid to go and reach out. They phoned me to say we know you have never been part of camp but come and be a mentor, there is a lot of information you can benefit from."* (Participant 2, Interview, 30 November, 2017).

The circumvention of the recruitment criteria has, according to the participants, caused challenges in the camp, such as the "chaos" that was referred to. There was some unruliness caused by people who know the content being delivered, and who also have the capacity to foment some unhappiness, as explained below:

> *Uhm another challenge was that it seems that some provinces are bringing the same participants more than once to the camp, and that is actually posing challenges because those young people, when disciplinary measures are to be undertaken then those young people influence the new ones, that you know what they won't do anything to you, they will maybe make you run, whatsoever."* (Participant 6, Interview, 31 January, 2018).

> *"You'll find older mentors tend to be bullying the younger mentors. There was an issue they had a 15-year-old mentor, which was a challenge in actually controlling the young people."* (Participant 2, FG, 14 February, 2018).

4.4.9 Suggested age group review

There were suggestions made to review the camp age group for both mentors and participants to ensure better impact of the content: Said one participant:

> *In IsiZulu there is a saying, ligotshwa lisemanzi, (which means for you to make an impact you must start teaching them while young). If indeed we*

really want to see an impact of this programme, I really think we must rethink the age group. There are cases of people having sex, cases of people drinking alcohol at night, in the past few years mentors would say what do I say to a person on sexual and reproductive rights to a person who already has four kids?" (Participant 11, FG, 14 February, 2018).

This variable of age group requires an in-depth investigation to understand the likely impact of youth camps on different age groups, to understand if the younger age cohorts benefit more that the older youth cohorts. The effect of repetition of mentors and participants at camp on the overall camp environment requires further examination. The next aspect of recruitment relates to groups with special needs.

4.4.10 Treatment of vulnerable groups

Table 5: Recruitment criteria

Recruitment criteria	Cross-cutting criteria
Youth from rural areas	Age group 17 to 24 years
Youth from informal settlements and townships	50/50 gender spread
Youth with disabilities, able to travel long distances and can participate in planned activities	
Children who are about to exit the children's home	1000 youth per annual camp.
Orphaned and vulnerable youth	
Youth from affluent backgrounds	
Young tertiary students	
Lesbian, gay, transgender, bisexual and intersex youth	

Source: Data from DSD Youth Camp 2012 concept document

During the data analysis it became evident that the situation of youth with disabilities as well as youth who are lesbian, gay, transgender, bisexual and intersex (LGBTI) was regularly referred to.

4.4.10.1 Challenges for youth with disabilities at camp

The participants raised the following issues:

> *"Also there is an issue on the disability criteria that we use. I think there was a young person with a mental disorder and there was an issue in handling that person, I don't think we have the capacity to actually handle people with that kind of a disability, so let's look at the selection criteria for disabilities"* (Participant 2, FG, 14 February, 2018).

An interview participant who lives with a disability submitted her thoughts on how the camp is designed, treats or accommodates people with disabilities:

> *"To be honest its's like they are completing that 4% target. Some of the complaints I have heard is that people with disabilities have not been selected to be mentors, uh you know it's like they're side-lined. Uhm, but I think another challenge is that our understanding of people with disabilities, remember there are different types of disabilities, there are chronic illnesses and mental disabilities and in the past you have also had people with mental disabilities, those are very hard to actually manage in a camp, we don't have the capacity to do that. But even those with physical disabilities, you have to understand the nature of the physical disability. Uhm, to be able to actually, if that person can actually…….uhm, participate in such a camp. Uhm, there's people with chronic illnesses, uhm, which cannot in all honesty participate in such a camp. So those things, I think our understanding of such issues, is also affecting our, what, trust in DSD helping people with disabilities. I think it becomes like we are forever fighting [as] people with disabilities uhm, in terms of, you know, being given the appropriate, whatever, support structures for us to participate fully. As much as we don't want to be treated differently, there are certain things we*

cannot do, or things we can do a bit differently and those things are not catered for…… for instance I'm disabled. You would have assistants for hiking then there would be someone assisting me hike, where I can't. But then when you come to our camps it's a bit different, you don't have those things." (Participant 6, Interview, 31 January, 2018).

Another participant proposed an approach of not leaving anyone behind while focusing on the issues:

"There must be games that reflect team work and allow people to reflect on what is happening in the country. Because when we reflect we can then relate activities that check what is happening in the communities, to ensure that we do not leave anyone behind irrespective of their disability or gender. (Participant 1, Interview, 30 November, 2017).

It emerged that broad participation of disabled youth is limited because "…*there is only one province that brings youth with disabilities"* (Participant 6, Interview, 31 January 2018).

In terms of a proposal to deal with challenges facing people with disabilities, the participant noted that she:

"…prefers someone who has had a similar condition, with a similar experience because you would have someone who is in a wheelchair, and I have a different disability and I wouldn't understand exactly how far they can go, you see? So these are the challenges" (Participant 6, Interview, 31 January, 2018).

According to the data, issues of exclusion caused by lack of disability-friendly activities, lack of involvement in planning and leadership structures such as mentorship, as well as a tendency to view this sector as unilateral or single-faceted will only serve to undermine the empowerment of people with disabilities and may do more harm than good. If the sector sees itself as being used only to reach targets,

this can have negative consequences for all the work that government in its entirety is trying to do working with the sector.

The official Departmental conclusion on disability involvement in the 2017 camp was that:

> "*There was representation and inclusion of people with disabilities throughout the activities of the programme."* (Participant 8, Interview, 14 February, 2018).

This indicates marked differences between the perceptions of the Department from those of the participants with disabilities who have been part of the camps.

4.4.10.2 Challenges of LGBTI youth at camp

Representation:

During the study, the researcher interviewed one individual who identifies as gay. This participant felt that the participation level of the LGBTI group is inadequate, and explained that:

> *"I also heard from one official that the target for disability at camp is 7%. We also want 7% of LGBTI at camp. Do you understand? Write that in your books"* (Participant 2, Interview, 30 November, 2017).

