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A youth leadership training programme for Soweto youth clubs: a needs analysis

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Management; Mediation and Negotiation skills. Leadership training is very important and this should not only focus on role of committee members, it should be abroad, include leadership styles, team building and group norms.

Training the youth in the area of Project Management is also important. The youth should understand project cycle where the process starts and where it ends. Because they lack this knowledge, that's why some of their projects fail.

Interview with an expert in the field of Youth Work Practice

I've been involved in the field of Youth Work Practice for over 20 years. Starting from Gold Shield Award to the years I've spent with the SAAYC. This exposure, gave me an opportunity to travel abroad. I was able to compare what was happening outside the country and also compare the position of our youth and our youth abroad. Having realised that Youth Work is accredited in other countries and it was professionalised, this became a great concern to me. Our Youth practitioners cannot move from one job to the other within youth work sector [illegible] their experience recognised, we do not have people with a specific qualification in youth work, we are drawing from experience of other disciples.

This course with Wits, was the first step to address this problem. In South Africa, training of the youth is not only important but also that of the youth workers. When this course was designed, I brought in different approaches on the various course contents from oversees. The tutors that were going to be involved and the university reviewed them. With my experience from SAAYC as a training organisation, together with this team, put up a course to be pioneered by CCE. The tutors were free to choose the various areas each module to focus upon. We also considered the major challenges facing the youth in our country to guide the programme content.

Interview with one of the experts in the field of adult training, who was involved with the CCE training programme

You need to talk to Albertina Romogase. Tell her that I asked you to contact her, to share with you her experience with the CCE programme and her experience with Local Government. I helped her to design a Leadership Training Programme which was run during the school holidays. She is now with the Western MSS I forget her telephones but since you are part of local government, I think you will be able to trace her ... she is in the department that deals with youth development.

The significant thing for me when you develop a youth programme, emerging from one being a mother and two being a professional in the field of development, my analysis of the situation calls for us material developers to look at how we project our materials into the future and see how we can present the challenge of transformation in terms of the model of ... you know the whole cycle ie. both the programme developer and recipient of that programme which is how we drive the primary energy that young people have ... from one of anger and self destruction, to one that says you are a worthy human being, worthy of loving yourself, you have a duty to love yourself and once you have a duty to love and understand yourself, you can therefore be accommodative of other people.

For me, unless the youth begin to be self acceptive of their strengths, their capacities and recognise and acknowledge that what limitations they have, they can actually improve on them and it is like a challenge to turn into those

negatives into the positive, then they will be in control of who they are and they will understand what it means to be another human being outside there because having grown up into an environment wh re you ... which was ... still remain prescriptive in terms of transactions between people, then it puts demands on people we do not want on ourselves, we expect perfection from other people ... we think we can stay away with murder as far as that is concerned, when people do not behave according to our expectations, then primary energy tells us that we have to kill them or crush them in one way or another and that for me is self destructive and it is not going to contribute to the whole thesis of nation building.

So, for me the more our kids can understand who they are, I think the better they are going to be able to transact in their adult relationships. Because without that they are then not going to be able to locate themselves in the socio-political context in this country. They need to recognise that they are important players, they have a duty to themselves, a duty to the country and a duty to God, to be active participants and not sit in the periphery. They should know when they should jump into the role of being passive-public participants. My thesis is that they will not ever be able to do that clearly and meaningfully until they know who they are and know what it is that they want in life and how they can contribute to that life from which they want some material.

The other thing the youth need to understand is that there is a cause and effect relationship in life. Somehow they do not know that or they ignore it. I think the understanding of the link between cause and consequences is not fully grappled with. And the other thing is even in cause-effect relationships, even us practitioners we don't always demonstrate that, so that we are not really good role models and where we slip we are too careful to cover up instead of owning up and for me there is a distinction between cover up and owing up ... because after all we are human beings. We are liable to slip and I mean if you slip you slip and there is nothing you can do about it or recall that event, but you can move from it and acknowledge that has happened and move on ... yah!

The other thing it is also important for practitioners to keep going, improving themselves as people not only academically but in our own way of viewing the world and transacting with it so that these kids can understand that self knowledge does not end with a course but is forever unfolding phenomenon right up to the day you die.

We need to bring some courses out of market from time to time and you also need to learn who you are, know who you are. Like if your stomach is sore maybe it is something you have eaten ... that kind of cause effect connection.

I am particularly concerned about the youth now because they are going to be the government of this country in the next 10 years if not 5 years from now. We have young people in parliament right now. I don't know how much they are doing ... it must have been like being thrown into the deep blue sea ... they had to grow up in 5 minutes. I don't know how much damage that has done to them.

I would like to see a world for young people where we could nurture them so that they understand the things I've talked about in themselves ... having a role to play within the nation and knowing where their destination is. They cannot do that again if they are not helped to project. Historically, I argued that projection was not possible because we didn't know what the future is going to

held for us because of the limitations we were faced with. But how that is all gone ... and maybe not all of it is gone.

Taking for instance the kids in Diepsloot, may of some of them sleep under a table and for me that in a sense is criminal. This is a warrior because the table is much lower than the roof in terms of the dreams these youth have and for me the table represents a much lower level of frustration than the roof and not able to play up the sky. Understanding and grappling with the meaning of the sky is the limit, because if they could grapple with that and stand on the hill, and look at the horizons and walk towards the horizons, they will learn two things about this, that for youth life is not just ending and opportunities are never ending.

