

**AN EVALUATION OF THE LIFE CENTRE MODEL AT THE KING WILLIAM'S  
TOWN CHILDREN'S CHILD AND YOUTH CARE CENTRE (PHANDULWAZI).**

**BY**

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**A DISSERTATION SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF SOCIAL WORK (MSW)**



**IN THE**  
*University of Fort Hare*  
*Together in Excellence*

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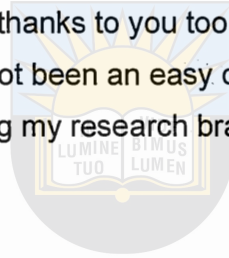
**DECEMBER 2013.**

## ACKNOWLEDGEMENTS

A much appreciated thank you to my family for their support throughout the challenges I have experienced, which by and large are symbolized by this very research.

A special tribute to friends for their constant support and love, in particular Nosipho Tsofso and Yolande Tabo- and many others.

To my supervisors over the years, thanks to you too for reviving my research brain that was dormant – this road has not been an easy one. A special thank you to Dr. Keet and Dr. Mesatywa for reviving my research brain that was dormant – this road has not been an easy one.



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## ABSTRACT

This study seeks to identify the success and/or failures (including constraints and barriers) of the Life Centre Model (LCM) that is implemented at the King William's Town Child and Youth Care Centre. This evaluation is viewed in light of the greater context of the developmental approach in the field of child and youth care in South Africa. Furthermore, the study focuses on youth that have received none to limited mainstream education and how the LCM can serve as positive contributor to skills and economic development in a country where there are well documented socio/political/economic challenges.

As a way of understanding the Model's development, implementation and evaluation processes, a qualitative approach was undertaken with semi-structured interviews with the relevant stakeholders in the programme i.e. management, trainers, child care workers, new intake youth and recently graduated youth. Although the questions were similar for each group, there were questions that were specific to each group and the role that they played in the LCM process. This was a way to gain deeper insight on how the programme functions and how it is perceived by the trainers, youth, and community; with the view of understanding the successes and failures of such an approach to youth development, such that it could be replicated and is sustainable.

Findings suggest that the LCM is a progressive approach in assisting at-risk youth. However there have been financial constraints that have limited the amount of work that could have been achieved by the KWTCYCC.

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## CHAPTER 1

### INTRODUCTION TO THE STUDY

#### 1. INTRODUCTION

This study sought to identify the success and/or failures (including constraints and barriers) of the Life Centre Model that is implemented at the King William's Town Child and Youth Care Centre, in light of the greater context of the developmental approach in the field of child and youth care.



The White Paper for Social Welfare (1997) places great emphasis on development in South Africa as being equitable, people centred, appropriate and democratic. To this end, the vision of the National Development Social Welfare Strategy clearly outlines that the endeavour is to have a welfare system which facilitates the development of human capacity and self-reliance within a caring and enabling socio-economic environment. Therefore, the social development approach is a macro policy perspective, primarily aimed at eradicating poverty in society: it provides a context within which development takes place (Gray, 1996: 10). The approach is multi sectorial, and thus by definition, encourages all sectors in society into interaction with each other so that the best results can be achieved. This point is further endorsed by Taylor (2004: 8) who states that social development emphasises people-centred approaches to development and understanding the social context of all development initiatives (from economic growth to the delivery of basic infrastructure) are cross-sectional. Gray's (1996:12) argument further extends to the importance of recognising that skills development and income generation are crucial to economic empowerment.

The process of planned social change is designed to promote people's welfare in conjunction with a comprehensive process of economic development (Midgely, 1995 cited in Taylor, 2004: 8). South Africa has been characterised by large-scale unemployment in the formal sector, and this has been most severe among women, especially in the rural areas, as well as among youth under the age of 24. In order for such disparities to be addressed, community development as an intervention strategy then becomes a useful approach, as it maintains the principles that are outlined in social development as a practice. Community development strategies address basic material, physical and psycho-social needs and these methods and skills are implemented at local level and inform the reorientation of social welfare programmes towards comprehensive, integrated and development strategies (White Paper, 1997).



## **1.1 UNDERSTANDING A DIVERSE SOCIETY**

To establish a clear understanding of the processes of social and community development, there has to be sensitivity to the dynamics that are involved in a society of diverse cultures. From a theological point of view, Mbiti (1999) perceives culture as being expressed in common custom, morals, ethics, social behaviour, and material objects such as household utensils, food and domestic animals. A definition that comprises of similar traits is one offered by Gordon (1978 in Lum 1992) where culture is defined as the way of life of a society, consisting of prescribed ways of behaving or norms of conduct, beliefs, values and skills.

What becomes evident is that culture can be defined in a number of ways, largely determined by the definer's perspective or discipline. Parekh (2000) opts for the point of view that culture is a structure (in its very nature) where human beings seek to make sense of their selves and the world, and ask questions about meaning and significance of human life, activities and relationships. In his view, Parekh (2000) incorporates the fact that the culture is a historically created system of meaning and significance, and the way it organises human life is not *ad hoc* and instrumental, but grounded in a particular manner of conceptualisation and understanding it. This definition would extend beyond ethnicity, but also encompasses the less formal usage such as, for example when describing drug, gay, or business cultures.



Ultimately, understanding culture is not only about tolerating people that are different from us, but is also about the development of an appreciation of the fact that the way we are accustomed to doing things is not always applicable for everyone. In South Africa, it becomes imperative to be aware of the many cultures, which differ considerably from each other, yet at the same time share common characteristics. In his discussion of culture, Gilbert (1989) rhetorically poses the question of 'how does one choose which are the significant antecedents of behaviour?' as there are so many variables that are included under construction of culture and the environment. Professionals must seriously consider the influence of the social environment and functioning of social institutions as influential agents on human behaviour (Hickson &

Kriegler, 1996). In South Africa, it seems there is a transitional phase, in which a shift is occurring from traditional to a Western way of life. However, Sigolo (1993) cited in Meyer, Moore & Viljoen (1997) cautions that the process of change and acculturation that is taking place in Africa, with regard to the two ways of life, does not necessarily imply development from lower to a higher level or that a modern way of life, by definition is more progressive or qualitatively better than a traditional way of life.

Kuse (1997) states that social workers and other social service professionals have long been questioning the appropriateness as well as the First World theory and practices within a South African environment. In other words, the First World theory needs to be adapted and domesticated in terms of the cultural context of a specific community. By being able to combine health and cultural factors this may lead to a realisation of the number of ways that health may be perceived without attempting to universalise cultures and mental health issues.

## **1.2 CHALLENGES FACED BY CHILDREN AND YOUTH IN SOUTH AFRICA**

Therefore as social service professionals, there are a number of uniquely South African traits that need to be considered and incorporated in practice. Generally speaking, South Africa has been marked with a violent history that included a violation of people's rights. As a result, this has aggravated many societal problems, such as poverty, unemployment, lack of integrated basic services, and poor infrastructure (Ellis & Adams, 2009: 10). The combined effects of these social challenges has thus had a negative impact on families and

led to a breakdown in maintaining a sound family life. Furthermore, young people in South Africa confront challenges that go beyond acquiring skills relevant to the labour market and extend to skills to navigate health risks and engage constructively in community and society (World Bank 2007, cited in Health of Youth in South Africa: 1996-2007)

In The State of South Africa's Population Report (2000) a study was cited that was undertaken in the Eastern Cape, which demonstrated the interplay between violence and sexual health: young women reported that commonly their first sexual experience was violent and there was no possibility of negotiating sex, let alone safer sex. This is just one of many examples, which demonstrate the need to promote a culture which asserts equality between women and men, including the assertion of sexual and reproductive rights. The influence of gender inequality is further illustrated when Ellis and Adams (2009: 13) discuss the impact of single-parent families and what the impact of this is to the psycho-social support for the development of children. In essence, what the study shows is that female-headed families are classified as being vulnerable due to the inequalities that afflict women in society. Dependency, combined with a sexist societal attitudes result in female-headed households (particularly in the rural areas) being poorer than their male counterparts. These are but a couple of examples of the challenges faced by the youth of South Africa.

The South African National Association of Child Care Workers (NACCW) in 2002 identified key indicators for children and youth services, to highlight the South African context:

- 6 out of every 10 children live in poverty, mostly in the rural areas
- school enrolment is higher at primary school and secondary levels but an estimated 5% of children between 10 & 16 are not in school
- 42% of children under the age of 7 live only with their mothers and 20% do not live with either parent
- in 1998 the Child Protection Unit and specialist personnel dealt with 37 352 crimes against children, of which 57% were sexual offences
- In April 2002 there were 2334 children awaiting trial in South African prisons and 1812 awaiting sentences



What has also not been mentioned is the undeniable link between HIV & AIDS and poverty. Therefore it is with good reason that the State Population Report recommends life skills education for adolescents, as it is perceived as being the most critical intervention. The life skills education serves to build self-esteem, confidence and an ability to act with mutual respect and responsibility in sexual relationships.

Shearer & Graser (2005) state that since the advent of the life skills programmes for youth at risk, the child justice system has evolved into a comprehensive piece of legislation called the Child Justice Act (2008). The core tenants of the Act are to entrench the notion of restorative justice in the criminal justice system in respect of children who are in conflict with the law and further seek to repair damages caused by crime by returning criminal cases to the main players: the victim, the offender and the community. The most popular form of

diversion has been the life-skills programmes for youth at risk, but it is not clear to what extent this meets the criteria inherent in the philosophy of restorative justice.

In a Youth Lens article on Reproductive Health and HIV/AIDS (2011) focus is given to the use of sports as an intervention strategy. It is argued in the article that, over and above promoting gender equality, sports can enhance physical and mental well-being; promote social integration for girls; provide girls with adult mentors and encourage the development of new skills, knowledge and self-confidence. Therefore by exploring and evaluating various tools for constructive evaluation one needs to have a good understanding of the problem and the underlying causes – this then adds value to the translation of what methods would be contextually appropriate.



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### **1.3 A RATIONALE OF THE STUDY:**

To understand the purpose of this study, it is critical to outline the area where this study took place. King William's Town falls within the Buffalo City Municipality and the literature review clearly locates the area within the Eastern Cape Province. The understanding of context is essential in social science investigations as it makes the findings relevant to the participants as well as those that may be interested in furthering studies in a similar field – such as youth development, applications of the Life Centre Model and how social service professionals may play a role.

The White Paper for Social Welfare (1997) places great emphasis on development in South Africa as being equitable, people centred, appropriate and democratic. To this end, the vision of the National Development Social Welfare Strategy clearly outlines that the endeavour is to have a welfare system which facilitates the development of human capacity and self-reliance within a caring and enabling socio-economic environment. Therefore, the social development approach is a macro policy perspective, primarily aimed at eradicating poverty in society. It provides a context within which development takes place (Gray, 1996: 10). The approach is multi sectorial, and thus by definition, encourages all sectors in society to interact with each other so that the best results can be achieved. The discussion also looks at 'development within the social work context'. The reason for this subheading is based on the fact that the word 'development' can conjure up various interpretations, and thus it needs to be stipulated which discipline is informing this study. Furthermore, this part looks at the Buffalo City Municipality's strategic objectives for development and touches on how children and youth are affected by these developments.

Throughout the discussion the role of the social worker is also looked at when it comes to working with the youth and communities. The key intervention strategy is community participation/development, once again highlighting the importance of context. In other words what happens when it comes to working with children and youth needs to be understood according to the various environments, such as where they are coming from so that interventions are appropriate to their needs; the strategic planning at local government level as well as at a national level, such as the White Paper for Social Welfare (1997) and the Integrated Service Delivery Model.

The White Paper for Social Welfare (1997) recognizes the impact of the declining economic rate and how it has resulted in a decrease in per capita income. Consequently this has further placed pressure on the welfare system due to the increased poverty, to meet basic human needs.

In order to understand the present situation, it is important to reflect on the history that informs the present, therefore the literature review discusses the 16 June 1976 Soweto Uprisings, as a way of contextualising the role that youth can play in their own (as well as the country's) socio-economic development. Through this discussion hopefully it can be understood why youth are perceived as being one of the key stakeholders in facilitating social and economic change. However these young people need to be empowered with the necessary skills in order for them to play a meaningful role in society, hence the importance of the Life Centre Model that is implemented at the King William's Town Child and Youth Care Centre.

#### **1.4 STATEMENT OF THE PROBLEM:**

a) In 1997-98 the project was funded by the Inter-Ministerial Committee (IMC) as a pilot project. The same applied for 1999-2000 and Phand'ulwazi acted as a learning centre, nationally. Thereafter, the Centre made extensive efforts to secure funding in terms of the new funding formula through the provincial government. The national department argued that the province could, and should, take over the funding of the Centre. Subsequently,

funding has taken place once, which has left the Centre in a precarious position: during 2003 less than 30 youth were reached at an average cost of R6000 per month per youth.

