

**THE NEED FOR A YOUTH DEVELOPMENT
PROGRAMME IN RESERVOIR HILLS:
THE PERCEPTIONS OF SECONDARY SCHOOL
LEARNERS**

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**Submitted in partial fulfillment of the requirements for the
Degree of Master of Social Science (Social Work)
In the School of Social Work and Community Development
University of KwaZulu-Natal
Durban
December 2007**

Preface

Declaration of Originality

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

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December 2007

Dedication

To George

I know that it broke your heart when they said, "No" to you with respect to enrolling for
your Masters...

But they did say, "Yes" to me...So this one's for you...

Rest in peace wherever you are ...from your

"little sister Meena."

To Ma...who has had to be so patient at 85...Hold on a little more please.....

Acknowledgements

I am particularly grateful to the following people:

- My supervisor Dr. Reshma Sathiparsad, for helping me see issues from a broader perspective, by meeting me, where I was at, at any given time. Her assistance is highly appreciated.
- To my mother for outings sacrificed so I could meet deadlines.
- To Yugi for being friend, sister and even mother, going beyond the call of duty in her support of my endeavours.
- To my sister Sneprabha, my niece Jayaluxmi and her daughter Chantal, and my friend Khatija for all the support they gave by acting as a 'sounding board' for me. Furthermore, thank you Jayaluxmi for the assistance with editing.
- Staff members at the School of Social Work for their encouragement
- Mr. Richard Devey from the School of Development studies who provided guidance and support regarding the data capture and statistical analysis of the survey.
- Mr. Solly (pseudonym) and Mr. Ucher (pseudonym) (the respective guidance counselors from Reservoir Hills High and Dr. A.D. Lazarus Secondary) for facilitating the completion of the questionnaires by the Grade 9 pupils, and, the pupils for their kind cooperation in doing so.
- To those whom I have not mentioned but who have assisted me in some or other way.

Abstract

This research study sought to determine secondary school learner perceptions of the need for a youth development programme in Reservoir Hills. The study begins with a literature review related to youth development in the context of social capital within the framework of social development. The main focus of the research, however, was to gather information regarding the youth development programmes the youth were currently accessing, as well as youth perceptions of their needs and pressures, and how their needs can be met.

A descriptive survey research design guided the study. The entire Grade 9 populations of the two secondary schools in Reservoir Hills were asked to complete structured questionnaires under the supervision of their teachers. This group was considered to best represent youth at the entry level of this phase of development. Quantitative methods were used to analyse the results from which conclusions and recommendations were drawn.

The study findings indicate that the majority of the respondents were not attending youth development programmes. Those who were accessing these programmes were doing so through school, as well as religious and sports organizations. The youth expressed a keen interest in participating in any programmes that might be offered. Surprisingly, they were requesting access to the most basic activities such as soccer, netball, volleyball, etc. The y also showed an interest in non-sporting activities such as computer literacy.

Youth demonstrated awareness of the pressures facing them in terms of drugs, sex and alcohol. They were of the view that involvement in youth development programmes would be critical to assisting youth direct their energies towards positive development as individuals and as youth in general, and thus contribute to the creation of a better society.

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Chapter One

Context and Purpose of the Study

Introduction

As human society has evolved over time, our norms and values have changed with the changing structure of society. Recognition of youth as important in and to society has brought about changes in how society responds to their needs. There is growing emphasis on developing youth rather than just controlling them (National Youth Policy, 1997; National Youth Policy Framework, 2002-2007; Roche and Tucker, 1997; Morrissey, 2005). Furthermore, that as future citizens who will determine the nature of society in the years to come, they must be nurtured so that they can become responsible citizens (Putnam, 2000). In order to facilitate this process, we must try to understand their needs. This, however, is no easy task as may be seen from the following perceptions of young people.

"We are accustomed to think about adolescents as storming and stressing, rebelling, being difficult or the hope of the future, indiscriminately consuming the latest fad, causing anxiety by unpredictable behaviour, or by being over-sensitive and morose or callous and boisterous in their relationships. While understanding that they are going through a crisis which they will no doubt outgrow, we still feel impatient and irritated with the awkwardness they create around them and with their apparent refusal to settle down to a 'reasonable', even-keeled existence...(Noonen, 1983, p. 1-2).

However, whilst we may, as adults, identify with such sentiments, statements such as the one below remind us that, in reaching adulthood, we too experienced similar difficulties.

"...We all know that being a teenager is pretty stressful. It's a 24-hour, 7 day-a-week battle, to be seen, to be heard and to be recognized. This usually drives many teenagers to sex, drugs and alcohol and creates serious problems with disturbing circumstances. Thousands of teenagers are smoking, drinking and throwing their lives away all because of a little peer pressure. And as long as the belief that sex, drugs and alcohol is what the "cool" kids are doing, we will be surrounded by teen moms, heavily doped gangsters and drunk 11-year olds...that doesn't sound like much of an appealing picture to me...With thousands of teenagers already HIV positive, who knows what the future holds...This is

why I propose a change in our attitudes, beliefs and morals....Let's act now!" (Sheik, 2002 – Appendix 1-1)

If indeed, as highlighted by Conger (1991), youth have been seen throughout history as crucial, not only to the survival of nations and cultures, but to the very survival of humankind itself, then a call such as that made by Sheik (2002), has to be heeded, for us to survive.

That process of helping young people to be in a position to meet the challenges ahead can only happen with the enlightened support and encouragement of families, schools, the business community, and government (Conger, 1991), for indeed, "it takes a whole village to raise a child" (NACCW handout - Appendix 1-2). It is in this spirit that the National Youth Policy was prepared by the National Youth Commission in South Africa in 1997 and the subsequent National Youth Policy Framework developed (2002-2007).