It is them that need to develop skills and mechanisms of identifying opportunities and see if they tally with who they want to be and what they want to do and grow up and run with these opportunities so this would be like to broad background in terms of understanding.

This country need people with various skills. Some of them are technologically and some of them are obviously that is going to be caused in your course. These kids need to know about knowing where to look for information so that the whole section on about knowing resources and how to top them and where they are located thus become important because our system of education did not teach us to link theory and yet need to be able to make these links in their lives.

Another area is ... even though there is what might appear as a conflict of ... I just forget the terms, in terms of an apparent conflict, where for instance we need to talk about, prophesize everything and therefore the natural thing would be to choose things and put them in a horizontal kind of way, whereas that education is important. How do you then put them together to form one concrete thing and study the important. What our education has taught us to do is to categorize things and categorize people. But we have not seemed to get into that. That is why for instance teachers at schools ought to be able to emphasize that little thing which is linking paragraphs, conjunctions, because they give body to the whole context.

Eh ... organisational skills that for sure we need. And again for me the emphasis would be not the skills per say but where and how they choose to use them and what they should expect out of that. Because again we are weak on coming out with the products and sometimes it is not necessary the tangible products, concrete products but it has got some tangible products that segment of work should be able to link process to products, for instance what process should take us to a good meeting and what should that good meeting deliver in terms of actions.

There is a need for the professionalisation of youth work in this country or a professional qualification. Youth Work Practice draws on the social work, teaching and ministry and therefore we cannot account effectively when it comes to effective and efficient service delivery.

We are all concerned about the fact that the church is not doing its work in as far as young people are concerned, right from Sunday School age. Somehow the emphasis of the church is on adults and even so there are few churches where summons appeal to the intellect. They tend to be preparing you for

heaven that is beyond your life and from that perspective we do a disservice to communities and it is not all, as far as I'm concerned.

I go to church, I am a religious person ... don't get me wrong! But there are times I feel I got to be in the office and use my time fruitful rather than being at the church. But there are times when I get uplifted. But there are times when I look for my spiritual upliftment more on the singing than the summons. So I'm saying, preparations of ministers at theological colleges need to have a whole course on how to address and engage young people and to tell them from Sunday School age so that these kids begin to understand that there is a link between religion and my life now.

So, I would like to see churches develop ... come out with ministers whose specialization is not running perishes, but it is youth work. Then ministers can go back to colleges or do in-service training ... maybe after they are 35 to come back to do their perish work. That would be something I would like to recommend. And the same is true of Social Work training and teaching. I would like to see not only a single component but a real serious course that is devoted to youth development.

Youth work is like working in the field or sector that I'm in which is housing. There are very few people who have skills in communicating housing in a manner in which it is emerging in this country. This is not going to help the RDP.

The RDP of Youth Work is not going to get along until there are people who have the academic framework to operate from and that have emotional commitment to devote some years of their life to that particular problem we are talking about. So ... yah ... I guess I'm saying we do need to have an academic programme for people to train young people and to work with young people.

Another important area is gender training because most of us come from conservative male-female context - where overall women are secondary to men and yet in terms of experience, and it has been confirmed, through research, that women are much stronger when there is a crisis in many of the situations, than men.

It seems to me we need to develop a gender training programme for young people so that young girls are assertive of who they are and taken, as human beings and not as sexual figures or figures to be humiliated by boys. Because then in that situation girls turn around and be aggressive and at the point, they forget who they are and forget that they are the mothers of the nation and as long as we do not nurture the mothers of the nation and the fathers of the nation, in a manner that is going to strengthen this country ... all effort made to develop these youngsters is going to be worthless when I see this girl-boy relationship ... they way they relate to one another.

I guess we need a very serious model with practical work as part of training on Gender Work. When we talking gender, we are not talking women ... this is where people are getting confused ... we are talking human beings.

Another important area is an ability to analyse the social context of the youth. They are always wanting to present themselves as politicians. This area would cover the whole area of whether they are able to analyse their social environment intelligibly and therefore assume a stance that they would be willing to defend.

Interview with one of the experts in the field of youth and adult training from SAAYC

With regard to the YLDP at CCE Wits, I came to it when they were already on the road. But I'll talk generally on what I know, focusing on the strength and weaknesses.

One of the strengths was that a lot of students who came, came through existing organisations already. None of them were students not in a sense that they were not based in organisations. They had organisational base and that was a strength. This was part of the admission criteria. Part of this criteria was age. A lower age limit ... people had to be over 23 because we recommended that at that age they would have some experience in youth work already. And as part of our criteria was that they had to be based in an organisation. That in a sense limited who would come in.

I think the other positive that happened is that students did form a core group. They kept various intimate moments that would keep a group and that other things that were done beyond the class room, for instance the outward bound training course, they all got together to arrange that. And they had like social events amongst themselves. They formed a good team. And I think this was another strength because part of youth work is the ability to form support group for each other and people are not always conscious that this is the role that a group plays.