It is therefore essential for the study to understand what are the financial restraints that are currently being experienced at the KWTCYCC?

b) Secondly, the Life Skills programme is no longer what it used to be i.e. Phand'ulwazi does not offer community outreach, skills/literacy training or does it offer the hallmark eco-therapy due to lack of funds and inadequate staff. In terms of this problem the researcher needs to evaluate this development approach. In lieu of the financial problems that have been highlighted, how is the Model applied? (i.e. evaluating its effectiveness).

c) Since the Life Centre Model was the first of its kind in South Africa, what are the successes and failures?

### **1.5 OBJECTIVES OF THE STUDY:**

- To provide an understanding of the Life Centre Model
- To identify the impact of the Life Centre Model from the experiences of the participants
- To identify factors which would improve the effectiveness of the Life Centre Model
- To provide the role of social service practitioners with regard to the Life Centre Model

## 1.6 RESEARCH METHODOLOGY

An important element for the researcher is to ensure that the research is embedded in a credible qualitative study. Qualitative research includes numerous approaches that are based on different foundational assumptions (Kline, 2008) – of which evaluation research forms a part of. McBrien (2008) further adds to this point by highlighting that this approach is suitable for social sciences, however the concept of rigour is essential, which he describes as a method to ensure empirical evidence is valid and reliable. McBrien in addition elaborates on the concept of rigour, which he describes as a way to demonstrate a legitimate research process.

Central to qualitative approaches is the aim to address questions concerned with developing an understanding of the meaning and experience dimensions of human lives and social worlds (Fossey, Harvey, McDermott, Davidson, 2002).

This is a qualitative study using interpretive approach for data analysis (Lagsten & Goldkuhl, 2008). This study therefore, focused on describing common themes identified across the experiences of individuals. The purpose of the interpretive approach was to understand different aspects of the Life Centre Model, such as the development, objectives, planning, implementation, evaluation processes, youth empowerment and community involvement. This chapter dealt with the overview of the study as proposed and the following chapter will provide literature reviewed.

## CHAPTER 2

# INTEGRATED SERVICE DELIVERY MODEL AS A TOOL TO DEVELOPMENTAL APPROACH

## 2. INTRODUCTION

This chapter provides a literature review which highlights the general history of Buffalo City and its surrounding areas and various theoretical models utilized by the study and its impact on social service delivery.



## 2.1 BUFFALO CITY IN CONTEXT

(As outlined in the BCM IDP 2005/2006: 15)

Buffalo City is situated relatively centrally in the Eastern Cape Province, which is bounded to the south-east by the long coastline along the Indian Ocean. Two of South Africa's major cities, Port Elizabeth and East London, are situated in this province. The Eastern Cape Province is the second largest province in land area in South Africa, and covers some 169,580 square kilometres, which is 13,9% of South Africa's total land area. The province has the third largest population in South Africa, approximately 6,4 million people (Census 2001), which is 14,1% of South Africa's people. The province is generally seen as one of the two poorest in South Africa. Buffalo City is the key urban centre of the eastern part of the Eastern Cape. It consists of a corridor of urban areas, stretching from the port city of East London to the east, through to Mdantsane and reaching Dimbaza in the west. East London is the primary node, whilst the King Williams Town area, east of Dimbaza is the

secondary node. It also contains a wide band of rural areas on either side of the urban corridor.

King William's Town and East London have important functions: King William's Town functions as a Regional Service Centre and together with Bhisho, is the Provincial Administrative Centre and contains the seat of the Provincial Government of the Eastern Cape Province, whilst East London is the dominant economic centre.

Buffalo City is broadly characterised by three main identifiable land use patterns:

- The first has been described above, that is the dominant urban axis of East London, Mdantsane, King Williams Town and Dimbaza, which dominate as the industrial and service sector centers and attract people from throughout the greater Amathole region in search of work and better access to urban service and facilities.
- The second is the area comprising the fringe peri-urban and rural settlement areas, which whilst remaining under the influence of the urban axis, is distinct in character and land use patterns. These include the Newlands settlements, those settlements that previously fell within the former Ciskei homelands, and the Ncera settlements located west of East London.
- Thirdly, the commercial farming areas form a distinctive type of area. These areas are dominant in the north-eastern and south-western (coastal) sectors of the

Municipality and are characterized by extensive land uses, with certain areas making use of intensive irrigation-based farming.

According to the Buffalo City Integrated Development Plan (2002: 203), Buffalo City is experiencing a number of social problems that are characteristic of a society in which there is a high degree of poverty and joblessness, and the marginalisation of under-educated adolescents and young adults, particularly males. This is manifested in various forms of petty delinquency or more serious and violent crime, with alcohol-abuse and gangsterism being common.



As part of the municipal planning process in response to youth and young children, the IDP has further identified as a social priority the maintenance and upgrading of existing community facilities and the provision of further appropriate facilities in all areas, as resources allow, in order to address the need for recreation of the younger generation. In taking on the responsibility of facilitating economic growth and development in Buffalo City, the municipality also aims to act as a catalyst in increasing the number of sustainable jobs in the municipality, to ensure that all who wish to work have the opportunity to do so.

## **2.2 THE NEED FOR DEVELOPMENT**

The issues of development as identified in the Buffalo City Municipality can also be viewed at a wider level and are not necessary outside of general development approaches. For example, Liebenberg and Stewart (1997:121) state that addressing basic human needs is

central to development, furthermore, that the best development process is one that allows for the greatest improvement in people's quality of life. This argument is not limited to economic upliftment but is extended to include non-material human needs such as protection, freedom, affection, understanding, participation and identity.

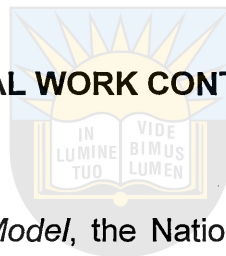
By virtue of the various components that need to be considered within development, it then becomes very difficult to define. Riggs (1981:46) referred to development as a synonym for 'growth, change, evolution, progress, transformation, improvement, modernisation and industrialisation'. Todaro (1994:21) therefore sums up the issue by stating that development may mean different things to different people, but can be narrowed down to three basic components: life-sustenance or satisfy the basic needs; self esteem or being a person; and freedom from servitude or human freedom. Todaro (1994:21). The United Nations Development Program states that human development is closely linked with enlarging people's choices and capabilities, and outlines two sides to this process:

1. there is the formulation of human capabilities, for example improving health and knowledge
2. the use which people make of their acquired capabilities for example in their work and leisure

The important aspect of this is that at some point human development overlaps social development because it is about changing societies and their institutions to enable

members to have more freedom and more choices, which is central to sustainable development.

There are also certain issues underlying these dimensions that cut across all development processes in South Africa, such as HIV/AIDS, poverty alleviation, gender equity, and youth and children. The Buffalo City Municipality adopted an approach for the purposes of its integrated development plan, which are to be mainstreamed.



### **2.3 DEVELOPMENT IN THE SOCIAL WORK CONTEXT**

In its *Integrated Service Delivery Model*, the National Department of Social Development emphasises the need for a developmental approach to service delivery. This approach is based on the strengths of the individual, group or community and recognises their capacity for growth and development. Bartley (2003: 185) takes the argument further by stating that development is change in the direction of people having the capacity to live their lives in dignity. Therefore, this requires that people are able to meet their basic needs for shelter, food, water, sanitation and their needs for meaning, power and freedom to love and be loved.

Ultimately, the focal point for development (or more specifically social development) is human development, as the beneficiaries will be people at local level. Noyoo (2004) understands human development as a process of enlarging people's choices. He elaborates on this point by stating that human development embraces any development issue, including economic growth, social investment, people empowerment, provision of basic

needs and social safety nets, political and cultural freedom and all aspects of people's lives.

Therefore, social development can be defined as:

*"A process of planned social change designed to promote people's welfare in conjunction with a comprehensive process of economic development"* (Midgley, 1994)

The ultimate objective of social development is to bring about sustained improvement in the well-being of the individual, family, community and society at large. The reduction or eradication of mass poverty, inequality and conditions of underdevelopment are widely accepted indicators of social progress. The dimensions of social development are: social welfare; health; education; housing; urban and rural development; and land reform.

The country's move towards social development provides an ideal opportunity for social work to enhance its relevance and make a positive contribution to the development of our society. Social work and human services professionals are familiar with youth development through the broad range of training, conferences and curriculum development activities that are associated with the child welfare system (Peebles-Wilkins, 2004: 3). Delgano (cited in Peebles-Wilkins, 2004: 3) describes four domains for youth development: families, peer groups, schools and communities. However, in the South African context where many youth are living in poverty, using schools as a domain of focus would mean that a very limited number of youth are being reached. In the Buffalo City Municipality's Integrated Development Plan (BCM IDP) there are 3 areas that are identified for development and strategic direction for the province.

The key issues for Buffalo City Municipality are:

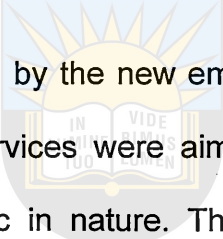
- **Poverty, Unemployment & Economic Decline:** The vast majority of households in Buffalo City earn below the household subsistence level. There is also high and growing unemployment, slow and possibly declining economic growth, low education and skills levels and rampant HIV/Aids. This situation has obvious consequences for the quality of life of Buffalo City's residents, its future development, its long-term sustainability and financial viability.



- **Basic Needs, Housing & 'Building Communities':** Buffalo City Municipality has successfully re-oriented its administration to deliver on basic needs and housing, however, there still remains a huge challenge to meet the remaining backlogs within the targeted time-frames. The challenge is not just about providing basic services and housing, however, but about 'building sustainable communities' where residents have access to social and community facilities, economic opportunities, a healthy and sustainable environment and where further opportunities can be accessed through convenient public transport and a safe road network.

- **Operating Budget & Deferred Maintenance:** Most of the BCM financial fundamentals show improvement and a level of financial stability. Whilst there is also a certain level of predictability within the operating budget, there remain serious issues to be addressed. These include the level of staff funding, disinvestments from trading services, expenditure on non-core functions (such as municipal and primary health), pressure to make provision

for bad debt and an inability to sustain sufficient maintenance expenditure. The issue of maintenance is of particular concern. BCM now faces a critical situation with much of its infrastructure past its functional life and operating beyond its design capacity. This has resulted in more frequent power outages, poor quality of electricity supply, increasing risk of environmental pollution because of sewer overflows and deteriorating sewage conveyance systems, increasing water losses because of bursts and leaks and increasing threats of water shortages because of conveyance bottlenecks.



Many social workers feel threatened by the new emphasis on community development. In South Africa earlier social work services were aimed primarily at meeting the needs of whites and were mainly therapeutic in nature. The welfare policies of this country are undergoing tremendous change, especially after 1994. After extensive consultation with stakeholders this resulted in a policy framework, principles, guidelines and recommendations for the implementation of a developmental perspective in social welfare – which is captured in The White Paper for Social Welfare. A multifaceted approach aimed at empowering and building the capacity of people and organizations to meet social needs and to develop social resources is required for development. (Gray & Simpson, 1998)

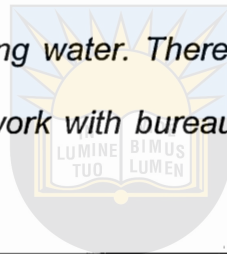
## **2.4 COMMUNITY DEVELOPMENT AS AN INTERVENTION STRATEGY**

The White Paper for Social Welfare (1997) defines community development as the process in which the efforts of the people themselves are united with those of government authorities to improve the economic, social and cultural conditions of their communities. It involves two processes: the participation of the people themselves in efforts to improve their

living conditions with as much reliance as possible on their own initiatives; and the provision of technical and other services in ways which encourage initiative, self-help and mutual help and make these more effective (United Nations, 1963).

In a research study by Travis, McFarlin, Collin, van Rooyen & Gray (1999:182) the response from field workers emphasised the inclusion of economic and social considerations within development. To quote one of the responses:

*'There are two sides (to community development). There is infrastructural development such as building roads and providing water. There is also the development of people: to develop confidence, the ability to work with bureaucracies, asserting selves, and working cooperatively with people.'*



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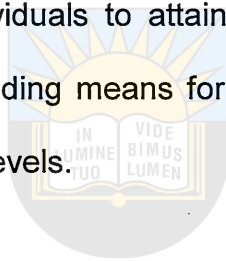
The researcher's understanding of community development is encompassed in the White Paper definition although it identifies the more specific issues.

The Four Worlds Model of community development recognises 4 human development processes that need to be occurring in order for a community to move toward health and well being (Maistry, 2002). Namely:

- Building unity: this refers to the development of trust and commitment from people as a way of reducing problems that may develop
- Spiritual dimension: looks at identifying people's values and their cultural foundation.
- Personal growth: refers to people dealing with their inner feelings (especially the negative ones) that may have developed from their personal experiences.

- Making a commitment: personal commitment to take steps that will lead to positive goals.