As pointed out by ex-President Nelson Mandela in the Preface to the National Youth Policy document, "... Youth development cannot be left to the young alone. We must all play a role – the young and the old. We are challenged to recognise the contribution we must all make to developing our young women and men. If we are to call ourselves a just and caring society, then we must recognise the duty we have to the vulnerable, the young and the disadvantaged"

This challenge has clearly already begun to be addressed at both governmental and non-governmental levels through the development of a policy framework to help young people not only to survive, and to be protected, but also to facilitate their development. This may be seen in:

- Section 28 of the Constitution
(<http://www.polity.org.za/html/govdocs/constitution/saconst02.html>)
- The Inter-Ministerial Committee on Young People at Risk: Interim Policy Recommendations (1996)
- The Youth Commission Act No. 19 of 1996
(<http://www.polity.org.za/html/govdocs/legislation/1996/act96-019.html>)
- The White Paper on Social Welfare (Department of Social Welfare and Population Development, 1997)
<http://www.welfare.gov.za/Documents/1997/wp.htm>
- The National Youth Policy (1997)
(<http://www.polity.org.za/html/govdocs/policy/intro.html>)

- The National Youth Development Policy Framework [2002-2007]: Towards Integrated National Youth Development Initiatives and Programmes
(http://www.socdev.ecprov.gov.za/legislation_policies/pdf_files/national_youth_dev_policy_framework.pdf)

The National Youth Policy focuses on the need of young males and females aged 14 to 35 years for social, economic and political support to realise their full potential and to cope with drastic changes in the transition from childhood to adulthood. Such attention to this group appears warranted because of the belief that youth as a social group be uniquely challenged and threatened by certain issues even though groups outside this age range may have similar needs (National Youth Commission, 1997). As may be seen later in the study, for practical reasons, part of this grouping became the focus of the researcher's study.

Context of the Study

This section provides a historical / geographical / civic organizational context to the study together with the theoretical background and understanding of factors influencing youth development.

Historical / Geographical Context / Civic Organizational Context of the Study

Location : Reservoir Hills, a suburb forming one part of Ward 23 of the Ethekewini Municipality, (the other part being Clare Estate near Reservoir Hills) , is approximately 25 minutes drive away from Central Durban on the east coast of Kwa-Zulu Natal (Reservoir Hills Development Forum, 2001).

Population

In terms of the Group Areas Act under the Apartheid Government, pre-1994, Reservoir Hills was zoned an Indian residential area. Whilst it remains predominantly Indian, its face has changed radically by the formation over the past few years of seven squatter camps populated by Black people. Reservoir Hills therefore has within it members ranging from extremely wealthy, through to largely middle class, as well as extremely poor people (The Reservoir Hills Development Forum (2001), and, the researcher's own knowledge and observations of the community).

The school populations are beginning to reflect the changes that have taken place since the dismantling of “Apartheid” both from a race perspective as well as from an admissions rules perspective. Thus, with respect to the latter, for example, “pupils who live in Reservoir Hills make up only 1/5th of the Dr. A.D. Lazarus Secondary School’s population” (School Counsellor A.D.L. Secondary, in Haridas, 2001).

The Census Statistics (2001) reflect the current nature of the population of the combined areas of Reservoir Hills and Clare Estate, which comprise Ward 23. (Kindly note: The statistics for Reservoir Hills alone were unavailable as the analysis of the census data is in terms of Wards).

According to the 2001 Census, the Statistics for eThekweni Metropolitan - Ward 23 are as follows:

Table 1-1(a): Population of Ward 23 – Census 2001

Persons	1996	2001	% change
African	12222	8887	-27.29
Coloured	400	580	45.00
Indian	19922	18566	-6.81
White	79	88	11.39
Total population	33100	28121	-15.04

Source: http://www.statssa.gov.za/SpecialProjects/Census2001/Atlas_Ward/index.html

Whilst no recent full census information is available, the following statistics provided by the eThekweni Municipality for Ward 23 (2007) demonstrate a further drop in the respective and thus total Ward 23 population:

Table 1-1(b): Population of Ward 23 – Municipality Figures-2007

Total Population	27490	%
Black	8645	31
Coloured	523	2
Indian	18242	66
White	80	0

Source:

<http://www.durban.gov.za/durban/wardCatalog/displayWardResults2?wardId=59200023&wardDescription=Ward%2023>

It is evident from Table 1-1(a) and 1-1(b), that the area remains predominantly Indian.

It is important to note that with respect to **age**, the largest part of the population is made up of **youth**, in spite of the rapid decline in numbers in this sector of the population of Ward 23 as may be seen in Table 1-2 below.

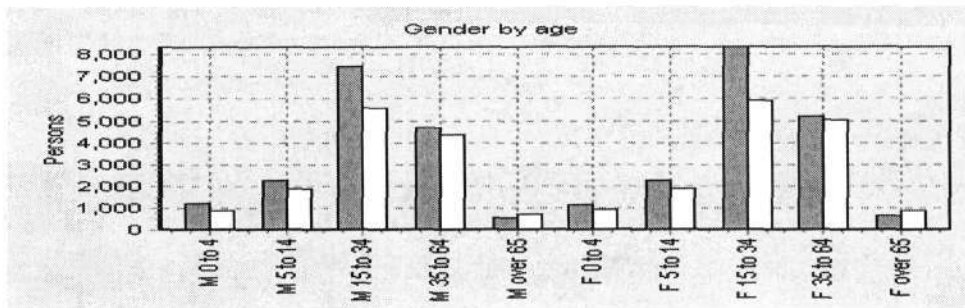
Table 1-2: Age of Ward 23 Population

Persons	1996	2001	% change
0 to 4	2348	1809	-22.96
5 to 14	4454	3795	-14.80
15 to 34	15151	11535	-23.87
35 to 64	9610	9414	-2.04
Over 65	1221	1569	28.50

Source: http://www.statssa.gov.za/SpecialProjects/Census2001/Atlas_Ward/index.html

Table 1-3 (a) and 1-3(b) below highlights the higher female to male ratio in the youth category of Ward 23.