This suggests that there is not yet sufficient representation of the LGBTI group, according to his experience. This participant was not overly concerned about issues of discrimination or maltreatment of LGBTI, based on the fact that he has never experienced this but he pointed out that this may be because of his personality:

> *"I can't speak for others, but as for me I have not yet had any challenges. Maybe it is because of my own personality, I can socialise with anyone, and can easily make friends. I have not encountered any challenges. Even though there are guys who may have attitudes. I am a good person, can go where other people shudder to go. I am also open to people and answer their questions."* (Participant 2, Interview, 30 November, 2017).

Possible discrimination:

In total, four of the participants identified cases of discrimination and prejudice against LGBTI individuals, some overt, but many of them covert:

> "*Yooh, thank you for that question. During the facilitators' training we spoke about this issue to say last year we received mentees, and apparently the LGBTI members, I feel that that, even though we know that we are in DOD facility, as much as they know the Constitution. We had challenges with accommodation because some are unlike me, and cannot sleep in the guy's bungalows. Last year one guy had a problem with sleeping in the guy's bungalow and the girls he wanted to share with also had a problem sharing with him. We are not asking for special treatment. But most of the time gay people struggle, even in schools you find that they have problems regarding which toilets to use. Regarding the topics, the gender breakaway discussions, where males and females were separated also had challenges because they could not participate. It is painful to come all the way and find that you are not able to learn anything because your plight is not being discussed. DSD must come up with topics like sexual orientation and homosexuality. LGTBI want to participate and want to discuss issues like corrective rape and murders of LGBTI people. We all want to contribute."* (Participant 2, Interview, 30 November, 2017).

There were two other respondents who narrated stories of gay individuals having issues with provision of accommodation according to male or female gender, which creates problems for some people. Additionally, it is important to note that an analysis of the transcripts showed many cases of judgement, discrimination and even homophobia amongst camp mentors and participants:

> "*If I cannot tolerate you then we can never be united. Currently we still have people who are LGBTI who sleep in bungalows, and can overhear others referring to them as istabane* (derogatory term for gay/ lesbian). *These people go to the sessions already destroyed because of those words. So last year you had people who wanted to go and sleep with their friends because*

they were not comfortable. There must be respect between mentors and mentees because without that social cohesion can't be attained." (Participant 1, Interview, 30 November, 2017).

"Some guys think that when you are gay you want them." (Participant 2, Interview, 30 November, 2017).

*"Last year I was also hanging around lesbians most of the time, and it created a misconception of where do you stand? So because I have a background of such, it was easier for me but difficult for others until they got to understand who are these people. So even, Madisha** (a gay individual)*, a lot of people misunderstand him from a distance, until they get to know him and say, cool guy."* (Participant 3, Interview, 30 November, 2017).

At times, such homophobia and discrimination can appear disguised as advocacy for the comfort of the LGBTI community. For example:

"*If they* [LGBTI] *want their own bungalow can they just let them do that. They must be comfortable. Even the other mentees who are not LGBTI are not comfortable because for them you are a woman but have the mind-set of a man so I don't know how you are looking at me. Even for the gays they are not comfortable. If there can be a gay mentor. for…. even though there are supposed to be interactions with different people, when it comes to the sleeping arrangements they must be given their own bungalow so that they can be comfortable."* (Participant 3, Interview, 30 November, 2017).

"*I don't want not to enjoy camp because of someone who chose a certain sexuality because at the end of the day we don't come from the same background. If they can meet and be in the same company during the day and whatever, but then when it's bed time, I mean they only sleep for three hours, what interaction are they gonna have there? Maybe you are low-key gay, and then you meet this person who's gonna take you out of your box*

> *and when you go back home you're like gay. Uhhh* (animated) *Social Development is promoting what?"* (Participant 2, Interview, 30 November, 2017).

A further example shows that this issue of discrimination finds its roots in society itself, and is so endemic that different participants from different year groups experienced it in the same way.

> *"From Limpopo I have never met a gay or a lesbian* [as part of the delegation]. *I am not sure, maybe they hide their characters when we are at the camp and I have never seen that one. Even in the national youth camp, I think I have met one* [gay man], *and that one was also uncomfortable about his gender. I think he was supposed to sit with guys there, and at the end of the day it was a violation of people's rights because he wanted to sleep at the ladies' side. The arrangement was that he was supposed to sleep with guys, but they started to discriminate him. This was in 2012, he was a coloured guy."*(Participant 5, Interview, 31 January, 2018).

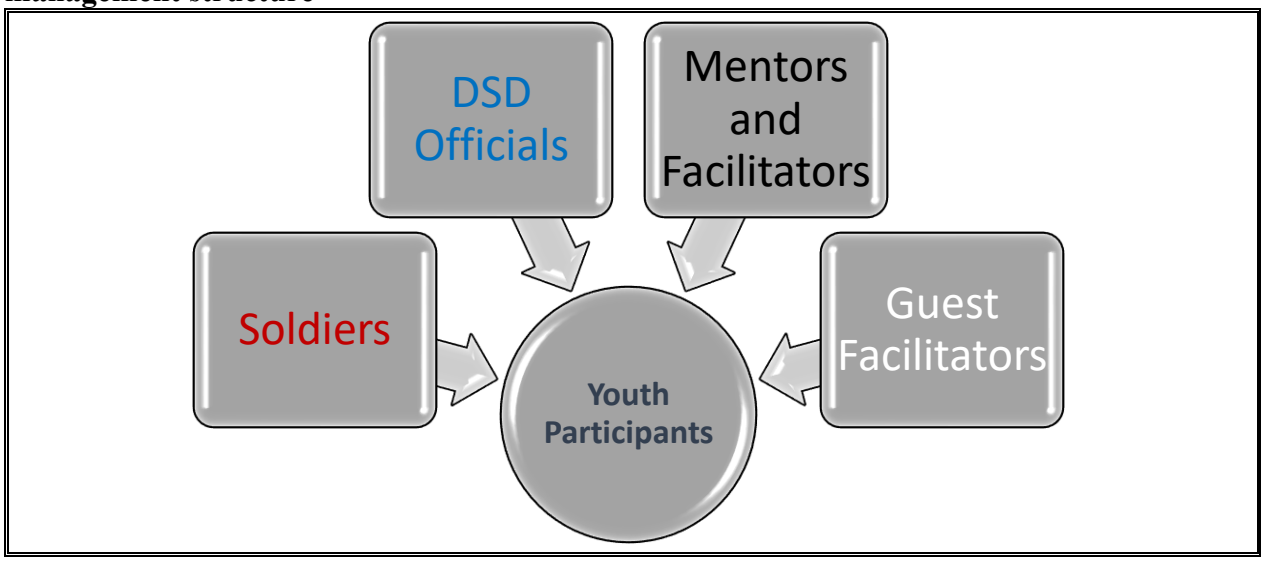
Discrimination can be defined as a person's attitude toward people in minority groups based on different social contexts (Bean & Hedgpeth, 2014, p. 50). Discrimination is often caused by lack of knowledge about different groups of people. It has been indicated that even though education on disability content can improve people's knowledge about disabilities, its overall impact on people's attitudes towards people with disabilities varies (Bean & Hedgpeth, 2014). This implies that increased knowledge does not always lead to elimination of discriminatory practices or attitudes. The implication for programme planners is that they should not only aim to increase participants' knowledge but should also increase opportunities for collaboration and the unlearning of long-held and hidden discriminations.