Chile (2004) would agree with these ideas, as he states that the critical factor that makes a community is that members engage and interact with each other and have a sense of belonging and identity. Therefore, he defines community development as a form of intervention which seeks to empower individuals and communities to attain individual and collective well-being, assisting individuals to attain self-actualisation and communities to become more self-directed by providing means for collective action and tools to facilitate change at the individual and social levels.



## **2.5 YOUTH AND YOUTH DEVELOPMENT** of Fort Hare *Together in Excellence*

### 2.5.1 Defining Youth:

The South African legal system has been inconsistent in its definition of the concepts of 'children' and 'youth'. The current definition refers to young people between the ages 16 – 30 as youth and young adults (White Paper for Social Development, 1997). On the other hand Allison (1999) offers various international views with regard to the classification of this particular grouping. For example, the Micronesia Youth Development Association defines youth as people between the ages 6 – 35 years, whereas the World Health Organisation defines youth as people aged 10 – 24. The National Service Delivery Model (2006:43) defines youth as 'young people who are between the ages of 14 and 28', whereas the

Phand'ulwazi Life Centre define their target youth group to be between 15 – 19 up to the age of 21.

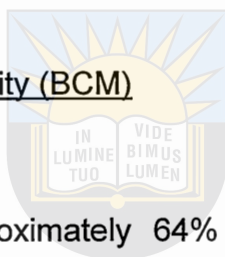
According to Erikson's Theory of Human Development, youth would encompass two of the stages that he speaks of, namely:

- Stage 5: Adolescence (ages 12-18years): The teenage years are hard for everyone, especially for the child. They are aware that they will become a contributor to society (industry) and the search for who they are drives their actions and thoughts. The desire to know what it is they want and believe separate from what they have adopted from their parents is crucial to their self-confidence.
- Stage 6: Young adulthood (19-40years): the conflict at this stage is about psychosocial development, where love and relationships dominate. If unable to handle this stage the individual will resort to isolation.

It is evident that there is no singular consensus of how youth should be defined. But one could generally describe adolescence as representing the stage of transition between childhood and adulthood during which the individual takes on adult responsibilities such as work, having to care for a family and making informed decisions. The debate taken a step further poses other complications, as pointed out by Mwamwenda (in IMC 1996) where he argues that the clear differences between a typical process of adolescence in industrialised societies and the process in African cultures provides substantial reason for debate against including this age group alone. For example, in Xhosa culture, the transition from boy to manhood is associated with the rights and rituals of circumcision, whereas for young women

it begins with a time period of seclusion once they first menstruate. Consequently, the symbolic initiation into adulthood occurs at different times across genders. Therefore it must be noted that it is important to have a clear definition or understanding of 'youth' as a demographic so that the appropriate strategies for rehabilitation, reintegration and development can be created for young people. For the purpose of this research, youth will be defined as young people between the ages of 15 – 34, as per.... though it must be acknowledged that at the KWTYCC the age limit is 21 for participation in the programme.

### 2.5.2 Youth in Buffalo City Municipality (BCM)



According to Census 2001, approximately 64% of Buffalo City's population can be categorized as either children 26% (0-14 yrs) or youth 38% (15-34 yrs). This group is the most vulnerable and is greatly affected by the social ills ravaging our society. Many children in Buffalo City are subject to child abuse and foetal alcohol syndrome (5% of children in the country are affected, which is the highest rate in the world). Furthermore, there are many abandoned and 'street children', as well as AIDS orphans. There is at present a lack of child-care facilities, especially for handicapped and disabled children, and the standard of some day-care centres, especially in disadvantaged areas, is poor.

Buffalo City is experiencing a number of youth-related problems, namely HIV/AIDS; gangsterism, vandalism and crime; teenage pregnancy; alcohol and substance abuse; and the non-completion of schooling. Buffalo City is in the process of developing a Children and Youth Development Programme and is looking at ways of involving young people in

development programmes. Such initiatives include the establishments of the 45 Ward Youth Forums in 2004 and the launch of the over-arching Buffalo City Youth Forum in February 2005.

### 2.5.3 The Role of Young People: Soweto Uprising, 16 June 1976

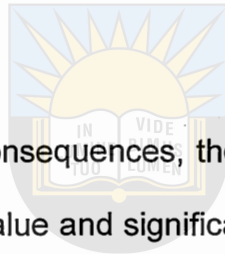
The role of youth in the South African context needs to be understood in a historical context: this being an example where young people engaged in mass action and took responsibility for the direction of their development and were successful where their parents/adults had failed.



There were a number of reasons for the uprisings in 1976. These can be traced back to the Bantu Education Act introduced by the Apartheid government. The Act integrated a new Black Education Department into the Department of Native Affairs so that – to quote Dr Verwoed - ‘ Natives (Blacks) must be taught from an early age that equality with Europeans (whites) is not for them’ ([www.sahistory.org.za/pages/specialprojects/june16.htm](http://www.sahistory.org.za/pages/specialprojects/june16.htm)).

The issue that caused great discontent and made resentment boil over into the 1976 uprising was a decree issued by the Bantu Education Department to the effect that Afrikaans should be put on an equal basis with English and has to be used as a medium of instruction in all schools. The Afrikaans issue was seen by the students and the community at large as part of a strategy by the National Party to oppress Black people psychologically – thus ways had to be found to counter this threat, the war of psychological liberation was set in motion ([www.petech.ac.za/azsco/june\\_16\\_1976.htm](http://www.petech.ac.za/azsco/june_16_1976.htm))

Several objections were offered to the decree, including Black teachers who were members of the African Teachers Association of South Africa. A great concern being the fact that these teachers were expected to teach in a language that they themselves could hardly speak. The students initially organised themselves into cultural groups and youth clubs until the formation of an Action Committee on the 13<sup>th</sup> June 1976. This body was conscientised and influenced by national organisations such as Black People's Convention. In various literature it is made clear that the planning of the march was left to the students, advice was given where sought.



From this march, which had dire consequences, the Government of the Republic of South Africa not only acknowledged the value and significance of its young people but also draws on international experiences which clearly demonstrates the fundamental need for a comprehensive and holistic national youth policy providing a framework and focus for youth development by all stakeholders.

It has been over thirty years since the youth of Soweto and other townships in our country took to the barricades and confronted the apartheid regime as part of the struggle for a just and democratic dispensation. Through the Government's social sector-wide Youth Development Framework (which is informed by the 2005 Status of Youth Report by HSRC and by the 2005 Macro Social Study conducted by the Presidency) these processes highlighted the structural challenges facing our young people in our second decade of democracy. The objectives of the Framework were to (a) improve the material and social conditions in which young people grow up, study, and play; and (b) strengthen social

cohesion and establish a social contract. The Department of Social Development through the Youth Development unit have drafted an implementation plan which details targets and results for key focus areas.

This National Youth Development Strategy (2007/8- 2011/12) has an implementation process of three phases:

- 1) Focuses on analysis, drafting of the implementation plan, building capacity of youth focal points at a national and provincial level
- 2) Building on institutional mechanisms to pilot the implementation plan (2007 – 2010)
- 3) Monitoring and evaluation and scaling up and handover to provinces.

#### 2.5.4 Youth Development as a Concept

Bearing in mind that the objective of community development is to build healthy functioning communities, through social change as identified and driven by the communities themselves to best meet their needs, youth can play a critical role in this process. According to the 2001 South African census (which is the statistic utilised by the Department of Social Development to date), about 40.5 % of the South African population can be classified as youths, i.e. between the ages 14 - 35 years.

Cupido, Kritzinger & van Aswegen, (2005) emphasises that this is a serious challenge because of the high proportion of the general population. However, due to the politics of the past government, a significant number of young women and men have not been afforded the opportunity to develop their full potential. According to the National Youth Policy

document, youth have experienced poor housing conditions, limited and racial-biased access to education and training, limited employment opportunities, high levels of crime and violence and general disintegration of social networks and communities. Furthermore, the previous government did not develop any specific policies and programmes to address the needs of young men and women.

What needs to be clearly articulated is that the ultimate goals of youth development reflect the importance of empowerment and enablement for the youth of South Africa to become integrated, well-functioning members of our society. In essence, this would entail the context and programmes designed being able to maximise the youth's capacity to become effective decision-makers in society. Coughlan (1998) suggests that this can be achieved through maximising the desired developmental outcomes for the child within the parameters described by the Circle of Courage Model (namely: mastery, generosity, independence and belonging). From a developmental perspective, 'progress is the aim of all intervention and the behaviour, no matter how unusual, it is placed on a continuum of growth instead of being labelled deviant' (Coughlan, 1998: 49). The National Youth Policy document emphasises that we must all recognise the contribution young people make to society and build upon the imagination, energy, vibrancy and talents of all young men and women. In so doing this will squarely address the factors which threaten the development of young people.

The Inter-Ministerial Committee (IMC) on Youth At Risk stated a concern for the large number of young people that are unemployed. In highlighting the concern for urban violence

the IMC states that in most cases, the nature of family relationships and poverty are the two key indicators of the likelihood of risk to and danger from children and young people. Therefore, in all areas, urban and non-urban the solution identified is the breaking of the cycle of poverty through job creation linked to education and training programmes, especially for teenagers and young adults. The National Research Council (2000) identified successful youth development in terms of skills and competence in the physical, intellectual, psychological, emotional and social arenas

Roth & Brooks-Gunn (2003: 94) state that youth development programs that approach youth as resources to be developed (rather than problems to be managed), that resilience and competency building are central to helping young people navigate adolescence in healthy ways tend to have positive outcomes. In a study by Shepherd (2004) it was found that engaging youth in decision making secured the commitment of young people to their organisational communities and contributed positively to youth development. Thus youth can be active producers of their own development and of their communities in which they interact.

The National Association of Social Workers (NASW) (2005) recognizes the necessity of social workers' engagement as it brings specific skills to each phase of that process of youth development, while also encouraging a commitment to shared contribution and shared responsibility among those involved. An additional responsibility is identifying and soliciting the financial, political and human support required for program implementation.

The NASW further states that the most effective prevention programs are those that are deeply rooted in the local community, are consistent with local values, and can be maintained over the long term with readily available resources; rigid or expensive programs usually do not long survive. Designing effective programs consistent with these guidelines requires considerable creativity, blending knowledge of the prevention research with knowledge of local conditions and assets. Ultimately, leaders, youth and innovators need to discuss insight and best practices about the ways forward for youth development.

#### 2.5.5 Youth-at-Risk vs. Resilience



On May 8, 1995 the uncoordinated release and transfer of more than 2000 children awaiting trial highlighted a long-standing crisis in the Child and Youth Care System. In trying to solve these problems it became clear that solutions that tried to change bits of the system were not possible or appropriate. An entirely new vision and system for serving young people and families was needed.

Krovetz & Martin (1999: 1) pointed out that the first issue that needed to be examined was how practitioners in the social and behavioural sciences often follow the Problem-Focused Model. This Model involved identifying the risk factors (eg a dysfunctional family, disease, illness, incompetence, etc.) and then developed programmes to work with populations that experienced these problems. In other words the programme was reactive, in that the programmes were designed to help people that were already in trouble. A further challenge to these already difficult conditions is poverty and its undeniable link to AIDS and the spread of HIV infections across the country, which has resulted in extremely stressful

circumstances for many families and increasingly children are being placed under profound risk.

Allsopp and Thumbadoo (2002: 3) identified some challenges that were brought about through a situation analysis of the South African Child and Youth Care System, namely:

- The service system was fragmented between and among Ministries, Departments and disciplines
- The system was generally based on pathology-oriented perspective and did not successfully draw on inherent strengths within children, families and communities
- The community played little or no part in decision making either before or after placements
- The emphasis was statutory rather than prevention or early intervention
- Services were under-developed in the rural areas

The National Youth Development Policy Framework (2002-2007) defines young women and men at risk as those young people that are in serious danger of being neglected or falling through existing safety nets. Included here are young people living with HIV & AIDS, teenage mothers, young single parents, and victims of special circumstances and realities over which they have no or little control. The Framework further states that specific attention should also be given to those who are in conflict with the law and as a result find themselves in residential facilities such as places of safety, reform schools and prisons.

Experiencing stress is part of life and it is part of human development to have the capacity to deal with these life stresses. Some children and young people seem to experience stressful situations and escape unscathed and move on to live productive adult lives. De Civita (2006: 241) identifies this as the ability to thrive in the face of adversity, and is the prevailing view of resilience.

Based on the above issues, the Resiliency Theory is focused on defining the protective factors within the family, school, and community that exist for the resilient child or adolescent. De Civita 2006:241) define resilience as “the process or phenomenon of competence despite adversity”. In this view, adaptive functioning in the face of adversity results from the operation of basic human adaptational or protective systems. Werner and Smith (cited in Krovetz, & Martin 1999: 3) define the resilient child as one “who loves well, works well, plays well and expects well”. By changing how we perceive young people and taking a more proactive stance the intervention will be based on building capabilities, skills and assets that are building resilience. This approach emphasises strengthening the environment, not fixing kids.