Table 1-3 (a): Gender by age of Ward 23 Population -Census 2001



Source: http://www.statssa.gov.za/SpecialProjects/Census2001/Atlas_Ward/index.html

The current statistics from the eThekweni Municipality shown in the table below confirms the status quo as being maintained:

Table 1-3 (b): Gender Figures: Ward 23 eThekweni Municipality - 2007

Gender	Number	%
Female	14386	52
Male	13104	48

Source:

<http://www.durban.gov.za/durban/wardCatalog/displayWardResults2?wardId=59200023&wardDescription=Ward%2023>

Amongst both males and females in, the 15-34 yr age category was the highest in 2001, and from the eThekweni Municipality (2007) figures, this age category remains the most dominant grouping, as may be seen in the table below:

Table 1-3 (c): Age Figures: Ward 23 eThekweni Municipality - 2007

Category	Age 0 – 4	Age 5 - 14	Age 15 - 34	Age 35 - 64	Age > 65
Number	1769	3679	11304	9188	1551
Percentage	6	13	41	33	6

Source:

<http://www.durban.gov.za/durban/wardCatalog/displayWardResults2?wardId=59200023&wardDescription=Ward%2023>

Table 1-4 below reflects the predominantly English speaking nature of the population with the next dominant language being IsiZulu in accordance with the Province in which Ward 23 is, being Kwa-Zulu Natal where the dominant population is Zulu speaking (http://en.wikipedia.org/wiki/KwaZulu-Natal_Province).

Table 1-4: Languages spoken by the population of Ward 23: Census 2001

Persons	1996	2001	% change
Afrikaans	17	150	782.35
English	19975	18492	-7.42
IsiNdebele	13	81	523.08
IsiXhosa	2540	2223	-12.48
IsiZulu	9372	5874	-37.32
Sepedi	24	48	100.00
Sesotho	362	273	-24.59
Setswana	388	15	-96.13
SiSwati	129	27	-79.07
Tshivenda	7	15	114.29
Xitsonga	36	15	-58.33
Other	842	897	6.53

(Source: http://en.wikipedia.org/wiki/KwaZulu-Natal_Province).

At the time of writing of this dissertation, more current statistics regarding language distribution were not accessible.

Background to the Study

As a member of the Reservoir Hills Community the researcher's knowledge of the structure and organizations within the community itself was very limited. It was not until the researcher completed a Profile of the community for an Advanced Diploma in Adult Basic Education and Training assignment that the importance of participation within the community's organizations was perceived as being essential in order to understand its developmental needs and what was being done to meet these. The researcher, with the assistance of a community member, thus joined the Reservoir Hills Development Forum in 2001. The latter was a body that was initiated by the local municipality within the framework of municipal bylaws that required such structures to be set up in communities as a forum through which communities could liaise with the municipalities regarding their community needs. The researcher clarified from the outset that whilst she would be present at meetings as an observer, her intention was to learn about the needs of the community for the purpose of research.

The researcher bore in mind the emphasis placed by McKay, et al (2000: 95) on the importance of "people-centredness" when exploring the needs within a community. It was therefore felt that it was important to hear what the Development Forum as representatives of the community considered to be "a need" in the community. After some discussion the Forum members agreed

that the youth movement needed renewed attention. The researcher was thus referred to Mr. Singh (pseudonym) who was in charge of the Youth Portfolio of the Development Forum.

During a lengthy discussion with Mr. Singh (pseudonym), it was evident that whilst youth apathy hindered various attempts he had made to revive the youth movement, parental apathy had played a major role as well. He felt that ignorance of and/or unwillingness to acknowledge how parents' own failure to monitor whom their children socialized with, where they were going to, and what they were doing, has also made such programmes unsustainable.

Bearing in mind these comments alongside the views cited from Conger (1991) earlier on regarding the importance of family in supporting youth in their development, the option of a "community development needs analysis" (Institute for Adult Basic Education and Training, 2000: 15) was chosen, to determine from an adult perspective, the youth development needs in the Reservoir Hills area.

Due to resource constraints, a limited study was conducted once the schools consented to the study. The sample was obtained by requesting that the two secondary schools in Reservoir Hills hand to their first male and female pupils listed in each of their Grade 9-11 classes questionnaires with covering letters to be handed to the parents of those pupils. The questionnaires were then returned to the schools via the said pupils for collection from the office by the researcher.

It was interesting to note that contrary to the described apathy, 100% of the parents who responded were in support of a youth development programme in Reservoir Hills. See Table 1-5 below (Haridas, 2001).

Table 1-5: Level of support for a Youth Development Programme in Reservoir Hills

TABLE 9	LEVEL OF SUPPORT FOR YOUTH PROGRAMMES IN RESERVOIR HILLS (IN PRINCIPLE)				
	YES		NO		TOTAL
RHHS	18		0		18
ADL	19		0		19
TOTAL	37		0		37

n = 37

(Haridas, 2001, p. 18)

Written feedback was provided to the respondents and other interested parties through the school notice board systems at the two schools. (See Appendix 1-3 for details). Mention was made therein of the researcher's intention to postpone the needs assessment from a youth perspective to a later date. A full copy of the mini-thesis was also provided to the Reservoir Hills Development Forum. The current study is therefore a follow up to the mini study conducted regarding adult perceptions of the need for a youth development programme in the area.

