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A YOUTH LEADERSHIP TRAINING PROGRAMME FOR SOWETO YOUTH CLUBS: A NEEDS ANALYSIS

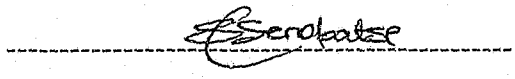
SHIRLYN CORREEN SEROBATSE

A Research Report submitted to the Faculty of Education, University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements for the degree of Master of Education in Adult Education.

February 1998

DECLARATION

I hereby declare that this dissertation is my own unaided work, and that I have given full acknowledgement to the sources which I have used. The figures that appear in the text have been checked and are accurate.



12 DEC 1997

SHIRLYN CORREEN SEROBATSE **DATE**

ACKNOWLEDGEMENTS

- I would like to extend my sincere thanks to the following people whose assistance and guidance made the preparation of this dissertation possible.

- Doctor C.S. Potter for his guidance in choosing the research topic, shaping the research proposal and supervising the research project;

- Respondents who took part in this study and whose willingness to contribute their experiences made this investigation possible;

- Community organisations, experts in the field of training, experts in Youth Work Practice, Soweto City Council Personnel - Department of Work Study and Department of Community Services Youth Section - whose contributions made it possible for the design of the Youth Leadership Training Programme;

- My family, for their support during the preparation of this dissertation;

- My friends: Sibongile Muthwa and Duduzile Maseko, for their guidance and support during the investigation and preparation of this dissertation;

- Hlamalani Chauke for typing this dissertation.

DEDICATION

This dissertation is dedicated to

my parents

THATO AND KGOSANA

For their love and sacrifices

ABSTRACT

This study was undertaken with the purpose of identifying the problems experienced by the youth who participated in leadership positions within Soweto Youth Clubs. Further, the study focused on the way in which youth leaders ran their organisations. Furthermore, it explored a systematic community work approach to the development and change of structures, resources and services, in which the central role of the social worker and adult educator, would be to release and develop the potential for self reliance, inherent in youth individuals and groups within the community, through training.

Fieldwork was conducted by the researcher over a period of eighteen months, using a combination of research methods. These included observation, documentary analysis, literature survey, interview schedules and questionnaires. A wide range of literature was reviewed to enable the researcher to gain background understanding of who the youth are; why they belong to groups and youth clubs; how peer groups and youth clubs contribute to their personal growth and development; and what could be done by professionals working with the youth in order to enhance and facilitate this development.

Prior the administration of the research questionnaire, an informal scan was conducted by the researcher recording observations of proceedings of youth club sessions and committee meetings. The purpose of this endeavour was to collect data that would substantiate the research findings revealed by the questionnaires.

The study focused on forty-eight (48) young persons between the ages of 13 and 25 years, who were drawn randomly from the sixteen (16) Youth Clubs in Soweto, to whom the research questionnaire was administered. In addition, scheduled interviews were conducted with management staff and personnel of Soweto Youth Clubs; experts in the field of training; and fifteen (15) youth service organisations. The purpose was to encourage involvement and participation of community members in planning and strategising on the approaches suitable for addressing problems experienced by the youth.

The research findings revealed that the youth were to some extent, ineffective and inefficient in carrying out their different roles as office bearer of executive / sub-committees in youth organisations. Further, results revealed that it was important to develop the youth in relevant skills for their office bearer roles, skills that could be utilised to facilitate the initiation of constructive change processes and service provision in their communities; and further, to provide opportunities for considerable degree of personal growth, especially in areas of self confidence and interpersonal relations.

A model of skills training for young adults, which would equip them with skills for community participation, was devised for use by community workers practicing in the field, emphasis being placed on integrated community social work and adult education principles.

The essential skills and knowledge areas identified in this study focused on the individual, group and community work developmental areas. The following skills areas were embodied in a plan for a Youth Leadership Training Programme:

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

It is important for the adult educator to review the content of this training programme, prior implementation to ensure adaptation to the changing needs and interest of the youth.

KEY WORDS: NEEDS ANALYSIS; YOUTH CLUBS; YOUTH LEADERSHIP; YOUTH DEVELOPMENT; PROGRAMME DESIGN; COMMUNITY DEVELOPMENT AND ADULT EDUCATION.

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"For whatever profession, your inner devotion to the tasks you have set yourself must be so deep that you can never be deflected from your aim. However often the thread may be torn out of your hands, you must develop enough patience to wind it up again and again.

Act as if you were going to live forever and cast your plans way ahead. By this I mean that you must feel responsible without time limitation, and the consideration whether you may or may not be around to see the results should never enter your thoughts. If your contribution has been vital, there will always be somebody to pick up where you left off, and that will be your claim to immortality".

Alter Groupies

CHAPTER ONE

INTRODUCTION

In 1992, when this research was initiated, the then Soweto City Council(S.C.C)Department of Community Services had a special division that was responsible for the running of sixteen (16) youth clubs in the greater Soweto region. The average membership per club was about two hundred and fifty (250)children per annum. The ages of these children ranged between five (5) and twenty five (25) years.

Most of the membership in the youth clubs comprised of children who came from deprived families. As a result the services were offered at no cost to the youth or their families.

The services that were being offered were preventative, rehabilitative as well as promotional in nature. In order to fulfill all these areas appropriately, each club operated under the leadership of a liaison officer (youth worker) who was employed on a full-time basis by the Council. The youth workers were responsible for the recruitment of the club membership in the community, running of daily club activities and the management of the planned club programme. In addition they developed leadership among the youth club members and delegated duties with responsibilities to them. Further, they established both youth club and parents committees to encourage parental involvement in youth programmes offered by the Section.

Apart from liaison officers, the Council employed four (4) social workers (youth activities co-ordinators). The researcher was one of this group. The management team was formed by two (2) senior social workers and one (1) chief social worker. The social workers were responsible for the following:-

- conducting research on the needs and interests of the youth community that could be met through an integrated social work and adult education approach;
- encouraging community participation and involvement in youth work;
- empowering the youth community with independent living skills;
- developing viable youth work programmes;
- rendering maximum guidance to liaison officers on youth development.

The broader objective of the "Soweto Youth Clubs" (SYC as this division came to be known) was to empower and develop the black child in totality. The

sectional staff strove towards involving the youth in activities that embraced the following areas: physical, cultural, social, psychological, educational as well as economic. (See appendix 1 for more background information).

1.1 REASONS FOR CHOOSING THE RESEARCH TITLE

The researcher worked with the Department since February 1990 to April 1996, co-ordinating four (4) of the division's youth clubs. She established that there were no programmes offered by the division to the clientele. As a result the division was not able to account appropriately for service delivery, nor measure the effectiveness and efficiency of the service rendered to the youth.

It was the policy of the section that annually, executive and sub-committees at club level be elected, and that members thereof (youth) be trained by the co-ordinators for their prospective roles, with the youth workers guiding and supervising these youth throughout their term of office. Besides participating in youth club committees, the youth were assigned responsibilities of taking charge of some club activities and events. However, the researcher found that this policy was not being fully implemented, as the division did not have any existing training programme in this regard. Thus the youth in leadership roles within their clubs were not given proper guidance and information on how to go about their work. This research project sought ways of filling the loopholes that existed in this area.

1.2 DEFINITION OF THE PROBLEM AREA

The researcher as a co-ordinator of youth was expected to train and prepare the youth for leadership roles as part of her work responsibilities. The researcher was unable to carry out this task as there were no existing documents (viz. need analysis reports; training programmes and manuals) that could be used in this regard.

One of the operating philosophies of SYC was that it was committed to the development of youth leadership within the Black community. However, there were no provisions made by the section in this regard. There were no planned, documented programmes that could be implemented by the section to ensure that their philosophy became operational.

It was a norm within SYC that committees and activity leaders be chosen annually within the clubs. The young people were not prepared for these leadership roles. Nevertheless they were expected to perform accordingly. Some youth became frustrated and dropped out of the clubs; some committees

existed because they were elected and were not operational. Due to these difficulties, the club progress and processes were affected.

The youth themselves expressed their concerns about this problem during planning and evaluation sessions conducted by SYC personnel annually, about the need to be trained and equipped with leadership skills through a planned and well organised training programme. An informal survey was then conducted by the researcher, using a tape recorder to record youth club sessions and committee meetings. Further the researcher critically observed how the youth conducted themselves in the fulfilment of their respective leadership responsibilities.

The results of this exploratory fact-finding activity led to the formal survey of documentary studies based on reports (monthly progress; quarterly evaluation; annually-developmental plan; programme proposals etc.) compiled by the respective youth section personnel.

1.3 THE VALUE OF THE RESEARCH PROJECT

The researcher is committed to the belief that it is the right of every person to exercise his or her potential to develop relevant resources and structures in his / her community. Therefore this research project has sought to explore methods of nurturing the youth's potential. Given a commitment to the integrated method of community work and adult education to the development of people, the researcher believes that cries for "self-help" and "citizen participation" are empty slogans unless they are coupled with carefully planned programmes designed to effectively achieve their goal.

These values have guided the design of this study. It has been the researcher's aim that findings of this study lead to a greater understanding of the problems experienced by the youth who participate in leadership roles within their clubs. Ways were then devised in which their problem situation could be solved.

In order to release the inherent potential of local youth in bringing about constructive change within their communities, the researcher considered it to be of fundamental importance to extend the role of the social worker in communities to include that of a trainer. In this manner, the researcher embarked on this study as a modest contribution to theoretical approaches of community work, and its relationship to adult education. This approach to development has far-reaching implications for social work manpower.

1.4 OBJECTIVES OF THE STUDY

The overall aim of this research project was to establish the knowledge and skills necessary for competent practice of youth club members in their leadership roles. McKendrick's suggestion (1987:2) that what merits systematic investigation are those transactions or attempted transactions between people and the environment that do not work effectively, in an attempt to discover problem areas and what can be done about them. This research project aimed to:-

Identify the youth club members who participated in leadership roles within their clubs with a view to establish:-

- the type of leadership role (designation) they held
- the tasks required of them according to their leadership titles
- the perceptions that these youth had about the tasks which they thought they should perform

Establish whether these youth have had formal training to equip them with skills to perform their tasks

Determine the nature of training that they thought they should have

Plan, design a youth leadership training programme as per 1.4.3 above.

1.5 LITERATURE REVIEW

As background to the study the researcher reviewed a variety of literature covering the following areas:

- adult education; community work; the youth and their psychological developmental stages; youth clubs; their functions; needs analysis and training processes; and existing youth leadership programmes both in the country and abroad
- a documentary study was conducted to understand the problem area, the aims and objectives of SYC, programmes offered and authority personnel of these clubs.

1.6 RESEARCH QUESTIONS

This research project did not include research hypotheses because of the nature of its objectives already outlined. Instead the researcher focused on issues that arised from analysis of data in three areas:-

- Perceived needs among the youth, as the basis on which the Youth Leadership Training Programme should be formulated.
- Perceptions of the forms which such a programme should take.
- Perceptions of the way in which such a programme should take place.

In order to establish issues pertinent to the design of the Youth Leadership Training Programme, a set of eight (8) questions relating to eight (8) issues were formulated. These have formed the focuses of this study.

TABLE 1.1 AREAS AND QUESTIONS RELATING TO THE MAIN FOCUSES OF THE INVESTIGATION

AREA	QUESTION
1. History and Services rendered by Soweto Youth Clubs	• How did the Youth Clubs in Soweto originate? • Who initiated them? • Who were the members?
2. Aims and objectives	• What were the aims and objectives of Soweto Youth Clubs?
3. Purposes	• What programmes were offered by these clubs?
4. Existing Youth Leadership Training Programme	• Were there any existing Youth Leadership Training Programmes?
5. Youth Club Leadership	• Who was responsible for the club leadership? • Were the youth given the opportunities to participate in leadership roles within the clubs? • What types of leadership roles were they assigned? • Were they trained for such responsibilities? • Who was responsible for training them? • How were they trained?
6. Period of participation in a Youth Leadership Programme	• How long did they participate in these leadership roles?
7. Youth club leadership challenges	• Were there problems encountered by the youth during their participation in leadership roles? • How were these problems handled?
8. Designing a Youth Leadership Training Programme	• What type of material and methods are needed for training the youth? • Who should plan and organize the content material and training of the youth? • What should be the role of the youth during planning and organising of such material? • What are the areas the content material should focus upon? • Where should the training be offered?

1.7 RESEARCH DESIGN

According to Sanders and Pinhey (1986:54) research design is "the initial planning of a research project based upon the various goals of a particular study and the research problem being asked. This process can also be thought of as the tactics you will employ to gather data and analyze a specific data set".

The research design the researcher adopted in this study was a hybrid design consisting of two ideal types suggested by Tripodi, Fellin and Meyer (1978:18-59): namely qualitative-descriptive, and exploratory. In terms of the exploratory-descriptive approach selected, the investigator defined concepts,

described procedures and proposed questions covered by the scope of this study and for future research. Since the study did not prescribe rigid procedures, the research design allowed full utilisation of the dynamic forces of the area which was compatible with the philosophy underlying both community work and adult education (training).

The design was based on the principle of combining action research, participant observation and survey research. Lees (1972:4) notes that action research sets up a "dynamic interaction between the social scientist and the practitioner as part of the ongoing experimental process". Further, Cohen and Manion (1989:217) note that action research is a "small scale intervention in the functioning of the real world and a close examination of the effects of such intervention". Action research provides a systematic framework in which the practicing counsellor, the therapist or other professional in the helping field could solve problems and determine the effectiveness of his or her work. Action research provides a model for the evaluation of the effectiveness of an individual, single programme, or a totally of a guidance service.

In addition, the researcher adopted the role of the participant observer, a method endorsed by Denzin (1973:185) who states "to comprehend scientifically the world of social man, sociologists must adopt the perspective of those studied....thereby avoiding the fallacy of objectivism".

The youth section personnel, the members of youth clubs and experts in the field of youth work in the community were also highly involved throughout the research process. The researcher as the co-ordinator of youth activities within the division was already involved with the youth at a community level and engaged in an integral activity that combined social investigation, educational work and action. This fusion of designs permitted wide ranging, but systematic exploration of the multi-faceted subjects under investigation.

1.8 SELECTION OF THE RESEARCH SAMPLE

The research study took place under the auspices of the then Soweto City Council - Department Community Services: Youth Section. The organisation was a Black Local Authority, community based agency committed to improving the quality of life of the community members.

The research sample comprised of the youth who formed part of SYC membership, with a sample drawn randomly (a probabilistic sampling method in which each element has an equal probability of being selected) from all sixteen (16) clubs, focusing on the youth who participated in leadership roles in

their clubs. The researcher took the names of members of committees in each club, placed in a hat, thoroughly mixed and selected three (3) members from each club, meaning that a total of forty-eight (48) young adults formed the research sample.

In addition, experts in the field of youth development and leadership, and Soweto Youth Club management team were consulted with, including youth section staff who were involved with the youth at grass roots level.

1.9 RESEARCH METHODOLOGY AND COLLECTION OF DATA

Research methodology covers the principles, procedures, strategies and techniques of research. In this study the researcher followed an orderly, systematic procedure. This included the development of appropriate instruments to collect the data, and the use of appropriate tools to analyse and interpret the data.

The method of triangulation was used to gather data from the research sample and other data sources. Triangulation, according to Cohen and Manion (1989:269) "is the use of two or more methods of data collection in the study of some aspect of human behaviour. Triangulation implies that the different research styles or data collecting techniques can and frequently have to be combined within a single study because different research techniques complement each other and can be successfully used in conjunction with one another". The integration of research techniques within a single project opens up enormous opportunities for a mutual advantage in each other because the weakness of one technique may be balanced against the strength of another.

A scheduled interview method was used to collect data from the experts in the field and the management team of Soweto Youth Club. An interview guide was used to facilitate the interview. A research questionnaire was designed and administered to the youth. Group discussions were conducted with the staff at grass roots. Reports of these sessions were reviewed and analysed for more information. Data were collected from the following sources:-

- A survey of the literature as explained in 1.5;
- Interviews with resource people (outreach work);
- Group discussion with youth section staff involved with the youth at grass roots level;
- Detailed study conducted with the respondents; and

- Development of an experimental training programme.

1.10 ANALYSIS OF DATA

Data were qualitatively analysed in terms of categories (discrete descriptions). The research sample was too small for sophisticated statistical analysis. Thus the analysis was limited to the descriptive level in terms of which collected data were transformed into accessible form by categorization and counting.

All the collected raw data were classified and categorised and then items were counted, added, checked and rechecked. Data were thus reduced into a form that made meaningful interpretation possible and then systematically analysed. Further, the researcher integrated the information from the literature reviewed and research data in order to compile the research conclusions and recommendations.

1.11 PRESENTATION OF THE FINDINGS

The research objectives and questions were restated and the findings of the investigation were related to them to conclude if the objectives were reached. At this stage each of the research questions were addressed.

1.12 LIMITATIONS OF THE STUDY

There was little direct literature available dealing specifically with the process of designing a training programme in South Africa. Therefore the study relied heavily on overseas viz. British and American literature.

- Previous research covering the fields of community work and adult education as an integral approach was also very scarce.
- The research project did not include hypotheses due to the nature of its objectives and the fact that the research design chosen was exploratory and descriptive in nature.
- When choosing the research respondents opportunity sampling was used. Age, gender and education standard were not controlled.
- The organisation - Soweto Youth Council did not have a document outlining the history of the Soweto Youth Clubs and the person who initiated them. The researcher thus had to rely on the accounts of research respondents with respect to historical background.
- The documentary study of club's documents viz. meeting minutes, financial statements, club constitutions was done on a very limited scale as not all the youth workers had produced this type of documentation in their clubs.

- The study was limited to the youth clubs organised under the auspices of Soweto City Council. The limited nature of the sample did not allow generalisability of findings, as it was not a representative of all existing youth clubs within the community of Soweto.
- The study utilised a descriptive - analytical methodology. Thus no control group was involved.

1.13 REFERENCES

A list of references used in this study appear in alphabetical order in the bibliography at the end of the dissertation.

1.14 DEFINITION OF TERMS AND ABBREVIATIONS

Andragogy - the art and science of helping adults to learn.

Committee - a group of people chosen to do a particular job or with special duties.

Community work - a method of intervention whereby individuals, groups and organisations engage in planned action to influence social problems.

Community worker - refers, in this study, to a social worker practising in the area of community work.

Development - all the activities that lead to attainment of skills specifically for predicted needs. Development is more people orientated than "training".

Executive Committee - a group of people concerned with making and carrying out decisions.

Office - a place where business is done or service is provided. The term is used in this study referring to leadership responsibilities of various committee members.

Office Bearer - a specific title each member of the committee bears in terms of his or her specific responsibilities and tasks (eg. Chairman, Secretary, Treasurer etc.).

Pedagogy - refers to the art and science of teaching.

Programme - anything and everything that the group does to satisfy its interests - the entire range of activities, relationship, interactions and experiences - individual and group - which have been deliberately planned and carried out with the help of the worker to meet the needs of the individuals and the group.

Service Consumer - a group of youth who form the clientele group to which the services are being rendered. The terms service consumers, constituents and youth are used interchangeably in this study.

Skills - signify those core areas of applied knowledge insight identified by the researcher as being central for the achievement of the goals of community work by community members.

Social Worker - refers to a professional person employed by "Soweto City Council" for co-ordination of youth activities within the youth clubs. The term is used simultaneously with Youth Activities co-ordinator; researcher; investigator; and writer to denote the author of this study.

Sub-committee - a group of people who are a division of the executive committee that are responsible for specific tasks that are supposed to be carried by the executive committee.

Term of Office - a specific period in months members of the committee are expected to serve or occupy and fulfill their specific roles.

Training - all those activities ranging from the acquisition of simple skills to the development and change of complex socio-economic attitudes [Weichel (1978)].

Training Programme - refers to the programme which was devised by the researcher in order to develop the youth club members in their capacities to perform leadership roles. This includes the development of skills and the raising of their level of social awareness.

Youth - the period of being young, especially the period between being a child and being fully grown. Youth and adolescents - the terms are used interchangeably to connote to persons who form the youth club membership; service consumer and youth section clientele.

Youth Club - place or centre for organised variety of activities pursued by the youth to meet their needs and interests.

1.15 OVERVIEW OF THE STUDY

Chapter 1: Introduction provides background information to the research project, specific theme areas covered by the research topic and an outline on how the research project was executed.

Chapter 2: Theoretical Perspective provides the theoretical and conceptual framework on which the study is based.

Chapter 3: Research Design and Methodology describes the principles, procedures, strategies and techniques of research and the procedures used to gather, analyse and interpret the data.

Chapter 4: Research Results outlines the findings from critical analysis of the data collected from the research respondents, experts in the field of adult education and training, the management team of the SYC and community organisations rendering youth work services.

Chapter 5: The Youth Leadership Training Programme designed as the outcome of the study and needs analysis process as illustrated in Chapter 4.

Chapter 6 Findings, Conclusions and Recommendations highlights the major results which are discussed in light of selected perspectives from theory and comparative studies. On the basis of this analysis conclusions and recommendations for future action and research are offered.

CHAPTER TWO

THEORETICAL PERSPECTIVE

The right training of a single youth
is a greater achievement
than the taking of a city;
For when the fame of a struggle shall
have passed into myth and tradition,
and heart keeps going on
contributing to the upliftment
and redemption of the world.

Melancthon

2.1 COMMUNITY WORK AND ADULT EDUCATION

2.1.1 Community Work

Community work is defined by Brager and Specht (1973:27-28) as "a method of intervention whereby individuals, groups and organizations engage in planned action to influence social problems. It is concerned with the enrichment, development and / or change of social institutions, and involves two major related processes: planning; (that is, identifying problem areas, diagnosing causes, and formulating solutions) and organizing (that is, developing the constituencies and devising the strategies necessary to effect action)".

In community work, like in any other applied research approach, planning is emphasized. Planning lays the foundation upon which appropriate action may be taken and social problems ameliorated. Planning involves not only the identification of community problems and needs but also in-depth understanding of the circumstances that may have contributed to these problems or needs arising in the first place. Once a clear understanding of the need or problem has been achieved, possible ways and means of meeting the needs or solving the problem can be explored. Action may then be taken toward the solution of the problem. Community work emphasizes the importance of the involvement of community members throughout the process of problem identification and need fulfilment. The major aim of community work is to bridge needs and resources.

Mitchell (in McKendrick 1987:109) emphasizes that community work is the umbrella term used to refer to various interventive approaches used by community workers to help a community engage in conscious collective action in order to respond to social problems. There are several ways of working with communities. Swil (1982:11) notes three approaches viz. community development, community organisation and community relations. There are other approaches of community work which uphold the principles and values of

adult education viz. community education and social action. All these approaches of working with communities may be categorised and outlined under the generic term "community work". One primary aim shared by all these approaches is the focus on the satisfaction of the community's needs, although the means towards obtaining this satisfaction may differ. The basic differences between these approaches may be summarised as follows:

a) community organisation is concerned usually with welfare needs and therefore is considered to be a social worker's responsibility.

b) community development emphasizes "organised efforts of people to improve the conditions of community life and the capacity of the people for participation, self-direction, and integrated effort in community affairs" [Dunham (1970:171)]. Any individual or group concerned with community issues may initiate a community development project.

c) community relations is concerned with attaining publicity for an agency or organisation of whatever form within a community.

d) community education is "the process of identification of community needs and the marshalling of resources to meet those needs so that the community and members can grow through social and educational programmes" as per Fellenz and Coker (1980 cited by Brookfield 1983:159). The Youth Clubs and other non-formal educational programmes are a typical example of this approach.

e) social action presupposes a "disadvantaged segment of the population that needs to be organised, perhaps in alliance with others, to make adequate demands on the larger community for increased resources or treatment more in accordance with social justice or democracy" [Twelvetrees 1982].

2.1.2 Adult Education

Adult education "is the performative anactments of, and systematic investigations of, the essential structures of the phenomenal consisting person, specifically of the deliberate operative actions of consciousing and responsible persons whereby they become transformed and empowered with vital motives for acting" [Stonage (1986:127)].

Comparing the above definition of adult education with that of community development as outlined earlier on, it could be concluded that adult education shares the same objective with community work as it also places emphasis on

conscientising the community members about their problems and empowering them with skills for problem solving, thus encouraging independency. Brookfield (1985:46) notes that adult education "is that activity concerned to assist adults in their quest for a sense of control in their own lives, within their interpersonal relationship; and with regard to the social forms and structures within which they live".

Community work is an educational process thus characterized by the same principles of adult education. The idea that the two are related is supported by Vio Grossi (1980) and Lovett (1982), who maintain that adult education is needed for community development approach and that knowledge background in adult education theory is necessary for those working in community development.

In the context of community work, the teachings derived from theories of non-formal and adult educational approaches have particular relevance, both because of the setting and because a major thrust of community work process is geared towards the young and mature adult participants. There are creative educational approaches which can excitingly impart knowledge and skills to the learners without resorting to "teacher-tell" methods [Koonin 1981].

Knowles (1972:37) addresses himself to "andragogy" as an emerging technology for adult learning, and contends that the traditional reliance on "pedagogy" (which is directly translated from the Greek stems of this word, means specifically the art and science of teaching children) is "the main reason why adult education has not achieved the impact on our civilization of which it is capable...(since)... most teachers of adults have only known how to teach adults as if they were children". A further problem with pedagogy has been its fundamental but archaic conception of the purpose of education, this being conceptualized as the transmission of knowledge. This was a valid and functional definition for as long as it was true that the time span of major social and cultural change was greater than the life span of the individual: However this assumption no longer holds. Contemporary education and training need to prepare individuals to face a variety of changing conditions. This is the basis of andragogy, which implies more than just helping adults to learn; it is a human approach which aims for the fulfilment of each individual human being. It therefore has potential and implications for the teaching of adults and children, and many of the goals and principles of andragogy have direct relevance to all fruitful education.

According to Knowles (1972:25-37) the mission of the adult educator is to develop a total environment conducive to human growth and fulfilment - an educative community. In order to implement this idea, the goals of the adult educator are aimed at three levels:

Individual goals: geared towards assisting individuals to continue a maturing process throughout life. In the community work context this would imply equipping members with personal skills necessary for them to negotiate and influence change in the institutions which impinge on them.

Institutional goals: aimed at bringing about a better understanding of the institution which is the context of learning. By implication, the educator has a responsibility not to traverse the fine line between education and propaganda. This would involve the furthering of the aims of community work, and educating learners about fundamental concepts such as citizen participation and control.

Societal goals: which aim at equipping the present generation of adults with the competencies required to function adequately in a condition of personal change.

From these broad goals, the central roles and functions of the adult educator at grass roots level can be derived:

- Diagnostician: to help the learner diagnose their needs for particular knowledge and skill within a given set of circumstances
- Planner: to plan with the learner a sequence of experiences that will produce the desired knowledge and skill
- Motivator: to create conditions that will cause the learners to want to learn.

The Methodological Role: to select the most effective methods and techniques for producing the desired learning.

Resource Person: to provide the human and material resources necessary to produce the desired learning.

Evaluator: to help the learners measure the outcomes of their learning experience. [Knowles 1972:22]

2.1.3 Community Social Work and Adult Education: An Integrated Approach

From the above, it is evident that community work and adult education are overlapping fields. It was evident that both fields provided action strategies through which youth could be conscientised about their needs and problems.

Adult education on the one hand could play a major role in preparing the youth for leadership training. Community work in contrast would be concerned with community needs and would aim to bridge needs and resources. In practice it might not always be possible for the community worker or the adult educator to be involved with smaller groups that might have a representative of the larger community. Usually social workers and adult educators adopt integrated strategies when helping at local or grass root level; thus community work in both social work and adult education consists of working with groups of local people which have come into existence because they want to change something or do something in response to the needs.

2.2 THE CONTEXT OF THE STUDY

The discovery of gold in Johannesburg in 1887 attracted black people into areas around the city of Johannesburg. As a result of urbanisation, the life styles of urban Blacks changed, and this change in life styles effected further changes in the roles of traditional communities in the socialization of their members. As the socio-economic nature of cosmopolitan areas surrounding Soweto, and the life styles of a post industrial community such as Soweto frequently demanded that both parents worked away from the home. There were additional expectations of fellow youths in playing a part in shaping the future for all. In addition, the limited availability of recreational facilities for Blacks and the commercial nature of recreational activities had resulted in youth club recreational activities gaining ascendancy in Soweto. In some of these youth clubs, leadership roles were assumed by the youth themselves.

In their efforts to encourage the involvement of their membership to achieve specific objectives, the youth who were in leadership positions in youth clubs had to cope with a variety of behaviours from fellow members. For example, they could be confronted with both co-operative and non-co-operative members. Such responses may be attributed, to some extent, the challenges of the developmental of stage of adolescence itself. In order to help prepare the youth who are in leadership positions to handle such behaviours, it is important to understand the characteristics of this developmental stage.

2.2.1 Adolescence: A stage of transition

The terms "youth" and "adolescence" are used interchangeably to refer to the developmental stage of adolescence. These terms refer to the stage of life which falls between childhood and adulthood. The following are the examples of the terms "youth" and "adolescence" in defining this life state: "Beginning at

around age ten in girls and twelve in boys, the child's growth rate begins to accelerate. This pubescent growth spurt signals the beginning of adolescence, the period of transition from childhood to adulthood" Stone and Church (1973:510).

Youth is a period of "transition from childhood to full adult status. In this regard the individual is no longer a child (especially form the physical and sexual point of view) but is ready to undertake many attributes of an adult and to fulfill adult roles" Manning and Truzzi (1972:17).

"Adolescence is a time of change, a time of transition. It is not only a time of physical maturity, but also a time of psychological development" (Bachman et.al 1978:1). Further, according to Sebalt 1977 "Adolescence" comes from the Latin word meaning to grow up physically, psychologically and socially.

Keniston (in Allman and Jaffe 1982:85) asserts that "like all stages of life, youth is a stage of transition rather than of completion or accomplishment. As a transitory phase, it is a transition toward something basically different from the past. "It is part of the lifespan phases of man which start at birth and end at death".

For the different stages of life, there are various themes and tasks which may be regarded as being characteristics of each state. During these different stages, different aspects of development gain ascendancy. Ultimately, all aspects become integrated into the functional whole.

A person is expected to undergo several stages of life in order to reach the functional whole (that is: old age level); and each stage is characterized by development in various areas as outlined above by Bachman et.al (1978). The overlap between adolescence and adulthood is an appropriate example. As a result, it is not uncommon to refer to some adolescents as "young adults", as adulthood is "characterized more exactly by the shift in roles from student to worker and from single person to husband or wife, than it is by a particular age" Kimmel (1980:6). Thus, all the various stages of life may be regarded as interlinked and as forming a human developmental process. Each stage is influenced by the preceding one and in turn influences subsequent stages; for example: the stage of adolescence is influenced by childhood and has significant implications for adulthood.