With regards to the weaknesses, I think that Association was not assertive enough with its relationship with Wits that it actually underscored its own practical experience in youth work. And this ties a little bit into curriculum development because all of the curriculum developments, how the modules were written and outcomes for each modules and so on were really more of a plasters rather than more shields and part of our evaluation is that the next time there should be a lot more of working together closer and lot more treating each other as equals that we bring those strengths to the table and trade on that rather than assuming that one institution will bring everything about theory and one will bring everything about practical. But there was no linking together.

I think the other weakness was that the practical component was not well worked out as we thought it should have been. But we also bear in mind that Wits is not a technikon. There are laws with a technikon as to what percent of course should go into practical. This is different with the university. In a sense we need to acknowledge that the university is much more geared towards theoretical training.

I think another positive is ... I keep on jumping from strengths to the weaknesses as it comes to my head. A lot of students who have been on the course actually went into another training afterwards And the results of going into that course actually brought in the thought of improving the form of qualifications that you have because that was a certificate and a lot of them on my experience wanted to go on up to masters level. So that's another positive.

With regards to how the curriculum was developed ... I guess there were too many strong people on the team and I guess the leading person was Joyce Siwani as the Wits conta[illegible] Alroy Trout as the Association contact. Alroy had all of the vision [illegible] should work. He had seen it happen

already in the UK and other countries ... the infrastructure of youth workers and what they are supposed to do, their status and all that. And that time way back 1988/1989 people could not conceptualise that youth work should be professionalised. So there was the visionary and there was the technical person in Joyce who then took that vision and try to put drastical articulation of the vision into a programme. So for me that was ... those were the other two strengths. There were two good people who better coordinated the planning of the curriculum.

The first intake of the students was in 1990 already and then I would assume that a lot of work around the curriculum and all of that is done before you could take the first load of students. I came into the programme in 1989 so I cannot say whether Joyce and Alroy were responsible for the planning of the curriculum content but I know for sure that they played influential role during the planning.

We would have thought or we expected that there would be a lot of things like Leadership for example, practical expression of leadership and because that is what Youth Workers are supposed to develop in young people. So I would have though a strong component of that ... its only a strong component of project management. And in my opinion the curriculum leaned very strongly on theoretical staff like Youth and Economics which is very relevant ?....that its not necessary for every youth worker to understand economics in detail. Certainly to do a budget or develop figures for a project but to understand theories for example of economic development at certificate level, you know! That my personal opinion as what should go into youth worker training.

I thought that the courses dealt with a lot of theoretical grounding and setting up of models which is fine. But when that did not express itself practically so that people might have understood Adams work and how it applied to practice and somewhere the link has to be made and possibly the thought that, that should be us making that link. You know, I don't know. I'm not quite sure.

The issue of training for youth workers is to offer different kinds of training they might be overlapping. I think if you were training young people the first starting point for any kind of training is what are the needs of those young people at that particular time. So the context would then provide that. If you are working with young people who come from a community which is sort of more geared towards ... church based, the activities would then be based around the church. Then you would skew your programme so that it incorporates things like the belief system, how the belief system would affect your work with young people and so on.

If you are dealing with young people whose objectives are geared towards how to start self help projects or environmental projects, then you would skew your programme. For me, any good training programme with young people, the starting point is where they are and you connect immediately into where they are and use that as an avenue to broaden their skills background.

So its very difficult for me to say what should go into a training programme for young people unless you say to me you want to train young people in project management then I would say what should go into that. Our you say I would like to train young people on how to run a youth group then I would say what should go into that.

Focusing on training of young people who are in leadership of their programmes or youth club or other kind of groupings like that ... then training has to incorporate the whole area of Leadership. And for me a starting point in leadership is just the whole work around self introspection and a lot of work on the SWOT ... what are my strengths, my weaknesses as a leader, looking in wards, that could be a starting point. What has made me a leader, so that a person understand why they got into a point of being a leader and that things might change. I think self knowledge is a starting point of any training programme.

And then of course a whole issue around leadership and that leadership is different for the different kind of contexts and that different organisations go through different developmental stages so the leadership styles have to change. OK leadership would be one.

Another one would be project management. The beauty about project management is that you can scale it upwards and downwards, but the basic principle remains the same. You have to start with needs analysis, afterwards you then define the target, your scope of work and then go into the whole process of project management.

I think the other things that come in are things like personal planning and goal setting. And as a leader you also have the individual needs where am I, where would I be in 5 years, what do I need to do to get there.

The other issue is around time management and personal planning. I guess that goes together.

I think some of the things to go into Youth Leadership Training is communication either tied into leadership or as a module on its own. One of the most important skills that youth leaders have to have is the ability to communicate. Not only verbally but also in writing, to put ideas together, to sell new ideas. Leadership is about moving people from one point to the other; having that vision; so communication skills covers things like visioning, how to develop a plan to complement your vision. So that would be another one.

And then I think probably this one comes as part of project management and not necessary as a module. If leaders are then running a club, they obviously need to know how to conduct meetings, how to develop an agenda, how to chair meetings, how to take minutes, so those would be some of the things the training should focus upon.