Rationale for the study

Due to our history of colonialism, racism, and apartheid, many young people were robbed of education and training opportunities. Furthermore, they were allowed few health and social welfare benefits and limited participation in economic development, in sport and recreation, arts and culture. Opportunities for progress were lost because many youth sacrificed so much in the struggle for freedom in South Africa (Sisulu, in Everatt (1994); Noyoo, Patel and Loffell (2006), and the National Youth Commission (1997) (<http://www.polity.org.za/html/govdocs/policy/intro.html>).

Yet, given the fact that people under 30 years of age constitute a major portion of the South African population and are the "the consumers, the workers and the leaders of tomorrow" (Sisulu, in Everatt, 1994, p. vii), they are repeatedly treated with indifference, and excluded systematically from decision-making.

However, because this disturbing trend was recognized, various initiatives in the early 1990s attempted to redress this imbalance and reverse the marginalization of youth (Sisulu, in Everatt, 1994). The recommendations arising from projects, such as the CASE study (Everatt, 1994), appear to have guided the development of the National Youth Policy (1997) in this endeavour. Some of the guiding recommendations were that the various aspects of youth development should be integrated via the development of a national youth policy which would then assist young adults to equip themselves to cope with and positively contribute to society (Everatt, 1994). Furthermore, it was emphasized that whilst the suggested youth policy should have a national scope, it should be locally driven and implemented to accommodate regional differences, mobilizing resources, coordinating programming and providing "back-up skills training to grassroots projects" (Everatt, 1994, p. 217).

It is a commitment to this very process that led to this study in response to an expressed need at a local level that sought to include youth in planning for them. Thus, this study represents first and foremost, a partial fulfillment of the undertaking made to the two schools concerned when the previous study mentioned earlier, was carried out. It also represents a partial fulfillment of the undertaking given to the Reservoir Hills Development Forum regarding the youth in the area. The main reason, however, for the study was that, whilst parents of pupils perceived there to be a need for a youth development programme in Reservoir Hills, it was essential to determine youth perceptions regarding the need for such programmes. This was in keeping with the community development principles outlined earlier of consulting with relevant stakeholders, before reaching any decisions regarding this matter.

Walker and Dunham (1994) highlight the fact that not all young people live in circumstances that allow them to develop optimally. They may lack positive family, peer and community support. They believe that whilst the process of youth development is a natural, it nonetheless needs to be a purposeful and guided process, as suggested by Pittman (1991).

In view of the above, it was hoped that whilst there was a perception amongst adults that there was a need for such a programme, that any intentional intervention as suggested by the statement above would be based on youth perceptions of a need for such intervention. Hence this needs assessment from a youth perspective.

Objectives of the Study

The objectives of the study were to:

- ascertain whether school going youth in the secondary schools in Reservoir Hills perceive there to be a need for a youth development programme in Reservoir Hills secondary schools
- ascertain the current attendance patterns of youth programmes in Reservoir Hills
- establish what programmes are currently available to youth within the system
- ascertain the reasons if youth had an option to attend a youth programme, why they would wish to or wish not to attend.
- determine what types of programmes youth believe they should be offered
- determine what the target group perceive to be issues that youth are facing currently.
- determine what concerns the youth have regarding their own development

Research Questions

Blaikie (2000:58) believes that formulating research questions may be the most difficult part of any research design, but also the most critical part as “a research project is built on the foundation of its research questions.” Research questions allow us to make choices regarding the focus and direction of the research, to set its boundaries, as well to ensure its manageability and its success. Blaikie (ibid) suggests that research questions can be grouped to correspond with 3 main categories of objective : “description, explanation/understanding and change” (p.60). The sub questions below were framed within these parameters.

Main Question

Is there a need for a youth development programme in Reservoir Hills?

Sub Questions

- What programmes are currently available to youth in the area?
- What are the current attendance patterns of youth programmes in Reservoir Hills?
- Is there a cost involved in attending such programmes?
- What reason do youth offer for not attending existing youth development programmes ?
- Are the youth interested in attending youth development programmes?
- What types of programmes would they like to attend?
- What issues are youth concerned about?

Value of the Study

The researcher anticipated that the findings of the study may potentially be of benefit to the secondary school youth themselves and their parents; the school and Department of Education; the civic structures in Reservoir Hills, as well as the local Councillor.

The study has the potential to contribute to:

- ◆ The improvement of service delivery to youth in the area as it would allow organs serving youth such as schools, civic organizations and local government councillors to plan around expressed youth needs
- ◆ An increased knowledge base of the community’s youth needs.
- ◆ Assisting the community in prioritizing and meeting the youth and community’s developmental needs through on going research based programming.

Theoretical Framework of the Study

In focusing on the relevance of theory, amidst what may be viewed as more pressing issues, Jacobs, Macfarlane and Asokan (1997:4), highlight the belief that "awareness of a theoretical possibility can help us discover real opportunities and potentials that might otherwise go unrecognized and untapped".

Bearing this point in mind, this study was guided by social development theory, which, according to Midgeley (1995) involves a "process of planned social change to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development" (p. 25).

Within this framework, youth, the focus of this study, may be viewed as social capital from a communitarian perspective, by virtue of the bonds between youth in clubs, civic groups and associations that may, through stimulation to increase numbers of these, have a positive effect on a community's welfare (Woolcock and Narayan, 2000).

As such then, if indeed, as suggested by Jacobs, et al (1997: 38), "*development can be defined as an upward directional movement of society from lesser to greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, mastery, enjoyment and accomplishment,*" the conscious investment by society in youth as social capital in a planned manner is an investment in the development of society itself.