Krovetz & Martin (1999) identifies four attributes of resilient children:

- Social competence (ability to establish positive relationships with adults and peers)
- Problem solving skills (ability to plan, being in control and being resourceful)
- Autonomy (sense of own identity and act independently)
- Sense of purpose and future (having goals, educational aspirations, etc)

Resilience can be one of maintenance or recovery, and these four attributes described above are closely linked to the Circle of Courage that is strengths-based in how it assesses the developmental needs of a young person.

The Circle of Courage identifies four universal needs of all children as outlined by Brento, Brokenleg & Bockern, (2005: 130). They are:

- ✓ Belonging: opportunity to establish trusting connections
- ✓ Mastery: opportunity to solve problems and meet goals
- ✓ Independence: opportunity to build self control and responsibility
- ✓ Generosity: opportunity to show respect and concern



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These four aspects of a child's development have to be met, as these are seen as the universal values that provide the foundation for developing resilience and self-worth. When the Circle of Courage is broken, a developmental assessment of a youth at risk creates a clear understanding of the young person's unique needs. This then paves the way for an individual developmental plan for the at-risk youth (Coetzee, 2005: 185)

The table below illustrates what the parameters are for understanding the Circle of Courage, as depicted by Bredro et al (1990:47-50) – and when there is an absence of certain elements i.e. when the Circle is broken.

<b>Belonging</b>	Attached Loving Friendly Intimate Gregarious Cooperative Trusting	Gang loyalty Crave affection Craves acceptance Promiscuous Clinging Cult vulnerable Overly dependant	Unattached Guarded Rejected Lonely Aloof Isolated Distrustful
<b>Mastery</b>	Achiever Successful Creative Problem-solver Motivated Persistent Competent	Overachiever Arrogant Risk seeker Cheater Workaholic Perseverance Delinquent skill	Non-achieve Failure orientated Avoid risks Unmotivated Fears challenges Gives up easily Inadequate
<b>Generosity</b>	Altruistic Caring Sharing	Noblesse oblige Over involved Plays martyr	Selfish Affectionless Narcissistic

	Loyal	Co-dependency	Disloyal
	Empathic	Servitude	Hardened
	Pro social	Bondage	Antisocial
	Supportive		Exploitative
<b>Independence</b>	Autonomous	Dictatorial	Submissive
	Confident	Reckless/ macho	Lacks confidence
	Assertive	Bullies other	Inferiority
	Responsible	Sexual prowess	Irresponsible
	Inner control	Manipulative	Helplessness
	Self discipline	Rebellious	Undisciplined
	Leadership	Defies authority	Easily led

*Table: 1 Traits of complete and broken Circles of Courage (adapted from Bredro, et al 1990: 47-50)*

Coetzee (2005:185) argues that schools have an important role to play in teaching young people to replace harmful behaviour with positive action, which may be their first formalised contact with justice and injustice. Krovetz & Martin (1999: 5) tend to agree with the idea that schools are an important platform to target youth. Furthermore, in order to foster resilience this will require developing and supporting schools so that learners are aware that they are valued as members of the community.

However this is but only a portion of the population that needs to be targeted due to the fact that in this country there is a large proportion of youth that are not in schools and alternative interventions are necessary to reach them.

Bearing in mind the above category of young people, there is also a concern for young people that are in conflict with the law. There was a move in the early 1990's of diversion of children away from the criminal justice systems that was pioneered by the National Institute for Crime Prevention and the Rehabilitation of Offenders (NICRO). The organization used the language of restorative justice in this work and helped pave the way for including restorative justice in the South African policy and practice (Skelton, 2000). The original Youth Empowerment Scheme (YES) came about due to the concerns about overcrowding and poor treatment of youth in prisons, added by the high numbers of youth awaiting trial. The core principles of these programmes included the Circle of Courage as the basis.

According to Shearer & Graser (2005) the most popular choice for diversion that has been used in South Africa is the life-skills programme for youth at risk. They identify the programmes as having the purpose of teaching children that have strayed into a path of crime to make more responsible choices in an attempt to prevent them from further

offending. These life skills are seen as being a constructive means to help children take responsibility for their lives and act within acceptable societal norms.

Some primary components of successful restorative justice (as outlined by Shearer & Graser, 2005) must include: accepting responsibility for his/her actions; involving parents; victim involvement (giving the victim an opportunity to describe the impact of the offence); restitution (a form of sacrifice from the offender to restore damage and promote reconciliation; and community involvement.

The Life Centre Model attempts to work with all the aspects above, therefore it can be utilised as a diversion option for youth that are in conflict with the law, it can be utilised with youth that are experiencing behavioural challenges in the school context, as well as youth that are school drop-outs and have no other alternative for education and/or skills development.

## **2.6 THE LIFE CENTRE MODEL**

### **2.6.1 Essential elements of the model**

The Life Centre Model is a developmental strengths-based model, which aims to meet the needs of individual youth, leaving them with a greater sense of self that will be useful for them in making informed decisions and thereby reducing their at risk status.

In elaborating on the model, Coughlan (1998) explains that it is based on the Servol Life Centres in Trinidad consists of three essential intervention elements: The ADP, Outreach and Vocational Skills Training. In Trinidad the Life Centres are community owned and the

programmes are non-residential, and a major function is to provide youth at risk with opportunities needed to make constructive life choices.

*Adolescent Development Programme:* ADP is a 12 week full-day programme which seeks to develop the youth, enrolled in the programme, with regard to their self-esteem and personal development. The curriculum is developmental in its approach in terms of the broad themes that are covered, namely: Self development, South African Cultural Heritage, Spirituality, Economic empowerment, Health and Safety education. The facilitators are encouraged to use real life examples as a way of assisting the youth with their learning's and highlighting the applicability of the learning's. Throughout this process the youth are exposed to the Circle of Courage, which consists of 4 major areas i.e. belonging, independence, generosity and mastery.

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*Outreach:* includes working with the youth, the youth's family, as well as the community in which they live. This would extend to include schools, community resources, the justice system, parent education, etc. Strong emphasis is placed on developing a relationship with these aspects as they form a major part of the youth's life. This also further serves the purpose of keeping the youth motivated to continue with the programme, especially if the youth drops out or has a poor attendance.

*Vocational Skills:* This aspect of the Model is mainly intended for youth that are unable or unwilling to return to mainstream training or education. Usually the youth that make use of the Life Centres have low educational qualifications to enter further training or education.

Therefore, this aspect of the programme serves the purpose of empowering the youth with skills that could be used to gain financial independence.

*Outdoor experiential programmes (ecotherapy):* this aspect is an outdoor experience, where the youth have the opportunity to participate in hiking, abseiling, camping, games, community service, etc. Experienced facilitators go with the youth for the wilderness experience. Once again this component places emphasis on the Circle of Courage, and the youth's needs are taken into account for an individual plan to be formulated.

### 2.6.2 Target youth



The model is intended to be a non-residential programme for young people at risk. The original model implemented as an IMC pilot in KWT identified the value of Life Centres in South Africa for the following:

- Youth at risk – either youth in trouble with the law or youth who have not completed formal schooling
- Boys and girls between the ages of 14 and 25
- Diversion options for youth offences
- Community based and owned with referrals from the community itself, from the justice system, from schools and other agencies
- Family preservation
- Economic and educational empowerment over and above personal development
- Skilled and trained facilitators focusing on a “working in the moment” model

Therefore, the programme provides a holistic approach in working with youth, as it also includes their families as well the communities where they live. It is said to have an impressive success rate. In the context of the King William's Town Children's Home, this was the pilot cite for the programme when it was introduced to South Africa. It reportedly had many successes, however it would seem the situation has changed. Through this research it is hoped that it would come to light what the dynamics were that led to a decline in progress.

## 2.7 FAMILY PRESERVATION MODEL



Families have always been identified in our society as the primary social group. Individuals arrange themselves into groups as a way to meet basic physiological needs, safety and security needs, and to foster psychological development (Maslow 1968, cited in Helton & Jackson, 1997: 1). Families can thus be seen as a link to the past with the ability to provide continuity between yesterday and today.

A traditional definition of family by the US Census Beareau (1990) is “a group of two or more persons related by blood, marriage or adoption”. In earlier writings by Reiss (1980) a family was defined as being “a small kinship-structured group with the key function of nurturant socialisation”. The IMC vision states that children and youth are treasured assets and thus it's mission is to design and implement an integrated child and youth care system. Furthermore, it defines family as “anyone who is legally considered family and anyone whom the young person considers to be his/her family.” This definition includes parents, extended family and those who the young person has formed a close bond.

The diagram below is the researcher's illustration of how the Phand'ulwazi ADP programme operates, from entry to exit and gives a visual of the integrations of the Life Centre Model, the Family Preservations Model and skills development aspect.



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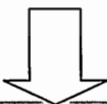
**Process of Phand'ulwazi A.D.P. Framework**

**Youth at Risk referred to Youth Centre**

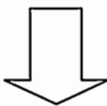
**Adolescent Development Programme**

- Self awareness
- Self understanding
- Spirituality
- Overcome prejudice
- Building relationships with others
- Social awareness
  - HIV/AIDS
  - Drugs
  - Sexuality
  - South African History

**12 week  
programme  
exposed to  
various  
trades/skill**

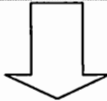


**ADP Graduation & Selection of a trade/skill**



**4-12 months**

**Placement: on job training for selected trade/skill**



**Evaluation by temporary employer**



**Exit from program**

**Family reunification/ preservation &  
Community integration**



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The above Phand'ulwazi model illustrates a comprehensive programme designed for personal and skills development as well as securing resources for sustainable change for the young people exposed to it. If implemented correctly, the programme would thus contribute to the promotion of productive citizenship.

## **2.8 CHILD AND YOUTH CARE CENTRES**

Historically, residential children's homes across Europe 'were solidly bounded institutions where dangerous or damaged children spent their childhood, quite removed from their families' (Cannan & Warren, 1997: 3). From this description one can deduce that these institutions were not geared towards development and upliftment of children but rather towards containment and control. Arguably, this historical perspective of residential care for children offers some explanation as to the negative views some hold with regard to such facilities and the children that live there are perceived as coming from 'problem families'.

It is explained in the IMC (1996) document that social welfare services and other organisations shifted their focal point from severe cases of danger and pathology and began lobbying for the rights of children, families, the aged and the oppressed. The White Paper for Social Welfare (1997) reiterates these sentiments into the South African context with regard to empowerment and development of children, youth and young adults.

These facilities underwent a radical development shift and moved away from the Department of Correctional Services and integrated into the Department of Social Welfare. Consequently, 'children's homes' became 'child and family centres' or 'child and youth care

centres'. The focus changed and these facilities now aimed at supporting the development of children and their families and became resource centres through offering a range of services to their communities.

The advantage of the child and youth care centres is that they provide a 'substitute family environment...with supervision, shelter, food and clothing required to meet their [the children] daily needs' (Kirst-Ashman 2003: 251). This can be said of the King William's Town Child and Youth Care Centre, which is being investigated in this study. To reiterate this point by way of legislation: the Child Care Amendment Act 96 of 1996 shifted the focus to the concept of '*a child in need of care*' which meant more attention will be directed to the child's functioning and quality of life rather than the inadequacies of the parents. It is made very clear in legislation that the parent has primary responsibility for the nurturing and protection of a child from infancy to adolescence. Every effort should be made to prevent the separation of a child from his/her family where possible.

There is a lot of pressure on the child care teams in these centres, and they thus rely on each other emotionally. Allsop & Thumbadoo (2002) state that [child care] teams have to consider the cultural practices that have to be revived and introduced into the child care program to help them cope spiritually. Maintaining the children's comfort and belief in spirituality is seen as one of the major challenges in facilities of this nature. Overall, when viewed holistically, the Act and the regulations should be seen as being designed to acknowledge that the family is the fundamental unit in society which represents the ideal environment in which the child should grow up, with the necessary assistance given to

maintain continuity. Separation from the parent should therefore only be considered when the interest of the child will be best served, thereby and then only by competent welfare authorities whose actions are subject to judicial review by the courts.

## **2.9 CHILD AND YOUTH CARE POLICIES**

Children's legal rights in South Africa are derived from international conventions, the South African Constitution and South African laws. In 1995 South Africa ratified the United Nations convention on the Rights of the Child (UNRC), which committed South Africa to implementing the 'first call for children' (prioritising the needs of children in all government departments). The Bill of Rights in the South African constitution specifically guarantees that "a child's best interests are of paramount importance in every matter concerning the child. Article 28 provides for children's socio-economic rights without any limitations, as well as protection from neglect, abuse, exploitation and particular provisions for children in detention. The Child Justice Act focusing on diverting children away from the criminal justice system is now before parliament and the Child Care Act is in the process of extensive review to ensure that it adequately reflects the macro policy requirements.