The dangers of discrimination, perceived or real, can be severe for affected individuals. A study by Almeida, Johnson, Corliss, Molnar and Azrael (2009) examined whether the association between being LGBTI and emotional distress

was mediated by perceptions of having been treated badly or discriminated against because of sexual orientation. The study showed that perceived discrimination accounted for increased symptoms of depression and emotional distress among both LGBTI males and females, and accounted for increased risk of self-harm and "suicidal ideation among LGBTI males (Almeida et al. 2009). The literature demonstrates the dangers of discrimination and implies that such behaviour should be proactively addressed at camp, but also on a societal level where it has its roots. Other authors have posited that even the mere anticipation of discrimination does have an impact in a variety of ways (Schneider & Dimito, 2010).

4.4.11 Training of mentors and role integration at camp

Figure 4.3: Schematic representation of camp content delivery and management structure



Source: Own, 2018

A sub-theme that emerged strongly relates to the perceptions by research participants of the mentors' and facilitators' ability to fulfil their roles at camp. One participant stated:

> *"The mentors, I know they were trained for three to five days before the camp. But for me, somehow they were gallivanting as if they don't know what's expected of them at the camp, so it left a question mark even on that one to say what really happened at the training. What actually transpired?*

Because they cannot not know what is it that they are requested to do at the camp. So [it] even came to a point where the participants, when they came, there was this issue that the participants were not giving them respect, because they also don't know what their [mentor's] *role is. I think something got lost there."* (Participant 3, FG, 14 February, 2018).

Another participant touched on the negative impact of lack of accountability and consequence management for perceived errant behaviour, and the apparent inability of leadership structures to control it:

"There is a guy from Gauteng, he's too much. He likes to be in other people's faces, and for other people it's too much. He is intimidating and not giving other people a chance to speak their minds or whatever. Before you say something he's already finishing your sentence or explaining what you are trying to say. That's what I don't like…. The facilitator just creates common ground where everyone can speak their piece, because at the end of the day we are trying to develop a team so that when the mentees arrive we can show a united front… Our facilitator, if you have been around, you would know, he likes to say I'm observant… I'm annoyingly observant. So he observes yes, but what is he doing about it? Whatever issues I've had, I've dealt with them myself without having the facilitator create a (positive) environment or whatever." (Participant 2, Interview, 30 November, 2017).

The data revealed how the two levels of leadership (mentors and facilitators) who interface directly with the camp participants may be in conflict, as well as the growing level of discontent between the two groups. This point is emphasised by the comments below from one respondent:

"I think the facilitators that you'd have, they end up putting much of what they need to do, to be done by the mentors. And now because officials are not there to actually monitor these things, it becomes a problem. You find out about these things when the camp has ended, you see. And even the respect, 'cause now what I hear is that some of the facilitators were telling these mentors that they are the ones who selected them, they're the ones

paying for them, paying them, which is not true. I don't know, that didn't work nicely, because there were respect issues, even the job allocations were not, were not OK. Mentors were saying that the amount of work that mentors do has to be linked with a stipend that they get." (Participant 6, Interview, 31 January, 2018).

This indicates that the way that work is measured or valued requires review. A related issues was raised during the focus group discussion:

"There is that big gap, that it cannot be that the kids, the mentors and facilitators, it is impossible that that team of 25 can play policing to 1000 people" (Participant 10, FG, 14 February, 2018).

The data suggests that the DSD should work on accountability measures, role clarification as well as proper oversight for groups that assist in camp implementation, as explained by one participant:

"There must be respect between mentors and mentees because without that social cohesion can't be attained." (Participant 1, Interview, 30 November, 2017).

The need for effective training aligns with the literature. Organized camping utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social and spiritual growth (Ward, 2005). Henderson et al. (2007) suggests that camp facilitators and organisers have to be trained leaders and must have demonstrated ability. Study participants highlighted the importance of training prior to the commencement of camp, how it prepares them for a leadership role and to be confident about playing that role. Another participant concurred with this view on the importance of training for facilitators and mentors prior to the bigger group of 1000 participants arriving. Participants agreed that quality of the training is important and should not be about ticking boxes, but should be coupled with readiness assessments before the camp starts.

4.4.12 Perceptions of effectiveness by officials and participants

The data shows a lack of satisfaction with the youth camp outcomes from the camp. Three participants stated that they were not satisfied with the standards set by the DSD to measure the success of the camp; one of them explained that:

> *"If we could have a sustainable exit plan, the camp would be perfect. I understand that the current plan is that youth must form youth clubs and register them, and some may be funded, but if we could have, especially for the alumni programme, we should have REAL beneficiaries, not just anyone who happens to be lucky to have a successful business or NPO. The 100 people being trained now may be real changemakers, who may be really struggling. If I as Sibu* passed matric and maybe took a gap year and got involved in the camp and like what I do, I may be comfortable and remain here for more than five years."* (Participant 1, Interview, 30 November, 2017) (*not his real name).

This participant then recommended the following to improve the achievement of the camp goals and objectives:

> *"Have a sustainable plan and a tracking system, to ensure that the youth who participate in the youth centres or start own businesses….. If I can expand on Rural Development, there must be a partnership as part of developing a sustainable exit plan with accredited training and community mobilisation."* (Participant 1, Interview, 30 November, 2017).