And then you could get very very specific depending where the organisation is sometimes with project management we get to a point where we do resource planning with the leaders. So, what kind of people do I need for my projects, what kind of record system must I keep, what sort of accountability, what sort of sustainability issues are there for the project. Where the project is, and where the people are, really determines the context and level of training. And I tell you that would be more realistic as part of training the youth and could be put together into 5 to 6 module course.

My opinion as a trainer and facilitator within the SAAYC, commenting on your research and outcome of the modules, I think we've agreed that self analysis is the starting point. We have talked about committee functioning and an understanding of how youth organisations work that for me is organisational procedures.

I think apart form group participation and leadership ... I think the other area is on Group Dynamics. I think it is important as we do a lot of work with how groups functions, why groups do not function and as a trainer I really do that as part of assimilation and try and put them through an exercise where the group disintegrates and the group does so by choice and I point out how easy that happens when people start to become competitors and pull in through all directions and sometimes you can have an incredible good programme on paper and if you do not have group dynamics as part of it and understanding that they work together as a group, it is disintegrating. So I would add that apart from group participation, part of understanding group dynamics is important as well.

Knowledge and Utilisation of Community Resources I think that's what I called Needs Analysis and doing an environment scan. Problem selection goal setting, that is the whole project cycle. Fundraising. I think maybe what's not here is communication skills as a module.

We are also beginning to see that writing skills is a key component. A lot of our young people actually come through matric with no idea on how to write and how to write for different targets of readers and we have just been talking to the Centre for Political Studies and Economic Development and that probably a skill that's going to become one of the life skills eventually because at the end of the day it's easy and important for people how to communicate well. Apart from the public speaking and all of that, we would actually have writing skills.

The direction for people working with the youth, I think with regards to training for youth workers as a profession I think we need to understand that there has to be a training strategy. We should estimate around 120 000 youth workers in the country and they don't all call themselves youth workers. I don't call myself a youth worker, I call myself a Director but really I am a youth worker if you really have to look at my articulation of practice.

Some youth workers would call themselves peer councillors, some health workers but if you look at what they are doing; really it's youth work. A training strategy that would embrace all those kind of people, the kind of people that would never go into formal training.

We are now moving towards the NQF where the recognition of prior planning and your experience in youth work would count, whereas before it didn't. But at the same time we also have to look at things like a certificate, a diploma, a degree, masters and PhD. I don't believe that you can actually put a ceiling on any particular profession. I think if people want to say youth workers do not need a degree, it immediately downgrades the profession because you'll be telling and are deciding just how far somebody should go into that profession.

We acknowledge that the bulk of youth workers are not going to go through that but people who want to go to policy development, CEO of Youth Commission, have to have practical and theoretical grounding, understanding what it is that you are about, so there should not be a ceiling placed on that. If people decide not to go, fine. But there should be a strategy to fill in the gaps that they are missing. And on the other hand if somebody wants to have a PhD in Youth Work, these should be the options.

And my way of doing that for any kind of Youth Work training right now is to place it at a technikon especially one that offers distance learning as an option.

I think a lot of youth workers will not leave their jobs they would rather do formal studies whilst working and that brings in the practical component into it. I don't think that South Africa has particularly formal training strategy fo youth workers. I think this would be a pilot in a sense. Although we did a pilot before, I also call this a pilot and it should be located at a different kind of institution that does realise that you have to be able to practice and not place more emphasis on theoretical training.

The way I see that going probably by the next 10 years it will be very difficult to enter into the field without being formally trained. It is going to be difficult to walk into a specialised youth worker job, and a youth desk without having formal training and I don't think that is bad. I think in each profession things start that way.

With regard to youth workers who then develop programmes with - youth people, I think for me whether what I'm saying is very radical, the process you would employ as a Youth Worker is sometimes a lot more important than the product that comes out. That's why even in the curriculum development that I'm working with, we are looking at the paradigm within which youth workers practice because if you treat young people as juveniles/beneficiaries/people out there to be saved ... there are young people out there to be saved but they are not 99% of the population. If youth workers see youth as young people as that kind of group or there to be saved, then they would practice in a different way to youth workers who see young people as active participants within their environment. Then for me, needs analysis is of paramount importance in this context. Different training programmes could be developed for different kind of practice context. This should be the route to go.

Analysis of the interviews conducted in this study with resource people within the host organisation; experts in the field of adult education training, youth work practice and other experts consulted with

The following are the highlights of those important aspects the researcher need to take into consideration when designing a programme and suggestion on the modules:

- Training of the Youth: needs analysis
  context of the youth
  modules
  - self introspection
  - leadership and leadership styles
  - organisational developmental stages
  - project management
  - communication skills
  - conducting meetings
  - developing an agenda
  - chairing meetings
  - writing minutes
  - resource planning
  - environmental scan
  - team building
  - problem solving skills
  - mediation and conflict management
  - goal setting, setting limits and targets
  - identifying resources
  - organisational skills

- gender training
- analytical skills
- basic structures of the organisation
- internal communication
- filing system
- book keeping
- using the media
- fundraising
- planning a public meeting
- public speaking
- conducting a workshop
- preparing a budget
- peer counselling
- negotiation skills