This means then that youth would have to be involved in the economic development of society in order to assist them to develop fully so they are able to contribute ultimately to society's development. Midgeley (1995) indicates that social development is a process. As such, there are many issues of debate regarding what this process consists of, the whether the process is truly progressive or retrogressive. Furthermore, he believes that whilst some believe that deliberate intervention to bring about change, others view such intervention as detrimental to society. Differences also exist regarding strategies for development. Nonetheless, it appears that the ultimate goal, according to Midgeley (ibid), is to promote social welfare. Investment in youth is then part of this process.

The latter then forms the context in which the utilization of social capital as a mechanism for developing youth has more recently come into play (Putnam, 2000; Fahmy, 2003; Jarret, Sullivan and Williams, 2005; Stoll, 2002; Saguaro Seminar - Putnam, 2000).

Putnam (2000) acknowledges the contribution made by authors such as Hanifan, Jacobs, Loury, Bourdieu, Schlicht and Coleman to the promotion of the term “social capital” (p. 19). He points out that although the term is described by them in various ways, it “essentially call(s) (brackets mine) attention to the ways our lives are made more productive by social ties” (ibid). He highlights the view that whilst both physical capital and human capital can contribute to increasing productivity, so too can social contacts.

In this regard, Allen, Kilvington, Harmsworth and Horn (2001: 1) (citing Putnam, 2000) believe that social capital may be viewed as a “framework that supports the process of learning through interaction” requiring that network paths be formed horizontally, across agencies and sectors, and, vertically from agencies through to communities and to individuals. The quality thereof is believed by the authors to influence the quality of outcomes of collaborative learning approaches. They believe further that social capital fosters the “social networks and information exchange” necessary to successful collective action and to the maintenance of a flexible social and institutional environment.

Social workers represent an inextricable source of social capital and the creators of social capital for youth in their various capacities as creators of safe environments for youth in which they can meet their needs and develop their skills. They are in an ideal position to advocate for youth and to link them with necessary resources through existing social networks (NASW, 1993). Within the framework of social development, social workers who have, till now, had largely a micro-focus, according to Elliot (1993), can add the dimension of systems theory to their existing approaches to provide the bonding, bridging as well as the linking capital (Putnam, 2000) that would facilitate positive youth development.

From the viewpoint of positive development of youth being vital to the future survival of human society, Stoll (2002) is of the view that it is important to involve youth in programmes and activities that give them a sense of belonging and worth in our rapidly urbanizing communities.

Research Approach

i) Methods

The research was descriptive in nature. This type of survey is applicable according to Leedy (1993) where the population concerned is closely examined and the observations are recorded

such that the latter are open to re-examination at a later stage. In this study thus, the observation was carried out in the form of responses obtained through questionnaires, which simultaneously comprise the record. The methodology used was quantitative in nature. The entire Grade 9 population of the two secondary schools in Reservoir Hills, comprising 268 pupils responded to the questionnaires provided. The questionnaire comprised largely multiple-option, close-ended questions. There were some open-ended questions as well, providing for the possibility of additional respondent source options.

A more detailed description of the research methodology utilized appears in Chapter 3.

ii) **Data Analysis**

The data collected was analyzed using a quantitative statistical package called SPSS for Windows (2000; 2003). To facilitate this analysis, the data had to be coded so that a numerical representation could be punched into the programme for each category of response. For example, the numeral 1 was used to represent male respondents. The numeral 2 was used to represent female respondents. Once the process of encoding each response was completed for the closed-ended questions, a more complex process engaged in to code the open-ended question responses. Categories were created using the responses obtained. These were then encoded in the same manner, as were the responses to the closed-ended questions.

The steps specified by the SPSS programme were followed regarding the calculation of the frequencies of each category. This was the most appropriate statistic to calculate given the nominal nature of the data and the descriptive nature of the study.

However, due to the researcher's inexperience, the outputs produced proved problematic when the analysis process was initiated. As pointed out by Blaxter, Hughs and Tight (2001), "Research is, ...a messy process ...(where)(brackets mine) ...the stages and processes involved do not simply follow one after the other" (p. 192). The researcher found that the cumulative frequencies obtained through the use of the statistical package, were incorrectly reflective of multiple categories. The researcher thus recaptured the sections where the problems arose into a more user-friendly, local statistical package called "Moonstats" (Terre Blanche and Durheim, 1999) that was compatible with the personal computer system available to here, in order to circumvent the system level requirements necessary for installing the SPSS package. The frequency outputs obtained through the recapture represented more accurately the category specific frequencies sought by the researcher. In other cases, pertinent information gleaned from outputs of both

statistical packages, were captured in tables drawn up by the researcher that were more user friendly and readable. The original outputs are however available for perusal should these be required.

iii) Findings from the analysis

Conclusions and recommendations were made based on the findings. The details of these may be found in Chapter 5.

Definitions of salient terms

The following terms defined below were salient to this study:

Youth: Young males and females from the age of 14 years to 35 years, regarded as needing support socially, economically and politically in meeting their full potential (National Youth Commission, 1997). For the purposes of this study, the targeted population was the Grade 9 pupils at secondary schools in Reservoir Hills, who were anticipated to average 14 years, thus representing the entry level into the youth category.

Positive Youth Development: "It is a process by which youths' developmental needs are met, engagement in problem behaviours is prevented, and most importantly youth are empowered to build the competencies and skills necessary to be healthy contributing citizens now and as adults" (Perkins, 1997: 3).

Social Development: "...activities designed to raise standards of living, increase local participation in development and address the needs of children, women, landless families and other oppressed groups..." (Midgeley, 2003).

Social capital: For the purposes of this study, Putnam's definition is of value and reads as follows: "Social capital refers to the connection amongst individuals - social networks and the norms of reciprocity and trustworthiness that arise from them" (2000: 19).