In addition to the physical and physiological changes in adolescents which occur at puberty, the search for adult identity and the playing of new social roles are central characteristics for this life stage. The growing and developing

youth, faced with the physiological revolution within them, and with tangible adult tasks ahead of them are now primarily concerned with what they appear to be in the eyes of other as compared to what they feel they are, and with the question of how to connect the roles and skills acquired earlier.

The individual's task at the stage of adolescence includes bringing together of all the things he has learned about himself during his childhood (eg. at home, school, church, youth club etc.), and integrating these different images of himself into a whole that makes sense and shows continuity with the past while preparing for the future. Thus, the various social institutions as individuals has been exposed to during childhood probably play an important role in enhancing ego during adolescence.

Elkinds (in Allman and Jaffe 1982:16) notes that, if the young person reaches adolescence with a vital sense of trust, autonomy, initiative and industry, then his chances of arriving at a meaningful sense of ego identity are greatly enhanced. On the other hand, when a young person cannot attain a sense of personal identity, either because of unfortunate childhood or difficult social circumstances, he may show a certain amount of role confusion, a sense of not knowing what he is, where he belongs, or whom he belongs (op cit. 1982:17). It may be as a result of this role confusion that an individual may manifest behaviour that is socially unacceptable.

Apart from these changes, the adolescent is also faced with confronting developmental tasks. Achieving new and mature relationships with age mates of both sexes, developing the intellectual skills and concepts necessary for civic competence, preparing for marriage and family life, and acquiring a set of values and an ethical system as a guide to behaviour are some of the tasks of the adolescent.

Gerdes et al (1981:264) note that "youth is the period during which the individual prepares himself for adult responsibilities and roles relating to his occupation, marriage and parenthood and defines his identity, values and goals in respect of these". In essence, youth is essentially a period concerned with the selection of, and preparation for certain tasks which are carried out in adulthood. "Choice and decision-making in regard to many important areas of living are major concerns during this period" (op cit. 1981:264).

One of the tasks during the stage of adolescence is the attainment of emotional independence from parents and authority figures. Incorporated within this task is the desire for self direction. Pikunas (1976:260) notes that "the need to

speak one's own mind and assert one's personality becomes strong after the completion of pubertal changes". This frequently leads to friction between adolescents and their parents. "Differences of view in regard to selection of activities and companions, education and vocation are frequent factors in parent-adolescent disputes" (op.cit 1976:260).

While striving for independence is regarded as normal during adolescence, young people may need to be actively assisted to accept the fact that they have to continue to rely on their parents for the provision of some of their needs. This may entail enhancing the adolescent's awareness of mutual need for support and challenge ie. interdependence. Hence, Letsebe (1990:19) maintains that" as they grapple with these life tasks young people need understanding and nurturance from significant others in their lives".

Mussen et al (1984:478) states that "to become truly adult and not just physically mature, adolescents must gradually achieve independence from parents, adjust to sexual maturation, and establish co-operative and workable relationships with peers.

In this process of meeting these challenges, the young person must also gradually develop a philosophy of life and a sense of identity. Mojake (1990:18) notes that it is important to a person to have an "ideal self". The particular individual must have some degree of self awareness. During interaction with peers in the socialization process, the adolescent is able to identify "whom she or he is", and what she or he wants from life.

Complete physical and emotional independence or autonomy can only be achieved if the individual has become totally self-sufficient. While during early adolescence serious thought is given to career options, during late adolescence, preparing for an occupation becomes an important reality. Preparation for a specifically chosen occupation involves not only the acquisition of skills, but also of appropriate attitudes toward oneself as a member of a particular occupational group.

Another task of the adolescent is to establish a set of values by which behaviour may be guided, major life goals defined, and choices considered. In their search for values and a morality of their own, young people are often guided by their peer groups and very often peer group norms differ greatly from those held by the adolescent's parents. McCandless and Evans (1973:266) explain morality as the "development, formulation and expression of intentions or conscience that are internal and that focus a person's outlook on life". They

further outline that morality is the direct representation of a personal constitution of social values. According to Mussen et.al (1984:480) "sexual attitudes and values of adolescents in our "new morality" have been developing".

While the adolescent strives for acceptance by and co-operation with others of his own age, he begins to move to more democratic relationships with parents and elders. His relationship with children who are younger in age are at a beginning-to-care-for-and-nurture level instead of a play level as he "begins to understand the behaviour of younger siblings" (Letsebe 1988:52). However, peer relationships continue to play an important role in determining the context of behaviour as well as in aspects of social and cognitive learning (Hills and Monks 1977:23).

Since the key orientation of the young person is the future, the stage of adolescence should not be seen as a self-validating phase "as attempts to treat it as such only serve to prolong absurdities" Bulman et al (1970:14). Instead, it should be seen as a phase of transition from childhood to adulthood. As a transitional phase the characteristics of this stage may be summarised as uncertainties about the present and the future; experimentation with approaching adulthood; disappointments and feelings of helplessness; resentment of parent and societal norms; and experimenting with independence. Thus, this stage of development has elements of both childhood and adulthood.

2.2.2 Youth and Black Tradition

According to Sithole (1988:53), traditionally the term "youth implied both physical growth and the expected behaviour and responsibilities of an individual at this developmental stage". In terms of this tradition, there was parental, family and community involvement in all the various life phases of the individual. The social expectations of each group were clearly defined. The involvement of the wider community throughout the life of the individual was evident among different ethnic groups.

According to the black culture a child belonged to his or her parents, the extended family and the community. Initiation ceremonies were held within the various ethnic groups according to their cultural norms and values. During these ceremonies the adolescent was exposed to a variety of activities aimed at preparing him for the responsibilities of his adult life. Sithole (1988:54) maintains that completion of these activities accorded the adolescent

certain rights, such as the right to take part in political and jural activities for the young man and prescribed courtship rights for the young woman.

During the pre-industrialization period, all industries and individuals concerned with socialization worked together within a homogenous framework to produce ideal community members. A child was never handed over from one institution to the next as all his models for behaviour were around him, his immediate family and the community. "What the child will ultimately become will depend on who carries out the socialization process" (Mojake 1990:18).

In traditional communities, apart from instructions during ritual ceremonies, education was acquired informally "by imitation of the limited range of skills the child witnessed around him" (van der Vliet in Hammond-Tooke 1974:211). Each individual could be labeled at birth in terms of the status and roles he was likely to fill by virtue of his sex, position in the family and parent's ranks; the socialization to which the individual was subsequently exposed was goal-oriented in terms of these predicted roles.

2.2.3 Urbanisation : Its Effects on the Traditional Family

According to Peil and Sada (1984:53) "living in cities has an inevitable effect on personality". As the problems of socializing the human child are universal, a child must be taught to accept, value and reproduce the behaviour and sentiments of the community into which he is born (van der Vliet, in Hammond-Tooke 1974:211). In urban communities the heterogeneous social contacts made every day provide considerable mental stimulation and numerous changing images and demands for responses from urbanites.

Urbanisation has precipitated changes in family life, particularly family structures. These changes include (Peil and Sada 1984:150):

a) increase in the number of nuclear families with an accompanying decrease in the number of extended family members living together;

b) decrease in the dependence between family members on each other particularly wives and children both of who have greater autonomy;

c) less integration of parental and work roles since urban work is individualized and spatially separate from the household;

d) conflict between family and other roles due to the latter often involving complex interdependence with non-family members.

In this way, the protection that was afforded family members by the extended family has changed. In urban communities, roles are no longer as clearly defined as they were in traditional communities. Changes in family structures, parental and community roles have affected the socialization into adult roles of the adolescents. The family has been stripped of those economic, religious, social, recreational, and other functions that it performed in the pre-industrialization kinship society. Thus, Hill and Mönks (1977:45) maintain that the family is "ill-equipped to socialize these young people for activities in which it no longer itself participates, let alone dominates as a unit". In this way changes in family structures, parental and community roles may be regarded as having a marked impact on all family members.

According to Sithole (1988:57) today, "black youths in urban communities have two major concerns; their transitional developmental stage as adolescents and their membership of a community in transition". While they have to contend with their psychological needs and the tasks of this life stage, in multi-ethnic communities such as Soweto where there is fusion of traditional socialization activities, young people have to contend with the accompanying inherent contradictions. As a result, they are likely to question the values of the adult community.

2.2.4 Youth in Soweto

As in most post-industrial communities, the socialization patterns for Soweto youth have undergone marked changes. In this regard, Letsebe (1988:6) notes that "for the young black person socialization takes place against a background where the socio-economic circumstances demand that both parents work for a living". A major implication of this is that the family no longer constitutes a basic unit of ritual activities as parents have little time, if any, to conduct the traditional rites of passage. This means that the main advantage of these initiation ceremonies, ie. they afforded adolescents social education and emphasized the behaviour expected of them as young adults is now lost. According to Sithole (1988:59) the security that was provided by the extended family in traditional communities is not available. While parents have not completely ceased to be influential in the lives of young people, through their varied life styles they now model different kinds of behaviour than their parents did. As a result, the transmitting of their cultural heritage by modelling is not always possible or appropriate.

The gradually ceasing influence of the traditional extended family in the socialization process has resulted in individuals being subjected to a variety of social institutions outside the family. In Soweto, as in other industrialized communities, specialised agencies tend to take over the extended family functions of education and recreation. However, these socialization patterns outside the family may not necessarily be approved by the adolescent's family and may lead to negative results on relationships between the family and the adolescent.

The breakdown in the socialization functions of the family, the cosmopolitan nature of industrialized communities and the adolescent's desire for social acceptability appear to contribute to the youth assuming membership with organized groups such as youth clubs. As emphasized by Manning and Truzzi (1972:21), friendship networks tend to strengthen in communities in which there is a breakdown in the socialization functions of the family.

Membership of youth clubs may be encouraged by both working parents and the influence of the peer group. In this way youth clubs can become an important influence in the socialization of young persons. According to Liphosa (1980:1) Soweto has a larger proliferation of youth clubs than any single black residential area in South Africa. Some of these youth clubs are organised and administered by government bodies eg. the Soweto City Council runs 16 youth clubs within Soweto. Others are run by private welfare organisations.

In addition, various private youth clubs have been established either on the initiative of the parents of young people or on that of the youth themselves. These latter youth clubs tend to be run at members' homes, in garages and in backyards. These are spontaneous youth groups established to a large extend due to inadequate youth centres. Sithole (1988:6) notes that during 1976, when there were disturbances in many Sowetan schools resulting in schools being closed for the latter part of the year, a substantial number of independent clubs mushroomed.

Churches also play an important role in organising effective youth work in Soweto. Generally, most church-based clubs are specifically for their own young membership. However, this church membership requirement is not strictly adhered to. Also, in some of the church based youth clubs, leadership is vested in adult members of the church while in others, the leadership is in

the hands of the young people themselves. Usually, special youth club sessions are held independently of church services.

2.3 YOUTH CLUBS

Youth clubs may be regarded as centres "for organised activities such as drama, dancing and games" (African Self Help Association Annual Report 1986-1987:5). The organised nature of activities is emphasized by this definition. In addition, most youth club activities occur at specific venues such as club houses or youth centres. However, in areas such as Soweto, due to the limited youth club facilities, some activities are held in members' backyards and garages.

At most youth clubs, the emphasis is on recreation. Here the term recreation refers to "activities, usually chosen voluntarily by the participant - either because of satisfaction, pleasure, or creative enrichment derived, or because he perceives certain personal or social values to be gained from them. It may also be perceived as a process of participation or as the emotional state derived from involvement" [Kraus (1978:37)].

Young people participate in youth clubs for a variety of reasons, including meeting friends, self enjoyment, acquiring social skills, or being in the company of age mates. Batten and Batten (1970:166) note that youth clubs provide young people with opportunities for meeting each other, making friends, enjoying themselves, and developing themselves as persons so that they can grow into happier, more self-reliant and more socially responsible people.

2.3.1 Membership and Size of Youth Clubs

Within the youth clubs, there are three categories of membership, committed, non-committed and the alienated members. Eggleston (1976:16) discusses the various characteristics of these categories as follows:-

The Committed Members

- They are likely to have been members for at least two years and attend the club at least once a week.
- They are aware of the committee and are probably members of it or are willing to serve on it.
- They are likely to display considerable loyalty to the club and what it stands for, standing up for it even against their friends if the occasion arose.

- They identify with the club.
- They use facilities and opportunities provided by the club as a means of involvement rather an end in themselves.
- Non-Committed Members
- They are less likely to have been a member of the club for so long or to attend so regularly.
- They may not know much about the committee and not likely to be members or desire to join it.
- What the club stands for, its values, and purposes are not of a particular interest to them (they are not necessarily hostile to them). They will tend to accept such things as part of the price they have to pay for the chance to participate in the activity interest programmes or social opportunities it offers.

Eggleston (1976:117) also makes a distinction between alienated and non-committed members. He says the alienated members are those "on whom the club values have begun to bear heavily - entailing a compliance that they are no longer willing to make, a boredom they are no longer prepared to suffer or an incursion on their freedom that is no longer tolerable despite the instrumental advantages offered in return. At a certain point they reject the implicit contract of members either passively through non-attendance or actively through disruptive behaviour or vandalism or more subtle forms of aggression directed at the leader and community members".

2.3.2 Functions of Youth Clubs

At youth clubs, adolescents are provided with opportunities to experiment with a variety of social skills within a safe environment. This function of youth clubs is important particularly with regard to the emotional needs of youth to seek various social experiences through which they can advance towards approaching maturity. Many young people use youth clubs as an environment in which to find new friends. Close association with friends is attributed to the individual's strong peer group need at this stage. Such close friendships may develop from chance encounters at youth clubs.

In Soweto, youth work of one type or other is undertaken by a variety of organisations, including churches, local authorities, professional associations, and private agencies. Due to this diversity, the aims, functions, objectives and the leadership styles of the different youth clubs vary considerably. At most

Sowetan youth clubs, activities are divided into social, cultural, educational and recreational pursuits.

A number of studies (Letsebe 1984; Liphosa 1980; Mokoetla 1980; Tsambo 1978) have been undertaken with regard to the nature and functions of some youth clubs in greater Soweto. In this way Mokoetla (1980) concluded that youth clubs help members to:-

- try out their physical, mental and social capabilities and thereby develop themselves physically, mentally and emotionally;
- develop skills related to the different levels of participation through physical, mental and social involvement; and
- recognize society as a living organism whose vitality depends upon the recognition by its members of their obligations and commitment towards one another.

Inherent in the functions of youth clubs is the emphasis on participation within club activities. In this regard, the youth may be encouraged to assume responsible leadership and helping roles at their clubs. Those already in leadership positions can be enabled to perform their leadership functions more effectively by being appropriately assisted and supported. As Mokoetla (1980:4) emphasizes, the education of youth club members for participatory roles is an important function of youth clubs.

2.3.3 Committees in Youth Club

Committees are a vital part of the structure and organisation of youth clubs. Responsibilities of committees may include facilitation of programme planning; managing the planned programme; deciding on the inclusion of specified activities; assisting the youth club membership to pursue chosen activities and evaluating the programmes implemented. Such responsibilities are not only decided upon by the committee itself but are also sanctioned by the club membership. Committees may also be mandated by the club membership to take the lead in making decisions on matters affecting the club in general.

A committee may be defined as "a group of persons, limited in membership by selective appointment...and having joint responsibility of inquiry, deliberation, decision, action, sponsorship, or related activities in regard to matters assigned to them" Dunham (1970:336). Its task is to "accomplish a change". Pincus and Minahan (1973:61) "which is delegated to the committee members from a

higher source of authority, such as an agency executive or organizational by-laws" Toseland and Rivas (1984:26-27).

The advantages of committees are as follows according to Sithole (1988:85):

a) work can be done quickly and well;

b) everyone knows what each person is doing;

c) the control of the organisation or club represented by the community is enhanced;

d) the committee acts as an important vehicle for the achievement of the goals of the group or community represented.

Since committees have the power to make decisions that affect the entire membership of the club, it is important for committees to be democratically elected. In order to decide what office bearers a committee needs, it is important to list specific tasks that have to be done by the committee. Depending on the specific tasks to be performed, committees are usually composed of a chairperson, vice-chairperson, secretary, vice-secretary, treasurer and additional members. Within SYC committees are elected annually as their term of office is normally a period of twelve months.

The size of a committee should encourage active participation by all members. The committee should be small enough to allow members to relate to one another on a "face-to-face" basis. This encourages members to identify themselves as members, share common goals, and exchange thoughts and feelings among themselves through verbal communication. For committees to be effective in youth clubs, it is important for office bearers to be equipped for committee roles. Here, training is of relevance.

Button (1974:1135) states "if young people are to learn the skills of organising things themselves, the opportunity for doing this must be created". The creation of such opportunities depends to a great extent on the youth worker representing the sponsoring agency, or any person involved with a particular youth either as a consultant or involved in his personal capacity as helper.

2.4 LEADERSHIP

According to Ridgeway (1983:205) the core of leadership is threefold:

a) the exercise of an executive function in the group;

b) the assumption of responsibility for structuring behaviour;

c) the directing of decisions as part of the group's effort to pursue its goals.

The distribution of these executive rights and responsibilities among the members constitutes the group's leadership structure. Further, Ridgeway (1983:230) distinguishes between three leadership styles:

Authoritarian Leadership

The designated leader determines the policy for the group and usually dictates the particular work or task of each member.

Democratic Leadership

The designated leader encourages democratic discussion and decision-making in policy-making; and the division of tasks is decided upon by the group

Laissez-Faire Leadership

The designated leader participates minimally and there is complete freedom for group and individual decision-making. There is also non-participation of the leader in determining tasks. Factors such as members who are experienced in group situations, member clarity of goals and purposes, and a practitioner specifically skilled in this approach are required for this style to be successful.

2.4.1 Approaches in Leadership

In the case of SYC democratic leadership approach is encouraged and most liaison officers prefer and practice the authoritarian leadership due to incompetency in good leadership skills. As a result all committee members under such leadership resume authoritarian styles and approaches.

Adair (1984:5) also outlines three approaches in understanding leadership viz. the qualities; situational; and the functional approaches. The qualities approach maintain that leaders are born not made. This approach places emphasis on the following qualities: initiative; courage; intelligence and humour which together predestine a man to be a leader. In terms of this approach leaders are discovered not trained.

The situational approach is task orientated thus become aucratic. This approach is maintenance-orientated thus encourage emotional support. The approach maintains that the leader in a group depends on a particular task delegated to the individual. Leadership within the formal role system which among other things define authority hierarchy.

The situational approach is the most appropriate one in our youth clubs situation since this age group tends to establish a strong peer group bond, and as such, leadership usually emerges from the group itself. In such situations,

in order to develop their leadership potential, the youth who emerge as leaders should be encouraged to experiment with the leadership roles and be assisted to become effective leaders as possible.

The functional approach emphasizes that "leadership could be regarded as a disembodied process which could be shared by some or all members of the group" (Adair 1983:6). According to Johnson and Johnson (1987:22) the functional leadership approach includes two basic ideas, namely:

a) any member of a group may become a leader by taking actions that serve group functions, and

b) any leadership functions may be fulfilled by different members performing a variety of relevant behaviours.

Shared leadership encourages the development of indigenous leadership "as the group matures and members begin to assume responsibility for various leadership roles" (Drower, in McKendrick 1987:82). The sharing of leadership within the group encourages members to exercise their own power, to take responsibility for themselves and to help members have some influence and control in the group situation.

The above three leadership approaches provide a basis for evaluation of leadership in different situations and for exploring the usefulness of different aspects of leadership. While the qualities approach may be useful in the process of identifying and selecting group leaders by members themselves, the functional approach emphasizes the need for potential leaders to be afforded the opportunities to practice leadership. This approach allows for democratic group functioning which, in both the community work and group work contexts, is regarded as the basis for skill development and growth by the group. In addition, it encourages maximum participation by the group members.

2.4.2 Qualities of a Leader

SYC normally encourage its members to look for the following qualities in a person when electing members of club committees:-

a) a person who tends to initiate action;

b) a person who can influence activities of the club;

c) a person who is able to delegate responsibility;

d) a person who is able to settle disputes;

e) a person who is able to make judgements;

f) a person who is able to encourage and inspire more than one member in the club.

Leaders of high person ability, with well organised plans of operation and who use participative styles of leadership, generally elicit greater group loyalty, higher performance goals, greater co-operation and more favourable attitudes to leadership from group members. In order for the youth who are nominated to stand for elections, they should have the ability to perform the duties allocated to them, that they have enough skill to do so and that it is safe for them to do so.

It has been observed by the researcher during her interaction with youth, that in most Sowetan Youth Clubs, leaders of committees were directly responsible for the day-to-day running of the clubs.

In many instances, the youth club leaders were club members themselves and committees were elected by and from the membership of the specific youth club. Those in leadership positions assume a variety of responsibilities related to both individual and group needs. Due to their leadership positions within their clubs, youth club leaders were frequently required to help individual club members with their personal problems. As is characteristic of this age group, youth attach importance to their relationships with peers and commonly discuss personal problems with their age mates. While club leaders may be ready to be as helpful as possible to members experiencing personal problems, they may lack appropriate helping skills. With training in basic communication skills, they may be able to enhance their abilities to help those members who approach them with problems.

As noted earlier, democratic leadership encourages maximum membership participation in deciding policies and activities for a group. The role of social workers in youth work practice could aim to:-

- elicit support for individual club members and/or for the club as a whole;
- gather data on individual club members;
- link members with resources within their environments;
- mediate between individual members and significant others in the members' environments.

In this regard, committee members could be trained in ways of eliciting support from youth club members through an emphasis on group participation in matters of the club, and also identifying and utilising resources to meet their club needs. Training in this regard may focus on issues such as committee procedures, functions of different committee members, and how to plan, implement and evaluate programmes.

2.5 TRAINING YOUTH FOR LEADERSHIP ROLES

2.5.1 The Concept of Training

The concept of training is usually limited to the learning of a repertoire of behavioural responses. According to Weichel (1978:32) the term refers to "all those activities ranging from the acquisition of simple skills to the development and change of complex socio-emotional attitudes". Training is based on performance while education is a broader concept concerned with life skills which are needed in order for a person to adapt. Training is a method of improving individual's performance via the systematic management of the learning of new behaviour to meet the organization's individual's goals.

Further, Segil (1979) defines training "as the systematic process of diagnosis, preparation, development and implementation and evaluation with regard to learning of new knowledge and skills". Inherent in this definition is the emphasis on systematic training procedures based on appropriate assessment of the training needs and the possible outcomes of training in meeting these specific needs.

Training aims to encourage the acquisition of new knowledge and skills. Thus training implies a process of making "proficient" by instruction and practice as in a particular skill or practice Halsey (1977:1055). Training is linked to practice and involves putting into action what has been learned in theory, in order to gain skill and facility in the function at which the training is directed. The outcome of any training programme can be assessed in terms of whether or not it meets the specific training needs.

According to Johnson and Johnson (1987:17) "to learn such skills the learner must develop a concept of what leadership is (knowledge), an action theory concerning what leadership behaviours will lead to effective group functioning, positive attitudes towards new leadership procedures, and perceptions that the new leadership actions are appropriate and that the learner is capable of performing them. Finally, the learner must develop the skills needed to perform new leadership actions"

The development of leadership skills can be regarded as a sequential process. This process involves the following steps

a) Awareness that the skill is needed;

b) Understanding of what the skill is;

c) Self-conscious engagement in the skill;

d) Feeling of repetition while engaging in new skills;

e) Automatic, routine use where the skill is fully integrated into learner's behaviour repertoire and seems like a natural action to engage in.

In order to design, select or implement an appropriate training programme it is essential first to have a clear understanding of the training needs of those at whom the training is to be directed. Such an understanding would help towards deciding the purpose and content of the training programme.

2.5.2 Needs Assessment

Pratt (1980:78) refers to needs assessment as "an array of procedures for identifying and validating needs and establishing priorities among them". Needs assessment is an ongoing process and various methods can be utilised to assess needs of club members who are in leadership roles. It is the role of the person facilitating needs assessment to weigh the advantages and disadvantages of the approach selected for need analysis. The selected needs assessment tool cannot be used haphazardly, a certain direction must be followed (refer appendix II for an example of needs assessment process).

2.6 CONCLUSION

The theoretical community work and adult education approaches which formed the basis of this study rested upon the belief that the potential for developing relevant community resources and service structures rests with individuals and groups within the community. The role of the social worker and adult educator in this context is to release and develop this potential, thereby fostering interdependence.

A central assumption guiding this research study is the premise that the systematic application of principles and practices of education to community work methodology have the potential to lead to the enrichment and development of community work theory and practice. In terms of this reasoning, and in accordance with Adult Education principles, if the educational goals of development programmes are to be realised, then a

progressive step-by-step training programme, designed to facilitate the achievement of the goals of community work, will need to be developed. Much adult and non-formal education takes place in the context of community work programmes, since, the "adult educator is primarily interested in community development as a means of educating the community and the people who live there" (McClusk., in Knowles p156). However, while community work may stimulate factual learning", ... it is also possible to learn about how the community is put together and the methods by which it achieves its goals. These are the process and contextual learning of community development. Both kinds can be fruitful, but it is the second kind (process and contextual) which is currently most neglected by other forms of adult education, and to which community development can make a unique contribution" Jones (1975:157).

Knowles considers that the spirit of community work provides a format for learning which is, of all contexts, most congruent with the principles of andragogy. However, throughout a detailed study of the literature, the researcher failed to uncover a single training programme which in content and method was designed specifically to enable community participants to achieve the goals of community work. This was the challenge of the present study: to undertake a needs assessment; with the purpose of designing ordered educational programme which could expedite the achievement of the goals of community work, in the light of careful study of the socio-political and economic environment in which this research programme is based, and with full knowledge of the selected community work process and method.

Some of the questions which have to be answered include: How do the principles of andragogy apply in a community work context? What skills do community members need if they are to achieve the desired influence over the decision-making structures which affect them, and how can these be taught? Of what relevance is training to community participants? Is training acceptable to them? How can a training programme be woven into the community work process?

Drawing on the rich generic literature sources, and the experience of a wide range of experts, this study aims to establish a working alliance between the goals and process of community work, and the principles and methods of adult education and training. The results of this research do not yield a final blueprint, but an invitation to explore the potential of such an alliance, within guidelines developed in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH DESIGN

The research design according to Sanders and Pinhey (1986:54) "is the initial planning of a research project based upon the various goals of a particular study and the research problem being asked. This process can also be thought of as the tactics you will employ to gather and analyse a specific data set".

The research design employed in this study is a hybrid of two ideal types suggested by Tripodi, Fellin and Meyer (1978:48); namely: quantitative-descriptive and exploratory. In terms of the exploratory-descriptive approach selected, the investigation clarified concepts, described procedures and proposed questions for future research. The exploratory nature of the design invited flexibility and allowed the researcher to increase her familiarity with the phenomenon she wished to investigate. The approach used in the initial phase of this study, enabled the researcher to define concepts and to gather information about the theoretical and practical possibilities for the training programme, this being a necessary first step.

A quantitative descriptive study seeks to use devices to measure and describe the relationship between variables, but does not require the experimental manipulation of the independent variable to establish cause and effect relationships as in experimental studies. Descriptive studies presume that specific questions could be answered, and in this study the relevance and effectiveness of systematic training of youth club members in the community work process could be assessed by employing this approach. Descriptive designs, though still malleable, are not characterized by the extreme flexibility of explanatory research, and thus there are more specific guidelines regarding the formulation of objectives, design of data collection methods, sample data, the collection, processing and analysis of data and reporting of findings which focus the researcher's efforts.

Since the blended exploratory descriptive design did not prescribe rigid procedures, the design allowed the full utilisation of the dynamic forces of development programmes, which was compatible with the underlying philosophies of community work and training.

TABLE 3.1 EXPLORATORY / DESCRIPTIVE ACTION RESEARCH DESIGN

ACTION RESEARCH PROGRAMME	
Phase I:	Exploratory Design : Aim - Design and Development of Training Programme
Phase 2:	Descriptive Design : Aim - Implementation and Evaluation of Training Programme
Implications of study for future action and research	

3.2 RESEARCH STRATEGY

The research design was operationalised through a multiple strategy. Advocating 'triangulation' or the combination of methodologies in the study of the same phenomena is a basic theme of Denzin (1973). In proposing the use of multiple methodologies, Denzin acknowledges that no single social scientific method has complete validity or reliability, and contends that the limitations of one tool are frequently overcome by the advantage of another. In an attempt to minimize the effects of the shortcomings of any one tool, the researcher used a range of research instruments, spanning the methodologies of participant observation; survey approaches, and action research.

3.2.1 Participant Observation

Participant observation according to Bailey (1982:494) is "observation in which the researcher is a member of the organisation or group being studied and participates in all organisational activities; generally (but not always) other group members are unaware that the observer is conducting research". When the researcher witnessed events in her daily interaction with youth practitioners, and the youth themselves, the researcher treated observations as "data" for forming opinions, making decisions, predicting future events, and inferring the needs, emotions, and motives of others. In this study, the researcher too, collected information by observing phenomena.

Observational methods are, in fact, the methodological backbone in a number of other disciplines, including adult education. Scientific observation involves more than just the general skill that researchers have developed in understanding and coping with the world around them.

Researchers do not just "look" at people they are studying like an entomologist looks at an ant, in a very casual manner. In scientific observation, great emphasis is placed on the objective and systematic nature of observational

operations, recording and encoding of those set of behaviours and settings. This implies that:

a) Selection underlines the importance of identifying specific behaviours or characteristics to be observed;

b) Provocation means that the observer need to be a passive observer in a naturalistic setting. If is often useful to provoke, in an experimental fashion, the very behaviours which the investigator is interested. Observations must naturally be recorded, often according to some predetermined systems plan; and

c) Encoding refers to the simplification and reduction of the data into some manageable form.

Participant observation was used in this research project in an exploratory fashion to gain insight and to provide accurate descriptions of situations. It is a field strategy which the researcher used simultaneously to combine methods of document analysis, respondent interviewing, direct participation, observation and introspection. Participant observation could be viewed as a method of qualitative analysis, and required the researcher to be intimately involved in the data collection process. The data was accurately documented in a detailed diary which recorded the entire research process; a data source which had the unique advantage of reflecting turning points, changing ideas and new experiences, unimpaired by retrospective reconstructions and distortions of memory. Participant observation methods were utilised throughout this investigation and constituted the unbroken thread throughout the research study.

Advantages of Observation

Bailey (1978: 249-250) outlined the advantages of observation as follows:

- nonverbal behaviour, natural environment and longitudinal analysis

This method was advantageous for the researcher as it afforded an opportunity to observe the youth during their interaction with one another, and with their respective youth adult leaders, within their natural environment: youth clubs.