- Sequence is important to follow a logistic order to yield meaning demonstrate linkages
- Method of training: based on andragogy as suggested by Knowles and the principles of teacher - learner relationship
- Programme design: participation and contribution of the youth or recipient of the programme is important
- Objectives of the training programme should link up with the objectives of the participants in their respective organisations
- Assessment of progress - practical component on all modules offered was emphasized
- Duration of the programme - differ from one group to the other - but should not be very long. Programme to be run during weekends and school holidays
- Follow up - this was emphasized as vital. Practical field work should be supervised and guided accordingly. Youth Practitioners and community members should be resourceful in this regard. Community work should be an integral part of training
- Accreditation - especially attendance certificate are important. If a more satisfaction assessment procedure is employed - competency of the youth may be accredited
- Evaluation - should be on an ongoing basis
- Modules may be offered as individual courses or series of sessions forming the overall training programme
- Programme be adaptive to different context to allow some flexibility and be changed to suit needs of the youth

Training of Youth Workers:

- need for accreditation of prior learning and past experience
- professionalisation of Youth Work Practice
- training strategy including curriculum
- needs analysis
- age of youth workers (youth should be able to identify with)
- different context to be taken into consideration during programme design
- practical component was emphasized
- type of training institution
- stakeholders and key role players ; clarification on their various roles

APPENDIX XIII

HOW THE RESEARCHER INTEGRATED THE TRAINING AREAS IDENTIFIED BY THE YOUTH, THE EXPERTS CONSULTED WITH INTO THE MODULES OF THE TRAINING PROGRAMME

CURRICULUM DEVELOPMENT IN COMMUNITY WORK : DESIGNING A YOUTH LEADERSHIP TRAINING PROGRAMME - HOW DID THE LITERATURE ASSIST THE RESEARCHER IN THIS REGARD?

The literature reviewed in this research project was very crucial and necessary to guide the researcher in designing a youth leadership training programme that could be implemented by the host organisation in order to improve on its services to the community. The literature reviewed as outlined in the research report covered the following areas.

- Community Work and Adult Education as integrated approach in development
- The status quo of the youth
- Youth Clubs
- Youth Leadership
- Attributes of the Adult teacher and Adult learner relationship
- Training of Youth

Due to space limitations the researcher could not discuss in-depth the area of "Curriculum Design" which is the core of this research project, hence this appendix. The aim of reviewing literature in all the above named categories, was to explore knowledge background, skills and techniques that guided and enabled the researcher to accomplish her goal of finally developing the Youth Leadership Training Programme.

CURRICULUM DEVELOPMENT

The definition

Curriculum development/design/construction are common concepts associated with the term 'curriculum'. According to the literature reviewed, there is controversy as far as this area is concerned as different perspectives exist and secondly, the term 'curriculum' is fairly new in the area of adult education. Curriculum is associated mostly with formal education offered at schools, colleges and other institutions of formal education. In community - educational activities taking place in youth clubs, which are informal/ non formal in nature, the term 'curriculum' is substituted by 'programme'/ 'guide'/'manual' and we often hear of:

- Youth Development Programme
- Aid Awareness Programme
- Peer Group Counselling Programme
- Social Responsibility Programme for Youth, etc.

Curriculum is the track that the runner has to run from the beginning to the end ie. the whole process/sequence from where it starts to where it ends. For example: in a formal school setting curriculum of such educational programme begins from Grade 0 to Standard 10. Curriculum is composed of sequences which has purposes (context of a unit/course - the learning component of the curriculum that aims at a specific content and outcome/ criteria).

According to Maxine Green (1971) as cited by Young (1975) curriculum is a structure of socially prescribed knowledge external to the knower, there to be mastered". Young (1975) upholds two views in as far as the definition of curriculum is concerned, that: 'curriculum as a fact' and 'curriculum as a practice'. Curriculum as a fact is a set of gateways to a world of adult

competency through teachers. It can be noted that this definition upholds the traditional approach of learning where the teacher has power and authority while the learner is submissive, this learner in such situations are not empowered with life skills.

'Curriculum as a practice allows sharing of prevailing ideas which are then transformed". It can be noted that this definition is very much relevant within the field of community work as community workers help communities to become aware of their needs and enhance the process of change.

Griffin (1983) maintains that Curriculum is a vehicle through which education is transmitted: its messages, meanings and values..... it is the courses and subjects which comprise the intended outcomes of teaching the knowledge and skills which is the business of education to transmit. In the case of SYC the curriculum would be a vehicle through which the youth would be rendered non-formal education services by engaging them in various programmes offered by this curriculum, that are suitable to their respective needs and interests.

Needs Analysis is vital during the design of a curriculum. Literature covering this area was also covered in this research. Further, all activities undertaken in this project, as outlined in Chapter four(4), results thereof illustrate the needs and interest of the youth.

It can be noted in the various definitions of curriculum outlined above that curriculum is 'what' is being done, and 'how' it is done. A skilled adult educator relates the 'what' of the programme (content) and the 'how' (method) of the programme with the 'why' (purpose) of the programme.

Elements common to all curriculum design
Curricula are designed differently by respective designers due to their different preconceived ideas in understanding the value of curriculum design. Non formal education programmes in South Africa are planned by the respective organisation offering such services. This was evident through the 15 youth service organisations visited by the researcher. Agency policies are also influencial in this regard.