One participant explained her own grand vision besides that of the youth clubs:

> *Because I don't want to be in a youth club for the rest of my life. I see myself as a Social Development official.* (Laughing). *When I first started this NGO or NPO it was never about the funding. I learnt that at the end of the day I have to sustain myself. I come from family where by 21 you have to see what you do with your life. So I had to hustle. So I started taking short facilitation programmes and developed my facilitation skills. I then opened a company that does facilitation and catering for programmes especially for Social*

Development. I thought I can't start an NPO, what am I going to get after that, because at the end of the day it has to sustain me one way or the other. I opened the company so that whenever I have a programme I could be the service provider. And it's only fair that my service office considers me when they have programmes with other youth clubs." (Participant 3, Interview, 30 November, 2017).

The same ideas from the two participants were put forward by an official in a more direct way. The study participant, who is a DSD official, believes that the camp content is not sufficient to ensure success of the participants and when asked about what a successful camp would involve, explained that:

".. to be honest, none, none, because what we did as [a province] we had to work backwards, because a lot of promises had been made to these kids, uhm, but you can't actually have anything tangible, but you can't be confident to say this is a young person from camp, they are working, this has been their success. They have got NPOs registered, but those NPOs are not sustainable. They are not even competent enough to even get funding. Now we had to work backwards in terms of mentoring these young kids and then from there, this is now where we are starting to see that actually when we have a longer programme that has a mentorship part linked with leadership and all those things, then you can see the real potential of that young person…. [starting an NPO] doesn't mean anything. For me, signs of a successful camp is a young person who goes out… remember the camp looks on social issues and social change. Social change touches on skills development, it touches on getting a job, changing lives in their communities, but then when they get to their communities, they register an NPO but then what? They only had two weeks of camp, and there's no-one mentoring them in terms of what to do after that. So there's the huge gap" (Participant 6, Interview, 31 January, 2018).

Contrasting the last quote above with the one from a leading official shows that indeed there is a need to have a common vision for the camp in order to have a common drive towards its objectives:

> *"Again, the young people should also be encouraged to improve their communities through NPOs and NGOs and they need also to be encouraged to finish their studies, and that can happen through concentrated career exhibitions"* (Participant 8, Interview, 14 February, 2018).

It becomes apparent from the analysis that DSD Camp organisers have to work on rallying the officials and participants towards a common vision for the camp goals and outcomes. An assessment of the data suggests that currently, some participants are not confident that the establishment of youth clubs and non-profit organisations is enough. The dreams of youth go further ahead of the prescribed destination that is sold at the youth camp**.** This may warrant revisiting the youth camp theory of change. The literature indicates that ccombining theory of change as well as intentionality across organizational structures, policies and activities leads to increases in positive youth outcomes for youth camp participants (Bialeschki et al., 2007). Every individual in leadership, as well as every participant, should be aware of the camp outcomes in a few concise words. One author has argued that, "you need a clear, concise argument promoting your effort, something the other person will think about later. This pitch is the heart of your message, and everyone who supports you should know it by heart." (Pelosi, 2012, p. 49).

4.5 FINDINGS: PROPOSALS FOR IMPROVEMENT OF DSD CAMPS

The data collected for this study and presented in the previous sub-section identified a number of challenges which are experienced in the planning and implementation of the camps. Some of the challenges identified were in line with the literature review, but many were new, as can be expected when programmes get off the ground. This section will thus, as a point of departure, present findings on the improvement strategies for the DSD camp based on the strategies provided by the study participants. It will then expand to include proposals based on the specific

challenges faced by the DSD camp. It was expected that this development of new strategies would be an outcome of the study as this is the first such study in South Africa. The following strategies were identified during the literature review, and in this section the researcher links them to actual findings from the interviews.

4.5.1 Conducting quality training of camp leaders

Training has been discussed in many interviews. Two participants highlighted the importance of pre-camp training to them, in how it prepares them for a leadership role at the camp. One participant who had not been to the national camp prior to coming to the camp as a mentor, mentioned the way training assisted him to be confident about playing a leadership role at camp:

> *"But after the training [pre-camp] that we got I felt that this is me, I can do this."* (Participant 2, Interview, 30 November, 2017).

Another participant concurred with this view on the importance of training for facilitators and mentors prior to the bigger group of 1000 participants arriving:

> *"…the new approach that we've had is that they* [mentors] *actually come to planning meetings with officials when we prepare for provincial camp, so that when we get there for the provincial camp we are one team. Even the meetings that we have, we have with them 'cause they are the ones working with youth."* (Participant 6, Interview, 31 January, 2018).

Regarding the quality of the training, one participant suggested that training should not just be about ticking boxes:

> *"The mentors, I know they were trained for three to five days before the camp. But for me, somehow, they were gallivanting as if they don't know what's expected of them at the camp, so it left a question mark even on that one to say what really happened at the training."* (Participant 3, FG, 14 February, 2018).

The data from the study suggest that the quality of the training is important, as well as readiness assessments before the camp starts. As such, a recommendation for improvement is that DSD should review its training protocols for officials, facilitators and mentors. Henderson et al. (2007) observes that camp leaders must have demonstrated ability, and this can be ensured through training and assessment**.** Other authors concur that camp leaders and organisers themselves have to be trained to ensure improved prospects of positive growth by the participants. Organized camping utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social and spiritual growth (Ward, 2005). The data from the study is in concurrence with the literature on the need for effective training. Study participants highlighted the importance of training prior to the commencement of the camp, how it prepares them for a leadership role and to be confident about playing that role. Another participant concurred with this view on the importance of training for facilitators and mentors prior to the bigger group of 1000 participants arriving. Participants agreed that as regards the quality of the training, it should not be about simply ticking boxes, but should be coupled with readiness assessments before the camp starts.

4.5.2 Ensuring effective outcomes of youth camp for participants

Two participants mentioned that in their view some of the content was not strong enough, and that camp content should cease to be too theoretical and should also include practical activities for them to relate better with it and apply it in the real world:

> "*As such I would suggest that the DSD camp content be 60% practical and 40% theory. But I want us to reflect on what we learnt in class practically so. We must also do recreational games to reflect on what you learnt in leadership, social cohesion and others. The outdoor activities should be purposeful, and not just about sports. There must be a difference between camps of the different departments because right now there is not much of a difference. There must be games that reflect team work and allow people to reflect on what is happening in the country. Because when we reflect we*

*can then relate activities that check what is happening in the communities, to ensure that we do not leave anyone behind irrespective of their disability or gender."(*Participant 1, Interview, 30 November, 2017).