Since the researcher worked with the youth for an extended period of time (1990-1994), her relationship with youth club members was often more intimate and much more informal. This relationship provided the researcher with an opportunity to find out in much more detail what the youth problems and needs were really like.

The method permitted the researcher to use recording machines (tape recorder, photo and video cameras) and diary, in order to eliminate bias because of recall. This also allowed researcher to view the complete situation as it developed and afforded inclusion of a sequence of events.

Disadvantages of Observation

These are noted by Bailey (1978: 250-252) as follows:

- lack of control, difficulties of quantification, small sample size, gaining entry and lack of anonymity / studying sensitive issues

The above named disadvantages did not affect this study that much because the researcher had a professional working relationship with the youth. The observational process was embodied in the researcher's daily conduct, as far as her roles and responsibilities as youth activities co-ordinator, were concerned.

3.2.2 Survey

A second facet of the strategy was the inclusion of a survey, which may be defined as a "methodological technique that requires the systematic collection of data from population or samples through the use of the interview or the self administered questionnaire. The investigator approaches a sample of persons who have been exposed to a set of events or experiences and interviews them with respect to these experiences" Denzin (1975:165).

The survey group comprised 48 youths, resident in the adjacent economic and sub economic townships of Soweto, and members of Soweto Youth Clubs. Sampling was non-random, and members comprised a non-probability accidental sample. Results cannot be therefore be generalized to other communities.

The survey strategy was used exclusively in the descriptive phase of the study. This method gave the researcher an opportunity of selecting some of the youth, particularly focusing on them in accordance to the aims and objectives of this study. The researcher was able to administer the research questionnaire to the research respondents, during interviews conducted, respectively with them.

3.2.3 Action Research

Action research is defined as a "systematic study, arising from the needs of an operational program, the results of which are fedback directly and immediately to the operational staff to help them to improve the efficiency of their operations" (John 1977). Further, Cohen and Manion (1989) describe action

research as "a small scale intervention in the functioning of the real world and a close examination of the effects of such intervention".

Action research is situational as it is concerned with diagnosing a problem in a specific context and attempting to solve it in that context. It is usually collaborative in nature - teams of researchers and practitioners work together on a project, it is participatory - team members themselves take part directly or indirectly in implementing research; and it is self evaluative - modifications are continuously evaluated within the ongoing situation, the ultimate objective being to improve practice is some way or other. Its focus is on specific problems within a specific setting.

According to Cohen and Manion (1989) "action research should contribute not only to practice but to a theory of education and teaching which is accessible to other teachers". As much as action research is used as an approach of problem solving, all the experiences of the participants during problem solving should be utilised and contribute to existing adult education theory.

Polansky (1975) points out that community workers and educators are not primarily knowers, they are doers. This study was therefore characterized by the added dimension of action research approach. Action research allows the social scientist a more decisive role in the development of effective programmes (this being the goal of applied research) which is not possible within the framework of a preconceived experimental design. The action researcher is not simply required to produce and analyse factual data, but is simultaneously expected to participate in the implementation of a goal directed programme and to contribute to relevant policy decisions in the organisation. This approach additionally fosters dynamic feedback from the participants in the action study, and programme modifications are made on the basis of this response. Action research thus has a dual commitment to organisational development and the systematic analysis of the process through the utilisation of accepted methods of social research. A central component of this approach is to evaluate the work done and to assess its implications for future action and research (Polansky 1975:66-68).

Since the immediate concern of action research is to increase the practitioner's ability to provide an effective service, it is an approach particularly attractive to both the social work and adult education professions. Through the utilisation of this approach service delivery systems and development programmes which do, in all honesty, "make a difference", could be devised.

The researcher assisted both the youth and their adult youth leaders in analysing their problem situation, understanding and accepting their inefficiency, and further motivated them to bring about change in their situation. In accordance with the action research design, the researcher undertook the central role of the trainer in designing and developing the training programme. The following is a summary presentation of the actions the researcher undertook::

- participant observation method was used by the researcher, in an explanatory fashion to gain insight and to provide accurate descriptions to situations. Through this strategy, the researcher, simultaneously combined methods of document analysis, respondent interviewing, direct participation, observation and introspection. In this study, observational data were documented in a detailed diary which recorded the entire process, a data source which had the unique experiences, unimpaired by retrospective reconstructions and distortions of memory. Participant observation was utilised throughout this investigation and constituted the unbroken thread throughout the research study.
- apart from exploratory descriptive analysis of the phenomenon under study, the researcher explored avenues that could be utilised in solving the identified problem. Fifteen youth service organisations were visited and their respective service programmes were also reviewed. The management team of Soweto Youth Clubs including experts in the field of adult education, were interviewed.
- the Youth Leadership Training Programme was drafted and discussed with both the youth and personnel of the organisation. The final document was then compiled and proposed, as the outcome of the investigation.

The Purpose of Action Research

The purpose of action research is "to solve classroom problems through the application of the scientific method. It is concerned with a local problem and is conducted in a local setting" [Cohen and Manion 1989].

Action research provides a systematic framework in which the practicing counseller, therapist, or other professionals in the helping field can solve problems and determine the effectiveness of their respective efforts and initiatives. Action research also provides a model for the evaluation of action programme implemented.

Rapoport (1970) suggests that "action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework".

Action research "builds diffusion of findings and their implementation directly into the research design. Action research is always for a purpose; to check whether or not a helper intervention has benefitted a client to examine whether or not a specific new program made a difference in the lives of participants, to evaluate the effectiveness of an organised set of helping services" [Goldman 1978].

According to Cohen and Manion (1989) action research is a "means of in-service training, thereby equipping the teacher with new skills and methods, sharpening his analytical powers and heightening his self awareness".

The characteristics of action research as outlined by Cohen and Manion (1989):

- findings are applied immediately
- it allows group interaction
- there is flexibility and adaptability
- it relies on observation and behavioural data
- its objective is situational and specific
- its sample is restricted and unrepresentative
- it has little or no control over independent variables
- its findings are not generalisable but generally restricted to the environment

3.3 RESEARCH METHODOLOGY

In terms of the design the research took place as follows:

3.3.1 Exploratory Phase

The first phase utilised flexible methods consistent with the exploratory design. As the initially vaguely defined objective was transformed into one with greater specificity, changes in the research procedures became necessary to achieve the goals of this phase. Research procedures were required which would enable the researcher to:

- link the goals of the community work process to theoretically pertinent adult educational principles, methods and content areas;

- establish needs and interests of young adults who were in leadership positions in youth clubs and what could be done to fulfil the identified needs; and
- devise a training programme, precise in both content and method, designed to equip young adults in youth club leadership with the relevant skills and social awareness necessary for them in order to achieve the integrated goals of both community work and adult education.

Research Tools

3.3.1.1 Survey of the Literature

In order to economize efforts for the open-ended enquiry, a necessary first step was a survey of the literature in order to explore the area under investigation. The essence of this survey, which focused the initial stages of this study, is contained in Chapter 2.

3.3.1.2 The Experience Survey

Many people in the course of their daily lives have a great deal of experience which may be relevant to the subject under investigation. This reservoir of experience could be tapped either through interviews or written communication. Participants in the experience survey in this study were drawn from three main groups:-

- experts in the field of community work, education and teaching theories, methods and techniques, and those with incisive knowledge of South African society;
- young adults of youth clubs in Soweto which hosted this study. In view of the dual approaches of community work and andragogy, it was important to encourage citizen participation in the design and planning of the Youth Leadership Training Programme; and
- members of staff (the director community services, the management team, the grassroots workers comprising of youth activities co-ordinators and liaison officers - "Soweto Youth Clubs' of Soweto City Council.

Details of the exploratory phase were recorded, so that the information gleaned could be used in designing the training programme. A copy of the interview guides used to structure the experience survey interviews appears in the appendixes IV - VI.

3.3.2 Exploratory Descriptive Phase: Needs Analysis and Designing and Planning the Training Programme

This phase demanded the selection and development of research tools which could assess the needs and interests of young adults participating in the leadership positions within youth clubs. Further, to assess the relevance and effectiveness of the training programme designed in the course of the preceding phase. Research tools were required to:

- assess the effectiveness of the training programme in developing leadership skills, and increasing social awareness and personal growth on the part of the trainees (young adults); and in providing service to wider community
- evaluate the content, process, and outcome of the training programme, and the relevance of training to participants in a community work context.

3.3.3 Development of the Research Instruments

3.3.3.1 Pilot Study

The sixteen (16) youth clubs forming SYC were divided into four (4) zones, each comprising of four youth clubs. One youth club from each zone was selected randomly, and from each, one young adult occupying any of the existing leadership position was also randomly selected. The researcher then conducted four individual interviews with these four (4) youths, each representing a zone, as explained above. During these interviews the research questionnaire was administered directly to the youth, by the researcher.

The purpose of administering the questionnaire to these four youths, was to conduct a pilot study for testing whether items in the research questionnaire would yield the expected responses and data, and this was achieved. The research questionnaire was thus not altered, and was administered as initially designed. The results of the pilot study were not documented as there were no differences in the responses as the questionnaire was never changed. The pre-testing of the research tool took four days in succession, in one week.

3.3.3.2 Administering the Research Questionnaire to the Youth

The researcher took all names of the youth in leadership positions in each club, meaning sixteen (16) lists were compiled. The lists were treated individually, meaning that all the names in each list were put in a hat, in turns, to select only three (3) names from each club, randomly. The researcher then compiled

a list of forty-eight (48) research respondents. The research questionnaires were then distributed to all the clubs each day in four weeks. All the research respondents were given the necessary explanations with regards to the purpose of the questionnaire, how it should be completed and how the information would be used.

The research respondents were given two weeks to complete the questionnaires. Thus the researcher kept record of the date on which the questionnaires were distributed at each club. After the fortnight period had lapsed, the completed questionnaires were collected.

When the researcher had collected all the questionnaires she then checked and rechecked to find out whether all questions were answered correctly, in terms of outlined instructions. The researcher discovered that seventeen (17) questionnaires had missing information or / and were incorrectly completed. The researcher was then faced with the problem of visiting all the youth organisations to follow-up on respondents concerned. Interview sessions were conducted with each interviewee at each club for a period of four weeks, completing and amending responses whenever necessary.

3.3.3.3 Conducting scheduled interviews with some members of both the host organisation and the community

Scheduled interviews were conducted with both members of the host organisation and community as explained earlier on (See 3.3.1.2). Three (3) interview guides were compiled by the researcher as follows, in order to facilitate these interviews.

Interview Guide I: Interview with resource people within the host agency - Soweto City Council

Interview Guide II: Interview with experts in nature of S A Society, Community Work, Education and Teaching Theories, Methods and Techniques.

Interview Guide III: Interview with experts in the field of training.

3.3.4 Analysis and Interpretation of Research Data

All the responses from all the respondents who participated in this study, were classified and categorised and then items were counted, added and checked and rechecked.

The researcher tabulated manually, the raw data collected, into the following main categories of this study:

- details of leadership roles executed by young persons within youth clubs / organisations
- knowledge and skills needed by the youth club members to execute their leadership roles and responsibilities
- formal training already received / needed

The collected data was thoroughly scrutinized, separated resolved into simple elements in order to understand dynamics of the youth problems and the conditions under which it occurred. The researcher transcribed qualitative material into quantitative form so as to seek meaning of phenomena embodied in the purpose of this study. . .

The data were then reduced into form that made meaningful interpretation possible, and was then systematically analysed. The analysed data was presented in two categories as follows:

a) Chapter 4: Outlines information gathered from the youth through the research questionnaire; summaries on information gathered from community members through the interview guides.

b) Chapter 5: Illustrates how information in Chapter 4 was integrated and converged to compile the Training Programme Design Proposal.

3.3.5 Giving the Research Respondents Feedback

After analysing the research data, the researcher organised a meeting, attended by the research respondents and personnel from SYC. The aims of this meeting were as follows:-

- to give feedback and present the research findings;
- to give the youth and the youth section personnel an opportunity of analysing the designed Youth Leadership Training Programme and making further suggestions and recommendation.

The programme was approved and endorsed during the meeting by the youth and further recommendations were made, that modules with more than two sessions should be conducted in a form of a residential workshop. The youth section personnel were very much concerned about the financial costs of the programme and the youth recommended that minimal fees should be charged to meet the course expenses, whereby on the other hand the organisation would be requested to sponsor the programme. Alternatively, the youth section

personnel would need to establish a fund-raising committee specifically for this training programme.

The youth section personnel and the youth recommended that the programme be adopted and implemented with immediate effect.

3.4 THE CREDIBILITY OF THE RESEARCH

Guba and Lincoln (1981) have proposed four criteria that need to be taken into account in judging the trustworthiness of naturalistic research results:

1. Truth Value: How can one establish confidence in the truth of the findings of a particular inquiry for the respondents with which and the context in which the inquiry was carried out?

2. Applicability: How can one determine the degree to which the findings of a particular inquiry may have applicability in other contexts or with other respondents?

3. Consistency: How can one determine whether the findings of an inquiry would be consistency repeated if the inquiry were replicated with the same (or similar) respondents in the same (or a similar) context?

4. Neutrality: How can one establish the degree to which the findings of an inquiry are a function solely of the conditions of the inquiry and not of the biases, motivations, interests or perspectives of the inquirer?

The terms utilised within the rationalistic paradigm in relation to the four questions are, respectively, internal validity, external validity, reliability and objectivity. Guba and Lincoln (1981:104) propose four "analogous terms" within naturalistic paradigm to support these rationalistic terms: credibility, transferability, dependability and confirmability respectively.

In both paradigms the purpose of applying criteria of scientific rigour is to arrive at findings that have truth value, applicability, and credibility. Such controls apply to all aspects of an investigation, from design through data gathering to analysis, interpretation and conclusion.

Table 3.2 below summarizes the four naturalistic "analogues" to the major criteria of rigour as described above, as suggested by Guba and Lincoln (1981:104).

TABLE 3.2 SCIENTIFIC AND NATURALISTIC TERMS APPROPRIATE TO VARIOUS ASPECTS OF RIGOUR

ASPECT	SCIENTIFIC TERM	NATURALISTIC TERM
Truth Value	Internal Validity	Credibility
Applicability	External Validity/ Generalisability	Fittingness
Consistency	Reliability	Auditability
Neutrality	Objectivity	Cofirmability

The purpose of applying criteria of scientific rigour was to arrive at findings that have truth value and applicability. Such controls applied to all aspects of an investigation, from design through data gathering, to analysis, interpretation and conclusions.

3.4.1 Criteria of Rigour Applied in this Investigation

In this investigation, different controls have been applied to different aspects of the research. These are described in the following subsection, in which features of the investigation were related to each of Guba and Lincoln's four criteria of consistency, neutrality, truth value and applicability / transferability.

3.4.1.1 Validity

According to Babbie (1983:509) validity is a "descriptive term used of a measure that accurately reflects the concept that is intended to measure". In Guba's and Lincoln's sense, when assessing validity in this research project, the researcher needed to assess whether the research questionnaire and interview guide schedules as designed for collecting the necessary data were really efficient and effective in doing so. The degree to which these research instruments fulfilled purposes and measured those characteristics they were supposed to measure, was assessed by considering the items embodied in these instruments.

The researcher, prior administering the research questionnaire to the respondents, conducted an informal scan; and a pilot study with four youth who were not part of the research sample. The purpose was to find out whether the research questionnaire could yield the type of results as predicted by the researcher. Further, the research questionnaire indicated that the respondents were involved in current youth club leadership, and were able to exhibit the appropriate information concerning problems they faced.

Guba and Lincoln (1981 and 1983) had suggested the following safeguards against loss of credibility. They urge that validity is not given at any point but needs to be continually tested for by means of:

a) Prolonged engagement at a site-to overcome the distortions introduced by the enquirer's presence, to provide sufficient opportunity for the researcher's preconceptions to be tested against the data collected, and to provide time to identify salient characteristics of both the context and the problem.

b) Persistent observation-to gain an understanding of salient characteristics and pervasive qualities of the phenomenon being investigated, and to be able to identify a typical but critical characteristics.

c) Peers debriefing-to test emerging concepts against the insights of others, to test methodology, and to discharge personal feelings which might otherwise affect the investigation negatively.

d) Structural corroboration-to establish the process of using data as pieces of evidence to validate each other, and to establish which aspects of the evidence are consistent, and which inconsistent. This can be achieved by:

- triangulation in which propositions are exposed to possible countervailing facts or assertions, and to verification by similar facts or assertions;
- Cross-examination in which biases are made explicit, flows are made apparent and inferences are justified.

e) Referential adequacy materials-to establish a process by which materials are collected and achieved without analysis.

These materials are in permanent form and could be used by others at a later stage to test for adequacy of interpretation

f) Member checks to establish procedures through which data and interpretations are checked on a continuous basis throughout the study by members of the various groups from which data were solicited.

In this investigation, these features have been applied in the ways described in Table 3.3.

TABLE 3.3 GUBA AND LINCOLN'S CREDIBILITY SAFEGUARDS RELATED TO FEATURES OF THIS INVESTIGATION

	AREA		QUESTION
1.	Prolonged engagement	1.1	Investigator was an active participant in this project from 1991 to 1995
2.	Persistent observation	2.1	Investigation commenced at the beginning of 1993. Data collected coincided with the life of project
3.	Peers debriefing	3.1	The training programme draft was discussed with the youth and SYC personnel
		3.2	The compiled proposal was circulated to experts in the field of training for criticism and comment
		3.3	Rigorous discussion and cross examination were conducted regularly with the research project supervisor
4.	Structural	4.1	Triangulation was an integral feature of the research design
		4.2	Findings usually presented orally with supporting documents
5.	Member checks	5.1	Regular progress discussion with the supervisor appointed by the university, and further with SYC management team

3.4.1.2 Generalisability, Fittingness and Transferability

Guba (1981) and Guba and Lincoln (1983;328) have suggested that in the same way that there can be no internal validity without a reasonable level of reliability, there can be no applicability, generalisability and transferability unless there is a reasonable level of internal validity. Besides the safeguards of validity discussed in the previous subsection, additional controls to demonstrate the applicability of the research should be proved. The research design should include:

a) Theoretical/purposive sampling - to maximise the range of information which is collected and to provide most stringent conditions for theory grounding.

b) Thick description - to provide sufficient information about a context

   i) to impart a vicarious experience of it; and

   ii) to facilitate judgements about the extend to which generalisation from the particular context to another can take place

c) Use of overlap methods - to undertake methodological triangulation (use of different methods to analyse the same set of data).

d) Stepwise application - to conduct parallel investigation using a spit-halves approach in which inquirers and data sources are split into two halves. Investigator and data triangulation are then undertaken, with frequent interchange between the two teams.

e) Dependability audit - to initiate a process in which all methodological steps and decisions points are supplied, and access is provided to all data in their several raw and processed stages.

In this investigation, controls for generalisability applied, are reflected in table 3.4.

However, it is important to note concerns of the researcher in relation to direct transferability of the findings, due to the researcher's belief that the context of the project was a specific one. Operating within the community of Soweto with very disadvantaged members, it was doubtful whether this project would be fully supported as Council operated on limited funds. The programme designed may be applied successfully, locally, as one day workshop to cut on costs. Alternatively, the host organisation would need to raise funds from donors for weekend - residential workshops and camps to be included as part of this programme.

TABLE 3.4:GUBA AND LINCOLN'S TRANFERABILITY SAFEGUARDS RELATED TO THIS INVESTIGATION

Theoretical/ Purposive Sampling	Random sampling method was used to select the youth who participated in leadership positions within their respective youth clubs
Thick description	An in-depth description of Youth Work Practice in South Africa is outlined in Chapter 2, focusing on definition of Youth Clubs, role thereof, membership and rationale for this membership
Use of overlap methods	Interview data analysed by qualitative and quantitative means Documentary studies was conducted by qualitative and quantitative means
Stepwise replication	Pilot study was conducted prior administering the research questionnaire to the youth The training programme designed was presented to members of the host organisation, the youth and experts in both the field of adult education and community work
Dependability audit	The programme designed was cross-checked by the research supervisor, the experts the researcher consulted with and two other independent researchers, studying abroad

3.4.1.3 Reliability

The reliability of research results before being released for public consumption needs to be thoroughly checked. According to Babbie (1983:577) reliability is that "quality of measurement method that suggests that the same data would have been collected each time in repeated observations of the same phenomena".

Needs analysis could be conducted through observation, reading more about the phenomena under study, administering a questionnaire and conducting interviews. The researcher, as part of the SYC personnel, had already identified the need for training the youth in leadership positions, prior commencement of

this study, through: observing inadequacies in the leadership styles of the youth; ineffective and inefficient guidance and supervision provided to the youth by their adult youth leaders, established through documentary studies, and the fact that it was inappropriate for the organisation to maintain that one of its objectives was to develop and empower the youth with leadership skills while there was no programme designed and implemented to achieve this goal.

Reliability is primarily concerned not with what is being measured but with how well it is being measured. Assumably the more reliable the research instruments and observations, the more consistent and dependable the research results. High reliability does not guarantee valid results, but there could be no valid results without reliability

3.4.1.4 Objectivity

Objectivity has to do with the real research findings which were not influenced by the researcher's feelings and values: the true and real feelings of the research respondents.

In naturalistic investigation, according to Potter (1991:61) the subjective biases and values of the investigator may enter the investigation. In pre-ordinate investigations, control of subjectivity is supposedly introduced by the prior specification of controls and procedures. Further controls could be introduced by the design itself, which would ideally be developed in such a way as to make individual interpretations play a minimal part in the research methodology.

Guba and Lincoln (1981:125) suggest that freedom from bias is difficult to achieve if the investigator is the focus of control procedures.

However, there is more likelihood of neutrality if the data are the focus of control. In this line of reasoning, it is the objectivity of the data that is of critical concern. The data should be factual and confirmable. Provided these conditions are met, subjective values and predilections could be controlled for, by virtue that the data could be re assessed and re analysed. Guba and Lincoln (1983:328-329) have recommended that triangulation techniques, practicing reflexivity (justification of one's epistemological assumptions) and a confirmability audit be used to increase confirmability.

In this research project, Guba and Lincoln's controls for neutrality as adapted from Potter (1991:63) were applied in the ways described in Table 3.5.

TABLE 3.5 GUBA AND LINCOLN'S CONTROLS FOR NEUTRALITY SAFEGUARDS RELATED TO FEATURES OF THIS INVESTIGATION

AREA	QUESTION
1. Triangulation	1.1 Time tringulation-prolonged engagement with the project from 1991 to 1993
	1.2 Data triangulation-data from various sources analysed as part of the investigation
	1.3 Methodological triangulation-qualitative and quantitative methods used in the investigation
	1.4 Investigator triangulation-the youth section personnel conducted a need analysis prior commencement of this study. Activities of the members of Education Committee - Soweto Youth Clubs were also in-built as features of this study
2. Practicing reflexivity	2.1 Assumptions justified in process of peers debriefing
	2.2 Assumptions of project and curriculum scrutinized by formative evaluation and regular product and process evaluation
	2.3 Assumptions of investigation continuously expressed Methodology altered by progressive focusing of design
3. Confirmability audit	3.1 Content analysis of the research questionnaire and interview guides was conducted by a person with no association with project, prior endorsement by the research project supervisor
	3.2 The YLTP designed by the researcher was submitted to an independent expert for evaluation

3.5 SUMMARY AND CONCLUSIONS

In this chapter, the research design developed for use in this investigation has been described. It was stated that the research would be conducted through a combination of research strategies in an integrated design, which would be based on needs assessment and programme planning.

The research design used in this investigation was classified as a hybrid design, namely a combination of an exploratory descriptive design and a descriptive quantitative / descriptive design. This study was exploratory in so far as it attempted to identify the problems, within Soweto Youth Clubs. The design was descriptive because it was an attempt to explain the reasons for the problem situation under study. Further, it described the possible solutions to be used in addressing the identified problems.

The research methodology explored and covered the principles, procedures, strategies and techniques of research. The researcher followed an orderly, systematic procedure during the investigation, using the appropriate instruments to collect, analyse and interpret the data.

The research project was conducted using only one sample. No comparison or control groups were established. As a result, variables such as age, sex, demographic differences and the educational levels of the youth sample, could not be controlled. This restricted possible inferences [illegible] study is a needs

assessment for a specific context. It is thus a case study from which it is not possible to generalise results.

However, the investigation of one case in depth as part of a continual process of participant observation - action research, in social work settings. It was anticipated that this would be possible, and relevant to the goals and scope of this study.

Apart from not being able to generalise research results due to lack of a control group, the sample was not a true representative of the youth community in Soweto. The investigation focused on a limited opportunity sample confined to Soweto Youth Clubs as part of action research. Thus, the results thereof could not be applied to another environment other than the one in which it was carried out.

Most research in adult education is action orientated. Participant observation was embodied in the research methodology in order to facilitate the process of needs assessment. Further, the research respondents were made aware of the outcome of needs analysis process, and motivated to bring about change in their social learning environment.

Action research was also integrated into the research strategy, at is allowed collaborative input during problem solving and programme planning. This was important for the researcher as her research objectives were influenced by both community work and adult education principles (Chapter 2). Further, action research was used in order to improve youth work practice within Soweto Youth Clubs.

The research assumed than in a naturalistic investigation, as in a rationalistic investigation, tests of scientific rigour should be applied. A series of criteria of rigour suggested by Guba (1981) and Guba and Lincoln (1981:1983) were described and implemented in relation to aspects of the research design. While each of these criteria did not apply to all parts of the investigation, different aspects of the research design reflected different controls and safeguards. The design of the investigation as a whole reflected the majority of Guba and Lincoln's criteria of rigour, relating to the naturalistic counterparts of validity, reliability and objecuvity.

Despite the limitations inherent in the research and methodology described in this chapter and used in this investigation, the researcher believed that the aims and objectives of this study would be realised. From this achievement, the researcher was able to describe the needs of a sample of young persons,

and plan a Youth Leadership Training Programme. These were the primary aims of the research process.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.1 INTRODUCTIONS

The findings of this research project are presented and discussed in the following categories

Category A: data gathered from a sample of 48 youths

Category B: data gathered from resource people within the host organisation

Category C: experts in the field of community development and training of adults in their work environments

Category D: community organisations rendering youth work services

Category E: extensive documentary studies of some of the existing training programmes

Data as presented and discussed according to the above outlined categories, was integrated and utilised to design the Youth Leadership Training Programme. At the end of this chapter, and in Appendix XIII the researcher discussed how this information was adapted during the design of the training programme. The training programme, which is the main product of the activities undertaken in this research project, is also outlined in the next chapter.

CATEGORY A: PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.2 BACKGROUND INFORMATION OF YOUTH RESPONDENTS

The sample of 48 black young adults comprised of 13(27%) females and 35(73%) males; who were members of 16 youth clubs operating under the auspices of Soweto City Council. Data were analysed in terms of the following:

a) Identifying data of respondents;

b) Details of service as an office bearer on the Youth Club Committee/any leadership roles within the club;

c) Details of service as an office bearer of the Executive Committee of any other organisation;

d) The knowledge background and skills needed by office bearers;

e) Areas of formal training received or required as an office bearer of the committee of the youth organisation.

4.2.1 Identifying Data of the Respondents - As noted earlier on, all the respondents were black. The variables of sex and age were not controlled in the sample. Their ages ranged between 13 and 25 years. The members of youth clubs, normally do not consider age factors when they nominate their peers into leadership positions but consider the person's potentials and capabilities, attendance record and commitment.

The home language and education level of the youth were the other variables which were not controlled in this study. The ethnic groups: The Zulu's (35.41%) and S Sotho's (39.58%) were the most numerous in the sample. In the community of Soweto, language is not a barrier during interaction between community members as they are able to express themselves in more than one language.

Findings revealed that most of the respondents were still in high school with 35% in Std 8.

The age of the youth club members did not correspond to their education level due to some kind of delay caused by the escalating educational crisis in township ever since the 1976 uprising, poor matric results and family financial problems.

The period of membership at their respective clubs ranged between 1 and 17 years.

(appendix vii outline in detail the particulars of the youth respondents as discussed above, and appendix viii outline the statistical data on the variables sex; home language, level of education and age in years, respectively)

4.2.2 Details of Service as an Office Bearer on the Youth Club Committee / any Leadership Roles within the club

Data collected under this area covered the following categories

a) The positions held by young people on the Executive/Sub Committees at their clubs;

b) The period in which they have held their leadership positions;

c) Details about other positions respondents have held in their Executive / Sub Committees prior their present positions;

d) The youth's perceptions about what has motivated their fellow peers in their respective youth organisations to nominate and elect them to serve in the club committees;

e) What the youth club members hoped to achieve by serving in their clubs committees and what they had to offer;

f) The extent to which the respondents felt equipped to perform the tasks assigned to them.

4.2.2.1 The Positions Held by Young People on the Executive / Sub Committee at their Clubs

TABLE 4.1 A FREQUENCY DISTRIBUTION TABLE OF THE VARIOUS POSITIONS HELD BY YOUTH CLUB MEMBERS ON THEIR EXECUTIVE / SUB COMMITTEE

TYPE OF POSITION	NO	%
Chairman	10	21
Secretary	10	21
Treasurer	11	23
Additional Member	12	25
Other	5	10
TOTAL	48	100

The other roles held by young adults within their club's committees, which were not outlined in the above table were specified by respondents as junior membership leader; organiser, vice chairman; vice treasurer and Public Relations Officer. Some of these titles like junior membership leader (responsible for all the activity programmes of members in the age group 6 - 12 years); and Public Relations Officer (Spoke person for the club) were devised by the youth for their own convenience, for division of leadership workload within their respective organisations.

The additional members were always expected to share workload of other specific positions; to take the position temporary during the absence of the person responsible for it; and carry out tasks that were not specified within workloads of the specific positions.

4.2.2.2 The Length of Service Given by Office Bearers in their respective Organisations

TABLE 4.2 A FREQUENCY DISTRIBUTION TABLE OF THE PERIOD IN MONTHS, DURING WHICH THE YOUTH HAVE HELD THEIR LEADERSHIP POSITIONS

LENGTH OF SERVICE	NO	%
6 months / less	37	77
7 - 12 months	8	17
13 - 24 months	2	4
24 months / over	1	2
TOTAL	48	100

The length of period of service given by office-bearers in their youth organisations was controlled by the period of 'term of office' outlined in their various constitutions. The researcher had an opportunity of reviewing the respective copies of constitutions of all the sixteen SYC; during literature survey. The term of office period was outlined in these documents as 12 months.