Youth are constantly at risk of becoming de-personalised within the various spheres of their societies, and unfortunately their rights are often overlooked by their broader community because of their vulnerability and inability to fend for themselves (Mather & Lager 2000). According to Cromwell (1994) policies are set up as guidelines to protect the rights of youth as well as agencies involved in their care and development. In order to ensure this, it is

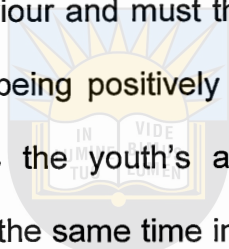
essential for the policies that are set up to be strengths-based so that these at-risk youth are empowered to reach their full potential (Hardiker & Barker, 1991)

This strength-based philosophy has not always been an essential component of leading youth management policies in South Africa. Historically, this country focused on implementing the Juvenile Justice Model as a policy framework for youth administration. In this Model, the youth at-risk were fully accountable for their actions, and were treated as 'young adults', and subsequently were subjected to the rules of the criminal procedure. During the periods of sentencing and imprisonment, the youth were uprooted from their family, community and their support structures, further leading to family breakdown and community rejection due to the stigma associated with the imprisonment and criminal activities.



In order to put an end to the child being sentenced as a young adult, the Welfare Administrative Approach was introduced (<http://web.uct.ac.za>). This Model viewed crime more as a symptom of the behavioural dysfunction created by the youth's situation, and consequently addressed these problems through assessment and treatment plans aimed at the protection and rehabilitation of the individual. However, these approaches were unable to take sufficient action in reducing juvenile delinquency. Although the Welfare Administration Approach indicated an appropriate shift away from the Juvenile Justice Model, it was still unable to reduce the crime rate committed by the youth at-risk youth.

As a result another paradigm shift was initiated that would embrace the repairing and reintegration of youth back into their family and community lives, thus avoiding criminal justice punishment. This was the Community Corporatist Model, and it was able to foster co-operation within the range of stakeholders from both the civil and governmental sectors of welfare (<http://web.uct.ac.za>). This model integrated aspects from the previous models but instead places more value on alternative programmes of retribution for young people so as to divert them from the formal justice system. In this light, the young person is viewed as being accountable for his/her behaviour and must therefore repair the social harmony they disturbed, while at the same time being positively reintegrated back into the community. Ultimately, this approach respects the youth's ability to take into consideration their extraneous circumstances, while at the same time incorporating a realistic evaluation of the nature of the offences committed.



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Since the introduction of this Model the IMC (1996) has conducted much research on youth correctional institutions, places of safety, schools of industry and reform schools. The results found in these studies have led to the creation of a more developmental and strength-based framework that is motivated by empowering youth and their families as well as building their ability to take control of their lives. This framework has also incorporated the basic principles of the Community Corporatist into its policy and has thus gained the support and collaboration of various governmental departments, which are now actively working in prioritising juvenile court cases, the upgrading of young people's places of safety and the sufficient training of youth care workers.

This policy framework was also instrumental in initiating the attempts that eventually passed the Child Justice Bill. While maintaining most features of the present criminal justice process, it also introduced many new concepts and procedures that are not being addressed in current legislation (<http://childrenfirst.org.za>). Legislation such as this is necessary in order to ensure that youth offenders are managed with consistency and that the justice carried out is appropriate for their age and context. The Act provides an extensive range of sentencing options that will also allow for the individualisation of each case. The Act further communicates to the youth the severity and consequences of the crimes committed as well as the responsibility s/he has to society, therefore placing an emphasis on restorative justice as being strength-based for enablement of the youth.

The National Youth Development Policy Framework outlines that a life-skills programme should meet the following strategic objectives:

- Promotion of comprehensive life-skills programmes and sexual reproductive health programmes for young men and women
- Strengthen initiatives aimed at building the capacity of parents/caregivers to confidently address issues of sexuality with their children
- Support and expand preventative drug awareness programmes geared at the youth audience
- Ensure increased youth access to developmental rehabilitation services
- Facilitate increased youth access to leisure and recreational activities through the establishment of multi-purpose youth centres, and

- Support and expand initiatives to enhance resilience of young people to social pressures and life challenges to enhance psychological well-being.

The items listed above are programme-specific objectives that the National Youth Policy hopes to achieve so that the importance of active involvement of young people in national development is highlighted, demonstrating the distinctive and complementary roles of all government ministries, the non-governmental sector and youth groups in youth development, providing a framework for common goals for development and promoting a spirit of cooperation of a democratic productive and equitable society. Furthermore, the National Youth Policy provides a foundation for a National Youth Action Plan. The Plan will complement the Policy and will describe the role of all agencies engaged in youth development and the programmes, services, facilities and activities they undertake to achieve the goals and objectives of the Policy.

As part of the national development vision, the above point links closely to the occasion of the third democratic election in April 2004, which provided an opportunity President Mbeki to re-craft the party's and the country's national development vision. Through the manifesto and his speech to the opening of Parliament, the President outlined a vision of four key areas of delivery in the next decade:

- halving unemployment;
- halving poverty;
- improving employment equity; and
- accelerating broad-based black economic empowerment (Mbeki 2004b).

In setting out this vision, a clear role for Vocational Education Training (VET) is envisaged. Further education and training (FET) colleges and learnership programmes are highlighted as particularly crucial in reducing youth unemployment and in up-skilling the nation. There are promises to recapitalise colleges and make their curricula more responsive, and to strengthen Sector Education and Training Authorities (SETAs) (Mbeki 2004b) (Akoojee, Gower & McGrath, 2005: 100). The above being said, it is therefore, the greater picture of where the educational system is heading and the Life Centre Model could serve as intermediary phase for youth-at-risk.

## **2.10 CHILD AND YOUTH CARE PROFESSIONALS**

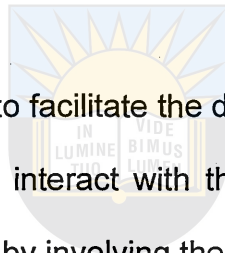
Thus far the discussion has examined the importance of the national structures that are responsible for creating an appropriate environment for child development, as well the role of the family as the primary source of care. However, it is not always the family that looks after the child's best interests. In reality, more often residential care is an option that has to be taken given the extensive poverty and other social conditions that lead to family breakdown. Therefore, social service professionals such as social workers, child and youth care workers, community development workers are needed to fulfil valuable roles within these settings to ensure safe preservation, reunification and integration of these children and youth with their families and communities. The Inter-Ministerial Committee provides very specific descriptions for these roles. For these reasons, the particular role of each of these above mentioned child and youth care providers will be discussed.

### 2.10.1 Social Worker (IMC, 1996:114)

- Social broker: this involves networking with government, welfare agencies and families. Here workers assess the situation by screening children as well as the possibilities of temporary or permanent placements, and enhancing family development and establishing a continuum of care so that children can eventually leave the facility well adjusted.
- Enabler: the worker helps the families and children to utilize the appropriate resources, as well as determining strengths to allow for the client's self-determination and family reunification.
- Advocate: the worker becomes the speaker for the child and youth by lobbying for the rights of the child/youth. In so doing, the worker becomes involved in statutory work so that the rights and best interest of the child/youth are adequately met.
- Mediator: the worker makes distinctive efforts to resolve dispute between children, families and other parties. This requires the ability to work in a multi-disciplinary team and coordinating meetings between parties and aiding in resolving conflicts.
- Counsellor/therapist: this is the more well-known role of social workers, which includes both individual and group/family therapy in an attempt to improve social functioning, coping skills and understanding client systems. Intervention methods with children are centred on mending the Circle of Courage, as discussed earlier.

## 2.10.2 The Child and Youth Care Worker (IMC 1996:32-33:16)

- Carer: this worker provides the child with basic care and further through modelling, educates the child on how to respond to the caring of others, ultimately, building meaningful attachments and care for others and each other.
- Mentor: the child is taught how to interact and socialise with others through living in a group environment. The worker becomes the official representative of the norms of society.
- Facilitator: the worker needs to facilitate the development of the child's ability to build relationships, set norms and interact with their peers and society in a meaningful way. This is usually achieved by involving the young person in decision-making in the home/unit in which they reside.
- Coordinator: this role refers to planning activities, including the wilderness experience (ecotherapy) activities that are also aimed at the developmental framework of practice
- Counsellor: the worker describes the child/youth's behaviour without labelling it
- Advisor: the worker assists in the assessment of the individual needs of each child and the appropriate training requirements.
- Enthusiast: they maintain and reflect the enthusiasm of the children and youth



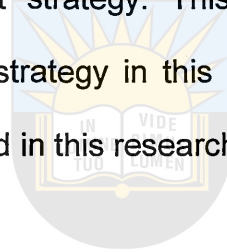
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### 2.10.3 The Community Development Worker: (Cannan & Warren 1997)

- **Social broker:** like the social worker, this involves networking with government, welfare agencies, communities and families in order to ensure that children's services are developed into comprehensive strategy that will enable children to have the right to self-advocacy and well-being.
- **Partner:** the worker explores the links to the right and advocacy services available for children and establishes partnerships between the Child and Youth Care Centre and schools, groups and community organizations
- **Facilitator:** this specifically focuses on groups where families in the community can interact and learn both parenting and coping skills as well as so the children/youth from the Centre can meet with other children from their communities.
- **Coordinator:** workers must try and establish links between local authorities that have the capacity to respond to economic and social problems so as to get them involved in childcare.
- **Educator:** here the worker informs the community, agencies and other relevant organizations about the philosophy, aims and needs of the Centre in order to increase support and collaboration, and defuse misconceptions and stigmas.

Another key 'profession' in child and youth care are volunteers. Mr Masondo, the then Mayor of Johannesburg, in a conference for volunteers in 2002 stated, volunteerism is founded on the belief that through recognition, facilitation and networking, the spirit of volunteerism could be encouraged through the world. Empowerment and skills

advancement will facilitate the development of communities and interactive networks will enable the transfer of knowledge and resources among communities locally, nationally, and internationally. Furthermore, Masondo states that it has been conclusively demonstrated that volunteering not only contributes towards the building of social capital, cohesive and stable communities, but that volunteering also makes significant contribution towards economic growth. The notion of volunteering reiterates the point that we are responsible for our own development and thus encourages the people-centred, people-driven approaches, which is key to any development strategy. This chapter dealt with literature review, integrative model as a theoretical strategy in this study. The next chapter dealt with the research methodology that was used in this research.



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## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

The previous chapter dealt with various theoretical models and the experiences based on the Life Centre Model, their impact and the various roles of social service practitioners.

This chapter deals with research design and research methodology used in the study.

For the purposes of this research, the qualitative design of research was utilized. This design was most appropriate for a study of this nature based on the fact that it allowed for the researcher to discover people's socially constructed realities and penetrate the frames of meanings within which they conduct their activities.

Taylor & Soal (2003) state that increasingly, evaluation is being promoted as a critical tool for improving the outputs, effects and impact of physical and human resources. Furthermore, they state that although evaluation is vital as a part of developmental practice, its contribution must be kept in perspective. Ongoing evaluation can play a significant role in informing and improving practice, contributing to the developmental elements of practice.

As an evaluative research, this study consists of two parts. The first part provides an overview of the Life Centre Model and its operation through the examination of relevant documentation. Secondly, a more focussed process of evaluation, which examines the

potential of the programme as well as its implementation and development through in depth interviews of the relevant stakeholders. In this context the stakeholders include, the Director of KWTCYCC, the child care workers, trainers of the programme and youth in the programme (new intake and graduates).

The goal of the social development approach in the context of modern welfare is to produce a social well-being that makes people capable of acting and making their own decisions in the broadest sense (Homfelft & Reutlinger, 2008). Thus, over and above the social and economic developments, social development is also seen as the development of individuals and therefore it is associated with self-development.

In the context of this research, the focus was more concerned with intensive study of the project as a whole and with description and interpretation, as opposed to measurement and prediction. Hence, Oakely (1986: 88) encourages that evaluation of social development projects should be a participatory exercise, with the group itself contributing to the description and interpretation.

In this instance, the researcher relied on people's accounts of their experiences when in contact with the Model, as a way of achieving the goals of the study. Admittedly, the qualitative method does have its short-comings, as with any other approach, however it is the opinion of the researcher that in order to fully study the topic at hand, qualitative research is most suitable based on the fact that it studies things in their natural settings,

attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring them (Denzin & Lincoln, 2000:37).

### 3.2 RESEARCH METHODOLOGY

Interviews utilising semi-structured questions were chosen as the method of data collection for this study. Interviews are a means of obtaining information from individuals or groups. Social science research interviews range from the formal question interviews to completely open-ended interviews (Seale, 2004:180). The aim of an interview strategy is to standardise the conversations in order to be able to compare responses between participants. Alvesson (2002:108) acknowledges that these can be relatively time-consuming and lead to varied responses from the interviewees. However, the intention was that the varied responses would be a source of bringing about a richer understanding of the Model and its practical application.