In all available educational programmes whether traditional / progressive, these are common elements applying in both situations and the following is a summary presentation of those elements:

a) Content should be planned - these must be a starting point. This is characterised by the approach/model employed during planning. For example : the logical Model outlined by Cowan and Harding (1986) places emphasis on the how first before the 'what'. This simply means that methodology always influences the content.

b) Selection of material is very important as one cannot teach all the material

c) Organisation of the selected material is important to elicit meaning of the learning situation. Systematic procedure would enable the educator to evaluate the efficiencies of the learning process and effectiveness of approaches employed

d) The aims of the curriculum should be categorically outlined. Lawton (1983) maintains that 'curriculum objectives must always be pre-specified in terms of measurable changes in student behaviour'

Factors which influence curriculum design

A development process in any sphere of life is always influenced by certain factors / constraints and there no way that such factors can be overlooked by any curriculum designer for his / her curriculum to be relevant and adequate. These are the pre-requisites for curriculum development:-

a) The setting in which the curriculum is offered and its overall aims must be taken into account. The aims of the 'Youth Leadership Training Programme' should correspond with the generic aim of the Department Community Services.

b) The purpose that this particular course and this curriculum has in the framework of the organisation's wider aims. The curriculum should support the aims of the Soweto Youth Council and the youth, and more in the direction of both. The youth as members of youth clubs should have more than one aim and aims should change as membership grows thus aims should adapt to change.

c) Interests and needs: contents of the curriculum should be planned according to the needs and interest of its consumers. The curriculum designer should have background information about consumers - the youth in this case. A curriculum cannot be effective if it is not addressing the needs of the youth themselves. The needs of consumers can be categorised into primary and secondary as per Maslow's needs. This pre-requisite is also supported by Griffin (1982) when he wanted to know to what extent does the "present curriculum of adult education comprises a response to adult interests, needs, wants, demands and so on".

d) The programme activity as the component of the curriculum should suit the intellectual and skills level of the consumer group. The group facilitator should estimate the level of creativity needed. The intellectual capacities of the youth in various categories of their development stages are not the same and this is also influenced by individual's life experiences. Kowalski(1988) also upholds this idea.

e) The programme activity should include every member of the consumer group. Participation of every member is important for the success of the group, the building of group cohesion and feeling of belonging. The youth should have a say in what goes into the dance programme for example, as there are various types of dances the youth are interested in. This is supported by Gibb when he explains the 'exposure norm' of learning and, Hope and Timmel in 'Training for transformation'.

f) Availability of learning opportunities and choices open to learners. The programme should be versatile and encompassing. The activities should be changed often, and the different skills of learners be kept in mind. The curriculum can be a challenge to the youth if there is a variety of opportunities.

g) Time: How much time would be needed to perform an activity? Prevention of boredom by arranging special events with a different time structure is vital. Using the available time productively is also important.

h) Available leadership, funds and facilities: the programme facilitator should investigate these resources thoroughly. Available community resources should be tapped to address community needs: experts in the community should be used and cost thereof be calculated by the programme facilitator.

i) The community in which the programme is offered and consumers come from play a role in curriculum design. The community profile of Soweto in this case should be studied by the workers involved.

j) Sex of service consumers should be taken into consideration during programme planning. Groups of members under 10 years can be heterogeneous. Heterogeneous groups sometimes create problems in older age groups they youth for example; due to different interests, shyness, gap in maturity, falling-in-and-out-of-love.

Elements of the curriculum design process

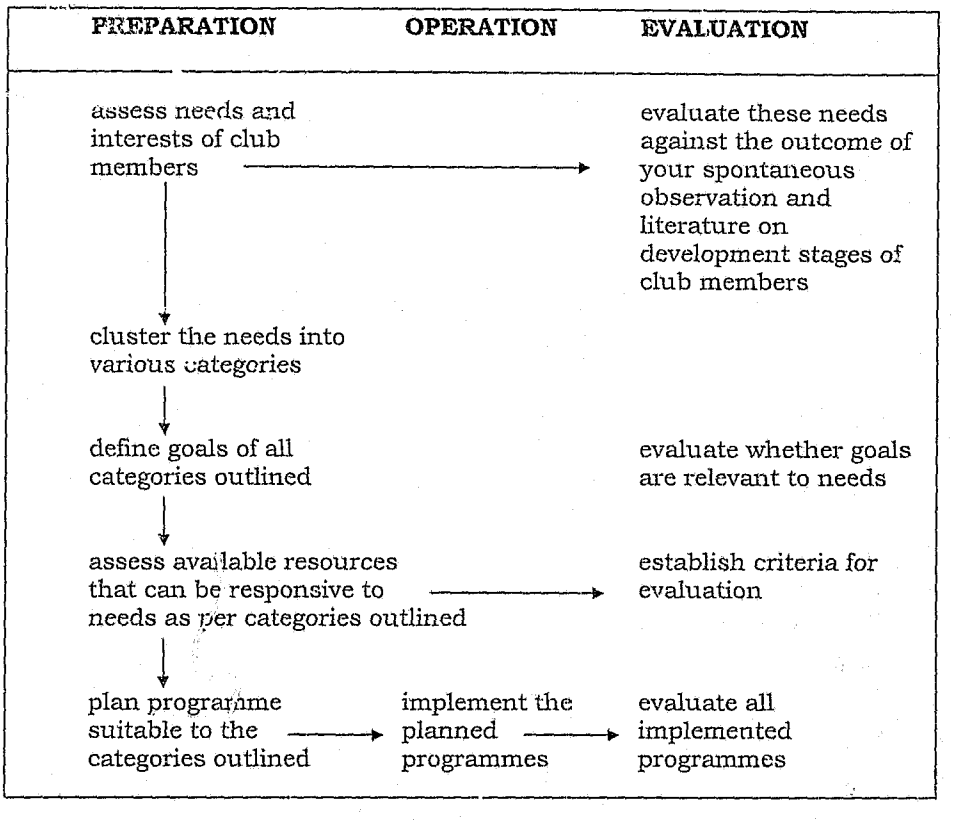
This section focuses on the steps followed by the researcher during curriculum development. Kowalski(1988) defines curriculum development as the "subpart of a programme planning and relates only to the selection and sequence of the learning experience". On the other hand she outlines the programme planning as values, needs, interests and wants of learners are taken into account in relation to mission statement of that particular organisation. The former is regarded as the macro concept and the latter as the micro concept.