4.2.2.3 Details About Other Leadership Positions Respondents Have Held in their Executive / Sub Committees Prior their Present Positions

TABLE 4.3 A MULTIVARIATE TABLE OF THE DISTRIBUTION OF THE VARIOUS POSITIONS HELD BY THE YOUTH PRIOR THEIR PRESENT POSITIONS

CONFIRMATION OF HOLDING ANY LEADERSHIP POSITION PRIOR THE PRESENT			TYPE OF POSITIONS THEY HAVE HELD			PERIOD THEY HAVE HELD SUCH POSITIONS		
	NO	%		NO	%		NO	%
Yes	19	39.58	Chairman	6	12.5	6 mnts/less	3	6.25
No	29	60.42	Secretary	3	6.25	7-12 mnts	15	31.25
			Treasurer	2	4.16	13-24 mnts	1	2.08
			Additional Member	4	8.3	24mnts/over	0	-
			Other	4	8.3			
TOTAL	**48**	**100**		**19**	**39.5**		**19**	**39.5**

Data as outlined above indicate that more than half the total number of respondents had never held any leadership positions in the Executive / Sub-Committees prior their present positions. One of the aims of Soweto Youth Clubs was to develop the youth in leadership skills, thus emphasis was placed on electing youth who had never served in leadership positions before, so that everyone could get an opportunity of being developed in this area. Only less than half the total number of respondents had held other leadership positions prior their present one.

4.2.2.4 The Youth's Perceptions About What has Motivated the Other Club Members to Nominate and Elect them in the Club Committee

The following were some of the responses from the respondents:-

"commitment and dedication"; "attending regularly"; "responsibility"; "hard working"; "experience and exposure"; "trust and have confidence in me"; "normally give others moral support"; "like me"; "love me"; "respect others'; "able to communicate with others"; "high moral standards"; "ability to write well"; "work effectively with a group and ability to lead"; "active"; "always

punctual"; "able to analyse problems"; "able to satisfy needs of others"; "personal qualities" ; "intellectual ability"; "status"; "confidence in me"; "able to write minutes"; "period of membership"

These comments were assumed by the respondents to be the reasons that motivated the other club members in their respective youth organisations, to nominate and elect them, to serve in the Executive and/or Sub-committees.

The youth were encouraged to objectively assess an individual before nominating him/her for leadership positions. A nominee must possess certain characteristics like ability to work with people harmoniously; commitment and obligation to the club; honest person; ability to be neutral; ability to delegate tasks, ability to solve problems amicably and other traits as outlined in the theoretical background of the study.

4.2.2.5 The Extent to which the Youth Felt Equipped to Perform the Tasks Assigned to them.

TABLE 4.4 A FREQUENCY DISTRIBUTION TABLE OF THE EXTENT TO WHICH THE YOUTH FELT THEY WERE EQUIPPED TO PERFORM THE TASKS ASSIGNED TO THEM IN THE POSITIONS THEY HELD

EXTENT	NO.	%
Inadequately equipped	6	12
Just managing	33	68
Adequately equipped	9	19
TOTAL	48	100

It is important to note that the responses of the respondents were based on their personal feelings in terms of the skills they had to perform the tasks assigned to them, but not on actual analysis of the skills they had to perform their different tasks.

The researcher was able to note that it was true that the youth were able to manage through when performing the tasks assigned to them, while others became frustrated and either drop-out of leadership positions or became inactive in these positions. This was influenced by their period of membership in their youth organisations and the past experience in serving in the Executive and / or Sub-Committees within and outside their organisations.

4.2.3 Details of Service as an Office Bearer of the Executive Committee of any other organisation

The research findings showed that only 7 respondents had the experience or served in Executive Committees of other organisations besides their present youth organisations.

4.2.4 The Knowledge, Background and Skills Needed by Office Bearers of any Organisation

The ratings summarised below reflect the young adults' perception of their level of competence in two skills areas. In this test, the respondents were required to rate themselves from 1 - 5 on 15 items.

Very skilled in my capacity	5
Skilled in my capacity	4
Moderately skilled	3
Have a little skill	2
Totally unskilled	1

The skills areas which the youth focused upon were group and community skills outlined in the categories (a) - (g) and (h) - (o) respectively. The respondents' responses were influenced by their past experience of service in the Executive or Sub-Committee in either their youth organisations or other organisations; and training workshops they have been exposed to for skill acquisition in their respective positions.

The research findings revealed that most of the respondents scored higher in the category "moderately skilled" and "have a little skill" under the group (interactional) skill area. This meant that there was a need for the youth to be trained or given an opportunity to improve their group - interactional skills. Further, the findings revealed that most respondents scored higher in the category "very skilled in my capacity" and "skilled in my capacity" under the community skill area. This was due to their involvement in planning decision making processes at their respective clubs.

TABLE 4.5: A FREQUENCY DISTRIBUTION TABLE OF HOW THE YOUTH RATED THEMSELVES USING A 5 POINT SCALE

	1		2		3		4		5	
	NO	%	NO	%	NO	%	NO	%	NO	%
a) I know to work co-operatatively and effectively in a group	6	12.5	5	10.41	18	37.5	11	22.9	8	16.6
b) I know how to take the lead in a group	3	6.25	15	31.25	17	35.41	6	12.5	7	14.58
c) I know the purpose of having a committee to work on solving problems in my community	9	18.75	9	18.75	15	31.25	13	27.08	2	4.16
d) I know the functions of a committee which is trying to work on a community improvement project	12	25	20	41.66	10	20.83	3	6.25	3	4.25
e) I know the job of a chairman of a committee and can chair a meeting competently	6	12.5	8	16.6	18	37.5	10	20.88	6	12.5
f) I know the functions of a secretary of a committee and can plan, organise and record a meeting competently	11	22.9	17	35.41	9	18.75	9	18.75	2	4.16
g) I know the job of a treasurer of a committee and can manage the funds of any community group effectively	8	16.6	20	41.66	8	16.6	8	16.6	4	8.33
h) I know the problems and needs in my community	12	25	20	41.66	5	10.41	7	14.58	4	8.33
i) I know how to plan a project which is of benefit to my community	15	31.25	13	27.03	10	20.83	4	8.33	6	12.5
j) I know how to carryout a project which is of benefit to my community	12	25	16	33.33	9	18.75	8	16.6	3	6.25
k) I know how to evaluate a project so that I can judge accurately whether it had been successful	22	45.83	7	14.58	11	22.9	4	8.33	4	8.33
l) I know how to go about obtaining resources (money, material, etc.) which I require in order to carry out projects	18	37.5	17	35.41	2	4.16	8	16.6	3	6.25
m) I know how to set a goal in order to solve a problem in my community	9	18.75	20	41.66	8	16.6	4	8.33	7	14.88
n) I know how to look for skills and qualities in people that can be used in community improvement projects	6	12.5	13	27.08	18	37.5	9	18.75	2	4.16
o) I feel able to play an active part in solving problems in my community	3	6.25	11	22.9	19	39.58	8	16.6	7	14.88

It should be stressed that the scores outlined in Table 4.5 above, represent a self-rating level (i.e. level of confidence) and may not be directly correlated with absolute levels of skill. In the researcher's assessment, some of the youth rated themselves very modestly, some of them over-estimated their skills. Having undergone the training workshop prior their participation in this study, the youth understood the many facets of these skills, thus influencing their ratings. Caution was required in assessing the significance of these results, since it was not feasible to apply statistical tests of significance to this data, due to the nature of this research (descriptive/explorative).

While the youth scored higher in ratings 3 - 5 of the group-interactional skills area; and higher in ratings 1-2 of community skills, this was not meaningful in functional terms. The youth workers were not equipped in group work skills thus were not able to guide and supervise the youth adequately during interaction with one another. This was the reason for the lack of effective skill in this area as illustrated by the respondents' scores. On the other hand the scores demonstrated excellent ability in the community skills area mainly because of the regular guidance, supervision and support the youth receive from the youth workers during programme planning, implementation and evaluation.

The researcher as a social worker for SYC observed that lack of skill in both group and community work areas was apparent as the youth had not been able to run their club programmes during absence of their adult club leaders. Progress, monthly reports compiled by staff and reviewed by researcher, outlined cease of service when staff were on leave.

4.2.5 Areas of formal training received or required as an office bearer of the committee of the youth organisation

4.2.5.1 The areas in which the respondents have received training: It is important to note that the responses of the young adults in indicating the various areas in which they have received training was influenced by their attendance and involvement in training programmes they have attended at their respective schools; churches; youth clubs (being invited by other community organisations); and those offered by SYC.

Some of the respondents had attended a training workshop on "Committee Procedures' facilitated and co-ordinated by the researcher for SYC prior their participation in this study.

TABLE 4.6 : FREQUENCY DISTRIBUTION TABLE OF THE AREAS IN WHICH THE RESPONDENTS HAD RECEIVED TRAINING

	TRAINING	NO	%
a)	Human Relations - how to be fully aware of and respond to people and their problems	6	12.5
b)	Responsibilities of a committee eg. purpose, roles and tasks	24	50
c)	Committee procedure e.g. chairman's roles, rules of debate compiling agenda, record keeping	18	37.5
d)	Fundraising	7	14.58
e)	Budgeting eg. Keeping financial records, compiling financial statements	4	8.33
f)	Need for research skills e.g. statistics, assessment evaluation for expanding youth clubs programme	5	10.41
g)	Skills in managing youth organisations e.g. internal communication, order of authority, official positions	7	14.58
h)	Implementing the planned youth programmes eg. organising visits/outings; different activities, tournaments, competitions and meetings	6	12.5
i)	Team building and leadership eg. tasks of sub-committee members/other activity leaders existing teams and the general club members	14	29.16
j)	Inter-club/organisational communication eg. co-operation, collaboration on services	1	2.08
k)	Other (specify)	14	29.16

The other areas were specified as follows:

Conflict Management and Mediation = (20,83%), Effective Communication(2.08%); Pre Mediation Course(2.08%); Story Telling(2.08%); Youth Leadership and Development(2.08%), respectively.

The youth came with different knowledge background they have gained from these training programmes and made an effort in trying to integrate theory and practice; hence thirty-three (68.75%) of them (refer to table 4.6) felt they were just managing when disclosing the extent they felt equipped to perform tasks assigned to them.

The researcher was able to note that if the youth would be accompanied by their adult leaders to training programmes that are offered by either NGO or community organisations; they would be in a better position to implement knowledge gained as they would receive regular guidance and supervision from their adult leaders and perform tasks assigned to them adequately.

4.2.5.2 The areas in which the respondents required training

TABLE 4.7:A FREQUENCY DISTRIBUTION TABLE OF THE AREAS IN WHICH THE RESPONDENTS REQUIRED TRAINING

	TRAINING AREA	NO	%
a)	Group facilitation skills	30	62.5
b)	Responsibilities of committee members	32	66.6
c)	Running effective meeting	32	66.6
d)	Fundraising	32	66.6
e)	Identifying club members needs and interests	27	56.2
f)	Planning a programme	31	64.5
g)	Organisational procedures	22	45.8
h)	Leadership styles	35	72.9
i)	Formulating the youth club constitution	21	43.7
j)	Group dynamics	33	68.7
k)	Other (specify)	11	22.9

The other areas were specified as follows:-

Compiling financial statements=(2,08%); Managing youth organisations=(6,25%); Programme implementation=(4,16%); Conflict management and mediation=(2,08%). Group formulation=(4,16%); and Public speaking=(4,16%). More than 50% of the respondents required training in the areas outlined under the following categories in Table 4.7 above: a; b; c; d; e; f; h; and j.

4.2.5.3 The need for a training group : All the youth who participated in this study, indicated that it was necessary and important to organise all members of Executive Committees within SYC into a training group; thus supporting the need for SYC to design a training programme that would equip the youth in leadership positions, with skills that would enable them to perform tasks assigned to them.

4.2.5.4 The interest of the young adults in participating in the training group and their reasons for wishing to belong to such a group:

TABLE 4.8 A MULTIVARIATE FREQUENCY DISTRIBUTION TABLE OF THE RESPONDENTS INTEREST IN PARTICIPATING IN A TRAINING PROGRAMME AND WHAT THEY HOPED TO GAIN FROM SUCH A PROGRAMME.

INTEREST TO PARTICIPATE IN A TRAINING PROGRAMME			THE YOUTH HOPED TO BENEFIT BY PARTICIPATING IN A TRAINING PROGRAMME		
	NO	%		NO	%
Yes	44	92	to make new friends	33	68.7
No	4	8	to enjoy myself	26	54.1
			to learn how to help in my community	45	93.7
			to learn from sharing with other members of the group	41	85.4
			to gain confidence	40	83.3
TOTAL	48	100	to help in my relationship with my family and friends	39	81.2

It could be deduced from the findings that the youth would like to participate in a training programme that would equip them in human relations, group interaction and community work skills. It is also relevant to note the discrepancy between this evaluation and their self-rating of their group skills, which indicated that they felt that they gained more in committee skills.

4.2.5.5 Training approaches that would be helpful to the youth during training sessions:

The training approaches with the highest scores in the different levels (1-7) on which the youth ranked these approaches according to order of preference:

LEVEL	APPROACH	%
1.	Discussions	27.08
2.	Role play	27.08
3.	Role play	25
4.	Filming group meetings	25
5.	Games and exercises	20.83
6.	Films and slides	20.83
7.	Films and slides	29.16

A certain pattern emerged from the results regarding the young adults' preference of method as a mode of learning: discussions and role-plays had the same score (27.08%); and the score of (25%) was evenly spread for role plays and filming group meetings. We see films and slides (29.16%) with the highest score in the above table, meaning that this method was anticipated as the most effective to facilitate learning while the other methods were anticipated as the most beneficial for learning.

(See Appendix IX on how the youth rated these training methods in terms of order of priority to them)

A number of apparent relationships could be derived from these results

- Those methods found to be the most important to the youth (level 1-3) were viewed as most effective teaching media. It could be tentatively deduced, that the respondents never regarded an activity as most important unless they could perceive its relevance in learning
- While experiential learning techniques which demand active participation are vital (this is in keeping with the principles of andragogy), trainees and researchers still require some didactic input from the trainer. In any learning situation the "lectures and talks" and circulation of printed content handouts" are important and should be used as a complementary back-up of the other methods which were preferred by the youth.
- In order to satisfy the needs of a cross-section of trainees, it is necessary to utilise a range of teaching methods.

4.2.5.6 The youth's perceptions on the role of trainers:

TABLE 4.9: A FREQUENCY DISTRIBUTION TABLE OF HOW THE YOUTH DESCRIBED THE ROLE OF TRAINERS IN THE YOUTH LEADERSHIP TRAINING PROGRAMME

	THE ROLE OF TRAINERS	NO.	%
a)	They should take the lead and guide the programme	5	10.41
b)	They should guide the programme, but should give the members a chance to take responsibility whenever possible	42	87.5
c)	They should let the members take responsibility for the programme	1	2.08
	TOTAL	48	100

These results confirm the theoretical view that the trainer should guide the training process, but should be unobtrusive and should give participants the opportunity to exercise their full potential.

4.2.5.7 The time the youth were prepared to set aside for the Youth Leadership Training Programme:

TABLE 4.10 A FREQUENCY DISTRIBUTION TABLE OF THE AMOUNT OF TIME THE YOUTH WOULD HAVE AVAILABLE TO PARTICIPATE IN THE TRAINING PROGRAMME

	DESCRIPTION OF TIME	NO.	%
a)	Once a week	4	8
b)	Fortnightly	6	13
c)	Monthly	11	23
d)	Bimonthly	5	10
e)	Combination of weekends and weekdays during school holidays	22	46
	TOTAL	48	100

It can be deduced from the findings that the time the young adults were prepared to set aside for the training programme was a combination of weekends (monthly) and weekdays during school holidays (a residential camp workshop).

CATEGORY B: PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.3 RESEARCH DATA GATHERED FROM RESOURCE PEOPLE WITHIN THE HOST ORGANISATION AND THE MEMBERS OF THE COMMUNITY

The researcher, after analysing the needs of the youth in leadership roles within their youth organisations, conducted a survey to establish how the identified needs of the youth could be addressed. This survey was conducted with some members of the organisation-Soweto City Council; community organisations involved in servicing the youth; and experts in the field of training and adult education.

Different interview guides were utilised in the process of data collection. For the purpose of this area, Interview Guide I was used to collect data from resource people within the host organisation (see appendix IV for a copy thereof).

Interviews conducted with resource people within the host organisation - Soweto City Council focused on the following:

i) the profile of the organisation - history; goals and objectives; the philosophy and mission statement; and type of services offered to the community;

ii) the job descriptions of all the personnel within the Soweto Youth Clubs;

iii) the changes that could be brought about by the Metropolitan Chamber on service delivery;

iv) the aims of this study project and training programme;

v) the draft of the training programme design proposal;

vi) establishment of the training group (trainees);

vii) establishment of the trainer's group; and

viii) programme implementation and evaluation.

Information covering the areas (i) to (iii) above, was used to compile appendix i, and other information covering (iv) to (viii), was used mainly in Chapter 5

CATEGORY C: PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.4 INTERVIEWS CONDUCTED WITH EXPERTS IN THE FIELD OF COMMUNITY DEVELOPMENT AND TRAINING OF ADULTS IN THEIR WORK ENVIRONMENTS:

The researcher identified four resource centres for the purposes of this research project, and tapped them for the required information. These were: Soweto City Council; Johannesburg City Council; South African Black Social Workers' Association (SABSWA); and Centre for Continuing Education - University of Witwatersrand.

The interview Guide II was used to collect data from these centres (see appendix V for a copy thereof).

The interviews conducted focused on the following areas:

- research problem area
- problem solving approach for the identified problem
- discussion of area of expertise, in relation to the objectives of the study
- suggestions on relevant literature

The experts consulted emphasized the following important issues to be considered during curriculum design process:

- adult education principles; how adults learn and prefer to be taught, the role of learners during programme planning and developing training group within "Soweto Youth Clubs".

Relevant literature covering the above aspects and different approaches used by trainers were suggested to the researcher. Further, the researcher was invited to a one-day workshop on **"How to plan a Workshop"** conducted by Department of Training-Johannesburg City Council. Furthermore, the researcher was invited to a three (3) day workshop on **"How to design a programme"** and it was conducted by SABSWA.

The following is a summary presentation of the data gathered during the stage of the study, and it is outlined in these categories:

- Adult Education principles: The Teaching-Learning Process with Adults
- How to Plan a Workshop
- Designing a Programme and Programme Activities for Youth Work

4.4.1 Adult Education Principles: The Teaching-Learning Process with Adults

How do adults learn? How do teachers teach adults? These two questions are inseparable. To demonstrate this dialogical relationship, eight principles regarding learning experience were presented to the researcher. "There is continuous interaction between the adult educator and the adult educator and the adult learner. One cannot function without the other. For every activity in which the adult educator participates there is a corresponding activity towards which the adult learner must consciously strive. Without this two-way effort, significant learning cannot take place". (Adult Educator, interviewed).

The in-depth explanation of the principles that should be a challenge to both the adult educator and the adult learner, are presented in Appendix "X".

4.4.2 Planning a Workshop

The Researcher was advised by the then Johannesburg City Council (Training Department), that it would be appropriate for training sessions with the youth to be conducted as workshops, to encourage participation and establish the relationship between theory and practice.

- planning in advance is important to alleviate last minute problems. A checklist reflecting important aspects of workshop preparations should be compiled.
- drawing of programme: how do you go about prioritising the presenter who must speak/present first and why
- what can be arranged for the afternoon
- time allocations
- manner of presentation

- ❒ maximum time per speaker
- ❒ ideal number of speakers per day 2/3 speakers
- ❒ it is very important to involve the workshop delegates during planning. This can be achieved through:
  - groupwork
  - questions
  - summaries
- ❒ organising a person who would facilitate the workshop's order of proceedings (chairperson). The chairperson should be briefed in advance and his/her role should cover:
  - task function: establishing participants expectation and setting workshop norms with participants
  - group relations function: uniting the group to arrive at one solution; identifying and addressing conflict
  - gate keeping: controlling the frequency of inputs from the participants

4.4.3 Designing a Programme and Programme Activities for Youthwork

The researcher attended a three(3) day workshop on **"How to design a programme"**, conducted by SABSWA for Youth Work Practitioners. The following were emphasized for consideration during programme design:

Definition of a Programme

Programme refers to those activities which are planned and carried out by the group members and the group leader to meet individual and group needs and interests. The role of the leader is to help the members realise how their own needs can be met at group level:

Steps Involved

1. Identify members' needs and interests according to age groups
2. Specify individual and group goals
3. Exploring the resources of members, materials, techniques and workers' skills

NB: Only when the abovenamed stages are completed, planning can commence.

Function of a Programme

A programme provides people with the opportunity to interact; gather information (especially when children act out behaviour during play); rehearsal - where members are helped to develop life skills; develop trust; and allow each other to be different through the experience of shared activities.

Activities can be used as a medium for exploring strengths and weaknesses, co-operation, leadership qualities, involving members in group life, providing the social and emotional development through the discipline and security provided in games and other activities.

Guidelines for Planning Activities

- Physical field/space in which the activity is going to take place, and characteristics/things to be done within that particular activity
- Constituent performances - basic behaviours which are essential to the activity (being able to run or jump in soccer) respondent behaviours: the worker must be aware of these
- Provision for interaction among participants-the way in which this activity will increase interaction among members reward structure: all activities have some kind of reward in terms of achievement, praise, tension release or improvement of skills. The worker needs to consider the effects of such rewards.

Criteria for Selecting Activities

An activity must be capable of engaging the interest of members, be sufficiently varied to include all members, and hold the possibility for self-accomplishment (members must learn to feel that they can succeed-moving from the simple to the complex). It must be suitable to both members' capacities and the amount of time available to do the activity.

The Role of the Worker/Group Leader

The leader must be able to analyse the activities, explain them and break them down into smaller parts, explain the procedures for doing the activities, observe progress of members, and also recognise when change of an activity is needed to prevent physical/emotional/mental fatigue/boredom. If members are not able to accomplish activities, the leader should realise that she/he is the catalytic agent between participants, programme ideas, materials and facilities and to fulfil this function of catalysts, all her/his skills and knowledge have to be used.

Planning and Designing a Programme

It is important for the programme to identify the following:

- Auspices/hosting organisation including objectives and mission
- Motivation for the programme or rationale for initiating the programme
- Participants who will benefit from the programme
- Duration of the programme
- Overall purpose of the programme

- Goals of the programme (short/long term)
- Programme objectives (steps to achieving the goal or what is hoped the participants will achieve through the programme
- Programme content
- Programme evaluation

CATEGORY D: PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.5 INTERVIEWS CONDUCTED WITH RESOURCE PEOPLE FROM OTHER ORGANISATIONS RENDERING SERVICES TO THE YOUTH

The researcher identified fifteen (15) organisations in the community which render services to the youth. The interview Guide III was used to collect data from these organisations (see appendix VI for a copy thereof).

- ☐ Department of Education and Training, Youth Affairs Sub-Directorate Johannesburg Region (DET)
- ☐ Ipelegeng Youth Leadership Development Programme (IYLDP)
- ☐ Joint Enrichment Project (JEP)
- ☐ Junior Achievement South African (JASA)
- ☐ Leadership Institute
- ☐ South African National Institute for Crime Prevention and Rehabilitation of Criminal Offenders (NICRO)
- ☐ South African Association of Youth Clubs (SAAYC)
- ☐ The Family Institute (TFI)
- ☐ The Grail Women's Leadership Training Project (WLTP)
- ☐ The Open School (Enrichment Programme)
- ☐ Tshepo Themba Institute
- ☐ Wilderness Leadership School
- ☐ Young Entrepreneur Foundation (YEF)
- ☐ Young Christian Students (YCS)
- ☐ Zenzeleni Youth Development Project

The main objective of this survey was to collect data that could guide the researcher during the process of training programme design. The following were the goals of the survey:

a) to find out the type of training programmes offered by other organisations, how they were designed, teaching approaches, and all the information related to these programmes;

b) to prevent duplication during the design of the training programme;

c) to establish networking relationships with other organisations rendering service to youth, and collaboration of services; and

d) to promote the main objectives of this study and the training programme.

Information gathered from these organisations covered a whole range of important issues, which were taken into account during the process of training programme design. The following is a summary presentation of the findings:

- *Selection of Trainees*

All the fifteen (15) organisations visited by the researcher render service programmes targeting at the youth: in/out of school youth; youth clubs and youth organisations in both rural and urban areas irrespective of race, gender and creed. Only three (3) of these organisations render service programmes targeting also at the youth workers/practitioners/leaders.

These organisations do not have a selection criteria except that the trainees have to fall within the categories of the targeted population. Only two of these organisations namely Junior Achievement South Africa and the Open School select trainees through aptitude tests.

- *Objectives of Training Programme*

The overall objectives/vision/mission of the training programmes offered by these organisations were clearly stated. The only problem was that objectives of the short-term programmes were not specified and it was not demonstrated how they were being linked with the overall objectives of the organisations. The rationale for initiating these programmes was also specified. Generally, trainees did not participate in determining the objectives.

- *Design of the Training Programme*

Programmes are designed efficiently as experts in the various fields are consulted with some of the programmes are designed on the basis of research results or need analysis. Most programmes consist of short term workshops or a series of activities, which are planned session-by-session in advance together with participants.

- *Method of Training*

Teaching methods and techniques used encouraged experiential learning. All the organisations visited use a combination of the following training methods:

- lectures and talks; summaries and handouts; group discussions; audio-visual aids; field/educational trips; workshops; camps and hiking; assignments; tests; debates; role plays; and field practicals.

- *Implementation of Training Programme*

Most of the organisations outreach to the trainees in order to conduct their programmes. In certain cases, venues were organised by host organisations in a situation where special programmes were planned. Lastly, some organisations used their premises as venues for training.

In terms of training facilities and equipment needed, these were provided by the host organisations. Certain programmes required the trainees to also provide their own equipment.

Duration of programmes varied from one programme to the other according to the different organisations.

- *Assessment of Trainees*

The programmes offered were not formal but non-formal in their nature. As a result, formal assessment procedures were not followed.

- *Evaluation of Training Programme*

Most of the programmes were evaluated through completion of evaluation questionnaires at the end of each session/workshop. Projects/training programmes were also evaluated by staff at their respective organisations.

- *Accreditation*

Most programmes did not have formal assessment procedures thus growth of participants could not be monitored. Due to this, these programmes are not accredited and those that are accredited is only on the basis of attendance.

- *Follow-up*

Most organisations did not conduct any follow-up after training. Where there is a need, a follow-up workshop could be conducted.

- *Community Benefit of Training*

It was very difficult for the organisations to answer this question as there was no link between assessment and evaluation procedures used in their respective training programme.

CATEGORY E: PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.6 EXTENSIVE DOCUMENTARY STUDIES OF SOME OF THE EXISTING TRAINING PROGRAMMES

The following training programmes were reviewed to find out how they were planned and organised; their content materials and teaching methods applied:

- The Youth Leadership Development Programme
- The Community Leader Training Programme

These were local programmes hosted by the University of the Witwatersrand - Centre for Continuing Education; on behalf of SAAYC and USSALEP, respectively. The following reports: Ramogase (1989) and (1990); Ramogase and Potter (1991); Siwani (1986) and (1990), outlined in detail the history; rationale; overall aims, course structure; teaching methodology; the participants; course facilitators, and certification requirements.

Two more programmes offered abroad were also reviewed:

- Billy Mills Indian Youth Leadership Programme which was conducted in a series of Workshops during weekends and school holidays; field trips; 10K races; speech and essay competitions
- The Results of the National Survey of Extension Staff involved in community leadership efforts: this survey focused mainly on the different types of community leadership programmes;

(Refer to Appendix XI for more information on these programmes)

4.7 SUMMARY AND CONCLUSIONS

The summary and conclusions as explained earlier in this chapter, reflects main thrusts of the findings in the categories A to E as discussed above. Lastly, the section explains how the researcher merged these thrusts to design the training programme as in the next chapter.

Data Gathered from the Youth

The youth indicated a great need for a training programme based on the philosophy of 'andragogy' (refer to 4.2.5.3 and 4.2.5.6 respectively), to be conducted in a combination of weekends and weekdays during school holidays (refer to 4.2.5.7); covering areas (refer to 4.2.5.2):

Data Gathered from resource people within the host organisation

The main thrust was on obtaining organisational support and buy-in into the idea of designing a training programme; establishing role of organisation in this regard, and lastly, gathering background information on the host agency.

The information is outlined on Appendix I describing profile of the host agency and department. Some of the information was integrated as background information on the 'setting' section of the training programme (refer to 5.3).

Data gathered in the field of community development and training of adults in their work environments

The activities undertaken at this stage of the research were very exciting, having provided the researcher with an opportunity to explore the expertise and experiences of experts consulted, and to interact with other youth work practitioners in the workshops attended.

The value of data gathered was centred around the following aspects:

The Trainees

The experts consulted with, suggested to the researcher that training in youth work should target at these two categories:

- the youth or/and members of youth clubs
- the youth leaders/workers/practitioners

Objectives of Training Programmes

The overall objectives of the respective training programmes targeting the categories of trainees as suggested above, should be clearly stated, including the programme of action to be undertaken to facilitate achievement of objectives set.

Design of the Training Programme

Extensive participation of the trainee during the design of the training programme is important as the trainees will identify with the programme and own it. This will also encourage commitment of the trainees. Another suggested way of involving the trainees during the design of a programme, is through needs assessment.

Adults learn what they want to learn. Organisations which do not run youth clubs, but render outreach services to the youth, should involve the youth during programme planning stage, give them an opportunity to review the designed programme, to criticize it and make comments, to choose what is relevant to their needs, thereafter modify and adopt the programme accordingly.

Method of Training

With the selected adult education and community work approaches, which aim to enrich, develop or change social institutions, the researcher proposed a theoretical alliance with "community members training" designed to equip the constituencies with the skills they require to achieve their ends. It should be emphasized that the community work process is inseparable from the training programme. The training principles outlined by Knowles (1972), which are particularly relevant to education in a non-formal context and provides guidelines for a creative learning experience; should be considered when designing a training programme: since Knowles identified central assumptions about learners, and developed their implications for practice.

The above mentioned notion of Knowles (1972) was highly supported by the experts the researcher interviewed, maintaining the importance of adult education principles, as outlined earlier on in the Chapter.

Teaching methods and techniques to be used will encourage experiential learning: lectures and talks; summaries and handouts; group discussions; audio-visual aids; field educational trips; workshops; camps and hiking; assignment's; tests; debates; role plays; and field practicals.

Implementation of the Training Programme

This will vary from one training programme to the other, depending on modules included, themes and activities of the respective modules, including the training facilities and equipment needed. The duration of the programme will be affected by the scope to be covered. Programmes targeting the youth will be more on short term basis as compared to those of Youth Workers.