Terre Blanche, Durrheim and Painter (2006:297) state that interviews are a good 'fit' with the interpretive paradigm which seeks to find out how people feel or experience certain things. Furthermore, interviewing is also suited to the constructionist approach to research, with the major difference being that interpretivists see interviews as being a means to an end, whereas constructionist research see the interview as an arena in which particular patterns of speech (phrases, metaphors, stories and others) come to the fore and meanings are made, or constructed between interviewer and interviewee, which also forms part of a larger social system (Terre Blanche, et al 2006: 297) The semi-structured questions

approach gave the research participants latitude to include information which they feel is relevant and important to talk about, given the interest of the research topic. Ultimately, interviews are beneficial in as much as a rich account of the interviewee's experiences, knowledge, ideas and impressions – these need to be considered and documented.

The interviews lasted about 30 – 45 minutes each, based on the extent of their involvement and knowledge of the Model and program. For example a young person that is part of the new intake does not know as much about the program compared to a young person that has newly graduated.



### 3.3 SAMPLING PROCEDURES

In the broader definition, sampling is a principle and procedure used to identify, choose and gain access to relevant data sources, from which the researcher will generate data using the chosen method – in this case qualitative research (Mason, 2002: 120).

The actual 'object' of study is the Life Centre Model; therefore it is appropriate that the 'sample' of this study is the community of King William's Town Child and Youth Care Centre (KWTCYCC). Merriam and associates (2002: 20) state that in qualitative research a sample is selected on purpose to yield the most information about the phenomenon of interest. However, the participants that the researcher had to interview were a total of 27:

- Management of the project (X 1)
- ADP trainers (X 2)
- The Child Care Workers (X 3)
- The youth that are in the Phand'ulwazi programme

- Newly graduated (X 12)
- and new intake (X 9)

The study used purposive sampling. Purposive sampling is also known as judgemental or theoretical sampling (Grinell 1993: 162), as participants are selected because of certain characteristics. The reasons for selecting these participants was based on the fact that as part of evaluating the Life Centre Model, it would be necessary to illicit information from those people who are directly involved. By so doing it is hoped that one would be able to establish the areas that are seen as being successes as well as shortcomings of the Model.

In this study research assistants were used, as not all the potential interviewees were fluent in English. Therefore the researcher had to ensure that the research assistants were adequately matched to the people that needed to be interviewed.

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### **3.4 DATA COLLECTION**

In developing the semi-structured interview schedule, the follow guidelines, as discussed by Oakley (1986: 89) were used. These guidelines are as follows:

1. Activities: group participation/organisation, etc.
2. Action: specific action taken by the group eg implementation of sessions/fundraising
3. Changes in group behaviour: use of language, abilities to rationalise and explain, nature of participation
4. Nature of intervention: changes of the group in relation to the researcher/agent as a result of the group assuming responsibility for its own development

## 5. Relationships with other groups: joint action

Each target group, as outlined under sample description, had a specific interview schedule, influenced by the above guidelines. However there were similarities in the questions.

### 3.5 DATA ANALYSIS

Creswell (1998:17) cautions that qualitative inquiries involve the engagement in the complex, time-consuming process of data analysis, which is a task of sorting through large amounts of data and reducing them to a few themes.

Traditionally, what tends to happen is that the reader engages with the researcher's interpretations of the data when it has been collapsed into a rational and non-contradictory report. Furthermore, the interpretation involves hunches, insights and intuition and thus the final analysis is a combination of personal views and social science constructs. This is the point where Creswell (1998: 145) suggests that in the analysis the researcher steps back and forms larger meanings of what is going on in the situation.

The study used thematic analysis to combine and catalogue the related patterns into sub-themes. Themes are defined as units derived from patterns such as conversation topics, vocabulary, recurring activities, meaning, feeling, folk-saying and proverbs (Taylor & Bogdan 1989: 60) Themes are identified by bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone (Leiner, 1985: 60). Themes that emerge from participants' stories are pieced together to form comprehensive

pictures of their collective experiences. The initial step, after the interviewing, involves sorting the content into themes, which depends on the content (Powers 2000). From the interviews ideas emerge that can be better understood under the control of a thematic analysis – which focuses on identifiable themes and patterns of living and/or behaviour (Newfield, Kuehl, Joanning and Quinn, 1991).

Interpretive social science seeks to discover why people do what they do by uncovering the mutual knowledge, the symbolic meanings, motives and rules, which provides the orientation for their actions (Blackie, 2000: 115). In short, with the interpretation of the data and examining the various themes that emerge, the researcher had to bear in mind the fact that what is to be interpreted is the world as experienced by the participants – it is the everyday beliefs and practices, taken for granted, which have to be grasped by the researcher in order to provide an understanding of these actions. At this point literature became essential in that the interviewer used it as back up to information that allowed for inferences from the interview. Once the themes have been collected and literature has been studied, the researcher formulated statements to develop a story line. When the literature was interwoven with the findings, the story the interviewer constructed was one that would stand with merit.

### **3.6 ETHICAL CONSIDERATIONS**

The identities of the youth (new intake and graduates) involved in the study were kept anonymous. Furthermore, participation was voluntary. Relating to issues of potential harm,

the topics of the interviews were not of a sensitive nature, and the participants names have been kept anonymous, so their responses cannot be identified as theirs. What was important to gauge was how the youth (who make use of the service) perceive the program from intake all the way through to how the program is structured/compiled and evaluated. As a researcher in the helping profession, there is an implicit responsibility to maintain the dignity and welfare of all participants, which means there is the responsibility of conducting oneself ethically and treating participants in an ethical manner at all times.

Due to the fact that the young people were second or third English-language-speakers, it was essential to ensure that they fully understood the questions that were posed to them – and thus at times interpreting the questions was key during the interviews. A copy of the overall findings will be provided to King William’s Town Child and Youth Care Centre (KWTCYCC).

This chapter portrayed the research method used and the following chapter will deal with discussion of findings.

## CHAPTER 4

### DISCUSSION OF FINDINGS

#### 4. INTRODUCTION

This chapter deals with the discussion of findings based on the research methodology used in the previous chapter. The data collection tool needed to be constructed in different forms to cater for the different sample groups in the LCM, namely management, child care workers, ADP trainers and the youth. The youth sample was further divided into two (2) i.e. the new intake – which were youth that were about to engage with the program; and the newly graduated from the program – having completed the personal development and skills development components. The purpose of utilising this approach was to evaluate the programme based on the views of all the relevant stakeholders that interact with the Model (directly or indirectly); providing a rich evaluation of the LCM.

The data will be discussed according to the following themes:

(Responses to the first two bullet points were obtained from the youth only)

- Initial perceptions about being at the Centre
- The difference between school and the Centre

(Responses for these bullet points)

- The Life Centre Model
  - Development
  - Objectives
  - Implementation

- Evaluation
- Youth Empowerment
- Family Reunification and Community Involvement

#### 4.1 Youth (new intake)

The educational levels of the new youth participating in the study are as follows:

Highest Standard Passed	No. Of Youth
Grade 8	1
Grade 10	2
Grade 11	3
Grade 12	3

Table2: Total: 9

In the broader sense the program is aimed at youth-at-risk and this encompasses youth living in poverty or for whatever reason are not in mainstream schooling. As discussed previously, the diversion of youth in trouble with the law into restorative justice programs, has become a more popular option. At the time of the study, only 2 of the new intake of youth have been in trouble with the law. The offences were not specified, but they were court referrals.

Their initial perceptions about being at the Centre:

- The environment at the Centre was generally perceived as being more supportive and friendlier than mainstream school.

- All the new youth came to the Centre for the vocational skills component of the program, but were finding the self awareness aspect empowering as it teaches them about rules and structure
- More emphasis was placed on the practical skills that the youth were going to learn, as it is seen as being valuable in getting employment in future.

#### 4.2 Youth (newly graduated)

Highest Standard Passed	No. Of Youth
Grade 9	2
Grade 10	1
Grade 11	6
Grade 12	2
No schooling	1

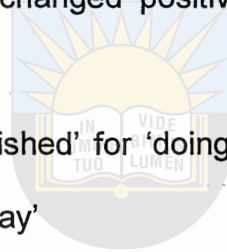
Table 3: Total: 12

For this group only one youth had been in trouble with the law.

Therefore in total (new intake and graduates) only 3 youth were court referrals, which is interesting considering the original intention of such a program. The reasons for this is not known to the researcher, however, the low intake of youth in conflict with the law at the time of this research poses a question whether the programme reaches those it intends to serve or whether the district do not have a significant challenge with youth and criminality.

The difference between school and the Centre:

- At the Centre more practical skills are taught – specifically skills to generate an income and self awareness (where they are taught about anger management, etc)
- Of the 12 youth 10 felt the Centre was better than school due to various reasons such as
  - Learning more skills
  - The experience at the Centre was less lonely
  - They made more friends at the Centre
  - The behaviour changed positively at the Centre because they have rules
- At the Centre they are not 'punished' for 'doing something wrong' but rather they are spoken to and shown the 'right way'
- One youth did not answer this particular question and another maintained that she preferred school because of the subject options.



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The new intake youth were exempted from answering the following questions, as their knowledge at this stage was/is vague on the following aspects.

The manner in which the research was structured, it served to ascertain perception at inception and exit levels of the training. Considering the pre-post perceptions of the program, both groups observed the differences between the environment of the program and mainstream schooling (with only one participant never having been in school). There was also emphasis within the program on the skills development component – which is vital, considering the disadvantaged background from which the youth are coming from. It is then

immediately surmise able that there is the strong element of income generation and economic development.

### 4.3 The Life Centre Model:

This section looks at how the different stakeholders view the Model in terms of its development, objectives, planning, implementation, evaluation, youth empowerment and community involvement.



#### 4.3.1 Development

Child-care workers:

- The programmes were previously developed when the centre was run by nuns and the Centre was primitive compared to now
- The programme was developed by offering on-going courses to children and child care workers
- There are new programmes such as youth counselling, HIV/AIDS, first aid
- The centre now offers NQF accredited training consisting of 14 modules

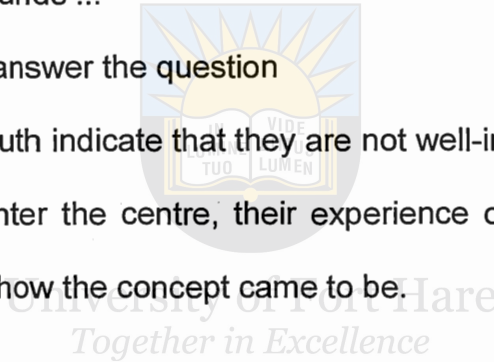
ADP Trainers:

- Valid/relevant knowledge from skilled/qualified individuals are used
- The youth are able to attend training programmes from well skilled individuals, such as the National Association for Child Care Workers (NACCCW)
- Through the teaching, new skills are acquired

## Youth:

- 7 out of 12 youth answered NO to the question of knowing how the program is developed.
- Those who answered replied that the program is developed by government, through sponsorship and money to improve the centre.
- One response was that the project started with people who came from prison with different backgrounds ...
- The rest did not answer the question

The responses from the youth indicate that they are not well-informed of the evolution of the programme. When they enter the centre, their experience of the programme impact is a reality and not necessarily how the concept came to be.



## Management:

The programme is developed through accessing new information, through media and by developing staff members through training.

Generally, throughout this research it can be observed that the response from management is limited; perhaps this could be attributed to the fact that at the time of data collection, the director was;

- a) relatively new to the position/role of management
- b) coming from the background and training of being a bookkeeper
- c) many other challenges had existed at the Centre before and at the time of takeover.

Although this directors' strategic knowledge of the programme at the time of this research was limited but that she would have been exposed to support and training from nationally recognised structures, which is an essential component to this type of work

#### 4.3.2 Objectives

Child-care workers:

It is important to note that the child-care workers are not involved in the Phand'lwazi program directly; however the programme operates on the premises of the King William's Town Child and Youth Care Centre, where they are working in the residential care units. Therefore, the responses that they gave reflected their areas of involvement and not specifically the LCM.

- For children to be raised and accommodated for a period of two years, and then to go back to their families if the parents are still alive
- A temporary home for abandoned and neglected children
- To create a healthy environment for children until they get permanent accommodation or homes
- To look after children, feed, clothe and empower them by offering basic education, life skills and first aid courses
- To build and develop the children to be better adults

ADP Trainers:

- A sense of belonging is brought to the fore
- To correct the youths' disadvantaged background

- Develop their ability to deal with people
- Develop their communication skills
- Being able to know and care about others
- Learn how to handle sensitive issues

The ADP trainers are the direct program facilitators and interact with the youth and the curriculum on an on-going basis. Their input therefore is more in-depth than the other role-players. Through their exposure, they would then have an increased understanding of the program and curriculum (planning, development and implementation).