*"In DSD it is more in theory. You read more about it, social cohesion, while in sports and rec is more practical. They, they, how can I put it in practical purposes, you see in sports and Rec, they have some activities that are more in line with social cohesion, practical on social cohesion. They have team building activities to say you have to build this thing together to become what they want, at the end of the day this builds the social cohesion that we speak about" (*Participant 5, Interview, 30 January, 2018).

The data from the study is consistent with the literature. Camp activities must challenge youth to be leaders and stewards (Garst & Chavez, 2010). An assessment of the data suggests that at present some participants are not confident that the establishment of youth clubs and non-profit organisations is enough. The dreams of youth go further ahead of the prescribed destination that is sold at the youth camp. This may warrant the revisiting of the youth camp theory of change. The literature indicates that combining theory of change as well as intentionality across organizational structures, policies and activities leads to increases in positive youth outcomes for youth camp participants (Bialeschki et al., 2007).

4.5.3 Empowering young people to leave the camp with an action plan

A thorough assessment of the participants' responses suggests that many young people do not become more active after the camp and that the camp organisers are not interested in supporting youth programmes but prefer the event side of camp and the quantitative reporting of participants. The following are the submissions by the participants:

"In all the mentors who have participated in the camp from 2012 to 2016, in all the districts, there is only one mentor who is active, which is me. What I mean is people lose focus, because the Department of Social Development

seems to be content with getting the 1000 youth participants to report. I sometimes say in meetings that some of the programmes that we do are done for NFD purpose[s] just for numbers, to report that a 100 people participate. Let's not do izinto because we want to get money and let's not do izinto because (sifunukuti si thole la ma numbers) [we want to get numbers]. That's where we do mistakes that people don't see your impact of your work, thus drag you down. We should track the individual to see indeed that what they do is indeed practical, and that ikhona ngempela [it is there]. When we do summits, we do reports as districts, with pictures to show what we do. This helps even officials when they want to assist us to be more sustainable, they have a physical report." (Participant 1, Interview, 30 November, 2017).

Another participant suggested that even recruitment to camp should be more purposeful to ensure a better success rate:

> *"Last year mentors, uh, I feel like they came here because they were bored and did not have anything to do for December... because most of those from KZN have done nothing since returning from the camp. They didn't do anything, they didn't pursue their social development careers, so that's why I'm saying community and youth development is not for bored people."* (Participant 2, Interview, 30 November, 2017).

Other respondents spoke specifically about the matter of not tracking the youth:

> *"And the fact that we lose these kids somehow says that there's something we need to do. I've seen that the moment they say find the alumni of camp, people will always ask where are they? It shows that we are not taking care of our own. We need to take care of our own. It doesn't mean that to mentor and support them means financial support, but it also includes tracing them to find their whereabouts in life would assist us to know that the ship we are driving is moving or impacting on society or not."* (Participant 4, Interview, 01 December, 2017).

An action plan allows youth to plan how they will address challenges in their homes, neighbourhoods or communities (Garst & Chavez, 2010). This will enhance the key element of positive youth development, which was centred on seeing young people as capable agents of change and not just a source of problems. A plan is a commitment to action by all the camp participants.

In general, a high percentage of youth not being active after the camp would be indicative of the failure of the camp in its objectives of empowerment, active citizenry and project establishment. However, this study is not able to make statistical findings of how many young people are active and how many are not. Participants proposed a scientific evaluation of camp, which is discussed below.

4.5.4. Scientific evaluation

One study participant suggested that it would be important to do an evaluation of the camp. It was interesting that this was mentioned only once:

> *"I believe that we really need to do a more scientific evaluation of camp. We run for how many years, six. I think we need to do, we need to do an evaluation. This is a flagship and it was almost taken out of our APP and we defended it because of the amount we spend on it. Instead of listening to each other, we must listen to a more scientific [process]."* (Participant 12, FG, 14 February, 2018).

This recommendation is in line with the literature review. Quinn (1999) posits that the use of anecdotal evidence and testimonials by youth and parents are no longer sufficient in the present context, where strict accountability for the use of public funds is a necessity. The DSD thus has to plan and implement a scientific study on the outcomes and impact of youth camps. The literature suggests that camp organisers and leaders must use ways that are methodologically sound to measure camp outcomes (Garst et al., 2016).

The literature also indicates that most camp staff do not readily conduct evaluations. Most camp organisers see research and evaluation as cumbersome and complex (Sibthorp et al., 2011). This proposal was highlighted because of its peculiarity when compared to other themes, as well as the identification from the literature that indeed some camp organisers view research as complex.

4.6 SUMMARY OF FINDINGS AND ANALYSIS

The data collected suggest that there are benefits that have been attained by some of the DSD youth camps in the areas of social cohesion, leadership, career and business development, building confidence as well as communication skills. Many participants discussed the obstacles to learning that were experienced in the Social Development Youth camps. The participants provided information that could be used to make recommendations for improvements in the way that the youth camps are implemented.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides the summary of the previous chapters and the conclusions of the study. It also makes recommendations for further areas of research.

The study aimed to examine, explore and describe the perceptions by participants of the benefits derived from the Department of Social Development Youth Camp and to explore the participants' and organisers' perceptions of the organisation of the youth camps, as well the avenues for improvement of the DSD youth camps. Regarding the second objective, the study aimed to examine the types of challenges encountered in the process of organising and implementing the camp for the purpose of contextualising the recommendations. The problem that informed the research was that currently the value for money derived from these programmes, as measured by how youth perceive their participation in the programme to have benefitted them, is not known. Furthermore, it is not known how the programme can be continuously improved in the present fiscally constrained environment with austerity measures on government spending seeing many programmes' budgets being reduced. Lastly, there is a general knowledge gap in South Africa on the subject of youth camps.

The first chapter outlined the problem statement as well as the research questions that guide the research. The research questions that the study sought to address were:

- What do Social Development youth camp participants perceive to be the benefits of participating in the youth camp?
- What do camp participants and organisers perceive about the organisation of the youth camp?

- How can the camp organisers improve the organisation of camps and the achievement of youth camp goals and objectives?