Assessment

The outcome of research conducted, indicates the need for different assessment procedures in this regard. The Youth should be assessed differently as compared to the Youth Workers, depending on the objectives of the programme, accreditation thereof and trainers involved.

It is vital for participants to be made aware of the fact that they will be assessed, including the method thereof.

Evaluation

Evaluation should be an integral part of the programme, conducted on an on-going basis. The method of evaluation should also be outlined in the programme.

Accreditation

Youth Work Practice in South Africa is not professionalised thus training programmes offered by various organisations, do not have any statutory recognition, thus not accredited. There is a great need for advocacy of accreditation and professionalism of Youth Work Practice in the country, as it is important to equip the Youth Workers with the necessary skills knowledge.

Accreditation of the Youth who participate in training programmes, is important to boost their psychological well-being, heighten their curriculum vitae and it will also contribute positively to their respective post matric activities.

The researcher was advised by the experts in the field of youth work practice, on the importance of rewarding attendance and participation of the youth in voluntary work and the training programmes. The criteria for rewarding the attendance and good performance should be clearly stated in the programme designed. Further, the programme designed should be approved by at least several experts in the field to ensure the maximum standard.

Training Costs

It is important for the employer of Youth Workers to bear the cost of training. The research respondents suggested that in the case of youth, training should be provided at no cost or/and minimal fee to cover transport costs; hiring of the necessary equipment, etc. The host organisations should make an effort in raising funds to cover training costs in this regard.

Data Gathered from Community Organisations Rendering Youth Work Services

The research results indicated that these organisations gave the participants the opportunity to explore their past experiences, in as far as learning was concerned. The learning environment created by these organisations, contributed to the deep-seated attitudes the learners had towards learning. The teaching methods used in all the programmes offered by the visited organisations, were relevant to adult learning as it gave the learners an opportunity to share their knowledge background and experiences; and facilitated interaction between learners and educators.

Some programmes were rendered at no cost to the youth and some organisations charged nominal fees. Training programmes offered to employed people were paid for. It is very important when planning a training programme to consider the fact that communities and organisations vary in their financial state. For a programme to be viable it should be reasonable in financial expenses, or be sponsored fully or partially for the youth to participate in it as they are in full-time studies and rely on their parents for financial support.

Conclusions Based on the Four (4) Programmes Reviewed

All the programmes reviewed placed emphasis on need assessment and the results thereof were not outlined in the reports reviewed. (Needs assessment methodology, data collected and analysis method).

The aims and objectives of the programmes reviewed were clearly stated, including its rationale. The relationship between programme objectives and that of the hosting organisations: SAAYC, USSALEP and BILLY MILLS Organisation were not outlined in the reports thus the researcher was not able to establish the link between programme objectives and the mission/vision of the host organisation.

According to Mee(1980) there are two approaches to the designing of educational services for adults:

i. "we could create a grand design-starting from scratch, we could produce a brochure on organisational blue-print, an ideal system;

ii. alternatively we could start from where we are - taking existing organisational structures and change them in appropriate ways".

It is important that the content of the curriculum must come from the community members. Community members are existing organisations in the community, which support the programmes proposed and the population, which will be service consumers. In the programmes reviewed, community organisations concerned with leadership, youth service and community developments were consulted while service consumers (participants in the programme) were not consulted.

The two South African programmes targeted mainly at youth leaders who were youth workers/practitioners whereas the overseas programmes targeted at the youth who occupied leadership positions within youth clubs or groups. There is a greater need for rigorous training of all stakeholders and key role players within the field of youth work practice, because in South Africa youth work practice is not a profession.

The fact that the South African programmes were hosted by the University of the Witwatersrand Centre for Continuing Education, has both positive and negative effects. Participants who were university drop-outs or had fears of a tertiary institution were more likely to drop-out of such programmes. Participants who were self-actualised were more likely to further their studies as such programmes would motivate them.

The overseas programmes were mainly sort of supportive services which lack in our South African education system. They youth clubs in general were seen as vital if they could be integrated into the formal school setting, as the youth need to grow into balanced, matured adults.

The teaching methods employed in all the programmes are very relevant to the learning situation of young adults, especially outside the school setting. Group discussions, workshops and meetings allow and encourage a high level of participation of learners.

Achievement was acknowledged in all the programmes and learning became rewarding to the learners, as the end of the learners received either a certificate or a medal/badge, depending on the type of achievement and the programme. These incentives would become part of the young person's history and could be reflected in one's curriculum vitae.

All the programmes placed emphasis on continuos evaluation involving both the educators and learners, basically with the aim of maintaining, expanding, revising and abandoning the programme.

All programmes did not illustrate whether they were "tried out" before they were implemented and the model through which the course content was planned and developed was not outlined in the reports reviewed.

In all the programmes the characteristics of adult learners were accommodated and demonstrated. On the other hand the YLDP overlooked the fact that adults learn what they want to learn when they showed lack of interest in some modules and completing homework and assignments.

Another problem which was crucial was that productivity or impact of these programmes could not be measured, thus the practical components were not fully emphasised. Information reviewed in the reports did not indicate linking up with the participants, their participants were organisations and communities, to assess whether participants were implementing knowledge and skills gained during training. Training is always conducted with the view to develop the participants who require skills to impact on a certain situation.

The following sub-headings that is: targeted population, working methods and procedures (how aims are achieved); resources available and evaluation, are very importing during programme design. Even though these topics are important, needs assessment remains the vital step in planning a training programme. Need assessment should be conducted in such a way that at the end the results thereof not only reflect interest and needs of respondents, but should accommodate suggestions from respondents on how to improve their leadership skills in various areas in this regard.

A Youth Leadership Training Programme was based on the research findings were designed by the researcher, covering the following areas is outlined in the next chapter:

- the setting (as per Appendix I; Section 2.2; 4.3 and 5.3)
- the subjects (the targeted population and refer to Section 2.2.1; 2.2.2; 2.2.4; 5.4 and 6.1)
- the trainers (course facilitators)
- the process of programme design (refer to 4.4; 4.5; 4.6; 4.7; 5.6)

- the design of the training programme (refer to 5.7 and Appendix XII and XIII)
- establishment of the trainee group
- implementation of the training programme

CHAPTER FIVE

PLANNING AND DESIGNING A YOUTH LEADERSHIP TRAINING PROGRAMME

5.1 INTRODUCTION

Adult education like any community service cannot be haphazardly rendered. People who should act as administrators of the service are very crucial. The administrators are responsible for making the service available to community members by setting up structures and organisations for this purpose.

Community schools; education institutions and organisations; community centres; youth clubs; welfare organisations and many others, are often utilised as centres through which adult education can be rendered to the community. Normally if such centres do not belong to the organisation delivering the service, such centres either host the service available.

Adult education needs some form of organisational structure and administrative apparatus to support and sustain the adult educators and other personnel who work directly with adult learners and influence learning process and instructional programme.

The need for a training programme was outlined clearly in the previous chapter. This chapter is a summary presentation of objectives determined, the programme designed, and the scope and sequence of learning specified in order to meet the identified needs. SYC as an organisation needed to secure the resources to implement whatever educational plans, to organise and co-ordinate all efforts, to monitor operations, to provide appropriate leadership, to facilitate decision making, and so on.

The Youth Leadership Training Programme is under the following subheadings:

- aims of the training programme
- the setting
- the subjects
- the trainers
- the process of programme design
- the design of the training programme
- establishment of the trainee group
- implementation of the training programme

5.2 AIMS OF THE TRAINING PROGRAMME

The training programme, was based on the findings of the study which were to:

- Describe the process involved in the development and design of the training programme.

- Describe key features of a systematic training programme designed to train people to work together in groups in order to plan, implement and maintain programmes which aim to deal constructively with community problems.
- Implement the training programme devised.
- Test the effectiveness of this programme in developing relevant skills and social awareness on the part of the participants.
- Ascertain the acceptability and perceived relevance of such a training programme to the wider community in which it would take place.
- Evaluate the content, methods and relevance of the training programme.

5.3 THE SETTING

The study took place under the auspices of SYC, a division of Department Community Services - Soweto City Council, based in Jabulani, Soweto.

Soweto City Council was one of the Black Local Authorities which was established in 1982 by the government. After the discovery of gold in Johannesburg, in 1927 more blacks migrated from the rural areas to the city, Johannesburg. The then Johannesburg Municipality was faced with a problem of providing basic services like housing and health care, after the migrators have settled in various employment sectors. After the World War II in 1939 Johannesburg Black population had grown in very large numbers and thus with the insufficient houses (Soweto and Alexandra) to accommodate the people, squatter camps were initiated.

The Johannesburg Municipality, in 1940 the Non-European Affairs Department was established to look into problems of Blacks settlement in the city. By 1955, the Natives Resettlement Board was established. This was a separate local authority reporting directly to the Department of Native Affairs, then, under the leadership of Dr Hendrick Verwoerd. Different blacks' areas were allocated to different municipalities, for administration purposes. Soweto was administered by the Johannesburg municipality.

Different laws and acts were passed in the parliament in this regard and with the political pressures and apartheid changes, the Johannesburg Municipality, in 1958, was changed into the Johannesburg City Council which was controlled by the government policies. In 1963 the New Urban Bantu Councils were established as advisory bodies and to facilitate liaison with the emerging governments of the various ethnic homelands.

Additional restrictive legislation followed, as far as the administration of Blacks' affairs were concerned. By 1968, the Advisory Boards were replaced by Urban Bantu Councils, established with the aim to achieve a closer link between

urban Black Administrations and the Black homelands. During that year, the Soweto's Urban Bantu Council was also established.

In the late 1970's, the Soweto's Urban Bantu Council was replaced by the West Rand Board, responsible for administering the affairs of Soweto people. With more political pressures and frustration, the government, established Black Local Authorities under Act 102 of 1982. The West Rand Board was then changed to Soweto City Council, which still existed at the time of this research. Presently, with the transformation process starting from the National Elections in 1994, the Local Government Elections in 1995, existing local authorities, all amalgamated to form the transitional local councils.

The broader objective of Soweto City Council was to render services needed by the community members. The organisation employed service officials in various categories to identify, analyse and address the needs of the people of Soweto.

The mission statement of the organisation was to improve the quality of life of the community members through the following departments: ambulance and fire; civil defence; electricity; police; traffic; water and sewerage; community services; housing; parks and recreation; and roads. Various sections were established in respective departments for administrative purposes. Each department had its own goals.

The researcher, as part of the Soweto City Council personnel at that time, was attached to the department of community services which had the following sections: creches and toddlers; libraries; health; cleansing; welfare; women; music and culture; and youth activities (Soweto Youth Clubs). Detailed information about Soweto Youth Clubs is outlined in Appendix 1.

5.4 THE SUBJECTS

The training group would comprise of young adults, between ages of 12 and 25, who were members of "Soweto Youth Clubs', and in leadership positions. The training group would consist of 48 young adults, each 3 selected from all the 16 Soweto Youth Clubs. The researcher chose this group, both because of her concern with the development of the leaders of the future, and because of the rich potential for growth inherent in this age group. This was in keeping with the division's aims of developing the young persons in totality and empowering them with leadership skills.

5.5 THE TRAINERS

The trainers in the pilot programme were the researcher and colleagues from the Youth Section Education Committee whose members were social workers and liaison officers. Trainers for the programme based on this research, would

consist of the division personnel and other trainers in the field of youth work practice, drawn from other organisations, the researcher networked with, during the research process.

5.6 THE PROCESS OF PROGRAMME DESIGN

The crucial component of the training programme was the extensive groundwork which was undertaken in 1991 through this research, and the involvement of the researcher in "Soweto Youth Clubs' as youth-activities co-ordinator.

5.6.1 Literature Survey

An ongoing literature survey into matters relating to community work, education theory and principles, teaching methods and techniques and relevant content areas were undertaken prior to the design of the programme. This theory was used as a guide in the design of a pertinent programme.

5.6.2 Experience Survey

Concomitant with the literature survey, the researcher initiated and co-ordinated a pilot training programme to lay foundations for this research, and further embarked on an extensive experience survey to tap the skills, knowledge and resources of the vast range of people who could contribute to the programme. Three aspects of the experience survey are noteworthy:

(a) Interviews with Community Members

In keeping with the principles of both community work and andragogy, it was crucial from the onset to plan the training programme in conjunction with community participants. Forty-eight semi structured interviews were conducted with young adults who formed the sample of the study; in order to obtain guidelines of their learning needs, based on years of involvement with Soweto Youth Clubs. A random sampling techniques were used in selecting the respondents. The main features which emerged from this survey were:

Formulation of a training group: All the respondents saw the need of establishing a training group consisting of the youth from all the SYC.

Purpose of the Training Programme: Primarily, the interviewees viewed the programme as a means of enabling people to acquire skills to deal with problems at club level and to acquire certain facilities for SYC. In addition, those interviewed felt that the programme could provide fresh learning opportunities for young people, fulfil their need to belong, and improve their relationship with their families.

Content: The young adults who took part in the needs analysis survey considered that the training programme should deal with the following topics:

- group facilitation skills

- responsibilities of committee members
- running effective meetings
- fund-raising and compiling a financial report
- identifying club members needs and interests
- planning and implementing a programme
- organisational procedures
- leadership styles
- formulating the youth club constitution
- group dynamics
- group formulation
- conflict management and mediation
- negotiation and communication skills
- managing youth organisations

In addition to these skills areas, it was considered vital to impart to participants an awareness of the individual self which affect their interaction in groups.

Methods: The interviewees gave little indication of their preference to the following teaching methods: lectures and talks; and handouts, primarily because of their limited exposure. However, they emphasised that direct lecturing would be considered boring, and stated that the methods should comprise a meaningful way of capturing the interest of trainees.

The role of trainers: The respondents emphasised that trainers should guide the programme and also give the trainees a chance to take responsibili ' of the training programme whenever possible.

Practical Issues such as the difficulties involved in obtaining suitable venue for training, and suitable times for the programme were also discussed.

The outcome of the interviews with agency personnel emphasised the need of giving the Youth Section Education Committee, an opportunity to guide the training programme. The need to co-opt external trainers and experts into this committee was recognised. The functions of this committee were agreed through discussion as follows:

- To share responsibility and control over the design and implementation of the training programme
- To take an active interest in the training programme, and to assist with problems
- To advise the trainer on the needs of the community

- To help make the training and test examples relevant to the community, and to make use of the experience of the committee members in the training programme
- To help the trainer with the evaluation of the programme and the interpretation of findings
- To support the trainer
- To assist with the arrangement of any relevant ceremonial functions
- To report on the progress of the design and implementation of the programme to the entire Youth Section Personnel and Soweto City Council.

b) Interviews with Experts

Experts in key areas related to the content, method and goals of the training programme were consulted. Interviews with individuals having specialised knowledge in one or both of the following broad categories were conducted:

i) South African society, and the role of social work, and particularly community work in this context.

ii) Adult Education theory, and training methods, techniques and resources. The experience of these experts broadly tallied with the theoretical principles on which the programme was based, and the following issues were highlighted:

- The importance of structuring each session around a specific objective
- The usefulness of a multiplicity of methods, including experimental, modeling, didactic and practice techniques
- The need for flexibility in implementing the programme
- The need for evaluation as an inherent component of training, and allied to this, the need for a contract between trainer and trainees
- The content for such a programme was discussed, and the ideas incorporated into the final design
- The need for careful attention to detail regarding practical matters such as size of the training group, venue and duration of training

c) Consultation with Youth Section Staff Team: Regular meetings were held with the members of staff, especially with members of the existing Education Committee, for comments regarding the design of the training programme.

5.6.3 Trainer's Training

While previous education, and all the exploratory research contributed to the development of the skills and knowledge of the researcher and members of the Youth Section Personnel, they also participated in the training workshops which were directly related to the content and method of the training programme.

a) Organising and Planning a Workshop:

The researcher took part in a one day training workshop entitled "Organising and Planning a Workshop", organised and conducted by the Department of Training and Staff Development, Johannesburg City Council.

b) Youth Leadership Development Workshop:

This workshop consisted of five phases and the researcher participated in the first two phases, of which the remaining three were scheduled for 1994. The training was conducted by South African Association of Youth Clubs. The training was conducted for four days in each respective phase.

c) How to Use Training Manuals and Facilitate Workshops

The researcher took part in a two day training programme as entitled above. The programme was organised and conducted by Lawyers for Human Rights.

d) Youth Leadership Development and Programme Proposal Workshop:

The researcher participated and completed this training programme which was conducted for a week by South African Black Social Workers Association.

5.7 THE DESIGN OF THE TRAINING PROGRAMME

On the basis of the cumulative exploratory investigation, the researcher proposed a training programme, designed to equip young adults with the skills and awareness they require in order to achieve their leadership goals within their youth organisations.

An examination of the community work process clearly showed that effective community participation required a wide range of expertise, as people in disadvantaged communities frequently have limited skills. Training in this context represented an effort to systematise the developmental process of community work, and adult education and it was anticipated that proficiency in relevant skills could mean the difference between ability and inability to act on a problem. Thus, the objective of training was to enable young adults to work together in groups in order to plan, implement, maintain and evaluate programmes designed to have a constructive impact on problems which are, or can potentially be, "public issues".

Training programmes which have been conducted to date tended to be specific, focusing on perhaps one or two skill areas. If the grassroots citizens were to achieve an increasing ability to understand and to act upon their world, then it

was essential to identify the relevant substantive skills areas, and to develop pertinent methods for training. The following design represents one response to this challenge:

5.7.1 Design Framework

The methodological process was moulded into a design based on the fundamental principles of andragogy, as described by Knowles (52-53).

a) Learning Set

Theoretical Principles: The trainer offers the opportunity for new learning, and the trainees' learning needs are identified.

Programme Design: The researcher, in focusing on the role of the community worker as trainer, had the opportunity to expose her constituents to new possibilities for self-fulfillment. Through the experience survey of community members, the trainer was able to identify, with them, their aspirations for improved skills and knowledge, and helped to describe the gaps between their aspirations and their present level of performance. For example, interviewees said: "We do not know how to run a committee", or more broadly, "I can see many things wrong, but I do not know how to help". The researcher and her colleagues in the Education Committee were also able to jointly explore the life problems which they experienced because of these gaps, such as feelings of frustration or helplessness. This process of identifying learning needs was carried out in a global manner at first with a sample drawn only from youth organisations operating under the auspices of Soweto City Council. However, in keeping with the andragogical principles, this process need to be repeated with greater specificity with the actual trainees, since the learning needs of trainees in any programme have to be individualised.

Design Application

b) Learning Context

Theoretical Principles: The trainer provides suitable conditions for training.

Programme Design: In designing the programme, it would be the trainer's responsibility to ensure the physical, psychological and interpersonal conditions necessary for learning. The need for a conducive physical context implied that suitable venues for training had to be located. In the community work context in which this study was placed, pragmatism dictated that any accessible, available venue would be utilised, as it was the trainer's responsibility to ensure that the venues were acceptable to the trainees. Physical conditions designed were expected to be as comfortable as possible, to foster open communication and facilitate learning.

On a psychological and inter-personal level, the trainer and co-trainers needed to establish a warm and accepting milieu based on mutuality. In order to create the necessary psychological context, opportunities for social interaction between the trainees, and between the trainers should be provided. Further, the trainers ensured that they were available for discussion at specific times. Incentives for trainees, which indicated that they were valued (including planning for refreshments at sessions, the desired residential training camp, and a diploma ceremony for trainees who completed the programme) were further aspects of the design.

Design Application

c) Learning Goals

Theoretical Principles: The trainer and trainees should jointly establish goals for the programme.

Programme Design: Prior to the commencement of the programme, introductory meetings were held during which the goals for training were discussed. As a starting point in the implementation of the programme; the researcher built in an introductory session in which the trainers and trainees jointly established the goals for the programme.

Design Application

d) Learning Methods

Theoretical Principles: The trainer shares his knowledge of the options available, and selects methods and techniques together with his learners.

Programme Design: The use of a variety of methods was central to the design. The researcher combined the primary focus on maximum participation (experiential learning), with didactic and modeling approaches. Small group discussions was conceived to be especially relevant since stronger members of the group could assist weaker ones, thereby encouraging mutual help and support. A wide range of modes, including role plays, slide shows, films, simulation projects, field projects, purposeful games, experience recall and the invitation of external trainers (guest lecturers) chosen by the trainees were incorporated into the design. As a support to these methods, charts containing the key points of each sessions should be prepared as visual aids, including printed handouts containing relevant content for distribution at the end of each session. The design of methods allowed for flexibility, depending on the interests of the trainees, and during evaluation an assessment of the methods was included.

Design Application

e) Learning Process and Experience

Theoretical Principles: The trainer helps to organise and structure learning so that all participants share responsibility and exploit their past and present experience.

Programme Design: The entire structure and organisation of the learning process was designed in order to allow all the participants to share responsibility and to contribute their experience to the learning process. Each session was planned on the basis of a structured experience, organised to achieve the objectives of that component of the programme. Laissez-faire, non-systematic procedures were not conceived as helpful to learning. These experiences were designed in order to encourage maximum participation on the part of trainees, but approaches encompassing various levels of participation were utilised in the plan, thereby allowing for the fact that different people participate in different ways. Experience and training examples included in the design were carefully selected in order to be relevant to the trainees.

The sessions were conceived as an interlocking chain, with one session knitting into the next. The design made provision for review of previous training at the commencement of each session, thereby encouraging trainees to view the training as a cumulative process. Wherever possible, provision was made for the inclusion of the trainees in the planning and administration of the session. Each session was structured and planned along the following dimensions content area, purpose and objectives, equipment required, methods used and estimate of time required.

Design Application

f) Learning Evaluation

Theoretical Principles: The trainer and trainees jointly evolve criteria for evaluation and learners apply the procedures for self-evaluation. New goals of learning are set.

Programme Design: An ongoing evaluation was a central feature built into the design. The research tools provided structured opportunity for evaluation, while critical comments were encouraged at all times. The learners were responsible in large measures for their own evaluation, and the trainer's evaluation was incorporated into the design, since it was essential to ensure that the programme was flexible and responsive to the trainees' needs. At the completion of the training programme, provision was made to give trainees the opportunity to identify new learning goals.

Design Application

5.7.2 Content of Training Programme

Through an analysis of both community work and adult education as an integrated approach, the researcher integrated the areas highlighted by the youth, as important for training, into seven major skill areas which were crucial if both the aims of the community work and adult education were to be achieved (Refer to Appendix XIII for more information). The relevance of these skills was confirmed during the researcher's interviews with resource persons.

- ☐ Self Analysis Training
- ☐ Committee Functions, Roles and Procedures
- ☐ Organisational Procedures
- ☐ Group Participation and Leadership
- ☐ Knowledge and Utilisation of Community Resources
- ☐ Problem Selection, Goal Setting, Project Planning, Implementation and Evaluation
- ☐ Fundraising

These were considered to be "core" skill areas, relevant to the organisation and activity of any community group engaged in an action programme. These skills were developed in the context of a less tangible, but nevertheless crucial aspect of training, namely the development of social awareness so that trainees could understand the environment in which they operated, and the problems which affected them.

The specialist skills must be tailored to the learning needs of the constituents, in relation to the goals of their organisation and the specific project in which they are engaged. The limits to developing the youths' innate competence should only be set by the abilities of the trainer to design relevant training programme, coupled with effective methods.

This study was concerned only with the development of "core" skills - the first step necessary in the process of developing youth club members' abilities to achieve the goals of adult education community work. It is the task of the creative worker to utilise the training content and methods appropriately for his constituents.

The "core" training areas are explored more fully below. In each case the rationale for the inclusion of the content area in the programme is given, followed by the objectives of that component of training.

1. SELF ANALYSIS TRAINING

Rationale: It is important when leading people to be consciously aware of "one self" and how the 'self being' could affect the interaction with people who are being led. The leader should understand the type of person he is first before he

could understand his followers in order to lay a good base for leadership relationship and lead effectively.

After self discovery and understanding, the individual is able to join a group, compromise whenever necessary, work co-operatively and harmoniously with other people in a group situation.

Objectives: This facet of the programme was designed to give the young adults an opportunity to explore self as individuals and leaders of groups existing within their youth organisation, the objectives being:

a) To teach the youth skills of identifying their strengths and weaknesses, both as individuals and as leaders so that the trainees are able to acknowledge limitations within their potential

b) To teach the youth skills of complementing their weaknesses so as to boost the loopholes existing in the trainees capabilities

c) To encourage the youth to accept and understand existing gaps within their life situations and how such gaps could be filled

d) To teach the youth skills of understanding themselves first as individuals and leaders, in relation to members they lead.

The relevance of self analysis training as a first step in the programme was confirmed by the then Soweto City Council personnel, the youth and other experts who participated in this study. The acquisition of self awareness skills enables members to function more effectively within groups.

2. COMMITTEE FUNCTIONS, ROLES AND PROCEDURES

Rationale: This aspect of skill development is vital in that it provides a medium for democratic participation. As the group becomes more formal - in the process of developing into an institutional - relations - organisation, it becomes necessary to introduce more structured means of communication, decision making and administration. This does not imply rigidity in the application of parliamentary procedure, but serves to provide a basis for assigning responsibility for tasks, facilitates open and shared decision-making, and efficient administration of the affairs of the group.

Objectives: The objectives of the committee component in training are to:

a) Give members an understanding of the purpose of committees formed to work towards improvements in their environment

b) Develop an understanding of the process of co-operative decision-making and committee procedures

c) Give members an understanding of the roles and responsibilities of the various committee members, namely the roles of chairman, treasurer, secretary and general/additional member

3. ORGANISATIONAL PROCEDURES

Rationale: Since youth organisations consist of a group of young adults who work together because they want to change something, or they want to make something happen; it is important that certain procedures be laid down and followed accordingly, for the young adults to achieve goals set. It is also important for youth organisations to establish clear basic structures, lines of internal communication, networking procedures and organise their offices accordingly.

Objectives: The objectives of the organisational procedures component in training are to:

a) Teach the youth how organisations work

b) Teach the youth different communication patterns used by organisations and running effective meetings

c) To encourage the youth to organise offices within their youth organisations where a committee could solve problem of paperwork and filing systems

d) This component would give the young adults an opportunity of learning how to write minutes, agenda and notices of meetings; bookkeeping for treasurers; filing systems; monthly/progress evaluation and annual reports; and newsletters

4. GROUP PARTICIPATION AND LEADERSHIP

Rationale: Since groups are the unit of action in youth organisations, experience and knowledge of group belonging, leadership and dynamics are of central importance.

Objective: The objectives of the group skills component of training are to:

a) Reinforce cohesion in the group

b) Reflect on the central role of group membership in the everyday lives of members

c) Identify the reasons for membership of a community action group

d) Teach the young adults different leadership styles

e) Experience the effects of authoritarian and laissez-faire leadership in a group and thereby to identify the need for a flexible structure, conducive to shared responsibility, in a youth organisation

f) Assist members to identify the human resource (qualities and skills) required of participants in a youth group

This area of skill development is of special relevance in the primary group phase of belonging, but its importance can be seen throughout the community

work process. This component lays the foundation for the subsequent, more structured, system of group organisation.

5. KNOWLEDGE AND UTILISATION OF COMMUNITY RESOURCES

Rationale: If community members, working together in groups in order to achieve the goals of community improvement, are to be effective, they require resources (such as knowledge, as well as material resources including funds, stationary, transport etc., and human resources such as manpower). This requires an understanding of the environment in which they are operating.

Objectives: The purpose of this facet of training are to:

a) Develop in members an understanding of the range of resources available to them

b) Emphasise the importance of utilising these resources to the fullest extent in order to achieve the goals of their project

c) Introduce members to the strategies involved in obtaining resources.

6. PROBLEM SELECTION, GOAL SETTING, PROJECT PLANNING, IMPLEMENTATION AND EVALUATION

Rationale: Many well-intentioned groups, equipped with the relevant interpersonal and organisational skills necessary for the effective functioning of a community action group, fail to achieve their goals because they require technical skills which will enable them to plan, implement, maintain and evaluate a project. If the community worker fails to impart these skills to his constituents, he condemns them to lifelong dependency coupled with enormous frustration

Objectives: The inclusion of these skills is thus designed to equip young adults to:

a) Identify relevant problem areas, and to analyse and select a problem on which they want to work

b) Formulate operational goals for their projects

c) Plan the necessary steps for the effective completion of a project

d) Implement this plan

e) Evaluate the project

f) Report on this project to the wider community to whom they are responsible.

While these skills areas encompass a vast range of training possibilities, the researcher, on the basis of her exploratory research, has to tailor the content to the learning needs of her constituents, within the parameters of all sessions of the programme.

7. FUNDRAISING

Rationale: SYC were expected to raise and generate its own funds to cover costs of programmes planned and the necessary equipment needed, since Soweto City Council did not cater for this area. Most of efforts made by the youth to raise funds were inadequate and ineffective as the youth were not able to compile proper budgets and maintain these budgets; account to their organisations in this regard; and using the funds raised for their planned purpose.

Objectives: The inclusion of fundraising skill component in the training programme aimed at the following:

a) To teach the youth how to prepare the initial budgets for their youth organisations, funding proposals, and preparing a budget for special projects

b) To teach the youth how to monitor their budgets and write audited statements

c) To teach the youth how to fundraise successfully as a group

d) To encourage the youth to observe the Fundraising Act and teach them about the importance and utilisation of the fundraising number of their umbrella body SYC

e) To teach the youth how to raise money from respective youth club members, donors, contracts and fundraising events

f) To encourage and motivate the young adults to open banking accounts on behalf of their youth organisations.

(It was considered vital that the training programme should not be too extensive, as it would be required to be repeatable. The Youth usually have multiple commitment and are only able to give a limited proportion of their time to community involvement).

5.7.3 The Training Programme: Structure of Sessions

The training programme, designed in the process of this research study, was structured as follows:

Session 1: Introduction

Goals of Training Programme Group discussion: Setting norms, expectations and contracting for programme implementation

Self Analysis Training

Session 2: Introduction to self analysis training

- Administration of self analysis questionnaire
- Review of questionnaire
- Self analysis: strengths and weaknesses
- Group discussions

- Self analysis games and exercises
- Exploring diffe.. .t avenues
- Evaluation

Committee Functions, Roles and Procedures

Session 3: Committee functions and roles

Session 4: Committee structure and functioning

Organisational Procedures

Session 5: Structure of a youth organisation

- Internal communication within youth clubs
- Functioning of youth organisations

Group Participation and Leadership

Session 6: Group membership

Group development phases

Session 7: Group processes

Session 8: Group leadership

Session 9: Conflict management in groups

Knowledge and Utilization of Community Resources

Session 10: Community Resources : Knowledge and Utilization

Problem Selection; Goal Setting; Project Planning; Implementation and Evaluation

Session 11: Problem identification, analysis and goal setting

Session 12: Project planning and implementation

Session 13: Project evaluation

Session 14: Presentation of projects: Reporting and Accountability

Fundraising

Session 15: Fundraising and Fundraising Act

Post Training: Presentation of diplomas (certificates)

5.8 ESTABLISHMENT OF TRAINEE GROUP

The researcher undertook to make the training programme available to Soweto City Council - Youth Section, in response to the learning needs of the young adults in leadership positions within their respective organisations. In view of the experimental nature of this programme, a special "training group" should be established in order that the effectiveness of the programme could be assessed, prior to using it more generally. The procedure for obtaining subjects for this group, should be based on interest, voluntarism and commitment. The size of the training group should be manageable and membership be allowed to range between 15 and 20.