Youth (newly graduates):

- To help you know who you are and what is happening in your life
- How to protect yourself in terms of AIDS and drugs
- Learn anger management skills
- They want the youth to open up about their feelings
- To help youth obtain skills to get jobs
- The program wants youth to stand up for themselves and do something in their lives
- To encourage/collect young people in order to avoid becoming hooligans
- To help young criminals get their lives back
- To prevent crime, street children and prostitution by teaching skills
- Trying to make their lives better
- The Centre helps if there are problems in the family
- 1 responded 'I don't know'

The objectives as viewed by all the participants' emphasized the personal development and psychosocial impact of the program. There is the recognition of the importance of skills development; however the objectives were cited within developing and encouraging the youth in a positive manner. As such the views of the participants tie in with the Theory of Resilience and the Circle of Courage which are the implicit objectives of the program, understood to 'mend' the Circle of Courage where it has been broken.

As part of the intake into the program an assessment on the youth is conducted, which is based on the principles of the Circle of Courage – this tool is used to establish where the Circle has been 'broken' in the young person's life. This assessment then outlines individual areas of development, which is over and above the secondary needs/learning's of teamwork. By recognising these developmental needs, this forms individualised objectives for each youth and part of developing resilience and self-worth.

Management:

The objectives are early intervention and diversion program for youth at risk.

(As mentioned earlier, the response from the director who represents management remains limited throughout.)

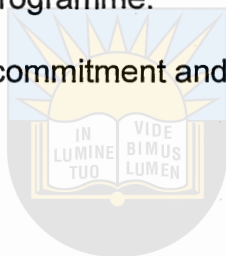
#### 4.3.3 Implementation

Child-care workers:

The responses of the child-care workers were not related to the program/Model as they are not directly involved. (As such, these are not reflected here as part of the analysis).

#### ADP Trainers:

- Through groups: group members bring their own thoughts and feelings – discussions and clarifications (where there is a need to clarify)
- Videos and guest speakers are invited e.g. SANCA, ATIC, contributing to the educational value of the programme.
- The activities encourage commitment and participation



#### Youth (newly graduates):

- Groupwork where the youth and facilitator sit in circles, some can't write so they share in these sessions
- Questionnaires are completed that covers various topics
- There are regular debates
- Showing pictures
- Youth listen and watch movies and cassettes
- The programme teaches computer skills
- There are outings and students learn things in the workshop
- Carpentry: shown how to use machinery and make things such as spice racks and trays
- Learn how to solve problems and keep the class clean
- How to make traditional clothes and school uniforms – different types of stitches

- Starter pack kit
- Students start with ADP for three months, then choose a skill, for example sewing, electrical work, wood work. After 6 months of skills training they are awarded a certificate

Management:

Facilitation of life-skills for three months

#### 4.3.4 Evaluation

ADP Trainers:

- Evaluation takes place on a weekly basis
- Fortnightly meetings are held
- Supervision is also offered
- Facilitators work hand-in-hand with correctional services and check record to find if the youth have not been in trouble with the law again
- Evaluations are done by the ADP trainer



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Youth (newly graduates): The youths' responses can be classified as follows:

No. of youth	Responses
3	Identified evaluation forms as a form of assessing the program in which they participate
2	Some of the participants could not answer this question
3	Stated that the facilitators check that things are going well (students give feedback to facilitators). This would relate to what ADP trainers refers to as supervision
4	<p>Participants also gave varied responses classified as the 'good things' and 'bad things':</p> <ul style="list-style-type: none"> <li>- good: play sport, sing, life-skills, learn to work with their hands know how to treat themselves</li> <li>- bad: problem is money and</li> <li>- 'nothing' (representing no particular opinion)</li> </ul>

Management:

Program evaluation is done, where strengths and developmental needs of the program are looked at. A Developmental Quality Assurance (DQA) was also done.

#### 4.3.5 Youth Empowerment

Child-care workers:

- The teaching of life-skills e.g. behaviour and conflict management

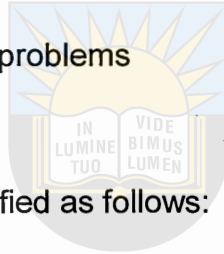
- Technical skills training e.g. woodwork (the work is displayed in the community halls when there is an exhibition)
- Courses are offered on: first aid, family planning, HIV/AIDS awareness

ADP Trainers:

- Youth become fit for employment opportunities
- Entrepreneurial skills are developed
- Youth learn how to deal with their peers (peer pressure)
- Learn how to Handle own problems

Youth (newly graduates):

The youths' responses can be classified as follows:



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Number	Responses
4	Identified the empowerment according to acquiring a trade/skill as a way of improving their lives
8	Identified behavioural changes: <ul style="list-style-type: none"> <li>- learn respect</li> <li>- 'gain more power'</li> <li>- learn better living</li> <li>- mental development</li> <li>- live without crime</li> <li>- more exposed to different things on outings</li> </ul>

- |   |
|---|
| <ul style="list-style-type: none"><li>- taught determination – fight for what you want</li><li>- help the community by informing other youth about drug/alcohol abuse</li></ul> |
|---|

Management:

The youth empowerment is through learning life-skills so that even if they do not change their lifestyles they are aware of the risks and dangers they put themselves in.

4.3.6 Family Reunification and Community Involvement

Child-care workers:

Their general consensus was that friends and family hardly visit the children/youth at the Centre, especially the friends seldom visit.

As previously stated, the responses of the CCWs perspective speaks to the residential care component. However, as part of the LCM, the youth do not live at the Centre and are with their families around the King William's Town area.

ADP Trainers:

- Staff involved in the youths' lives work together with family and child in the form of family meetings
- Family preservation- working with the problem without the involvement of the police

- Home visits takes place to check on youths' progress in life
- Call on the services of social workers to attend extreme problems e.g. alcohol abuse at home

The role of the trainers in the programme becomes more imperative in not just teaching but also recognising challenges and interacting with families and communities where the youth come from.

Youth (newly graduates):

The youth identified the families as being involved in different ways:

To pay fees
Happy about the progress they make in their lives
Filling out consent forms (to be involved in the program)
Ask questions about the activities, thus showing some interest
They show their family the work they do
Some parent(s) are involved only when there is a problem e.g. fighting at the Centre
Some parents are seen as supportive
Some parents do not believe youth produced the item brought home
Some participants were not sure what the involvement of their parents were
Some believed that their parents are not involved

Management:

Home-visits are done by the ADP trainers, if there is any education to be done e.g. if there is no communication between the youth and the parents or there is a misunderstanding.

The youth offered a wide range of responses in terms of what they understood of to capture family reunification and community involvement: from 'supportive' to 'paying fees' to 'don't know'. By and large, the summation could be that the families themselves have a limited understanding of education of this nature.

## CONCLUSION

This chapter has provided data analysis with themes and subthemes and the following chapter deals with summary of findings, conclusions and recommendations.

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## CHAPTER 5

### SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS

#### INTRODUCTION

There has been a radical shift from the Correctional Services to integration into Social Development, which then became a substitute (in thinking) which looked more closely at the child's functioning and quality of life, as opposed to the inadequacies of the parents. Therefore the child and youth care centres provided supervision, food, shelter and their general daily needs. Separation of a child from their family is avoided where possible.

Therefore the definition of family is not limited to legal parameters, but includes anyone the young person considers to be their family. In the South African context, this is important to bear in mind, considering the cultural dynamics that are a shift from the Western or Eurocentric definitions – therefore the inclusion of extended family is critical.

Child & Youth Care Centres do not replace the family unit, but serve as a supportive structure at a time when families experience challenges.

In the design of the research methodology, the researcher assessed the appropriateness of incorporating the views of the new intake versus the newly graduated. The rationale behind this was to compare the youths' perceptions at intake and at completion of the programme. The immediate observation with the initial questions revolved around how the programme was different from mainstream schooling: there was the usage of 'personal development' language and learning practical skills that are vocation-orientated. This change of language

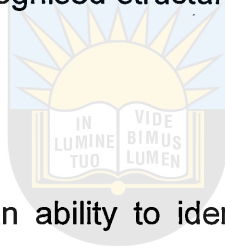
could be a reflection of positive attributes, if one were to explore discourse analysis and social constructionist theories (used loosely).

An additional benefit of studying the two groups was to ascertain the extent to which the programme is utilised as a diversion program for youth that are/were in trouble with the law. It is encouraging to note that the programme was not limited to the 'original idea' of utilising the program for young offenders' rehabilitation, i.e. of the 21 young people interviewed; only 3 were court referrals. The program is available for youth-at-risk in the broader sense, as defined in chapter 2 (5.5), who for whatever reason could not attend mainstream schooling. Furthermore, the programme does not discriminate youth by levels of exposure to mainstream schools i.e. there is a wide range of educational levels – from no schooling to those who have matriculated - yet they were all able to integrate and find the content of the curriculum useful to all. The added benefit being the 'human' aspect of assisting one another with the various exercise, thereby encouraging teamwork and participation.

An essential component of the program is the staffing. From the responses, it can be observed that the staff is well- aware of their roles and what is expected from them. An example of this is when one analyses the differences between the child care workers (CCW) and the ADP trainers: the CCW, though their involvement is peripheral to the training program, they are aware of the transition of the child care field and can comment more on how the field/profession has developed from what can be interpreted as a 'welfarist' approach to a developmental model. In Chapter 4.3.1, a respondent mentioned: *there are new programmes such as youth counselling, HIV & AIDS, first aid*. This, then being more than just a carer, who provides the child with basic care and further through modelling,

educates the child on how to respond to the caring of others, ultimately, meaningful attachments and care for others (as discussed in Chapter 2.10.2)

This is then a positive reflection of the training and development of staff, which is an important part of this type of work. The ADP Trainers, being the 'front-line' of the program provided more in-depth responses about the curriculum and the outcomes for the youth. Like the CCWs expressed how they also receive support through education and training, which is supported by nationally recognised structures, such as the National Child & Youth Care Association.



The role of the trainers included an ability to identify young people that require added support, which is where the family and community aspect needs to also be considered and addressed – as these dynamics, at times inform whether or not a young person will complete the program. It is at the trainers' discretion, that the social worker's involvement is determined.

By comparing the responses of the various groups that were interviewed, the question of the management's responses being 'superficial' comes to mind. On examination the practical aspects of this, there are a few plausible explanations, such as: When an internally appointed Director left after two years the financial situation had worsened to the extent that 12 staff members were retrenched. A second internal appointment was made – this person was originally the administrator – who was relatively new to the role. She has attained the BQCC and has since completed her HQCC and is passionate about child care. She is a

skilled and competent manager but has no experience of child care outside of this centre. There was thus a tension developing in that there is no money to bring in the fresh perspective that may be needed and that while there were two recent appointees who are clearly competent, hard working individuals neither has the national stature in child care which may be needed to lever the kind of support the centre needs to heal itself.

### Conclusions drawn on findings:

There is no doubt that the need continues to exist for a Life Centre Model and a Developmental Model in and of itself must be the most preferable for intervention.

There are themes which are worth considering, which are rhetoric:

Part of the reason originally advanced for withdrawing national (and limited introduction of provincial support) is understood – correctly or otherwise – to be a factor associated with a perception that the Life Centre did not result in young people securing economic independence through formal or informal training. If this is so there are serious questions to be answered. The first is whether or not a Life Centre, in this country, can be a Life Centre without addressing the economic needs of its target group. Conversely, is it realistic for a Life Centre to be expected to do this? To what extent has there been sufficient attention given to the poverty and skills needs of trainees? Why has the relationship between the Centres and Anti-Poverty programmes failed? Is there any such thing as a real Life Centre Model?

In the Buffalo City Municipality - and more so where the Centre is located – this is a challenge that needs serious consideration. As previous mentioned King William's Town

functions as a Regional Service Centre and together with Bhisho, is the Provincial Administrative Centre and contains the seat of the Provincial Government of the Eastern Cape Province, whilst East London is the dominant economic centre. One would have the expectation that there would be direct attention on the local areas; however this does not seem to be the case. The current Director had previously argued that the conflict between the Centre as an NGO leader in the Province in 1999 and 2000 has caused serious damage and that ongoing critique of the Province will further damage this relationship which she believes is healing. Furthermore to this argument is that the failure to pay a second batch of money for the Life Centres and the repeated delays in payment of subsidy for residential care are now a district (and not provincial) negligence.

In 2001 this facility had achieved what many described as 'miraculous' but it was only possible with secure and generous funding from a reliable source. The former single campus residential care facility had placed many of its children in smaller living units in community houses, it had set up a full Life Centre; staff were leading in their use of developmental understanding and strategies: a unit for babies was in place, wilderness training was accessible, child care workers and social workers worked in an environment of some certainty and this was all done cost effectively (at least in comparison to rendering services in state owned facilities). In the early 2000s the Centre has retrenched almost a third of its staff; sold off its community houses, reduced the Life Centre to little more than an ADP that reached only 30 youth for that particular period. The physical premises looked unkempt and there was a real sense of low morale and uncertainty. A developmental plan

was put in place to rejuvenate the Life Centre and the current director is exercising her financial skills to try and address the problems.