Youth Programmes and Activities: Programmes and activities focusing on the promotion of normal development, the provision of nurturing and challenging environments for young people to become competent and fulfill their potential whilst also acknowledging and either providing

for or referring to suitable prevention and intervention programmes for young people in need (Quinn, 1999).

Presentation of the contents

This Chapter presented an introductory overview to the study, including the rationale, objectives, theoretical context, research design and value of the study.

Chapter Two presents a review of the literature that is relevant to the study. Areas covered include social development in the context of South African youth, a critique of social capital, as well as youth and social capital in the context of social development, with emphasis on the role of social workers in the promotion of youth development.

Discussion of the research methodology used is presented in Chapter Three, which reviews the research design, followed by a discussion in respect of sampling procedures, method of data collection, validity and reliability of the data collection instrument, data analysis, as well as ethical considerations and the limitations of the study.

Chapter Four provides an analysis of the data collected, using quantitative methods, as well a discussion of the findings. The results are presented in tabular form in terms of original SPSS and Moonstats Programme outputs, as well as researcher formatted tables containing relevant aspects of programmatic outputs.

Conclusions and recommendations are contained in Chapter Five. The conclusions are drawn from the literature review as well as from the research itself. The chapter concludes with recommendations made from the study.

It was necessary for the researcher to study literature on youth and their development in order to facilitate the inclusion of relevant aspects in the questionnaire. This review is presented in the following chapter.

Chapter 2

Literature Review

Youth and Social Capital in the context of Social Development

Introduction

According to Fink cited by Blaxter, et al (2001), "A literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners (p. 120)." Cresswell (2003) suggests that literature reviews assist researchers limit the scope of their inquiry. Furthermore, that they convey to readers the importance of studying a topic. The review should thus demonstrate, according to Hart (1998), an understanding of existing research regarding the topic, the methodologies used to carry out the research, the key issues at hand, as well the criticisms of the research carried out thus far.

Taking cognizance of the above, in respect of this study, the literature review examines the issues of youth development in the context of the concept social capital within the social development framework. The South African government's policy on youth represents an important aspect of this review. At the same time, the review also takes into account critiques of the concept 'social capital' within the social development framework and of the research on youth development itself.

The conceptual framework for the study was derived from review of the literature on social development and the role society can and must play in developing capacity of its citizens, particularly its youth through assisting them in accessing and building social capital, in the light of the pressures faced by youth that seem to have them "bowling alone" (Putnam, 2000).

The Context of Social Development in South Africa

Issues regarding social development have for various reasons come to the fore as society is faced with numerous economic and social problems. As pointed out by Paiva (1977, citing various authors), "Concern with the need to articulate what social development is and why it is increasingly needed as a deliberate measure stems from four main sources" (p. 328) including,

- The failure of economic development efforts in “less developed countries”
- The failure of social development efforts even in more advanced economies with corresponding technologies to increase the quality of living
- The failure of social welfare institutions per sé to make significant contributions at a societal level to arrest the deterioration of the human condition, and
- The need for desirable social policies for the development of people brought about by natural and manmade changes.

Midgeley (1995) states that various historical events, such as, the creation of welfare states, the linkage of social development to economic development, etc., have impacted on social development.

In South Africa, Apartheid prejudiced its population on racial lines. As a result, black people, who were and are in the majority, were discriminated against economically through laws preventing them from accessing the education, jobs and housing they were entitled to. Furthermore, they were unable to benefit from the welfare provisioning offered by the State as it was not equitable nor was easily accessible for black people. Furthermore, discriminatory educational practices eventually took their toll on children and youth. This led ultimately to the youth in South Africa rising up against the State (History of South Africa in the Apartheid era, 2007).

Hirschowitz, Milner and Everatt (1994) closely examined the impact of Apartheid in South Africa on its youth. They examined in particular the negative impact poor sanitation and water supplies; malnutrition resulting in high incidences of preventable diseases, etc., that result in early deaths amongst black youth. The impact of Apartheid education had and continues to have consequences as highlighted by the said authors in terms of black children continuing to experience inferior, under-resourced and understaffed education. The resultant poor educational performance is perceived by the authors as perpetuating the cycle of poverty for black youth. The structural violence that was experienced under apartheid was rebelled against by youth in a violent manner. This was met by even greater violence perpetuated by the state. For the researcher, this was a lived experience as both a scholar and as a university student in the early 1980s. At the time of the ending of Apartheid, South Africa was described by Hirschowitz, et al (ibid) as characterized by high incidences of socio-political violence to the point where violence was viewed as the norm in South Africa. They suggest that exposure to such violence has a profound effect on the current values, attitude and behaviour of young people.

In this regard Campbell (1992) indicates that in her study of black working class township family life and the social identity of township youth in the then province of Natal, known now as KwaZulu-Natal, information emerged which was not the originally intended purpose of the study. It was found that there appeared to be a relationship between “masculinity and violence and the role played by the family in the construction of a male identity in which violence is accorded a socially sanctioned place. The political uprisings of 1976 which were led by youth in protest against the oppressive government regime of South Africa were viewed by Campbell as fuelling the violence by youth such that it spilt into family and social relationships, particularly against women. The latter in turn seemed to accept the violence being perpetrated against them.

And yet, as pointed out Hirschowitz, et al (ibid), some people become strong and develop positively in spite of the trauma they have experienced. South Africa's former State President, Mr. Nelson Mandela, represents for the researcher, the remarkable human capacity not only to triumph in adversity, but also show that we as humans can work together for the greater good.