The training group should exist for a period equivalent to the duration of 'term of office' occupied by trainees in the executive and subcommittees.

5.9 IMPLEMENTATION OF THE TRAINING PROGRAMME

During this phase of implementation, the action researcher should focus on the provision of a creative, relevant learning experience for the trainees, while the effectiveness of this programme is tested in terms of the aims of modules. In this manner, the research act would become animated, as the trainer, in dynamic interaction with the trainees, seek to translate theory into practice.

5.9.1 Venues for Training

The majority of the training sessions should be held in community centres and halls, that are central for trainees. Modules that have more than two sessions should be conducted as school holiday camps. Venues for training should have enough chairs and tables; training facilities and equipment (white or black board, flip charts, overhead projector, screen, slide machine etc.); extra rooms to be used for private and quiet buzz-sessions.

5.9.2 From Theory to Practice

The plan for the training programme does not represent a rigid formula to be applied routinely in all situations. The point of implementation should provide a creative opportunity for the trainer to adapt the programme for the maximum benefit of the trainees. A number of considerations could therefore guide the translation of this programme from theory into practice.

5.9.3 Establishment and Maintenance of Training Group

The organisation of a training programme is not, primarily, a means for the worker to establish or broaden her constituency. On the contrary, training is gradually becoming a familiar concept in a community work setting, and it is essential for the trainer to engage in extensive groundwork as a foundation for the maintenance of the programme.

Pre-training session(s) with potential trainees in order to initiate the relationship between trainers and trainees, to review the designed programme and to re-adjust it, are very important. During these sessions, the aims, content and methodology of the training programme should be discussed. In addition, plans for certain incentives such as the residential training camp, training fees and the certificates to be awarded to trainees should be explored. At this stage, contracting with the trainees is essential.

While inviting the young adults to participate in this programme, the researcher need to be aware of factors which could affect or influence their involvement in training. These factors are competing interests and obligations in the lives of the individuals: such as home, youth clubs and school

responsibilities; the attractions of sport and television; fear (potential trainees could be afraid of the unknown consequences of participation); and the possibility that they might be overwhelmed by the concept of training. An awareness of these factors prior to the commencement of the programme would enable the trainer to counter them with strategies such as community education, and the careful timing of the programme so that it competed with the minimum number of distractions possible.

The process of implementing the training programme could only commence once the trainer had laid a solid foundation, thereby exciting the interests of potential trainees in the possible fulfillment available to them through training.

5.9.4 The Role of Trainers

The trainers are the guide, the architect of the training experience and thus have a versatile role to play in training. The trainers are responsible for setting the climate for learning. In a physical sense, this means that they have to utilise the facilities in such a manner so as to be maximally conducive to open discussion, for example, circular seating. On a psychological and inter-personal level, the trainer and co-trainers should create this atmosphere by having informal discussions with members about matters of concern to them; by learning their names at the commencement of training (for this purpose name tags could be worn by trainees, the trainer and co-trainer), and by making themselves available to the trainees for questions and discussions. If any trainee could be absent from a session, a follow-up in this regard should be made by trainers prior to the next session.

The language to be used by trainers is a crucial consideration in the training process. Training should be conducted in the second language of trainees viz. English, as it would be difficult for trainers to translate the training material into the home languages (trainees would come from various ethnic groups) of trainees.

5.9.5 Trainee Participation

It is important to note that the trainees had never been exposed to an education experience in which their opinion and contribution were the focus of interest. Trainees have been educated in a formal, teacher-tell system, where they learnt what the teacher considered important for them to know. It is thus natural that they would become hesitant when introduced to an informal alternative in which they would be given the responsibility for much of their learning. It is therefore important for the trainer to provide trainees with access to a number of different modes of participation, so that they could contribute in a manner which would be comfortable to them. The trainers need

to recognize trainees' individual needs and to provide participation opportunities.

In keeping with the principles of andragogy, the trainer should delegate as much of the planning and administrative responsibilities as possible to the trainees. Their functions in this regard would include: helping the trainer to prepare the venue prior to each session; planning the camp, including the catering and social requirements; organising the administration of the camp including the cooking and cleaning; nominating and inviting a guest lecture to the programme. and preparing charts relevant to the training content.

5.9.6 Organisation of Training Programme

Planning and the careful structuring of each session is conceived as vital to the effective implementation of the programme. Each session should be carefully planned along the following criteria: goal, content, method and equipment, and time. Training materials and teaching aids such as charts and handouts for each session should be prepared in advance. Each session should be timed appropriately with the material to be covered taken into account. At all times, the trainers should move at the pace of the group, reviewing and summarising the material frequently.

5.9.7 The Role of the Youth Section Education Committee on Training

The committee should play an important role in the implementation of the training programme. Its aims should be translated into action through various activities.

The content of each session should be discussed with committee members in order to ensure its relevance to the young adults. Committee members should help to decide on the training examples to be used by focusing on current community issues. The umbrella bodies in the host communities namely, Department Community Services - Soweto City Council and SYC should be kept informed on the progress of the training programme through the Education Committee. The committee workers should help in making follow-up with all nominees prior to the commencement of training.

Throughout the programme, committee members should discuss and share the problems which could be experienced by trainers, such as difficulties in encouraging participation and the slow pace of the group, and offer suggestions and support. Committee members should also facilitate the evaluation of the programme through their observation of the trainees, in the general community context, and their assessment of the impact of the programme on the wider community.

On a practical level, committee members are responsible for arranging refreshments for the sessions, and help trainers to locate suitable venues. The committee should also play a vital role in planning and organising the diploma ceremony. Committee members who have potential of training, should be given the opportunity of conducting some sessions.

5.9.8 Session-by-Session Account of Training Programme

Each session in the training programme, while constituting a link in a goal directed chain of educational experiences, should designed as a self-sufficient entity, with its own objectives and methods. A summary of the diarised recording of each session should be presented in order to provide insight into the depth of the programme: its objectives, content, methods and evaluation.

Copies of the printed handouts to be used in the training programme should be kept in a file by members of the Education Committee. Each trainee should be given a file in which to retain these handouts for future reference.

CHAPTER SIX

SUMMARY OF THE MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 THE CONTEXT OF THE STUDY

The present study focused on training of the youth club members for leadership roles. The youth who participated in this study served on their club's various committees as leaders of sub groups and / or as members of their club's management committees.

The first aim of the study was to provide an overview of relevant literature concerning theoretical issues relating to youth and their potential roles as youth club leaders, with particular reference to "Soweto Youth Clubs". In this regard, literature relating to the development stage of adolescence was reviewed. This provided an understanding of the needs and tasks facing individuals during this particular life stage. This basic understanding of issues relating to adolescence enhanced the researcher's ability to more adequately appreciate the concerns of the youth who participated in this study. The researcher's intervention aimed to respond to specific developmental concerns of the youth in their roles as leaders in their youth clubs. The needs which were regarded as particularly relevant included the following:

a) the need to trust in oneself and others; b) the need to exercise choice and make decisions; and c) the need to achieve.

Concomitantly, the tasks identified as particularly relevant to this lifestage included the following (Gerdes et.al 1981: 264 - 268)

a) the task of achieving new and mature relations with peers of both sexes;

b) the task of developing intellectual capacity and skill in the application of concepts necessary for the attainment of civic competence; and

c) the task of acquiring a set of values and adapting an ethical system as a code of behaviour.

6.1.1 The Role of the Family During Socialization

In the past, especially in rural black communities, the family unit played an important role in socialization of its members. The level of responsibility of the family in socialization process enabled adolescents to cope with the tasks of their life stage within their particular cultural and historical heritage. In contrast, in present industrial communities like Soweto, there is decreased

intensity of family involvement in the socialization process. Today, Sowetan youth are faced with new stresses as a result of industrialization and urbanisation. These social processes have effected wide ranging changes in family structure, which have resulted, in particular, in need of employment of both parents away from home. This situation has led to youth being subjected to heterogeneous social influences. Further, the youth are now compelled to go through these social changes, assume the caring and socialization responsibilities of younger family members. However, they are neither prepared nor trained for such responsibilities. As a result they may perform these responsibilities in a manner considered unacceptable both to their parents and adult community at large.

The involvement of the family in socialization process has decreased. Thus family members tend to rely more on social services provided within the communities. Gerdes et.al (1981:265) wrote that as "a young person strives to become independent of his parents he leans more heavily on his contemporaries for support and acceptance". Factors such as the adolescent's desire for social acceptability, changes in the socialization functions of the family, adolescent's financial dependence on his parents appear to contribute to "an increased demand for membership at available youth clubs; therefore increased likelihood of desire to assume leadership roles in such clubs". (Manning and Truzzi 1972)

In this way, youth clubs attracted adolescents who were motivated by their desire for peer companionship and influenced by practical factors such as affordable and access. In this regard Liphosa (1980:4) noted that "youth, more than any other group of people, have a strong need to belong to groups". Liphosa (1980) further noted that "part of adolescent's social and emotional growth and development takes place in such youth groups". Eggleston (1976:7) state that "youth clubs reinforce and perpetuate the social interaction patterns of the adult community".

6.1.2 The Context of the Youth Clubs

In "Soweto Youth Clubs", leadership was in the hands of the youth members themselves. Individuals or community groups were directly responsible for the day-to-day running of youth clubs. As the youth assumed leadership positions in youth clubs, the expectations of both adults and fellow members became more specific, for example: to enhance the planning and implementation of youth club programme, to be involved in and to involve other club members in

decision making, to raise funds for their clubs and perform certain office bearer roles.

Liphosa (1980:29) suggested that leaders of youth clubs should receive training to improve their skills in running their clubs. Within the context of the basic aim of social work that is: "to enhance people's social functioning by linking them with systems that provide them with resources, services and opportunities" (Pincus and Minahan 1973), the role of professional qualified people in the process of linking the youth with appropriate resources and opportunities for the performance of their youth club leadership roles is supported. This notion is also supported by Koonin (1981:59) when she noted that "the unique features of adolescence: idealism, energy, openness to new ideas and flexibility, a time of agonizing self-searching; and a desperate need to belong, to search out ideas in accord with peer group consensus, combine into a rich source of creative energy which can be captured for the importance of society".

Within the context of training the youth for leadership roles, an important role which social workers would be able to play would be that of a trainer. In addition to academic instruction in subjects such as psychology and sociology, social work theory relating to groupwork and community work, provided the basis for understanding the importance of groups in the life cycle of man (Johnson and Johnson 1987); the specific functions of small groups (Ridgeway 1983) and the use of groups in training youth for specific roles within their communities (Letsebe 1984 and Koonin, 1981).

6.2 THE AIMS OF THE STUDY

The research project aimed to:

a) Identify youth club members who participated in leadership roles within their clubs with a view to establish:
   - the type of leadership role (designation) they held
   - The tasks required of them according to their leadership titles
   - The perceptions that these youth had about tasks which they thought they should perform

b) Establish whether these youth have had formal training to equip them to perform their tasks

c) Determine the nature of training that they thought they should have

d) Plan, design a training programme as per (5.2.3) above.

6.3 SUMMARY OF THE MAIN FINDINGS

6.3.1 The Research Respondents

The sample comprised of forty-eight (48) youth who were identified by the researcher, and selected randomly from "Soweto Youth Clubs". Their age ranged between thirteen (13) and twenty-five (25). Their gender was constituted as follows: thirty-five (35) males and thirteen (13) females. The findings revealed that the following ethnic groups:- Zulu (40%) and South Sotho (35%) dominated the research sample. Considering the education level of respondents, the findings showed that the majority of the respondents were in high school, mainly in Standard Eight (8). A very minimal percentage of respondents (4%) were in primary school and post matric levels, respectively.

6.3.1.1 The type of leadership roles (designation) they held: the research revealed that only few (25%) of the respondents were the additional members of their respective committees; while others participated in specific leadership positions like chairperson (21%), secretary (21%) and treasurer (23%). The other unspecified positions (10%) were as follows: public relations, junior member's leader and club caretaker.

6.3.1.2 The tasks required of them according to their leadership titles: The respondents were required to fulfill the following responsibilities in accordance to their leadership titles:

- plan youth club programme and manage the running of daily activities; identify and organise resource materials and manpower relevant for their youth club goal attainment; raise funds necessary for meeting members' needs and interests; solve problems and manage conflict; link the youth club and the community; perform their tasks as office bearers

a) The Management of Organisations

"Management of organisations in all spheres of life, be it industry, education, health or social welfare departments, is basic machinery to ensure desired effective and productive results. Community organisation action carried on by laymen include such activities as .... establishing a new agency or program in a community; serving on a board or advisory committee of a government or voluntary agency, serving on a committee concerned with joint budgeting, program development, co-ordination of agencies, an anti-poverty program on raising of standards". Dunham (1970:6).

b) The Nature and Functions of a Committee

Harper and Dunham (1976:231-232) outlined that "an effective committee has or develops a task which is important and well defined, a task which can be performed better by a committee than by an individual or existing organisation. Such 'task referred to above as the terms of reference' which a committee receives or formulates for itself, that is: an assignment and definition of its nature and task".

What is essential for effective management, fulfilling tasks which all members of a committee should have clarity about and what is required of them. Committees are required to justify their existence in accordance with decisions made as well as in terms of time and money.

Office-bearers particularly, need to have a clear perception of tasks of a committee as well as the tasks which fall within the domain of the office to which they have been elected.

Important office-bearers are the chairman, the secretary and the treasurer of a committee. According to Trecker and Trecker as cited by van Zyl Hattingh (1978:249-253) in discussing committee work emphasis was made based on the following principles of effective committee work, these are: the principles of democratic values; purpose; constructive creative leadership; proper personnel; planning; preparation; setting and atmosphere; fact finding; participation; team work; progressive process; time and timing; reporting; evaluation and finally, member satisfaction.

c) Tasks of Office-Bearers

Intrinsic to the selected principles of clarity of purpose and the interest of committee members, they need to be developed and empowered to perform the tasks assigned. Capacitation for a task depends on training in order to have a clear and well defined perception of specific tasks assigned for individual and collective office-bearers of a committee. If these principles were not observed, the statement rather cynical in tone, recorded by Tathey (1972:25) "committees made up of the unfit and appointed by the incompetent to do the unnecessary" may well be true.

6.3.1.3 The perception that the youth had about tasks which they thought they should perform in their leadership titles: the respondents perceived their different responsibilities and tasks in terms of their individual personality traits, potential and capabilities.

The respondents' feelings in terms of the skills they have to perform the tasks assigned to them were revealed as follows: inadequately equipped (12%); just managing (69%); and adequately equipped (19%). It could be concluded that the majority of the youth did not know exactly what was expected from them or/and not sure whether they were performing appropriately in terms of their leadership titles.

6.3.2 Establishing whether the youth have had formal training to equip them with appropriate knowledge and skills: some of the respondents had attended a training workshop on "Committee Procedures" facilitated and co-ordinated by the researcher for "Soweto Youth Clubs" prior their participation in this study. Some had attended workshops in various training areas conducted at their respective schools, churches, and other youth organisations (Refer to table 4.6 for more detailed information).

6.3.3 Determining the nature of training they should have: the respondents emphasized the necessity and importance of organising all members of Executive / Sub-Committee within "Soweto Youth Clubs" into a training group, on annual basis (according to their period "terms of office"). Further, a variety of advantages the youth could benefit from participating in a training programme were outlined (refer to table 4.7). Furthermore, 87,5% of the respondents described the role of trainers as follows: "they should guide the programme but should give the trainees a chance to take responsibility whenever possible".

The youth would like to participate in a training programme that would empower them and transform their present life situations. This was supported by their suggested training approaches and the role of trainers. The following were the areas in which they requested training:-

group facilitation skills; responsibilities of committee members; running effective meetings; fundraising; identifying club members needs and interests; planning a programme; organisational procedures; leadership styles; formulating the youth club constitution; and group dynamics

6.3.4 Planning and designing a training programme: based on the research, a Youth Leadership Training Programme was planned and designed by the researcher in consultation with personnel from "Soweto Youth Clubs", experts in the field of training, and some youth work service organisations, within the community. The process followed in designing the training programme is outlined in Chapter 4. During the planning process the training

areas as suggested by the youth were taken into consideration, resulting into a training programme with the following content modules:

- Self Analysis Training
- Committee Functions, Roles and Procedures
- Organisational Procedures
- Group Participation and Leadership
- Knowledge and Utilisation of Community Resources
- Problem Selection, Goal Setting Project Planning, Implementation and Evaluation
- Fundraising

How the training programme was planned and designed, was not only influenced by the needs and interests of the Youth, as expressed in the study, but also by information gathered from:

- resource people within the host organisation
- experts in the field of community development and training of adults in their work environments
- community organisations rendering Youth work services
- extensive documentary studies of some of the existing training programmes, both in South Africa and abroad
- workshops the researcher attended as reflected in Chapter 4 and 5, respectively
- the integrated approach of Adult Education and Community Social Work as reflected in Chapter 2, and philosophical principles underpinning the two approaches

6.4 CONCLUSIONS

6.4.1 Theoretical Perspective

A central assumption which guided this research study was the assumption that the systematic application of principles and practices of adult education to community work methodology would lead to the enrichment and development of community work theory and practice. This was supported by the major outcome of this research project - The Youth Leadership Training Programme.

Interdependence between the two area fields as outlined in Chapter 2 was fostered by the research.

Literature demonstrating the relationship between community work and adult education is very scarce, especially in South Africa, thus a need for more research in this area.

6.4.2 Research Design and Methodology

The researcher considered a combination of more than one research strategies in formulating the research design; that is participant observation, survey and action research. These strategies upheld the same values and philosophies of community social work and adult education.

These strategies were also advantageous to the researcher as they allowed reviewal and evaluation of the researcher's work (problem identification and solving) areas of concern. Thus, both organisational time and worker's private time were utilized in conducting this study.

6.4.3 Research Findings

- Soweto Youth Clubs were initially regarded as recreational centres hence served children between the ages six (6) to twenty-five (25). At the time of the research, the centres rendered informal and non-formal educational services for development and empowerment of the youth. The term 'youth' in this context, was defined in such a way that it became very relevant to the SYC situation, as children who formed part of the membership, were in the age group between thirteen (13) and twenty-five (25), and participated in leadership positions within their youth clubs.

- The Zulu and South Sotho speaking youth were dominant in the sample. The home languages of the youth would not affect implementation of the training programme as sessions would be conducted in English, in order to reach all the participants.

- A large percentage of SYC membership was formed by boys, hence they occupied most of leadership positions within the clubs. This was caused by the fact that after schools, most girls have to fulfil certain house chores like cleaning, looking after siblings, and preparing supper. Another contributory factor is the traditional belief that men are superior than women.

- The period of membership of a nominee to be elected into a leadership position was not necessarily an aspect considered during elections. One's past experience in leadership responsibilities, knowledge background, potential and capabilities were the most important factors, taken into account during elections.

- The copies of the SYC constitutions reviewed by the researcher, did not outline the criteria for leadership position election. This would assist in ensuring that the right candidates are chosen, as the organisation was faced with the problem of the youth declining their positions or / and not fulfilling their tasks.

- Tasks of members of the Executive and Sub committees should also be outlined in the constitutions including those in assistant and "additional member" positions. All members, after payment of the annual membership fees, should be given copies of the youth club constitution.

- Through participant observation, the researcher was able to note that due to inability to cope with leadership challenges and lack of commitment, some club members could not serve in their respective executive sub-committees for the specified period-term of office. Most of the youth were not aware of the impact of the demands of their new roles would have on their lives, thus needed to be assisted accordingly so that they could be able to maintain an equilibrium between all areas that formed part of their lives. Orientation and training sessions were vital for this area.

- Training in the context of SYC is not only needed by the youth, but also by staff members, especially the adult club leaders as they are expected to supervise and guide the youth during their daily activities. Staff training should focus more on planning, organising, facilitation, co-ordination, public speaking, effective communication and group dynamics skills. This need area was emphasized by the experts interviewed in the study.

It is feasible to devise and implement a systematic training programme designed, in order to equip participants with the relevant skills and awareness necessary for them to achieve the goals of community work and adult education. Through systematic training, it is possible to develop in participants a range of skills, categorised in this study as human relations, group and community skills. The core skills, selected as the focus of the

present study which were identified on the basis of an analysis of the process of integrated community social work and adult education.

- On the basis of the theoretical and action research undertaken in this study, it was feasible to formulate a flexible model for providing local community members with the skills and level of awareness which could enhance their abilities, to influence the institutions which impinge upon them in order to achieve the goals of community social work and adult education. Such a training model has been evolved as an outcome of the research study.

Although the model embodied much of the content and methodology used in this study, it also included adaptations made as the result of research experience and evaluation. The purpose of the model is to serve as a framework and guide which could be modified by the creative worker in response to the needs and interests of trainees.

6.5 RECOMMENDATIONS

In terms of the above findings and conclusions, the researcher makes the following recommendations:

a) the Youth Leadership Training Programme Proposal be approved and implemented according to suggestions and recommendations outlined

b) the youth club leaders (liaison officers) be exposed to training that would equip them with the necessary skills for guiding and supervising the youth, effectively in their process of carrying out tasks assigned to them.

c) the youth be encouraged to host Annual General Meetings in a proper way, during which the following business would be conducted:

   - election of the new members of the Executive and Sub-committees or any other leadership positions existing
   - presentation of the chairman's annual report, the treasurer's annual financial report and the club leader's evaluation report. (Depending on the need, the item amendment of the constitution could be conducted).

d) the young adults who are elected to serve in their youth club's executive and subcommittees, or any leadership position, be given pamphlets of their job descriptions, what the organisations expect from them, and lastly, be requested to enter into a contract of service.

e) Social Workers in the Youth Work Practice should establish programmes that would assist young adults to cope with challenges of their leadership roles; school demands, and their roles as members of both the youth organisation and their families.

f) all members of youth organisations, upon payment of their annual membership fees, be given copies of their organization's constitution, so that they could be able to familiarise themselves with rules and regulations, the procedures there to be followed.

g) The criteria of nominating and electing young adults into leadership positions, within their organisations, should also be outlined in the constitution.

h) both the principles and values of the social work profession, and adult education should be observed throughout implementation of the training programme designed by the researcher.

i) That the Youth Section publicize the training programme they would be offering, in order to promote awareness in the community about their service delivery. This would encourage participation and involvement of other community members (parents, teachers, experts in the field of training and adult education, and others) in their programmes.

j) the youth should be involved during the process of designing the training programme and certificates thereof.

6.6 RESEARCH RECOMMENDATIONS

Training Programmes

The researcher proposes that the Youth Leadership Training Programme designed as the outcome of this study, be implemented and evaluated.

It is also important to note that the training programme described in this study represents only the first step on an inviting and challenging road of exploration. The study has raised as many issues as it has sought to answer, and an exciting programme of research and action lies ahead for all those prepared to join the trail.

Theory

Further exploration of the inter-relationships between community work and adult education and training theories would doubtlessly provide direction and principles in the areas of training community members for active citizen roles.

Training Methodology

Various teaching methodologies and techniques, in a community work context, have not been explored. Comparative research, assessing the benefits of different teaching modes, is required.

Training Materials

At present, the vast majority of training materials are developed abroad, and their relevance to local communities could be seriously questioned. A store of local materials (such as charts; case studies; slides and film shows) needs to be prepared for use in our various communities.

APPENDIX I

BACKGROUND INFORMATION

"SOWETO YOUTH CLUBS"

INTRODUCTION

The then Soweto City Council (S.C.C) - Department of Community Services had a special division that was responsible for the running of sixteen (16) youth clubs that stretch all over the greater Soweto region. The average membership per club was about two hundred and fifty (250) children per annum. The ages of these children ranged between five (5) and twenty five (25) years. Most of the membership in the youth clubs was formed by children who came from deprived families. As a result the services were offered at no cost to the youth or their families. The services that were being offered were preventative, rehabilitative as well as promotional in nature. In order to fulfill all these areas appropriately, each club was under the leadership of a liaison officer (Youth leader / worker) who was employed on a full-time basis by the Soweto City Council. The youth workers were responsible for the recruitment of club membership in the community, run daily club activities and manage the planned programme of activities. In addition they created leadership among members for projection on their own and delegated duties with responsibilities to club members. Further, they established both youth club and parent committees to encourage parental involvement in youth programmes offered by the Section.

Apart from liaison officers, the organisation had employed four (4) social workers (youth activities co-ordinators) and the researcher was part of this group that formed part of the personnel of the youth section. The management team was formed by two (2) senior social workers and one (1) chief social worker. The social workers were responsible for the following:-

- to investigate with the view to initiate projects, present youth community needs that could be met through the process of integrated social work approach;
- encourage community participation and involvement in youth work;
- empower the youth community with independent living skills;
- development of viable youth work programmes;
- render maximum guidance to liaison officers on youth development.

YOUTH SECTION : MISSION STATEMENT; OBJECTIVES; VISION AND OPERATING PHILOSOPHY

The youth section seeked to promote the development of the youth in totality ie. physically, socially, intellectually, morally and emotionally. The section was further committed to protect the youth's rights, well-being and dignity.

In an attempt to accomplish the abovementioned mission statement the Youth Section had developed the following purpose objectives:

1. To empower the youth with independent life skills.

2. To increase the ability of the youth to identify and develop their capabilities; physically, intellectually, morally, socially, emotionally and spiritually.

   To identify and accept their responsibilities as individuals, citizens and group members.

3. To conduct research with the aim of initiating projects and programmes that would encompass all aspects of youth development viz.

- ❒ leisure facilities
- ❒ cultural programmes
- ❒ informal education
- ❒ workshops and seminars
- ❒ exchange programmes
- ❒ entrepreneurial and economic development
- ❒ promoting and explaining alternatives approaches to youth development.

4. Identification of resources, manpower and material resources.

5. Provide resources and avenues where youth from different backgrounds could share common life experiences.

6. Co-ordinate and facilitate all youth clubs' programmes and activities.

7. Repair structures of authority in/out community ie. parents, teachers and elders.

VISION

The profile of youth the Section strived to see was as follows:-

- competent in areas of communication
- competent in areas of technical skills and knowledge
- self-reliance
- positive self-assertion
- aware of responsibility towards self-development
- self-determination
- confidence
- self-acceptance
- develop a learning culture
- accountability

OPERATING PHILOSOPHY

The Youth Section:

- was committed to the development of youth leadership within the Black community in Soweto.
- believed in focusing all its efforts in enhancing the knowledge and skill of the youth.
- believed in rendering quality services to the youth and their families.
- was committed to develop projects and programmes at all times that were relevant to changing community needs.
- was accountable first to the community it was serving and committed towards advocating their rights and needs.
- believed in projecting an image in such a manner to preserve the dignity of those it serve.
- believed that preventative service was a priority and it was committed to continuous educational community awareness projects and programmes on youth care.
- was committed to staff development with the view to render quality services, and to give each staff member an opportunity to grow within the agency.

- acknowledged the fact that it had limited resources and operated within a deprived Black community.

SERVICES OFFERED

The following types of training programmes and developmental projects were run and conducted by the social workers to the youth.

1. Life Skills

   - self reflection
   - self expression (communication-verbally and non verbally)
   - concentration (listening)
   - decision making
   - planning and organisation

2. Social Issues Affecting Youth

   - child abuse
   - sexuality and sex related diseases
   - alcohol and drug abuse
   - violence
   - delinquency and school truancy
   - fitness of body and mind
   - boy-girl relationships
   - counselling and welfare rights
   - health
   - personal financial management

3. Human Rights

   - what are the children's rights
   - what are human rights
   - what are women rights
   - street law

4. Environmental Awareness

   - cleaning the club and its surroundings (community)
   - beautification of the youth club premises and surroundings
   - recycling
   - nature conservation and reservation
   - hiking

5. Conflict Management and Resolution

   - sources of conflict
   - handling conflict - mediation, bargaining tactics and negotiations

6. Leadership and Organisational Skills

   - roles of committee members
   - meeting procedures
   - organisational structure
   - facilitation skills (meeting procedures)
   - planning and setting objectives

- sources of power
- leadership vs. authority
- leadership styles and qualities
- running youth clubs
- group dynamics

7. Fundraising Skills

- *how to raise funds*
- fundraising and publicity
- basic bookkeeping
- budgets
- accountability
- operating bank accounts

8. Youth Enterprise

- the concept of enterprise
- youth enterprise in action
- checklist and ideas

9. Career Guidance and Vocational Counselling

- self assessment
- subject choice and subject fields
- career fields
- choosing a career : planning and goal setting
- study skills and coping with examinations
- time management
- applying for financial assistance
- post-matric decisions : entering a tertiary institution

10. Job Seeking Skills

- preparing a curriculum vitae
- how to handle an interview
- marketing oneself
- life goals
- time and work etiquette
- job management and adjusting to work environment

11. Community Service

- voluntary work
- role modeling
- peer group counselling

12. Community Leisure

- visits to places of interest
- inland and seaside camps
- field / educational trips
- hiking
- picnics

13. Outreach Services

- School holiday progra[illegible]

METHODS AND APPROACHES U[illegible] SOCIAL WORKERS IN FACILITATING LEARNING AND YOUTH DEVELO[illegible]

- Workshops; seminars; buzz sessions; panel discussions; debates; audio visuals; role playing; field trips; projects and assignments; counselling, research, conferences, case studies, group and community work.

The following types of programme activities were conducted on daily basis by the workers (liaison officers) at the youth clubs in consultation with the social workers and other community organisations:

1. SPORTS

Outdoor Activities	Indoor Activities
* soccer (football)	* table tennis
* netball	* fingerboard
* basket ball	* aerobics
* volley ball	* compendium of games
* tennis	
* swimming	
* athletics	

2. ART AND DRAMA

* The youth took various life situations and acted them out in a significant group situation in order to gain experience in human interaction and insight in their own behaviour in relation to others

* Dance was perceived as an effective medium of expression as the youth used the whole body as an outlet for an idea or emotion (traditional dance, gumboot dance, modern dance, American-Latin dance etc.)