In responding to these questions, chapter two of this study provides a literature review on youth camp benefits, challenges and improvement strategies. This provided a foundation for the formulation of the study direction, collection of data as well as interpretation of the findings.

Chapter three addressed the research methodology and specifically the methods utilised by the researcher. The importance of validity and reliability was emphasized, as well as strategies utilised to ensure the validity and reliability of the data. The various study limitations as well as numerous ethical considerations were identified.

Chapter four presented the research findings and interpretation of the findings by the researcher, while chapter five as the final chapter provides conclusions and recommendations.

5.2 CONCLUSIONS OF THE STUDY

This chapter presents overall conclusions drawn from the study, based on the research findings emanating from the data analysis as presented in chapter four on data presentation and analysis.

There is a clear trend that emerged during the research, which was that there are common areas of tension between the camp management structures that implement and oversee the DSD national camp. It has been found that the DSD is not satisfied with how the DOD discharges its responsibilities, and there is also dissatisfaction amongst mentors about the facilitators, while some DSD officials are not satisfied with mentors and facilitators. This is a case of role differentiation that is identified in the literature. Juxtaposing the low levels of role integration at camp with the reports from the study participants, who in the main reported growth in the areas of

leadership, positive attitude, and developmental communication, amongst others, with the environment that the camp itself has been presented as, suggests that the camp is a powerful programme. This interpretation is supported by Gillard et al. (2010) who found that the camp experience is a powerful process in itself and that meaningful youth outcomes can still occur even in the presence of high levels of stakeholder role differentiation and low levels of role integration.

However, that does not imply that the camp organisers should allow systems and relations at the camp to disintegrate. There has to be an effort made to develop and improve systems and conditions, so that the attainment of goals is not undermined by poor planning or poor implementation, as has been noted by some participants. A comprehensive discussion of the broad conclusions from the study is provided below.

5.2.1 Perceptions of growth by camp participants

From the findings, it is clear that the DSD camp provided opportunities for youth to learn new skills and to develop positive attitudes and new knowledge. Skills included communication, leadership, mentorship, and starting an organization. The areas of growth included leadership, leadership styles and characteristics of effective leaders. The study participants were not always positive about the leadership lessons taught, nor about the significance of skills like starting an organisation. The participants highlighted a lack of opportunities to practice the leadership lessons learnt due to the theoretical nature of the camp, as well as a lack of sustainability of NPOs which were seen as negative factors. Participants' perceptions on the conduciveness of the military environment for the camp were divided, with some complaining about the environmental factors like excessive heat due to the geographic location and others appreciating the learning opportunities offered by the environment.

Furthermore, most camp participants do not regard social cohesion content highly, both in terms of its quality and how it is practiced at the camp. The findings of the

study highlighted cultural clashes, a lack of tolerance of different sexual orientations, and cases of lack of control on contentious issues such as language. With the national camp attracting participants from all nine South African provinces, there is no clear language policy and code of conduct to deal with discrimination at the youth camp. The study suggests that Social Development should do benchmarking on the content and practices of other institutions to improve where content or delivery gaps exist. In order to meet the specific knowledge needs and intellectual capacities of all camp participants, the study suggests an assessment of participants' knowledge and skills at the beginning of the camp and delivering content that is relevant to the needs of the individuals. On the nature of camp content, the study concludes that the content needs to be redesigned and delivery of the content needs to be diversified. Many of the study participants complained that the content delivery is too theoretical and academic, and there is a lack of relevant complementary practical activities to help the participants practice their new skills and knowledge within the camp environment.

The findings indicate that there are career and academic benefits for participants of youth camps. This includes improved prospects in formal careers, academic progress, starting up organisations and entrepreneurial activities. The participants referred both to their own growth as well as that of their peers who have been part of the camp. Many participants, however, mentioned that the camp serves as a bridge, as they still need to utilise other platforms and organisations to reach the goals and dreams which they aspire to as a result of having participated in the camp. Similarly, the findings of the study suggest that many camp participants are not active after the camp, and that only a few can be confidently celebrated as successful alumni. There is no tracking and support system to support the camp participants once they complete a camp. A lack of funding of organisations suggests that it will be difficult for the participants to properly implement a goal of the camp of having the youth start youth clubs and other organisations.

The study further reveals that camp organisers have to work on uniting the officials and participants towards a common vision for the camp and its outcomes. An

assessment of the data has shown that not all the camp participants and officials are convinced that the establishment of youth clubs and non-profit organisations is an appropriate or adequate objective. This may warrant the review of the youth camp theory of change to plan objectives that may be deemed to be empowering, revolutionary and excellent exit strategies.

In relation to youth development at camp, participants identified growth in the areas of communication and positive attitude. Participants benefit as they are helped to better articulate their needs to relevant organisations, as well as building the confidence and capacity to empower others and expand on the learnings from the camp.

5.2.2 Challenges that the camps experience

The study concluded that there are numerous challenges that face the camp during planning, implementation and post the camp. These relate to content delivery, camp management, as well as logistics. The study has highlighted challenges that camp participants and organisers perceive as important to be elucidated when implementing camps to improve the camp experience and goal achievement. The most important area of dissatisfaction was that of catering and food provision. The DSD and its implementing partner, the DOD, should strategize on how to deal with logistics like food and water, as well as issues of morale and command and control as these negatively affect the campers' experiences. Tensions between civilians and military staff from the two Departments need to be dealt with. Participants also perceived the existence of predatory as well as unethical behaviour by both DSD and DSD officials, as indicated by alcohol consumption and reports of possible sexual relations with the participants, specifically on the part of some DOD officials. What is interesting is that the dissatisfaction about food was raised only by those who hold a position of leadership in some form, be it a DSD official or a youth camp facilitator. None of the alumni or camp mentors raised the issue of food as a concern. This would suggest that many participants see the occasional shortages not as a result of poor planning, but rather as a deliberate process aimed

at testing their survival skills. The food shortages should be addressed so as to not expose participants to malnutrition, dehydration, or poor learning prospects caused by hunger.