The following models were reviewed and analysed by the researcher with the aim of deducting information suitable for designing programmes for youth leadership in the case of the 'Soweto Youth Clubs'.

a) The Humanistic Psychological Approach by Pratt (1987)
b) The Local Model by Cowan and Harding (1986)
c) The Systems Model, Linear and Non-linear Model by Kowalski (1988)
d) Skilback and Tyler Models outlined in Lee and Zeldin (1986)
e) The objectives, process and research model by Stenhouse (1975) cited by Griffin (1982)
f) The learner-centered approach

All the types of models outlined above, in the researchers opinion reflect a systematic framework. All these models starts with a systematic framework of determining needs, objectives, content, strategies and evaluation.

This diagram represents the systematic frameworks the researcher implemented during the process of curriculum development.



In some of the models outlined in the literature reviewed, evaluation is the last step of the design process and this gives the impression that the programme designer does everything, then evaluates. If this is the case the co-ordinator does not agree with people who identify with this statement as it can be noted in the above diagram that evaluation is an ongoing process rather an occasional event which review both strengths and weaknesses, the growth and stagnation, and should be fair and balanced. Good evaluation is not like a final game score but a review of how the game was played and it should be formulated with some consistency.

Need assessment

Human needs become the foundation for curriculum design. If the curriculum designed was not based on the learners' needs such a curriculum would be ineffective and irrelevant as it would not be responsive to learners' needs.

The researcher too, firstly considered the skills areas and training needs as per research outcome of the questionnaire administered the youth sample. These were covered as follows:

Table 4.5. reflects the results of how the youth rated the knowledge and skills they thought they had, in the following categories:

Group Interactional Skills

- working co-operatively and effectively in a group

- leading a group
- the purpose of a problem-solving committee
- the functions of a projects committee
- the role of a chairman of a committee and chairing meetings effectively
- the role of a secretary - planning, organising and recording a meeting completely
- the role of a treasurer and managing funds of any community group effectively

Community Work Skills

- identify problems and needs in the community
- planning a project
- implementing a project
- evaluating a project : judging accurately whether a project has been successful
- obtaining resources (money, material, etc.) which are required in order to carryout projects
- setting goals in order to solve a problem in the community
- identifying skills and qualities in people that can be used in community improvement projects
- playing an active part in solving community projects

Reviewing the Group Interactional Skills Area, the items reflected were grouped into:

a) General information on the role of a committee and working within a group

b) General information on the role of a special (project/problem-solving committee)

c) The role of committee members: chairman, secretary and treasurer

Reviewing the community work skills area, the items reflected were group into these categories as suggested by Brager and Specht (1973); Swil (1982) and Dunham (1970) respectively

a) Identifying problem area and needs of community members
b) Identifying resources within and outside the community to address the identified needs
c) Planning and designing programmes to solve the problem and meet the identified needs
d) Programme implementation
e) Programme evaluation
f) Programme management

a) to f) as outlined above reflect the generic steps involved in Community Work thus these were grouped to form sub headings of a modules focusing on:

- knowledge and utilisation of community resources
- project management: problem selection; goal setting; project planning; implementation and evaluation

Table 4.6 outline the areas in which the youth had received training:

- Human Relations - how to be fully aware of and respond to people and their problems

- Responsibilities of a committee eg. Purpose, roles and tasks
- Committee procedures eg. Chairman's role, role of debate, compiling agenda, record keeping
- Fundraising
- Budgeting eg. keeping financial records, compiling statements
- Need for research skills eg. statistics , assessment, evaluation for expanding youth clubs programmes
- Skills in managing youth organisations eg. internal communication, order of authority, official positions
- Implementing the planned youth programmes eg. organising visits/outings
- Different activities, tournaments, competitions and meetings
- Team building and leadership eg. tasks of sub committee member/other activity leaders, existing teams and general club members
- Interclub/organisational communications eg. co-operation, collaboration on services
- Conflict Management and Mediation
- Effective Communication
- Pre-Mediation
- Story Telling
- Youth Leadership Development

The researcher then reviewed these areas and grouped them accordingly into these categories:

Pre Mediation
Conflict Management and Mediation

Committee Functions, Roles of Members, Committee Procedures

Fundraising and Managing Organisational Funds

How Youth Organisations Function
Managing Youth Organisations

Project Management

Human Relations
Working in Groups
Team Building and Leadership

Table 4.7 outline the areas in which the youth required training

- Group Facilitation Skills
- Responsibility of Committee Members
- Running Effective Meeting
- Fundraising
- Identifying Club Members needs and interests
- Planning a Programme
- Organisational procedures
- Leadership styles
- Formulating the Youth Club Constitutions
- Group Dynamics
- Compiling financial statements
- Managing Youth Organisations
- Programme implementation
- Conflict Management and Mediation
- Group Formulation

- Public Speaking

Categorisation of needs

- It was very important for the researcher after assessing the training needs of the youth, to categorise the identified needs according to their importance and similarities so that the appropriate programmes be designed. This process of clustering of identified needs is highly supported by Kowalski (1988:122). The researcher also considered those areas suggested by experts in the field of training and youth work practice. The clustering process led to these modules:

  ⇒ Self Analysis
  ⇒ Committee Functions, Roles and Procedures
  ⇒ Group Participation and Leadership
  ⇒ Knowledge and Utilisation of Community Resources
  ⇒ Problem Selection, Goal Setting, Project Planning, Implementation and Evaluation (Project Management)
  ⇒ Fundraising

Planning programmes suitable to the categories of need of learners

After clustering of the identified needs the programmes suitable for addressing these needs was planned. These programmes were considered as lesson plans of the Youth Leadership Training curriculum. Each lesson plan was headed by objectives written as skills, knowledge and attitudes. These objectives were regarded as short-term goals of the overall curriculum designed. Before deciding on a final lesson plan, content was selected, classified and sequenced.

How does one plan and organise the 'content programme'? The researcher considered the various Curriculum Models in Adult Education as suggested by Langenbach (1988). The researchers experience and skills knowledge in group social work was also integrated in this regard. The selected models were then matched with a particular cluster of needs and the appropriate step as suggested by these Models were followed to complete the design of the training programme.

SUMMARY AND CONCLUSIONS

The process of developing a curriculum was a very long one as seemingly according to model reviewed. The researcher selected one of the linear models as suggested for needs analysis and learnt more about the youth. This was phase one of the planning process and when completed the researcher then proceeded to phase two during which she explored the various curriculum models of adult education. Each model had a set of steps to be followed for this phase to be completed. The task of designing a curriculum was accomplished when all steps of the second phase planning process were completed.

"The primary task of adult education is to satisfy the needs of individual learners". Boshier (1986). Community work is concerned with addressing the needs of individual community members at a community level. Both adult education and community work places emphasis on active participation of service consumers during the process of addressing the identified needs. The adult educator and community worker are perceived by service consumers as experts who come to share their expertise with them. The basic principles of adult education apply very well within the context of community work. Adult education can be community workers but this does not necessarily mean that

all community workers are adult educators. They become one only when they are equipped with knowledge background of adult education which plays a vital role in influencing community workers to adapt the progressive approaches of dealing with people who are involved in a learning process.

Community work and adult education cannot be practised in isolation and the two influences one another and share common values, principles and strategies. Knowledge background of the two approaches also play a very influential role during curriculum development process as learners must be actively involved during need assessment, planning and decision making concerning their identified needs.

The researcher became aware after reviewing literature of the fact that designing a curriculum was not a one man's responsibility as it did not only affect the youth, but also the organisation and the larger community sector. Skills of all people who would be involved in direct implementation would need to be analysed and improved when necessary. Emphasis has been also placed in maintaining congruency between objectives of the curriculum designed and that organisation offering such a service.

The community is a resource in itself thus need to be utilized as one of the aims of community work is to help the community members to tap the available resources within their community in addressing their needs. On the other hand adult education maintains that adult learners bring their experiences into the learning situation thus it is important to provide an opportunity of exploring these experiences.

The literature reviewed, revealed the fact that the curriculum developer must not only be equipped with theoretical background of adult education, but also with research and administrative skills. Curriculum design process is a research process and all the collected raw data need to be analysed and interpreted in such a way that it yields meaning. All these analyses data must not be left to scatter, but be organised into contexts with various themes corresponding to identified needs.

Planning is one of the main pre-requisites for a successful curriculum development. By planning the best way is sought to achieve the aim that has been set by the service consumers who should also play an active part in programme planning. To plan, the adult educator has to step into the experienced world of adult learners. The adult educator must know the background of adult learners and the community they come from as this plays a crucial role in planning.

Curriculum development directs the task of the adult educator who works with people at community levels. Trial and error attempts are prevented. Curriculum is a helping tool for the adult educator and should be planned in accordance to the organisational aims, and the needs of the people involved. Active participation in the planning of the curriculum, gives the adult learners a feeling that they 'belong' and prevent them from being anxious when not knowing what to expect.

The basic aim of the adult educator is "to produce behaviour change, to help people acquire, through growth, the attitudes, feeling, ideas and skills that will make them happier, more creative and productive.

The youth who participated in this study, expressed that, they would be happier if they could adequately perform leadership roles they resume in their youth clubs and could achieve this happiness by undergoing relevant training.

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