* Community and choral singing

* Miming and Synchronizing

* Drawing

3. DISCUSSIONS

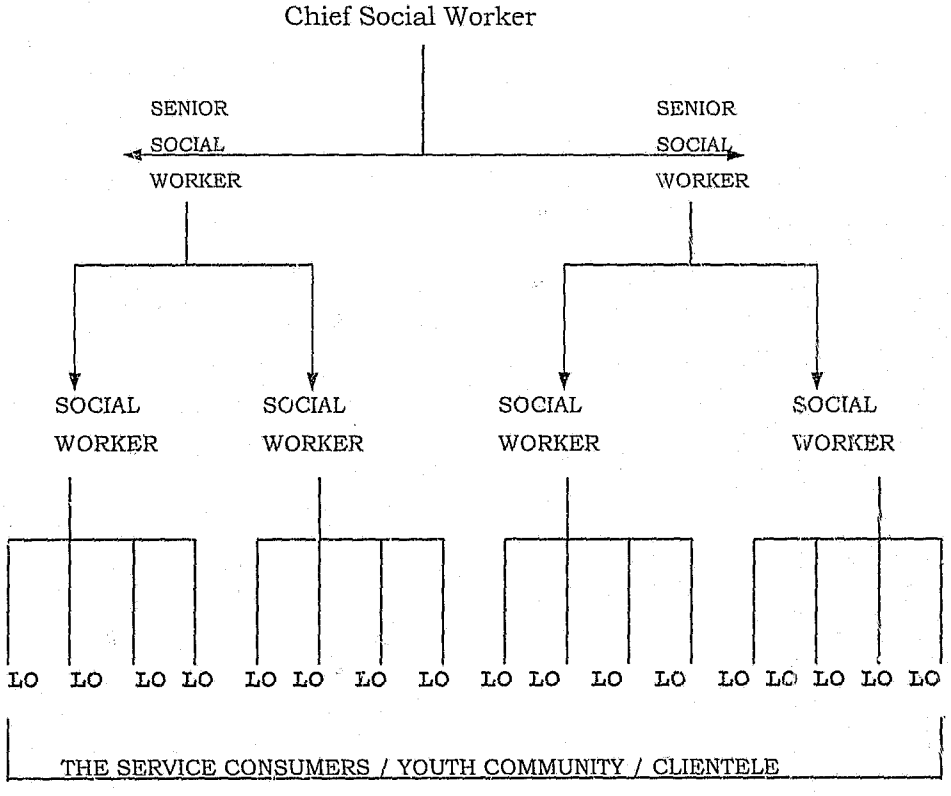
* Through verbal communication group members learned effective communication and problem solving (general discussions, brainstorming, meetings, debates, story-telling, speech competitions and poetry).

4. COMMUNITY PROJECTS

* social responsibility programmes
* cleaning up campaigns
* peace rallies

* fundraising
* networking and building alliance
* interclub visits within and outside Soweto.

YOUTH SECTION ADMINISTRATIVE STRUCTURE



***LO - LIAISON OFFICERS / YOUTH WORKERS**

SOWETO YOUTH CLUBS

NAME OF THE YOUTH CLUB	DESCRIPTION OF STRUCTURE	PHYSICAL ADDRESS
Mofolo Park Youth Club	Mofolo Park Recreation Centre	1209 Mofolo Central
Chiawelo Youth Club	Butt-Hut	989 Chiawelo
Mapetla Youth Club	Butt-Hut	760 Mapetla
Phiri Youth Club	Butt-Hut	448 Phiri
Pimville Youth Club	Butt-Hut	2548 Zone 2 Pimville
Orlando East Youth Club	Communal Hall	129A Orlando East
Phefeni Youth Club	Uncle Tom's Hall	8288 Orlando West
Jabulane Youth Club	Butt-Hut	1824 Jabulane
Zola Site and Services	Butt-Hut	1483 Zola North
Zola South Youth Club	Butt-Hut	2572 Zola South
Borolo Youth Club	Butt-Hut	914 C.W.J
Realeka Youth Club	Butt-Hut	3198 Rockville
Mavis Hall Youth Club	Mavis Hall	1586 Jabavu - White City
Tladi Youth Club	Butt-Hut	1592 Tladi
Naledi Youth Club	Butt-Hut	677 Naledi
Mofolo North Youth Club	Butt-Hut	997 Mofolo North

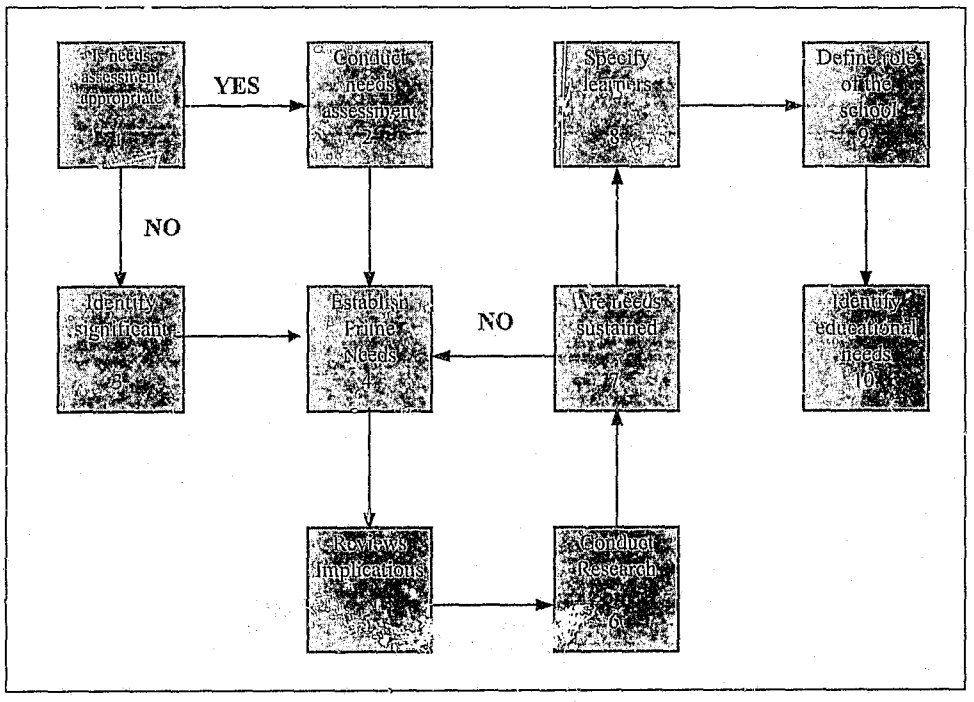
APPENDIX II

AN EXAMPLE OF A MODEL OF NEEDS ASSESSMENT IN CURRICULUM DESIGN

APPENDIX II

AN EXAMPLE OF A MODEL OF NEEDS ASSESSMENT IN CURRICULUM DESIGN, THE PROCESS TECHNIQUES AND BARRIERS

A Model of Needs Assessment in Curriculum design



The above diagram as adapted from Pratt (1980:94) indicates the systematic organised set of steps to be followed when assessing needs and it gives the person alternatives (what to do when such behaviour is discovered). The following are the principles for needs assessment as outlined by Pratt (1980:94):

a) the functions of needs assessment is to identify and validate needs and to establish priorities;

b) need assessment may examine the whole range of learner needs, or it may research one need in detail;

c) the needs assessors should approach a wide range of people who have special knowledge, influence, or a right to be consulted;

d) the most efficient way to conduct a needs assessment may often be to use a ready made needs assessment package;

e) both subjective opinion and objective data should be collected;

f) the limitations of public opinion make is necessary that needs assessment not to be viewed as curriculum design making by referendum;

g) at the conclusion of needs assessment, the primary need to be addressed by the curriculum developer should be clearly stated. It is the role of the researcher to integrate all the information gathered during the need assessment. The needs can be identified spontaneously: by observation, asking learners directly about their needs; and reading more about age group of learners. Other community members viz. Parents, academic specialists, social experts, pressure groups etc. can be consulted for their opinions as far as need analysis of the targeted population is concerned.

NEED ASSESSMENT PROCESS AND TECHNIQUES

The essence in the process of need analysis is direct contact and interaction with the service consumers. Adult learners need to be constantly consulted and in community work the emphasis is placed on doing things with the community members. This idea is also supported by Knowles (1983) in his explanation of what 'andragogy is'.

Knowles (1982:58) maintains that in the art and science of helping adults to learn, great emphasis is placed on the involvement of adult learners in a process of self-diagnosis of needs for learning. He further outline the three phases of need assessment:

a) Constructing a model of the competence or characteristics required to achieve a given model of performance, it is in this model-building phase that the values and expectations of the teacher, the institution, and society are amalgamated with those of the learner into a compose picture.

b) Providing diagnostic experience in which the learner can assess his present level of the competencies in the light of those portrayed in the model.

c) Helping the learner to measure gaps between his present competencies and those required by the distance between where he is and where he would like to be and is able to identify specific directions of desirable growth.

Need assessment is very time consuming but is vital for the success of the programme design and improving the learner-educator relationship. This is supported by Stenhouse as cited by Cohen and Manion (1989:200) in his

explanation of action research and how it contributes to the theory of education and teaching.

Techniques

There are various kinds of techniques that can be used to assess needs of learners. Each technique has its own advantages and disadvantages. It is the role of the programme designer to compare strengths and weaknesses of these techniques before selecting the most suitable one. The following are the types of techniques as outlined by Kowalski (1988:25) questionnaires, interviews, job analysis, tests and other methods which she further outlines as follows:-

- Analysis of data as collected by other agencies (health records, educational records)
- Needs identified by state or national survey (census data vital statistics)
- Scientific research (data in professional journals)
- Trend reports (studying common needs in similar organisations)
- Advisory committees (allowing committee members to identify needs through their own perceptions and contacts with the community or oganisaiton)
- Personnel records (assessing reasons dismissals of employees)

Other examples of techniques relevant for need assessment are outlined by Knowles (1972:100) as the interview, questionnaire, tests, Group Problem Analysis, and Records and Reports study.

NEED ASSESSMENT BARRIERS

The following are needs assessment barriers accord to Kowalski (1988:131-133):-

a) **Inadequate preparation**

Most adult educators feel inadequate as their training did not prepare them for administrative work and exploration of needs assessment.

b) **Poor planning**

Needs analysis must be done in a very systematic manner, not haphazardly and all the collected data from individual, organisation and community level should be analysed and correlated together.

c) **Cost**

Effective adequate need assessment is very expensive. It is costly in terms of time, material and other resources necessary for need analysis.

d) **Reliability and validity errors**

Need assessment should fulfil its initial purposes and collected, analysed data should be reliable ie. reflect needs of learners. Need

assessment should be perceived as a worthwhile activity before it can be undertaken.

e) **Analysis errors**

Needs assessment is a research process in itself. The collected data is regarded as raw material thus it needs to be analysed and interpreted so that is yields meaning. The person who assesses needs of learners must be equipped with research skills as needs of learners must be integrated with organisational activities.

f) **Political consideration**

According to Brackhaus (1984) as cited by Kowalski (1988) political considerations can be a barrier to the effective implementation of need assessment in adult education. Using values to interpret needs affects congruency.

APPENDIX III

PREAMBLE

"Youth leadership training programme for Soweto Youth Clubs": A Needs Analysis.

Attached is a research questionnaire which consists of five (5) sections as follows:-

Section	I :	Personal details.
Section	II :	Details of service as an office bearer on the youthclub committee and / or any leadership role within your club.
Section	III :	Details of service as an office bearer of the executive committee of any other organisation.
Section	IV :	The knowledge background and skills needed by office bearers.
Section	V :	Areas of formal training received or required as office bearer of the committee of the youth organisation.

The questionnaire will be administered to you in a semi-structured interview by the social worker, Miss Shirlyn Serobatse during which you will be expected to complete. The interview will be conducted during the week at Club hours and it will last approximately 45 minutes.

The information which will be gathered will be used to establish needs for training youth in leadership positions within their clubs, plan and design the training programme. The information will be further compiled into a research report which will be made available to all members of Soweto Youth Clubs, staff, external organisation rendering services to youth and the libraries.

Your positive response and co-operation in this regard will be highly appreciated.

Thank you

SHIRLYN SEROBATSE

SECTION A: PERSONAL DETAILS

1. Your name in full----------

2. Age in years ----------

3. GENDER

MALE

☐

FEMALE

☐

4. HOME LANGUAGE----------

5. LEVEL OF EDUCATION

Have had post secondary school experience	
Have finished high school	
Still in high school	
Finished primary school	
Did not finish primary school	

6. Name of your youth club----------

7. You have been a member for ---------- years at this club.

SECTION B: DETAILS OF SERVICE AS AN OFFICE BEARER ON THE YOUTH CLUB COMMITTEE/ANY LEADERSHIP ROLES WITHIN YOUR CLUB

8. Indicate the position you hold on the executive / sub-committee at present

Chairman	
Secretary	
Treasurer	
Additional Member	

Other (specify)----------

9. For how long have you been serving in the above position?

6 months / less	
7 - 12 months	
13 - 24 months	
24 months / over	

10. Have you ever held any other positions on the executive / sub-committee of your club, other than the one you hold at present?

a) YES

☐

NO

☐

b) If 'YES' indicate the position

Chairman	
Secretary	
Treasurer	
Additional Member	

Other (specify) ----------

c) For how long did you serve in this position?

6 months / less	
7 - 12 months	
13 - 24 months	
24 months / over	

11. What do you think has motivated the other club members to nominate and elect you to serve in the club committee?

---

12. a) What are you hoping to achieve by serving in the club committee?

---

12. b) What do you have to offer?

---

13. Please indicate the extent to which you feel equipped to perform the task assigned you in the position you hold at present

Inadequately Equipped	
Just Managing	
Adequately Equipped	

SECTION C: DETAILS OF SERVICE AS AN OFFICE BEARER OF THE EXECUTIVE COMMITTEE OF ANY OTHER ORGANISATION

14. Please list details of any work or office you have held with other organisation(s) other than the one identified in Section 11.

NAME OF ORGANISATION	OFFICE HELD	PERIOD: TOTAL IN MONTHS

SECTION D: THE KNOWLEDGE BACKGROUND AND SKILLS NEEDED BY OFFICE BEARERS

Use the following scale to indicate how the following statements apply to you in your position within your youth club.

Very skilled in my capacity	5
Skilled in my capacity	4
Moderately skilled	3
Have a little skill	2
Totally unskilled	1

a)	I know how to work co-operatively and effectively in a group	
b)	I know how to take the lead in a group	
c)	I know the purpose of having a committee to work on solving problems in my community	
d)	I know the functions of a committee which is trying to work on a community improvement project	
e)	I know the job of a chairman of a committee and can chair a meeting competently	
f)	I know the functions of a secretary of a committee and can plan, organise and record a meeting competently	
g)	I know the job of a treasurer of a committee can manage the funds of any community groups effectively	
h)	I know the problems and needs in my community	
i)	I know how to plan a project which is of benefit to my community	
j)	I know how to carry out a project which is of benefit to my community	
k)	I know how to evaluate a project so that I can judge accurately whether it had been successful	
l)	I know how to go about obtaining resource (money, material, knowledge) which I require in order to carry out projects	
m)	I know how to set a goal in order to solve a problem in my community	
n)	I know how to look for skills and qualities in people that can be used in community improvement projects	
o)	I feel able to play an active part in solving problems in my community.	

SECTION E: AREAS OF FORMAL TRAINING RECEIVED OR REQUIRED AS AN OFFICE BEARER OF THE COMMITTEE OF THE YOUTH ORGANISATION

15. Listed below are the areas of management specifically related office bearers of the committee of an organisation. Please indicate the areas in which you, in the past received training and the areas in which you would like to receive training.

a) Have you received training in the following areas?

a)	Human Relations - how to be fully aware of and respond to people and their problems	
b)	Responsibilities of a committee eg. purpose, roles and tasks	
c)	Committee procedure eg. chairman's roles, rules of debate, compiling agenda, record keeping	
d)	Fundraising	
e)	Budgeting eg. keeping financial records, compiling financial statements	
f)	Need for research skills eg. statistics, assessment evaluation for expanding youth clubs programme	
g)	Skills in managing youth organisations eg. internal communication order of authority, official positions	
h)	Implementing the planned youth programmes eg. organising visits/outings; different activities; tournaments; competitions and meetings	
i)	Team building and leadership eg. tasks of sub-committee members/other activity leaders existing teams and the general club members	
j)	Inter-club/organisational communication eg. co-operation, collaboration on services	

b) In which of the following areas do you think you need training

a)	Group facilitation skills	
b)	Responsibilities of committee members	
c)	Running effective meetings	
d)	Fundraising	
e)	Identifying club members needs and interests	
f)	Planning a programme	
g)	Organisational procedures	
h)	Leadership styles	
i)	Formulating the youth club constitution	
j)	Group dynamics	

17. Do you think it is necessary and important to organise all members of executive committees within "Soweto Youth Clubs" into a training group?

YES ☐

NO ☐

18. If training were provided in your youth club would you like to be included to participate in such a training programme?

YES ☐

NO ☐

19. Which of the following possible activities of the training programme do you think would be most helpful to you? Please use numbers to rank them according to their importance to you.

a)	Lecture and talk	
b)	Discussions	
c)	Games and exercises	
d)	Acting out and practicing situations in the group	
e)	Films and slides	
f)	Filming group meetings in front of a video	
g)	Handout containing summary of the contents of the session	

20. Which of the following statements best describe the role which you think the trainers should play in the youth leadership training programme? (mark one)

a)	They should take the lead and guide the programme	
b)	They should guide the programme, but should give the members a chance to take responsibility whenever possible	
c)	They should let the members take responsibility for the programme	

21. How much time would you have available to participate in the youth leadership programme?

a)	once a week	
b)	Fortnightly	
c)	Monthly	
d)	Bimonthly	
e)	Combination of weekends and weekdays during school holidays	

22. Which of the following statements best describe your past leadership positions in social, recreational, religious, sporting, youth or other groups? (mark one)

a)	I was often a leader	
b)	I was sometimes a leader	
c)	I was seldom a leader	

23. Any other comments and / or suggestions you with to make as far as this research is concerned.

"THANK YOU FOR PARTICIPATING IN THIS RESEARCH PROJECT"

APPENDIX IV

INTERVIEW GUIDE I: INTERVIEW WITH RESOURCE PEOPLE WITHIN THE HOST AGENCY: "SOWETO CITY COUNCIL - YOUTH SECTION"

Purpose: To obtain information on:

- the community in which the research study is based
- the interviewee's perception of the relevance of training in a community work context
- possible areas of training required

Content: These interviews will be loosely structured in order to allow the interviewee to offer any information he/she wished:

- introduction on the purpose of the interview
- free ranging discussion, focusing on the above purposes

APPENDIX V

INTERVIEW GUIDE II: INTERVIEW WITH EXPERTS IN NATURE OF S.A. SOCIETY, COMMUNITY WORK, EDUCATION AND TEACHING THEORIES, METHODS AND TECHNIQUES

Purpose: To obtain information on a wide range of subjects relevant to the action research study:

Content: Loosely structured in order to ensure that the:

- knowledge reservoir of the interviewee is fully tapped
- introduction to the subject and scope of the study
- identification of interviewee's area(s) of expertise
- discussion of area of expertise, in relation to the objectives of the study
- request for reference to relevant literature, other resource people.

APPENDIX VI

INTERVIEW GUIDE III: INTERVIEW WITH EXPERTS IN THE FIELD OF TRAINING

INTRODUCTION:

- outline of subject and scope of the study
- identification of interviewee's area(s) of expertise

Purpose: to capture the interviewee's experience which would be relevant to the study

Content:

1. Selection of trainees:

   - describe the trainees who participate in your programme
   - are they selected in any way? If so, what is the selection criteria?
   - are any tests used to assess trainees?

2. Objectives of training programme:

   - what are the objectives of your training programme?
   - can you define these in terms of more specific goals?
   - who defines the goals of this programme?
   - why did you decide to implement a training programme?

3. Design of Training Programme:

   - how do you decide what to include in your programme(s)?
   - how do you order the above contents?
   - describe the content of the programme
   - is the programme planned in advance eg. session-by-session?

4. Method of Training:

   - what teaching methods and techniques have you used in your training?
   - which training methods do you find most useful, for which purposes?

5. Implementation of training programme:

   - where are your training programmes conducted?
   - what equipment is needed? From where do you obtain this?
   - what facilities are required for training?
   - what is the duration of your programme?

6. Assessment of Trainees:

   - have your trainees demonstrated any growth effected through the training programme, such as increased skill, personal growth?

   - how is this measured?
   - when does the assessment take place? eg. before, during or after training.

7. Evaluation of Training Programme:

   - how do you evaluate the effectiveness of your programme?
   - do you evaluate the effectiveness of the trainers? If so, how?
   - is your programme modified on the basis of this evaluation?

8. Accreditation:

   - do the trainees receive any accreditation for the training they receive eg. certificates? If so, what type?
   - how important is accreditation perceived to be?

9. Follow-up:

   - do you conduct any follow-up after the training programme? If so, what is the nature and purpose of this follow-up?

10. Community benefit of training:

    - is the training designed to benefit only the trainees or also the communities of which they are part?

11. General:

    - is there any additional information which you can provide?

12. References:

    - can you refer me to other relevant resource persons? What is their area of expertise?
    - can you refer me to any pertinent books, articles or training manuals?

APPENDIX VII

PERSONAL DETAILS OF YOUTH RESPONDENTS

PERSONAL DETAILS OF YOUTH RESPONDENTS

NAME OF RESPONDENT	AGE (Years)	GENDER	HOME LANGUAGE	LEVEL OF EDUCATION	NAME OF YOUTH CLUB	PERIOD OF MEMBERSHIP
PONTSHO MOSIA	18	FEMALE	SOUTH SOTHO	STD 10	ORLANDO EAST	1 YEAR
LINDIWE SHONGWE	18	FEMALE	ZULU	STD 10	ORLANDO EAST	12 YEARS
REBECCA MAAKE	16	FEMALE	TSWANA	STD 8	ORLANDO EAST	4 YEARS
SIPHO MNGADI	18	MALE	ZULU	STD 9	PHEFENI	11 YEARS
LEHLOHONOLO TSHELETSANE	17	MALE	SOUTH SOTHO	STD 10	PHEFENI	5 YEARS
PATIENCE MNDO TSHABALALA	16	FEMALE	ZULU	STD 9	PHEFENI	4 YEARS
GEORGE MOLOI	14	MALE	SOUTH SOTHO	STD 6	MAPETLA	4 YEARS
ZANELE MTSHALI	14	FEMALE	ZULU	STD 6	MAPETLA	3 YEARS
EDWIN THABISO LEHANA	16	MALE	SOUTH SOTHO	STD 8	MAPETLA	3 YEARS
PHILLIP SEKALEDI	20	MALE	SOUTH SOTHO	STD 9	PHIRI	2 YEARS
MANANA MOKOENA	16	FEMALE	SOUTH SOTHO	STD 8	PHIRI	6 YEARS
DINEO TSHOLO	16	FEMALE	SOUTH SOTHO	STD 9	PHIRI	12 YEARS
PROFESSOR MBAYELA	21	MALE	TSONGA	STD 10	MOFOLO PARK	17 YEARS
MAKWE SHONGWE	16	MALE	SOUTH SOTHO	STD 8	MOFOLO PARK	2 YEARS
ABEGAIL VILAKAZI	19	FEMALE	ZULU	STD 8	MOFOLO PARK	4 YEARS
FANI DLADLA	20	MALE	ZULU	STD 10	MOFOLO NORTH	2 YEARS
MOSES LUTHULI	17	MALE	ZULU	STD 6	MOFOLO NORTH	6 YEARS
DUMISANI NKOSI	15	MALE	ZULU	STD 7	MOFOLO NORTH	8 YEARS
MHAMBI NCUBE	16	MALE	ZULU	STD 8	MAVIS HALL	4 YEARS
BONGINKOSI SITHOLE	15	MALE	ZULU	STD 7	MAVIS HALL	2 YEARS
CASE L BUTHELEZI	16	MALE	ZULU	STD 8	MAVIS HALL	5 YEARS
DANIEL MOKGOETSI	16	MALE	TSWANA	STD 8	BOROLO	2 YEARS
LERATO MAROTE	15	FEMALE	SOUTH SOTHO	STD 8	ROROLO	3 YEARS
JULIA RAMATHIBE	13	FEMALE	SOUTH SOTHO	STD 5	BOROLO	3 YEARS
SOLLOY MAKHENE	19	MALE	TSWANA	STD 8	TLADI	8 YEARS
TREVOR MACHOGO	17	MALE	TSWANA	STD 8	TLADI	3 YEARS
FRANCIS NKWAHLE	19	MALE	SOUTH SOTHO	STD 8	TLADI	3 YEARS
SIPHIWE TSHABALALA	16	MALE	ZULU	STD 6	ZOLA S/S	10 YEARS
MFANISENI SITHEBE	17	MALE	ZULU	STD 6	ZOLA S/S	9 YEARS
VELAPHI KHWELA	15	MALE	XHOSA	STD 7	ZOLA S/S	8 YEARS
MDUDUZI MZIMELA	20	MALE	ZULU	POST MATRIC	ZOLA SOUTH	10 YEARS
PRINCE NGOBESE	15	MALE	ZULU	STD 8	ZOLA SOUTH	2 YEARS 6 MTH
MANDLA MAPHUMDLO	17	MALE	ZULU	STD 8	ZOLA SOUTH	2 YEARS
MORGAN MOHAPI	20	MALE	SOUTH SOTHO	STD 8	JABULANI	2 YEARS
MICHAEL NGEBESE	18	MALE	ZULU	STD 10	JABULANI	13 YEARS
THEMBA VUNDLA	20	MALE	ZULU	STD 8	JABULANI	10 YEARS

NAME OF RESPONDENT	AGE (Years)	GENDER	HOME LANGUAGE	LEVEL OF EDUCATION	NAME OF YOUTH CLUB	PERIOD OF MEMBERSHIP
SIPHIWE TSOTETSI	25	MALE	SOUTH SOTHO	POST MATRIC	CHIAWELO	7 YEARS
DELIWE MAKHOBA	16	FEMALE	ZULU	STD 6	CHIAWELO	3 YEARS
DANIEL NDLULI	22	MALE	SWAZI	STD 10	CHIAWELO	8 YEARS
PRINCETONE MOKALE	17	MALE	TSWANA	STD 7	REALEKA	7 YEARS
NOMATHAMSAQA SIPHIKA	15	FEMALE	XHOSA	STD 6	REALEKA	5 YEARS
VINCENT NGOBENI	17	MALE	TSHONGA	STD 10	REALEKA	10 YEARS
LEHLOHONOLO NHLAPO	16	MALE	SOUTH SOTHO	STD 8	PIMVILLE	5 YEARS
PALESA MOLAHLOE	13	FEMALE	TSWANA	STD 5	PIMVILLE	7 YEARS
HERMAN PULE	24	MALE	SOUTH SOTHO	H/S DROP-OUT	PIMVILLE	14 YEARS
THABO SELESO	20	MALE	SOUTH SOTHO	STD 7	NALEDI	13 YEARS
NATHEWS LEGOATE	21	MALE	TSWANA	STD 9	NALEDI	15 YEARS
ENOCH MAJE	17	MALE	SOUTH SOTHO	STD 7	NALEDI	4 YEARS

APPENDIX VIII

STATISTICAL INFORMATION ON SEX, HOME LANGUAGE, AGE IN YEARS AND LEVEL OF EDUCATION OF THE YOUTH RESPONDENTS

SEX	NO	%
Male	35	73
Female	13	27
TOTAL	**48**	**100**

HOME LANGUAGE	NO	%
South Sotho	17	35
Zulu	19	40
Tswana	7	15
Tsonga	2	4
Xhosa	2	4
Swazi	1	2
TOTAL	**48**	**100**

LEVEL OF EDUCATION	NO	&
STD 5	2	4
STD 6	7	15
STD 7	6	13
STD 8	17	35
STD 9	5	10
STD 10	8	17
POSTMATRIC	2	4
H/SCHOOL DROP	1	2
TOTAL	**48**	**100**

AGE IN YEARS	NO	%
13	2	4
14	2	4
15	6	13
16	12	25
17	8	17
18	4	8
19	3	6
20	6	13
21	2	4
22	1	2
23	0	0
24	1	2
25	1	2
TOTAL	**48**	**100**

APPENDIX IX

A FREQUENCY DISTRIBUTION TABLE OF HOW THE YOUTH RANKED THE TRAINING APPROACHES IN TERMS OF THEIR IMPORTANCE

TRAINING APPROACH	1		2		3		4		5		6		7	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Lectures	9	18.75	12	25	6	12.5	7	14.58	6	12.5	4	8.33	44	8.33
Discussions	13	27.8	5	10.41	9	18.75	5	10.41	3	6.25	10	20.83	3	6.25
Games and Exercises	4	8.33	6	12.5	7	14.58	9	18.75	10	20.89	6	12.5	6	12.5
Roleplay	8	16.6	13	27.8	12	25	3	6.25	10	20.89	11	22.9	14	29.16
Filming group meetings	8	16.6	5	10.41	6	12.5	12	25	6	12.5	7	14.58	4	8.33
Handout	5	10.41	5	10.41	5	10.41	9	18.75	8	16.6	4	8.33	12	25
TOTAL														

APPENDIX X

ADULT EDUCATION PRINCIPLES

- *The teaching-learner process is dynamic interactive and co-operative*

The learning situation involves a two-way process between the adult educator and the adult learner. The adult educator cannot perform the task alone. The teacher is both a learner and a teacher: the student is both a teacher and a learner. The only difference is that the predominant role varies in each case. The adult educator is as responsible to teach students how to learn as he is to teach them what to learn. Unless the learner knows what is expected of him, he cannot be expected to assume his responsibility as a learner.

- *Persons are more important than the information to be learned or techniques used*

Any factual information is useless unless it is of value to the student and make a difference in his life. Information is to be used to assist the individual to become mature, not to enslave the individual with an accumulation of a great many unrelated, meaningless facts. What happens to the learner is the important thing.

The educator must remember that learning is a personal matter and that the student learns only when he wants to learn he must assist in motivating the learner to see his potentials and to know how to achieve them.

The learner must understand how significant learning takes place and have his part in this process and to assume his responsibility in the teaching-learning process.

- *Each person participating in a teaching-learning situation has a responsibility for its success or failure*

The responsibility of the teaching-learning situation does not rest solely on the teacher or a few individuals. Each person must accept his responsibility to be an active listener, a ready participant, and a co-operative and helpful person to all learners, including the teacher, in the group. Although learning is an individual matter and takes place only within the individual when he is willing for it to take place, significant learning frequently happens in a social-setting where others can assist him in learning.