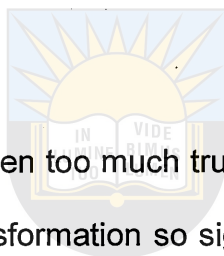
There may be many other reasons for the problems other than blaming the impact of working so differently but it is agonizing to note that the more conservative facilities had weathered the past few years better. Had the state taken huge strides in implementing its own more developmental services more quickly than the transformation itself would not be as questioned but this had not happened.

There is some expectation that a research paper of this nature will take the politically attractive route but the magnitude of the tragedy of what took place at the KWTCYCC means that this is not morally defensible. There are certain facts that are undisputable about the predicament that nearly became insurmountable at KWTCYCC namely:

- The Life Centre has never received regular funding from the Province and no substitute facility has been set up by the Province so the service (inadequate as it was) is only offered by Phand'ulwazi.
- Even residential care subsidies were not paid reliably and they are still on a per person basis – programme funding is not in place except for some instances (such as the Centre) but where it is in place it is not reliably paid.
- The Centre has been reduced to cutting its most developmental activities even in its residential care programmes as it did not have the money to sustain them – the community houses have been sold, children in care no longer get

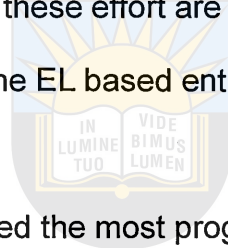
the food or material things they used to, there was no longer skills training and community outreach is absent.

Is it all the fault of inadequate and unpredictable funding? This would be too easy and convenient an explanation. It is true that financial instability meant that when the Director who had managed the transition in the transformation process retired there was not enough money to attract someone senior from outside but a competent internal appointment was made.



With hindsight there had possibly been too much trust that the Centre would be recognized and rewarded for taking on the transformation so significantly and this reward would come in the form of reliable support from the government – nationally or provincially. This support did not come and it may be important for the future of the transformation process generally to understand why – is it a reasonable argument that the conflict between province and NGOs in 1999 led to the province not wishing to support this centre and if this is so is it a form of punishment? If this is not the case then were the services of the centre not the sort that the province wished/ wishes to support and if this is so why? At a substantially lower cost per child than the state has ever offered why were these services not sustainable? KWTCYCC still has some of the best skilled and most dedicated child care workers and trainers in the country – this has clearly not been enough to maintain the level of money that would have made it possible for them to keep working.

Many questions were raised by this study, perhaps as a vehicle to minimise the negative to other replicated programs. Though not all the answers are available, from the researcher's perspective, it would be deemed appropriate to raise them. For instance, for models of this nature, it is important to ask what the reasons are that made efforts to raise money from sources other than the government have failed. Or have the efforts themselves been limited both by the skills and experience of the people doing the fundraising and the geographical location of the Centre? While it forms part of the Buffalo City Municipality's efforts to raise money even in King William's Town, these effort are rejected by businesses that support the East London based entities and by the EL based entities themselves.



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From a Youth Care Centre that offered the most progressive, developmental child care to its residential and non residential youth and catered to them at full capacity (160 residential care youth and 30 youth in the ADP and at least 30 others in other programmes at any time) In a region of high crime, extreme poverty, high unemployment and a lack of demonstrably effective alternatives this was a tragedy. (*Excerpt from McCoy & Mazibuko, 2004 unpublished*).

#### Recommendations drawn from conclusions:

As was succinctly stated by Bredtro (2002) it is recommended that children and youth in conflict need positive guidance and support from concerned and competent individuals. This requires the creation of respectful relationships and group climates. He further highlights that research suggests that up to 90% of youth professionals do not consider themselves adequately prepared to handle serious crisis situations (Dawson, 2003 cited in Bredtro

2002). Those who feel threatened by difficult behaviour either react with hostility or retreat from relationships. In particular, when children become defiant or physically aggressive, conflict cycles can easily escalate into volatile confrontations.

The same can be said of families that also require support: they also need support to cope with the stress of poverty, loss, substance abuse, aggressive, unlawful youth and the likes – with additional children presenting with behavioural problems. Groups have been cited as being an effective way to discuss ‘unacceptable’ feelings and behaviours such as anger, revenge and conflict. There are many forms to give expression to these emotions, such as pictures, drama, storytelling, films, and poetry etcetera. Groupwork is an important component of building community cohesion: broadly-targeted programmes aim to increase the capacity of the whole community to cope (Richter, Manegold & Pather, 2004:31) – therefore provision of psychosocial support to children and their families becomes an essential element, which the Model attempts to address.

For the purposes of the research, the question of successes and failures of the Model can and has been identified, whether it was through internal or external factors. The Model itself is replicable, and this has been done nationally, however this then speaks to the amount of work that needs to be done to sustain the program successfully – ranging from the staffing component (experience in the field being essential) to the group composition and funding available. Therefore by highlighting the successes and anticipating the challenges, this then makes the Life Centre Model, an approach that can receive funding from various sectors.

Sternberg (2003) further makes the following statement that reiterates cautions/efforts to be taken in youth and child care work: the successful resolution of difficult life challenges

provides a foundation for the development of positive strengths and resilience. If conflict cannot be positively resolved, cycles of acting out and self-defeating behaviour are perpetuated. Those in direct contact with youth in crisis, including peers, can use problems as occasions to help an individual gain insight and develop effective coping behaviour (Toch & Adams, 2002). Based on this statement, it can also be said that there is a wide scope of intervention, transcending the field of social work, as a multi-disciplinary team is required to attain maximum effectiveness.



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## INTERVIEW SCHEDULE

### Management

❖ General:

1. What are the skills and qualifications of staff?

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2. Do you feel that this is sufficient?

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3. Staff/youth ratio?

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4. Please provide an organogram for the Centre

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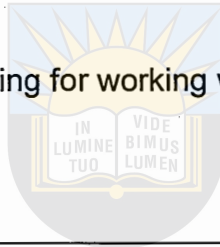
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❖ Adolescent Development Programme:

5. Describe the Model you are using for working with youth – any changes, reasons for the changes?



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6. Essential points: what would you tell a new child care worker about working with the Model?

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7. Please provide details of the current curriculum:

a. In your understanding, what are the objectives of the LCM?

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b. How is the curriculum developed?



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c. How is the programme implemented?

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d. How is the programme evaluated?

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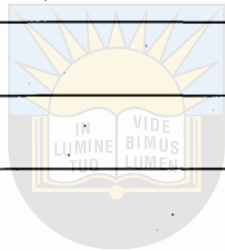
e. Please provide a description of how a programme of this nature benefits the youth that are enrolled?

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8. What is the cost per child in the programme?

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9. How is this project funded?

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10. Is there community support for the programme? i.e. local businesses, schools, service clubs, government subsidy, etc. Please elaborate.

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11. What are the areas served by the Centre/Programme?

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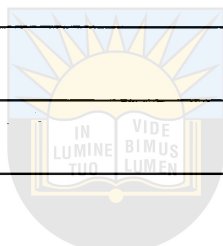
12. How are records/files of youth kept? Who has access to the information?

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13. How do you assess the effectiveness of the program?

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## INTERVIEW SCHEDULE

### Child Care Workers

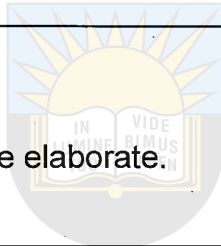
1. What training have you received to prepare you for the roles and responsibilities at the Centre?

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2. Do you feel it adequate? Please elaborate.

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3. What on-going training are you receiving?

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4. Where do the referrals of young people come from?

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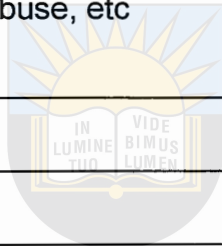
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5. In your observation, what are the typical difficulties that bring youth to the centre?

e.g. crime, abuse, substance abuse, etc



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6. What are some of the typical reasons for voluntary attendance?

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7. How do the youth get to the centre to attend the program?

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8. Please provide a description of the communities that the youth come from.

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9. Do family/friends/guardians get involved in the programme? How?

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10. Does the local community and businesses get involved with the Centre? How?

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11. Please provide a description of the Model:

a. In your understanding, what are the objectives of the LCM?

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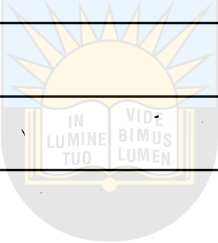
b. How is the curriculum developed?

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c. How is the programme implemented?

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d. How is the programme evaluated?

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e. Please provide a description of how a programme of this nature benefits the youth that are enrolled?

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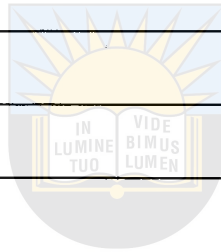
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f. How are the community and family of the youth involved in the programme?

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## INTERVIEW SCHEDULE

### ADP Trainers

1. How long have you been training on the program?

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2. Describe the curriculum? Are the following elements of the Circle of Courage incorporated and how?



- a. Self development? (circle of courage: love generosity, belonging, etc)
- b. History (reconciliatory, leadership, etc)
- c. Health and safety
- d. Economic empowerment
- e. Spirituality

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3. Who plans the curriculum?

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4. How do you present the material and facilitate the sessions?

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5. Is there a mixture of language and culture in the groups?

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6. How do you respond to tensions and other issues in the groups (working in the moment)?

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7. Is the community consulted in the curriculum planning?

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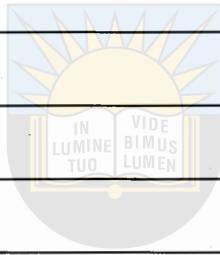
8. Does the community feedback to you?

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9. What skills training (vocational) are available?

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10. Who facilitates the skills training?

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11. How often do you run the program? Are you involved with each intake?

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12. When do you have a break during the course of the year?



13. Who is responsible and how are follow-ups attended to?

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14. How is the programmed assessed and evaluated?

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15. Please provide a description of how a programme of this nature benefits the youth that are enrolled?

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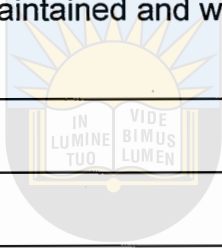
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16. How are records of activities maintained and who has access to the information?

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## INTERVIEW SCHEDULE

### Youth (new intake)

1. How did you hear about the programme?

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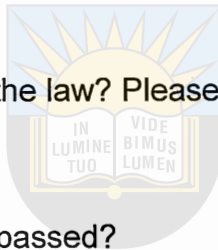
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2. Have you been in trouble with the law? Please tick the appropriate box

Yes

No



3. What is your highest standard passed?

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4. In your understanding, what will you be doing here at the Centre?

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5. Tell me about your school, what did you like/dislike?

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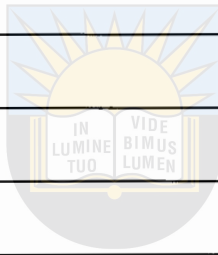
6. What is it like here (compared to school experience)?

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7. What were your thoughts and feelings at the beginning?

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8. What would you like to do when you have completed the programme?

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**Youth (newly graduated)**

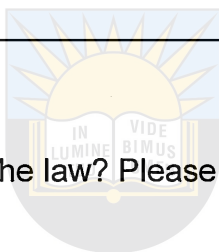
1. How did you hear about the programme?

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2. Have you been in trouble with the law? Please tick the appropriate box

Yes  No

3. What is your highest standard passed?

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4. Tell me about your previous school, what did you like/dislike?

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5. What is it like here (compared to school experience)?

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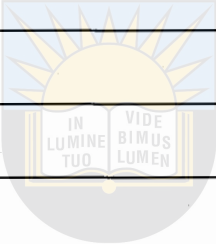
6. What were your thoughts and feelings at the beginning?

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The logo of the University of Fort Hare is centered on the page. It features a shield with a sunburst at the top, an open book in the center, and the Latin motto 'IN LUMINE TUO VIDE BIMUS LUMEN' on either side of the book. The shield is set against a light blue background.

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7. In your understanding, how will a programme of this nature be beneficial to you?

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8. Please provide a description of the Model:

a. In your understanding, what are the objectives of the LCM?

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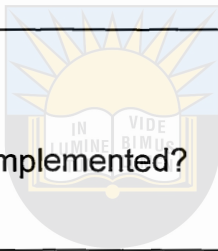
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b. How is the curriculum developed?

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c. How is the programme implemented?

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d. How is the programme evaluated?

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e. Please provide a description of how a programme of this nature benefits the young people that are enrolled?

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f. How are your community and family involved in the programme?

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9. What would you tell someone coming here for the first time, about the program?

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