In terms of the type of positive social development, particularly youth development that that Mr. Mandela sought to promote, Midgeley (1995) draws attention to the fact that theoretical ideas have also had a major influence on the process of development, through the proposal of explanations regarding social change in terms of its nature and causes, suggesting intervention paths to guide the process of change, as well as the expression of beliefs regarding what comprises an ideal society. With regard to the latter, he indicates that, whilst from a theoretical standpoint, social development does not have a strong theoretical foundation, theorists have borrowed concepts from other disciplines, contributing to the creation of a theoretical foundation for social development, facilitating insights into important issues. As indicated earlier in Chapter One, social capital is regarded as a crucial concept in and for the promotion of social development.

Social Capital – The Magic Pill?

One of the most major contributors to the discussion on the concept social capital is Robert Putnam. In his view, whilst providing tools and training may improve productivity of individuals, it is social networks, which he regards as the sources of social capital, that are crucial to the enhanced functioning of individuals and groups and ultimately, to development in and of society (Putnam, 2000). He is of the view from studies he conducted in both Italy and America, that there

has been a steadily decreasing amount of involvement in, or, failure to develop civic structures. He views civic structure membership as a crucial measure of the quantity and quality of social capital that people are able to access. He indicates that as a result of decrease in membership of such structures, the reciprocal exchanges that would have allowed citizens to access resources on the basis of whom they know, are rapidly diminishing, or are simply not in place. As a result, political equality is compromised as Putnam believes that it is only in a civic society that all of the citizens would have equal rights and obligations (Smith, 2007). Whilst people may as a result become increasingly self-reliant, in times of crisis, the resources available for assistance are limited. The social capital that would have provided access to resources becomes further limited by modern trends where work and leisure activities involve minimal interaction. Thus, even in terms of religion, which Putnam (2000) has noted to be a major source of social capital, people are tending to pursue their spirituality personally or within their own family grouping rather than in large social gatherings. As a result, the exposure that youth would have had to the social relationships and activities related to religious organization activities, including community service, become minimal as well.

He advocates for a concerted effort to be made at all levels for social capital to be created as a means to address social problems through the promotion of positive engagement of citizens, particularly youth, in programmes that ultimately benefit society.

Smith (2001) believes that the “notion of social capital is a useful way of entering into debates about civil society” (p. 1). He indicates that historically, according to Putnam (2000), the term was developed by Hanifan who in 1916 used it to describe what people consider to be important in their lives. These issues included the “cultivation of good will, fellowship, sympathy and social intercourse among those that ‘make up a social unit’” (Hanifan cited by Smith, 2001: 1).

Whilst Putnam (2000) contrasts social capital which he describes as referring to the “connections among individuals - social networks and the norms of reciprocity and trustworthiness that arise from them’ with physical capital which he describes as referring to “physical objects” and human capital as referring to “the properties of individuals” (p. 19), other authors provide expanded and /or definitions that allow for alternate comparisons. Pelling (2003), for example, draws attention to the tendency of modern researchers such as Jacobs, Light and Coleman to include concepts of “identity, honour and belonging”, whilst others include what appear to be negative concepts such as “exclusion, coercion and obligation” (1-2).

From within the social development framework in which economic development has been the dominant focus, there is a lack of consensus amongst economists, according to Pelling (2003) as to where social capital belongs in economics.

Pelling (2003) also cites other parallel literatures such as the “Sustainable Livelihoods ‘asset pentagon’” (see Figure 1 below) which, in focusing on people’s ‘vulnerability’ in the face of ‘chronic poverty’ views social capital as representing “social resources” such as ‘networks, groups, and relationships of trust’ whereupon “people draw in pursuit of their livelihood objectives” (p. 2).

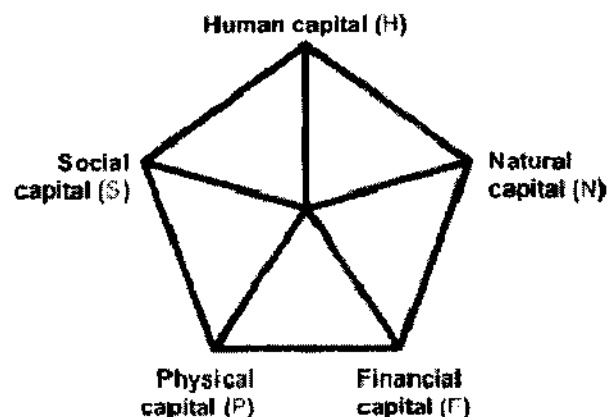


Figure 1: The Livelihood Framework’s “asset pentagon” - see <http://www.livelihoods.org/>

<http://www.nickpelling.pwp.blueyonder.co.uk/MBA/pelling2003-politicalcapital.doc>

Social Capital – The Bitter Pill?

There are certainly as many critics of Putnam’s work as there are supporters. Ryan (2001) holds the view that Putnam may not be measuring social capital accurately by looking for links between individuals and outside organizations. She is of the view that a great deal of socialization takes place intra-organizationally, for example, at the work place. Hence she believes that the social capital is to be seen here rather than in connectedness between individuals and outside agencies.

Allen et al (2001) indicate that it is difficult to measure social capital due to its multidimensional nature and the ambiguous nature of concepts such as “community”, “networks” and “organization” (p. 4).

Myrdal, and, Singer (cited by Paiva, 1977) are of the view that development is cumulative in nature and development or lack thereof cannot be attributed to any single factor. Nor can the impact of well - known change forces such as “development economists,” etc., be ignored (Myrdal, cited by Paiva, 1977).