A further challenge within the camp relates to the lack of adequate health care and emergency health care provision. Days were spent screening participants, chronically ill patients did not bring along medication, there was inadequate provision of health staff and medical equipment and other human factors that were cause for concern. An analysis of the campers' responses as well as youth camp planning documents shows that the DSD has made provision for health services, and has also made provision for the psychosocial health of participants. Nonetheless there are still inadequacies that threaten provision of these services. These include shortage of equipment, limited human resources, lack of specialised services for disability as well as some ethical issues.

The study highlighted a lack of quality assurance standards across various areas, such as recruitment of participants and training of mentors. The participants suggested a review of recruitment standards such as age group, return of participants to the camp as well as the training of mentors in order to improve the quality of the experience for all participants.

The findings of the study highlighted the concerns of vulnerable groups like people with disabilities as well as LGBTI persons. The study raised issues regarding the comfort and treatment of some LGBTI at the camp, and the quality of the content in this area. The study also revealed that the involvement of people with disabilities in planning the camp is minimal. The study therefore suggests that an advisory panel be instituted to advise camp organisers on issues of disability and LGBTI, and more generally on the programme and content design of the youth camp.

5.3 GENERAL CONCLUSIONS

This study examined the benefits of DSD camps for the participants that go through the camps. It aimed to explore the views of both participants and officials who manage the camp implementation on the improvement strategies for the DSD Youth Camp. The study found that there is value derived for camp participants as seen through positive youth development benefits, although the study also found that there are challenges that affect the implementation of the camps, most of which are severe and require immediate implementation of strategies for camp improvement. The study identified four strategic areas for improvement that are needed to elevate both the standard of implementation as well as the level of goal achievement.

5.4 RECOMMENDATIONS FOR CAMP IMPROVEMENT

This section presents the researcher's recommendations on factors that may be considered in restructuring the implementation of the camp in order to improve experiences as well as the value derived by participants from attending the camp. The recommendations are based on the findings from the study and the researcher's analysis of the findings in relation to the study topic.

5.4.1 Dealing with negative behaviour at camp

It was found during the study that the camp is affected by various forms of negative behaviour that is counter to the spirit and ethos of the camp. These include (i) discrimination against LGBTI, and in some instances homophobia; (ii) alleged misuse of alcohol by some officials during camp; (iii) possible predatory sexual behaviour by some DOD members towards especially young female participants; and (iv) a lack of adherence to some camp control mechanisms like vehicle movement control.

The study participants recommended that there should be a platform for dialogue between youth camp implementing partners to resolve these challenges and to

ensure a better camp experience for all. Additional measures being recommended are that:

(i) The camp planners should develop a camp staff code of conduct that will be binding to all staff, including the Department of Defence personnel. The code of conduct should govern issues of abuse and degradation; participation by delegates and officials; and sexual relations amongst others. It must set parameters as well as clear sanctions.

(ii) The camp planners should consider developing policies and guidelines regarding the use of substances like alcohol and tobacco as well as anti-discrimination measures at the camp.

5.4.2 Content, training and team building

This area requires a two-pronged approach. Benchmarking is the first strategy, which must involve reaching out to experts in the fields of social cohesion, project management, disability and LGBTI to ensure minimum norms and standards on the specific content, guidelines on delivery of the content and quality assurance standards. The second strategy is to employ or assign a team that will focus on content development prior to the camp. This team should reach out to all relevant groupings, especially the youth, to ensure that the content is appropriate for young people, by young people, and that it is current and relevant and delivered in an engaging way. This team should report to the camp Director.

There is a need for camp organisers to incorporate training on gender and culture sensitivity, leadership and interpersonal skills training courses that camp mentors and officials can undergo before the camp. This will equip camp leaders with the necessary skills to manage the large group efficiently and effectively. Strong and focused leaders will ensure that disputes are resolved proactively in order to build cohesion and unity at the camp. This will ensure that the experience of a young person at the camp is not undermined by negative experiences and feelings of neglect as has been identified from the study. This recommendation is in line with

the literature review. Untrained leaders may contribute to unsatisfactory camp experiences and non-achievement of outcomes (Gilliland, 1950, p. 525).

Camp participants need to have a clear understanding of the goals and objectives of camp in order to be receptive to the information that is shared during the camp. Understanding the purpose behind the camp will assist potential participants to make informed decisions before the selection stage in provinces. There has to be a clearer linkage between the camps at various levels, such as district, provincial and national camps.

Team building programmes should be implemented to promote teamwork between the various groups such as soldiers, officials and mentors to ensure strong cohesion between the teams. Organisers should take a leading role to assist the different groups to formulate and implement strategies that will help achieve solidarity and collaboration towards achieving positive youth camp experiences. The camp should provide opportunities for youth to learn new skills and to develop positive attitudes and new knowledge. Training should be preceded by an assessment of the abilities of participants to ensure a relevant, tailored training that does not pitch information too high or too low for certain groups of individuals, as has emerged during the study.

5.4.3 Quality assurance

Camp organisers should develop standards that ensure that there is a level of quality that is constant across the different years and the different camps. Provincial camps need to work in a similar way, and national camps need a format that is not too theoretical but has space for practical application of the lessons learnt. In the absence of a body that oversees camp standards and provides advisory services, quality systems and assessments, best practice models and norms and standards on programmes and services and participant-facilitator ratios provide benchmarking opportunities.

The study respondents recommended that organisers should consider mobilizing specialists and experts from a wide range of fields that will serve as an advisory panel for the youth camps, to provide professional advice on improving camp implementation. This structure can make recommendations for disability services at camp, mobilisation of the different race groups, nutrition, and any other area that has been identified as a challenge at the camp. It is recommended that this panel consists of organisations including Government Departments such as Health; other government entities such as the National Youth Development Agency; civil society organisations such as youth, disability and LGBTI organisations, and various private sector organisations.

5.4.4 Visioning, exit programme and referrals

Camp organisers at all levels should collaborate with stakeholders to design strong exit programmes for youth camp participants that are inclusive of accredited training and financial and other support for the youth structures established by camp participants. The exit plan should be linked to a strong tracking system to trace the progress of youth and to offer them support where necessary. The camp organisers must work on developing a shared vision by all camp stakeholders and allow for effective monitoring and evaluation of goal achievement as well as impact assessment. This vision will be a rallying call and can be sold at various levels to solicit support. Currently it has been found that many people have their own definition of what the camp is about and that creates challenges. Camp organisers should also dedicate resources towards a scientific evaluation of the camp in order to benefit from an empirical assessment of the extent to which the camp is achieving its outcomes and objectives.