The educator must give opportunities for learners to assume responsibilities. He must be sensitive to those who are ready and need a little encouragement. The learner accepts responsibilities according to his ability and readiness. The educator must assist people in making their own decisions. The learner must

assume the responsibility of making his own decision and not leave it to another person to make it for him.

- *The procedures to follow must be determined by the goals set by the learners*

When the goals are determined by the learners, they are more ready to learn than when the goals are inflicted upon them by the teacher. Goal setting should be a co-operative process if learning is to take place.

The educator must give the students an opportunity to participate in developing the goals of the teaching-learning situation. The learner must assume his responsibility in determining goals.

The educator must assist in selecting the proper resources and techniques to attain goals. The learner must learn to select resources and techniques that will assist in achieving the goals which he has helped to set.

- *Significant learning takes place when goals have cognitive affective and motoric aspects*

Significant learning involves change. The changes may be in the form of adding information, increasing understanding, altering attitudes or appreciation of results shown in overt action. The question should be "what are you going to do with the information you have gained? What difference will it make in your life? Significant learning takes place when the learners co-operatively explore the kinds of behaviour that will result in action and then be willing to assume this kind of behaviour.

The educator must assist the learners to move goals to the affective and motoric aspects as soon as possible. The learner must involve himself in the cognitive and motoric aspects of learning and move the affective and motoric aspects as soon as possible.

- *Interpersonal relationships between the learner and the teacher must progress from the supportive climate to the direct challenge*

The adult brings many experiences with him to a teaching-learning situation. He has knowledge, deep-seated feelings, prejudices and preconceived ideas. The educator must accept the adult as a person of worth with all of these conditions, first giving him support and then assisting him progressively to accept himself, understand why he behaves as he does, and then move to a direct challenge of his beliefs. An abrupt challenge to an insecure adult may retard learning or spoil all opportunities for learning to take place.

The educator must never put the learner on the defensive. The learner must learn to recognise when he is defensive. The educator must develop good

rapport with the student. The learner must accept the teacher as a person with feelings.

- *Evaluation should be a constant process in the teaching learning situation*

Often evaluation is thought as a process that takes place at the end of a teaching-learning situation. Constant evaluation, however, is necessary to determine whether or not progress is being made towards achieving the goals which have been set. At appropriate times it is well to pause in the teaching-learning situation to consciously evaluate the kind of progress which has been made and if necessary, to change the direction of the course of procedure towards achieving the goals. An evaluative climate in a teaching learning situation brings about significant learning.

The educator must evaluate the student's performance at frequent intervals so that the student will know his rate of progress. The learner must apply himself to new learning and assimilate them into his thinking so that he can communicate them to others.

- *Significant learning takes place in an appropriate climate of interpersonal relationships between learners*

Learning does not take place in a vacuum. The climate involves the beliefs, feelings and attitudes the group members have towards themselves and towards others. An atmosphere of trust, security and mutual confidence must exist so that each member feels free to express his ideas honestly. The learners must learn to accept help when given and to be sensitive to those who are sensitive to their needs. The inter-relationships that must exist between the educator and the learner are the same relationships that the learners must assume between themselves and the other learners.

APPENDIX XI : EXTENSIVE DOCUMENTARY STUDIES OF SOME OF THE EXISTING TRAINING PROGRAMMES

THE YOUTH LEADERSHIP DEVELOPMENT PROGRAMME

INTRODUCTION

The Youth Leadership Development Programme is a non-formal adult education programme offered to enhance the ability of youth leaders to play a more meaningful role in their clubs or organisations. This programme was a joint venture between the Centre for Continuing Education CCE), University of the Witwatersrand and the Southern African Association of Youth Clubs (SAAYC). The programme was run for the first time in 1990. The participants were already active and useful in their own communities form a broad spectrum of youth clubs and organisations. The main aspect of the programme was to value and build on the experiences which the participants, as local, active and proven workers, were to bring to the course.

BRIEF HISTORY

The programme is the brainchild of SAAYC and it commissioned Wits CCE to undertake a feasibility study leading to the development of this programme. A study was conducted for two years, exploring both the profile of SAAYC the structure of courses and the community was also involved. Recruitment was done by advertising through the media and personal contacts with organisations which render youth work services. All applicants were screened and selected.

THE OVERALL AIMS OF THE PROGRAMME

The following were the objectives of this programme:

- to ensure youth are able to operate effectively within organisations
- to empower youth within their organisations... to give them appropriate skills to make their organisations viable to enable them to run their organisations more effectively
- to help participants understand the issues involved in leadership... to assist them in their own development to run their clubs more effectively and efficiently

COURSE STRUCTURE

The course comprised six modules as follows:

a) Human Relations and Youth Work
b) Structures and Organisation of Youth Work
c) Youth and Employment Opportunities
d) Street Law
e) Youth and Society

f) Political and Economic Content of Youth Work

g) *Practical Components*

The aims and objectives of the course modules and the programme as a whole:

A. HUMAN RELATIONS AND YOUTH WORK

This module raised issues relay to the individual and the environment so that the individual could start to critically evaluate one's own personal work, deal with own potential to the benefit self and the community. Human relations also raised issues on how people interact and it also channels individuals to healthy human relationships in the family, organisation and the community.

B. STRUCTURES AND ORGANISATION OF YOUTH WORK

The module acquainted participants with some of the factors that contribute to a healthy organisational structure. It also focused on behavioural models in organisations.

C. YOUTH AND EMPLOYMENT OPPORTUNITIES

This model helped the youth in their process of choosing a career and assist those without jobs on how to skilfully go about hunting for jobs, writing CV's, answering the telephone and how to generate some income to keep going during this period of heavy recession.

D. STREET LAW

The objective of this model was to give an overview of the law and the legal system in South Africa, with a special focus on consumer law, criminal law, family law, constitutional law and juvenile justice.

E. YOUTH AND SOCIETY

The module focused on issues related to culture, social institutions and systems including religion. It was about the awareness of the participants to the interconnections between the individual, family, community and their social milieu. This was interspersed with an analysis on how the institutions influence the individual and the community.

F. POLITICAL AND ECONOMIC CONTENT OF YOUTH WORK

It was designed to examine how economics relate to the everyday life. Some of the issues raised were the political economy of South Africa, nationalism, security, labour, materialisation and included a study on conflict management..

G. PRACTICAL COMPONENT

This aspect of the course aimed at integrating the theoretical component with real life experiences in youth work. Participants were expected to subject knowledge, information and skills accumulated during the course to demands of community work. It also evaluated the responsiveness of the course to the ever-changing needs of youth clubs and organisations.

TEACHING METHODOLOGY

The teaching method of facilitatory to enhance participatory learning was used. This method ensures that the tutor lays greater emphasis on learners to assume responsibility for their learning, while ensuring that sufficient ground in terms of content planning is covered. The workshops which formed part of the teaching approaches demonstrated to both tutors and participants the holistic approach of the course design.

COURSE FACILITATORS

Courses were facilitated by experienced tutors through a process of team teaching. Facilitators were drawn from universities and the community. The facilitators had specialised training and practice in various fields. The university tutors were lecturers in the Department of Education, Law, Business Schools and the Career and Counselling Unit at Wits and the Centre of Conflict Management - University of Cape Town. Among the remaining facilitators two were marriage guidance counsellors and another, a director of the Trust for Educational Advancement in South Africa, based at Wilgespruit Training Centre.

ASSESSMENT AND EVALUATION

A CCE based evaluation team has undertaken formative evaluation of the programme since its inception. The programme co-ordinator, the Community Extension Officer for CCE, together with other facilitators were involved in this process. Evaluation comprised two procedures namely; the ongoing assessment of individual participants during the course and the evaluation of the entire programme. Participants were assessed on the basis of their individual engagement with tutorials through discussions and debates. The methods used to assess participants' learning included assignments which tutors marked and discussed with participants, and a small-scale research. Evaluation of the appropriateness of each and the programmers was also undertaken. Regular curriculum development meetings were held, including the entire team of tutors at which internal evaluation took place. An external evaluator had contact with the programme at regular intervals throughout the year.

CERTIFICATION

The course was certified in the following two forms:

a) attendance certificates were awarded to participants who have attended at least 75% of the total lectures

b) Competence certificates were awarded to participants who have satisfied (a) above and completed class assignments, including satisfactory project proposal.

THE COMMUNITY LEADER TRAINING PROGRAMME

INTRODUCTION

The Community Leader Training Programmer was a product of a long process of consultation with community groups and community leaders. The programme draws from experiences of the then existing community efforts at leadership training and from consultation with the Centre for Continuing Education at the University of the Witwatersrand in respect of the curriculum content.

BRIEF HISTORY

The programme's pilot phase involved training for the National Black Consumer Union in 1984 and this provided testing grounds for the programme. In 1985 the programme was formally launched. At that stage an agreement was concluded with CCE that the University (Wits) would set academic standards, evaluate and issue certificates for the programme.

RATIONALE FOR THE PROGRAMME

USSALEP's philosophy is based on the assumption that the state of well-being of a nation is dependable on the interplay of several factors. Among these are the socio-economic policy, its educational policy, and its social security services. USSALEP also believed that the quality of leadership available to a given society was as crucial as a co-efficient to its total well-being, as were those factors that have been outlined in the reports.

THE OVERALL AIM OF THE PROGRAMME

The Community Leader Training Programme concept and philosophy was to equip people in community-based organisations with managerial and administrative skills which would enable them to become more effective as leaders in their professional and community work.

COURSE STRUCTURE

Based on the stated philosophy, participants in this programme were taught skills in the conceptual areas:

1. Leadership and Organisational Development
2. Communication system and structures
3. Financial control and budgeting
4. Project Development and Management
5. Social Economic and Political Analysis

TEACHING METHODOLOGY

Teaching method used was the same as in the YLTP namely facilitatory to encourage participatory learning. Workshops were also planned and conducted. The programme which used to run for nine months consisted of lectures, individual and group assignments, weekend residential workshops and presentation of project proposals.

THE PARTICIPANTS

The course was open to all people who were actively involved in community development: people from welfare organisations, sports bodies, youth movements, women's organisations, trade unions, civic organisations, religious and education institutions, etc.

The programme seeked to promote a participative and group centred ethic. Organisations were encouraged to enrol at a go, a group of its members. The nature of the programme was such that it attracted people of wide ranging educational background. However, S ~ the minimum entry requirement was matric or an equivalent thereof.

COURSE FACILITATORS

Courses were facilitated by experienced tutors through a process of team teaching. Facilitators were drawn from universities and the community.

CERTIFICATION REQUIREMENTS

1. Attendance certificates were awarded to participants who have attended at least 75% of the total lectures.
2. Competence certificates were awarded to participants who have satisfied (1) above and in addition completed class assignments and submitted satisfactory project proposal.

The following is a summary presentation of problems encountered ever since the programme started in 1985.

- drop out rate of participants
- the difficulty of maintaining congruency between individual's needs of the individual and organisation, the individual's expectations and programme objectives
- time available to cover scope of the programme interaction between participants' organisation and USSALEP
- most participants felt that the programme was imposed on them as they were never consulted for contributing towards programme planning while on the other hand they were consulted/involved in programme evaluation
- staff turnover within USSALEP

- participants were not aware of USSALEP's profile thus did not identify with it or accept its approach for programme implementation. There was no communication between USSALEP and programme participants
- USSALEP failed to use the evaluation findings effectively in order to solve problems encountered during programme implementation
- the backgrounds of the participants were not the same and this affected participation and learning process

BILLY MILLS INDIAN YOUTH LEADERSHIP PROGRAMME

INTRODUCTION

The purpose of the Billy Mills Indian Youth Leadership Programme, conducted on an ongoing basis, was to inspire Indian youth to enhance their individual self image, develop their leadership potential and to enhance their choices to improve the quality of their lives.

OBJECTIVES

The programme provided opportunities for INDIAN Youth to:

- recognise their own potential
- broaden their frame of reference to include free enterprise
- develop a positive attitude towards self achievement
- change or reinforce attitudes towards health (wellness) and the economic system
- learn self sufficiency skills
- obtain access to options in living styles
- handle tension between two worlds
- understand relationships with governments/authorities affecting their lives
- access a network of communications

Activities undertaken in support of the programme objectives were:

a) **National Convention**
   - All activities of convention
   - planning sessions with your presidents

b) **Workshops**
   - private enterprise systems
   - world of work concepts
   - physical fitness
   - communication skills
   - economic development
   - sovereignty
   - interpersonal relations

- self awareness
- leadership skills
- wellness
- how laws are made
- consumer education
- career planning
- educational opportunities and scholarships
- assertiveness

c) **Speeches and Speakers Bureau**

- inspirational speech by Billy Mills

d) **Publications**

- magazines
- newsletter to business regular columns in INDIAN Youth Magazine with practical hints on leadership concepts

e) ***Educational Material Development***

- multimedia kits
- audio tapes and radio programmes on current events affecting INDIAN Youth
- educational materials for all workshops
- develop a guide book to include:
  i. leadership, communication exercises for INDIAN Youth which have been tested on INDIAN Culture
  ii. bibliography of relevant materials
  iii. listing of resource people

f) **Field Trips**

- congressional exposure
- tours of business and industry

g) ***Resources and Information***

- job/skills bank
- providing information on skills training and job opportunities
- resource library
- provide phone access to information
- clearing house for compiling suitable training and educational materials in communication and leadership for utilisation in INDIAN Youth training and dissemination to programmes at large
- regional resource persons in communication and leadership who were on the INDIAN Youth programme

h) Special Events

- Billy Mills 10K races

i) Follow-up and Continuation

- development of alumni group for interaction with youth
- development of regional youth councils

An example of some of the sessions conducted is presented in A-D overleaf:

SESSION PROGRAMMES

A. REGIONAL YOUTH WORKSHOPS

BILLY MILLS INDIAN YOUTH LEADERSHIP PROGRAMME
REGIONAL WORKSHOP
JULY 16, 1981
SAN DINGO, CALIFORNIA, USA

09:00	Welcome
09:10	Film *Making a Difference*
09:35	Overview of BMIYLP
09:45	Physical Fitness
12:00	Lunch
13:15	Basic Communication and Leadership Skills
14:30	Film *Orientation for Work* Examples of practical applications of communication skills
16:30	Wrap Up

B. RAMADA INN, CULVER CITY, CALIFORNIA, WORKSHOP

BILLY MILLS NATIONAL INDIAN YOUTH LEADERSHIP WORKSHOP
RAMADA CITY, CULVER, CALIFORNIA
SATURDAY APRIL 25, 1981

08:30 - 09:00	Registration
09:10 - 09:25	Welcome - Ira Englander ICVT
09:30 - 09:55	Keynote speaker, Sandy MacNab National Alliance of Business
10:00 - 11:55	Communication Skills Session - Rao Machiraju, ICV Film *Making a Difference*
12:00 - 13:15	Lunch
13:30 - 15:30	Film; Physical fitness session Billy Mills, Olympic Gold Medal Winner
16:00 - 17:00	Communication Skills Practice *Orientation to the World of Work* Film 1 and 2 Moderator: Rao Machiraju Guest Panel: Ira Englander, Sandy McNab, Billy Mills
18:00	Dinner
20:00	Movie

SUNDAY APRIL 26,1981

08:30	Breakfast
09:00 - 12:00	Communication Skills: Video Exercises *World of Work* Film Guest Panel: Ira Englander, Sandy McNam, Billy Mills
12:30- 13:15	Lunch
13:30 - 15:00	Film Physical Fitness Billy Mills
15:30	Wrap-up and Evaluation,

C. GOLDEN,COLORADO WORKSHOP

GOLDEN,COLONCH - MARCH 26-28, 1981
THURSDAY MARCH 26, 1981

18:00	Briefing for staff
20:00	Orientation for participants
21:00	Table Tennis, Swimming, Sauna

FRIDAY MARCH 27, 1981

08:15	Take van to Coors Brewery
08:30 - 10:00	Communication skills/conference Planning Session
10:00 - 12:00	Tour of Brewery Meeting with Peter Coors, Senior Vice President of Sales and Marketing
12:00 - 13:30	Box Lunch Discussion on "Free Enterprise" John McCarty, Vice President Corporate Public Affairs
13:30- 15:00	Physical Fitness
15:00 - 17:15	Conference Planning Session
17:15 - 17:30	Take van back to hotel
17:30 - 18:30	Take van to Pow How National Western Stock Show Arena
22:00	Take van back to hotel

SATURDAY MARCH 28, 1981

09:30	Check out of hotel with luggage
10:00 - 11:30	Physical fitness
11:30	Return
12:00- 13:00	Box Lunches
13:00- 15:00	Communication Skills
17:00	Take shuttle bus to airport (departure)

D. YOUTH LEADERSHIP MEETING

YOUTH LEADERSHIP MEETING
TEMPE, ARIZONA
THURSDAY, DECEMBER 8,1980

18:00	Briefing for staff
20:00	Briefing for participants
21:00	Get-together (movie)

FRIDAY, DECEMBER 9,1980

9:30 - 10:00	Communication Skills
10:15- 11:45	Physical Fitness
12:00	Lunch
13:30- 14:30	Communication Skills
14:45 - 16:45	Conference Planning
17:00 - 18:15	Physical Fitness
19:00	Dinner/cultural exchange Dance will be given by Phoenix Indian Centre

SATURDAY, DECEMBER 20,1980

08:30 - 10:00	Conference Planning
10:30 - 12:00	Physical Fitness
12:15	Lunch
13:30 - 15:30	Conference Planning
15:30 - 16:30	Communication Skills Closing Remarks - Adjournment

RESULTS OF THE NATIONAL SURVEY OF EXTENSION STAFF INVOLVED IN COMMUNITY LEADERSHIP EFFORTS

INTRODUCTION

The results of this survey were published in order to share the information gained from this survey on CES staff involved with community leadership (CL) efforts, to summarise recent national efforts that could be useful in developing and conducting CL programmes, to summarise current leadership theory and literature and to provide a directory of current leadership programmes. Major findings of the national survey were presented to facilitate:

a) type of programming
b) interests and roles of CL programmes
c) network of these programmes
d) background of the programmes

TYPES OF COMMUNITY LEADERSHIP PROGRAMMING

The programme targeted at general community leaders to help them improve specific leadership skills, achieve greater understanding of the community development process and increase their knowledge of organisational structures and community analysis. The following topics were covered during the training: conflict management, citizen participation, skills in problem-solving, decision-making, planning, administration, needs assessment and how to influence state policies.

Special extension clientele was another large audience of the community leadership programmes. Instruction in leadership styles, how to work with advisory groups, process and organisational skills and working with volunteers were the key subject matter for the special extension clientele. Community leadership efforts were also geared towards women in general, agricultural and natural resources industry leaders, minorities and low-income groups. How to deal with issues, public policies and decision-making processes were frequently mentioned topics for these groups.

The main issues which the decision makers had to address regarding leadership development were:

a) How could stronger linkages between CL programmes and current research be forged?
b) What should be the balance between devoting resources to training extension staff in community leadership development and training the general public?

c) How could extension CL programmes' participants be made more knowledgeable about leadership development programmes and research going on outside their own organisation?

The following are summaries of Community Leadership Development Programme and Suggestions made for extending this programme:

INITIATIVES IN SUPPORT OF COMMUNITY LEADERSHIP DEVELOPMENT PROGRAMME

A. DEFINITION OF COMMUNITY LEADERSHIP

In implementing its change, the Community Leadership Task Force defined Community Leadership:

"Community Leadership is that which involves influence, power and input into public decision-making over one or more spheres of activity. The spheres of activity may include an organisation, an area of interest, an institution, a town, country or a region. Leadership extends beyond the skills necessary to maintain a social service and/or activities of an organisation. The leadership skills include those necessary for public decision-making, policy development, programme implementation and organisational maintenance".

B. THE COMMUNITY LEADERSHIP NETWORK

This group was not highly structured, or formal. The structure and composition fluctuated with particular activities and operated through working groups. A set of general criteria were meant to promote network participation:

- demonstrated interest in community leadership development, education and/or
- research
- ability and interest in working across extension programme areas (inter-disciplinary)
- motivation for and interest in working in a network
- travel and per diem for work group members - from individuals respective state
- extension director or from the work group's acquired funds.

C. WORK GROUPS

Work groups came together around a specific project: members assumed responsibility for identifying, maintaining and monitoring their own activities by:

- establishing group priorities
- monitoring and guiding group projects, efforts and tasks
- developing ways to motivate and recognise group accomplishment
- designing methods of evaluating and testing new programmes or projects

- communicating information about group activities to the total extension system

D. SUGGESTED WORK GROUP TASKS

Several priority needs (research and extension programmes and materials) would be beneficial for effective community leadership programmes:

- processes for national, state and local policy and programme development
- organisational development and group problem solving
- non-extension sponsored leadership programmes
- innovative research in community leadership integration across all extension programmes
- glossary of leadership concepts
- identification of individuals with key linking and resource functions
- investigation of "fugitive" community leadership research programmes
- research on inter-organisational co-operation and collaboration
- training and planning community leadership decisions
- visibility of community leadership programmes
- training for developing client independence
- cross-cultural community development process and behaviour
- training strategies for community leadership.

EXTENSION COMMUNITY LEADERSHIP PROGRAMMES IN THE UNITED STATES: SUMMARIES

Ongoing and proposed leadership programmes

ORGANISATIONAL SKILLS AND KNOWLEDGE

Management
Group member roles
Conflict management
Committee
Motivating people
Organisational Styles
Parliamentary procedure
Organisational development
Programme planning and evaluation
Group decision-making
Group dynamics
Recruiting techniques

PERSONAL LEADERSHIP SKILLS AND KNOWLEDGE

Leadership styles
Communication
Motivation
Interpersonal skills
Self Analysis
Self confidence/assertiveness
Public Speaking
Listening Skills

Resource identification
Community structure
Power
Attitudes and values
Community social change
Evaluation

PROCESS SKILLS AND KNOWLEDGE
Community action
Needs assessment
Citizenship participation
Public policy
Community planning
Organisation co-ordination

SPECIAL COMMUNITY ISSUES
Economic Development
Agriculture
Natural resources
Energy

SUGGESTIONS ABOUT FUTURE LEADERSHIP PROGRAMMES
Known evaluation efforts of leadership programmes.

RESEARCH KNOWN TO BE DONE ON COMMUNITY LEADERSHIP

The format of reported leadership programmes underway at the time of the survey as well as those reported as being planned for the future.

- The title of the programme
- The dates it was operational
- The intended audience of the programme
- What concepts, skills, and/or topics were taught
- Whether the programme focused on any community issues and which ones it focused on
- Goals and objectives
- Teaching approaches and techniques used
- Materials used in the programme
- Evaluation methods
- Who developed the programme
- The contact person with address, who could provide additional information about the programme

TAXONOMY OF LEADERSHIP SKILLS AND KNOWLEDGE
The National Impact Study of Leadership Development in Extension defined leadership development as the ability to influence the ideas and actions of others. Items qualifying under this broad definition were then grouped into 13 categories.

FORMING AND WORKING WITH GROUPS
Recruiting
Building work teams
Identifying responsibilities

MANAGING MEETINGS
Arranging facilities and equipment
Building an agenda
Using parliamentary procedure

SOLVING PROBLEMS
Evaluating alternatives
Estimating future alternative
Building agreement or consensus

PLANNING FOR GROUP ACTION
Recognising diverse needs
Identifying key decision-makers
Understanding power structures

MOBILISING FOR GROUP ACTION
Developing broad based support
Obtaining commitments to action
Influencing public policy

UNDERSTANDING LEADERSHIP
Understanding leadership roles and styles
Adapting leadership styles to situations

DEVELOPING PROFICIENY IN TEACHING
Maintaining learner interest and enthusiasm
Managing learning environments

COMMUNICATING EFFECTIVELY
Understanding communication styles
Listening
Being assertive
Speaking in public

UNDERSTANDING AND DEVELOPING ONESELF
Identifying and clarifying values
Assessing degree of self confidence
Relating to people with different life styles

UNDERSTANDING SOCIETY
Learning about society's institutions
Interpreting economic and social data
Understanding social problems

DIRECTING PROJECTS OR ACTIVITIES
Setting goals and priorities
Managing and sharing human resource
Measuring performance

UNDERSTANDING FINANCIAL MATTERS

Allocating financial resources
Budgeting and record keeping
Understanding financial statements

UNDERSTANDING SOCIAL CHANGE
Understanding change and reaction to change
Understanding how new ideas are adopted

APPENDIX XII

TRANSCRIPTS OF INTERVIEWS CONDUCTED WITH SOME EXPERTS IN THE FIELD OF TRAINING AND YOUTH WORK PRACTICE RESPECTIVELY

Interview with one of the expert trainers : Human Awareness Programme

Our organisation is running two main programmes... teaching people in various skills areas for them to be able to work effectively within organisations. For the benefit of your research, we have run a number of workshops for youth leaders especially in the NGO sector and people working together towards a project in informal group. This course is "How Organisations Work". It has seven modules. The modules may be offered individually or as separate courses or as a package to the trainees. We are controlled by what people want.

The modules or course content includes:

1. Basic structures of the organisations
2. Internal communication within organisations
3. Filing systems
4. Simple bookkeeping
5. Goal setting and planning
6. Using the media
7. Fundraising

For the benefit of your research, the 'basic structures of the organisation' is the most important area in which the youth should be trained. It is important for youth to understand that a youth club is an organisation and in every organisation there are structures... like they have committees in their clubs. Some clubs have parents committees or board of directors recruited from the community. It is important to also teach the youth how to link up all these structures existing in the club for proper functioning and co-ordination. The lines of communication between these structures and the general members, including the external community is also important. Various structures within organisations have different objectives.

It is important when empowering the youth to encourage them to participate in these basic structures where they will be exposed to different roles of committee members... I mean the office bearers and their different roles. It is also important to teach the youth how to elect these office bearers and when to conduct these. The meetings are vital activities of structures and office bearers need to be trained on how to conduct meetings.

'Internal Communication' is also an important area for training the youth. This area teaches the youth the importance of communication and the different ways of communicating with other members of their club.

A Youth Club has many documents... membership forms, minutes, correspondence, brochures, annual reports, projects reports etcetera. These need to be organised properly and kept safe. People can read about what has happened in the past or make reference to certain projects. Like you are conducting this study, you should be able to review these documents and learn more about these organisations.

You know, one of the group we trained had a serious problem of managing funds. The chairman acted as a treasurer and there was conflict between the two. The youth run their clubs on money they get from members... the membership subscriptions and sponsorship. Sometimes they raise funds. It is important for them to learn how to record money received and the money they have used. Keeping money at the bank should also be encouraged. I know most youth clubs we have worked with have bank accounts.

'Goal Setting and Planning' is also one aspect to be considered when training youth. Youth are people who can be very excited and they need to learn to channel their energies in meaningful directions in order to realise their aspirations. A Youth Club has a purpose. The members must know and understand their purpose and set goals of realising their purpose. Deciding what needs to be done to realise the purpose is also important.

In order for a dual benefit for the club to exist, there has to be mutual communication with the external community. It is important for youth clubs to communicate with external community to advertise their projects and their clubs. In this skill area they are also taught different communication strategies.

A Youth Club as an organisation need money to survive. The members need to understand why they need money, how to get this money and be made aware of the law in as far as fundraising is concerned.

The other areas in which we conduct training are:

Planning a public meeting
Public speaking
Workshops
Preparing a budget
Time management

Our courses are run by facilitators coming from various disciplines, teaching, social work and ministry. We do not have a special formula we apply when we put up the courses. We like to find out what the group needs, its problems and design a course that will give them something. Our training team also consults with experts in the various subject field before implementing a course.

Interview with an expert in the field of adult education, social work and a trainer (University of Witwatersrand and South African Black Social Workers Association)

Working with the youth is one challenging field. There are so many research projects and organisations working with the youth. We seem to be fighting an endless battle. I personally believe that the only way to solve youth problems is to train the youth as trainers. The role of young social workers is important. When we adults conduct workshops with the youth, we are not making any progress. The nurses are doing it, we are doing it in SABSWA and many NGOs and that's why I say it is an endless battle.

Youth can identify with one another hence it is important to train youth as trainers. We must empower the youth to take our positions for us to win this battle... hence I wrote this book. Have you seen this book. Please buy yourself a copy it is not expensive. In this book I'm emphasizing the importance of training the youth as trainers and the rationale behind. In order to achieve

this, it is important to prepare the youth for this enormous task... it has to be a process.

You see, youngsters must understand themselves first before they can belong to group, youth clubs, interact with others, learn to accept others and identify with them. I strongly believe 'self analysis' is an important aspect when dealing with the youth. Your programme you are hoping to design should start there. You know as a social worker how important is this. How do we expect the youth to work harmoniously in youth clubs if they do not understand their individual self? That's where we need to start. Once they understand themselves they will be able to understand their peers. Please read this book and use it in your studies. Read my dissertations in the library. SABSWA has journals with many articles on the youth. Many social workers have conducted research on youth work, link up with them, I'll give you their particulars. JEP and SAAYC are prominent when it comes to youth work and they will be very resourceful.

Another thing, do not forget that you are a social worker. Use your group work skills to design your programme. I'll be running a workshop for three days in Y-Dube for some youth workers. Please extend the invitation to your colleagues I'll send you full details on the workshop as soon as all the paperwork is ready.

Interview with one of the trainers involved in the training programme run by CCE

Well, I cannot tell you much about how these programmes were designed and who designed them. They came to us already designed. I think the tutors and the organisations for whom these courses were conducted, can advice you more in that area. With USSALEP programme, the programme content was jointly planned with the tutors. I know one influential person Anne Letsebe whose backgroup and expertise influenced the curriculum and she was already leading both teams, including YLDP.

These were good programmes but there were those weaknesses which were neglected which contributed to the present status quo of these programmes. Lack of practical expose in these programmes was a major weakness. There was a great need for more practical hands on. The University did not supervise the participants in the field and no follow up was done with the participants to check if they were implementing the course. There is no point to train people in something and not see to it that it's working or not.

Participants were also expected to present projects and as this was not compulsory, not all were committed thus the impact of the course could not be evaluated.

One other weakness was that the University did not recruit people in fields relevant to various aspects of these programmes. For example 'Youth Enterprise' ... recruiting business leaders to come and share their experiences with the participants for me was crucial and this was not incorporated into these programmes.

The programmes lacked the most important module: 'Self Analysis'. I believe that any training programme for youth should include this area. Business training for the youth to provide self employment is one important area. Other areas I would like to suggest to you are Peer Counselling; Conflict

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Name of thesis A Young Leadership Training Programme For Soweto Youth Clubs: A Needs Anaylsis Serobatse S C 1998

PUBLISHER:
University of the Witwatersrand, Johannesburg
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