The data suggests that there is value for the DSD to strengthen referrals of psychosocial interventions for the camp to the relevant offices nearest to where participants originate from in order to avoid relapses and to improve healing and strengthening of the participants.

5.5 FURTHER RESEARCH

Drawing on gaps identified in the research process, the following areas are proposed for further research:

- Future research should investigate the reasons why youth of Indian and White descent generally do not participate in the camp, and how this lack of participation affects the social cohesion objectives of youth camp.
- The question of which age group benefits more from camp participation requires an in-depth investigation to understand the likely impact of youth camps on different age groups, to understand if the younger age cohorts benefit more that the older youth cohorts.
- The effect of repetition of mentors and participants at camp on the overall camp environment also needs further exploration.
- Future research should study the career and entrepreneurship development potential of youth camps using a more representative sample to understand the impact of camps on these variables.

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APPENDICES

APPENDIX A: INFORMED CONSENT

Dear Respondent

I …… (Full names and surname) hereby voluntarily grant my permission for participation in research about perceptions of DSD youth camp participants on the effectiveness of youth camp and camp improvement strategies. The nature and objectives of the study have been explained to me and I understand them. My involvement in the research is voluntary and I have been duly informed that I may withdraw from participation in the study at any time without any loss of benefits or rights. Whether I agree to participate or not will have no effect on my camp experience and the opportunity to participate in the camp process.

I understand my rights to choose whether to participate in the study and that the information I provide will be handled with strict confidentiality. I am aware that the results of this research may be used for further research and publication. I give permission that the interview may be recorded and understand that a written transcript of this interview will be stored for a reasonable time.

Signed on the …… day of ……20…….. at……..

Participant **Researcher**

_____ _____

Signature Signed

APPENDIX B: INTERVIEW GUIDE

Topic 1

A. Rapport building

7. What province are you from?
8. How many camps have you participated in?
9. What has been your role in the camp

What do Social Development youth camp participants perceive to be the benefits of participating in the youth camp?

B. Leadership

10. What is your understanding of the concept "leadership"?
11. How would you describe your leadership skills before participating in the camp?
12. In what ways were you taught to be a leader during the youth camp?
13. How has the camp experienced affected your leadership skills?
14. Follow up questions

C. Social cohesion

15. How would you define the concept of social cohesion in your own words?
16. What were your feelings about living in a group consisting of people of different cultures?
17. How have your attitudes towards people of different races and cultures and sexual orientations changed?
18. Follow up questions

D. Career development

19. In what ways were you trained on career development during the youth camp? How did you perceive this?
20. What new strategies did you learn to help you succeed in a career or business?
21. What ways can you propose for career development content to be improved? Follow up questions

How do camp participants and organisers perceive the organisation of the camp, and what strategies do they perceive to be needed for camp improvement?

INTERVIEW GUIDE TOPIC

A. Provincial camps

22. How would you compare the provincial and the national camps?
23. Follow up questions as necessary

B. General camp organization

24. What was negative for you about the camp?
25. Which aspects of the camp needs to be improved in your opinion? Kindly explain.

Closing question

26. Is there anything else you want to add?

APPENDIX C: BROAD FOCUS GROUP QUESTIONS

Key questions:

1. What are the biggest challenges in camp management?
2. What are the key strategies for improvement going forward?

APPENDIX D: EXTRACT OF CAMP PROGRAMME

Day 8 : Friday ,08 December 2017					
	ITEM	**START TIME**	**END TIME**	**RESPONS-IBILITY**	**VENUE**
	Wake up calls every 10 minutes	05H00		Mentors	Sleeping dormitory
	Physical Training	05H15	05H45	DOD	Sports fields
	Shower time	05H45	06H15	All	Bungalows
	Clean Bungalows	06H15	06H45	Youth	Bungalows
	Breakfast	06H45	07H30	All	Dining Room
	Inspection and roll call	07H45	08H00	Company Commanders	Companies
	Morning session				
	ABCD Training	08H00	12h00	Facilitators	Provincial Breakaways
	Idea to concept	12H00	13Hoo	Facilitators	Provincial Breakaways
	Lunch **13h00-14h00**				
	Project Management	12h00	13h00	Facilitators	Provincial Breakaways
	Provincial Action Plans	13H00	16H00	DSD Social Mobilisation Team	Provincial Breakaways
	MENTORSHIP SESSIONS:17H00-18H00				
	Dinner	18h00	19h00	All	MESS
	Movie Screening	20H00-	21H30	UNHCR	Plenary
	So You think you can Dance?	21H30	22H00	Facilitators	Plenary
	Lights off	23h00		Youth Mentors	Sleeping dormitory

APPENDIX E: PERMISSION TO CONDUCT RESEARCH



social development

Department:
Social Development
REPUBLIC OF SOUTH AFRICA

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Ref: 8/4/1/2
Mr ME Kganakga
Deputy Director: Youth Development
Department of Social Development
134 Pretorius Street
Pretoria
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Dear Mr ME Kganakga

RE: REQUEST FOR PERMISSION TO CONDUCT INTERVIEWS FOR MASTERS RESEARCH STUDY

The Department of Social Development wishes to inform you that your request for permission to conduct interviews with officials and research towards fulfilment of your Masters Research study has been granted.

We wish to inform you that the Department of Social Development will not bear any financial and legal liabilities that may arise from accessing information and conducting interviews for your Masters Research study.

We further wish to bring to your attention that research ethics must be considered and adhered to in this regard.

You are kindly requested to advance us with the copy of the completed Masters Research study.

We wish you all the best in your Masters Research study.

Kind regards,

Ms N Vilakazi
Acting Director-General
Date 24/03/2008

Lefapha la Tirelotlolo ya Leago: Muhasho wa zwa Mvelaphanda ya Vhathu* ISebe loPhuhliso leeNtalo yoLuntu* uMnyango wezeNtuthuko yaBantu* Kgoro ya Tlhabollo ya Leago* Ndzawulo ya Nhluvuko wa Vanhu* LiTiko leTentluthuko yeBantu* Lefapha la Ntshetsopele ya Setjhaba* UmNyango weTuthuko kwezokuHlalisana Departement* van Maatskaplike Ontwikkeling*

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