With regard to the latter, Bhattacharyya, Jayal, Mohapatra and Pai (2004) point out that the revival of the concept social capital in Putnam's work had some consequences that were most likely unanticipated. The major consequence seemingly was the appropriation of the concept of social capital by the World Bank and similar donor organizations as a central aspect of their "lending strategies to developing countries" (p. 19). This does not mean, according to the authors, that the incorporation of the terminology into the donor discourse necessarily translates into social capital investment for the benefit of the community in real terms.

Ultimately, however, as pointed out by Grootaert et al (2004) and Bhattacharyya et al (2004), social capital remains a controversial concept. The debates surrounding social capital as presented by the latter authors revolve largely around Putnam's work and that of others following his line of thinking, rather than that of Bourdieu, by their own admission. Their findings highlight some interesting challenges to Putnam's views on social capital including the ideas that:

- ◆ Social capital may build trust within groupings but not necessarily translate into the development of trusting relationships between historically socially segmented advantaged and socially disadvantaged groupings in the context of India. This is equally applicable in the South African context.
- ◆ That the presence of civic organizations may not necessarily contribute to a civil society in the sense that not all organizations that are serving the interests of a community have the interests of the wider community at heart.
- ◆ That democracy does not necessarily lead to collaboration for the greater good. In fact the findings by the above authors were that the introduction of democracy created a hunger for power that did not exist previously.
- ◆ They also found where the state intervened financially when at one stage the community resourced its needs itself, following the withdrawal of funding after a period, the community lost the interest in drawing on its own resources for funding.

At the same time, their studies also noted an evolutionary process where alternate structures formed that super ceded existing civic structures that were no longer trusted by community members. Its membership too began serving the needs of the younger generation not represented

in the previously existing structure. They began meeting fundamental needs of the community not met by the previous structure (Bhattacharyya et al, 2004). The authors also believe that a lack of civic involvement does not necessarily mean that social capital is not present in those societies.

Nonetheless, in spite of the controversy surrounding the issues of social capital and social development, there is a tremendous amount of support for the use of social capital within the framework of social development in promoting youth development.

Social Capital and Youth Development:

Concerns with regard to youth in particular in the context of the social development issues mentioned by Paiva (ibid) are highlighted by Putnam (2000); Davies (2005) and Ansell (2005). Putnam (2000) believes that social capital strongly impacts on child development. Putnam (ibid) states that there is considerable research evidence regarding the impact of "trust, networks, and norms of reciprocity within a child's family, school, peer group, and larger community" on "the child's opportunities and choices" and thus "on his behaviour and development (p. 296). For the child at risk, he sees the deficits in social capital as detrimental. He however also cautions that whilst there are strong correlations noted between the presence of social capital and good outcomes for, both adults and children, one cannot assume that there is a direct causal link.

Ansell (2005) reinforces the importance of viewing development in a broad context. She focuses on the failure of developmental theories and policies to take into account the impact of development on young people and their own development. She highlights the view that child poverty must be understood in a broader context than solely income.

Davies (2005) reflects on his earlier writings on threatening youth which highlighted the anxieties of policy makers regarding the manner in which existing policies, related particularly to youth appeared to be failing British society economically and socially. The subsequent development of national youth policy has in his view been fear based and reinforces the belief that youth need to be controlled rather than developed.

In this context, it may be seen one cannot separate what is happening amongst youth in South Africa from what has happened in the past in view of our Apartheid history and the changes that have taken place post Apartheid, both positive and negative.

Thus, in the South African context, one would then be viewing youth as crucial participants in and beneficiaries of rebuilding social capital (Putnam, 2000 – Saguaro Seminar). As pointed out by the latter, "young people have a role as targets of community-building work and as active leaders and participants in it....we cannot expect young people to create a better community without first having learned the skills and *habits of the heart* necessary to civic engagement" (p. 1). Putnam believes that schools, extra-curricular groups and the family are three important communities in the lives of youth. He believes that they provide the context for young people to learn what significant role players in their lives such as parents, siblings, friends, coaches, teachers and mentors expect of them. In the process, they also gain an understanding of what they should expect of others, particularly adults. Overall, they discover what constitutes the positive and negative roles an individual plays in society. Moreover, Putnam views the aforementioned communities as creators of social capital. At the same time, the functioning of these communities, he believes, is dependent upon the social capital created mutually.

Stoll (2002) indicates however that globalization which emphasizes competition, economic growth and development has a detrimental effect on "community development, creativity, cultural planning, civic engagement and social development" (p. 1). Stoll (ibid) is of the view that it may in fact undermine sustainable development. The author emphasizes that the "mechanisms through which civic engagement and social connectedness produce results such as better schools, faster economic development, lower crime rates and even more effective government are multiple and complex," (and that) (brackets mine) a framework for understanding them "is one that rests on the concept social capital" (ibid).

According to Stoll (2002), sustainability in all activities and applications requires the development of sustainable communities, with social capital, social entrepreneurship and civic engagement as the main building blocks for this process.

Walker and Dunham (1994) indicate that, "Youth development is a process of growing up and developing one's capacities in positive ways" (p. 1) As such then, youth development organizations, according to them, exist to promote this ideal. Such work is indeed a useful vehicle for the serving the needs of the youth and ultimately in developing the community.

In order for this to happen, as pointed out by Pittman (1991) earlier in this document, youth development cannot be left to chance. Walker and Dunham (1994) thus propose that a curriculum

for youth development education take into account the need for it to be a planned sequence of learning experiences. They suggested that its subject matter overlay the 5 basic competency areas viewed by Pittman (1991) as being vital for successful transition into adulthood. These include:

- Health and Physical Competence - Good current health status plus evidence of knowledge, attitudes, and behaviours that will ensure future health.
- Personal and social competence - Skills for understanding self and having self-discipline; working with others, communicating, cooperating, negotiating, and building relationships; coping, adapting, and being responsible; making good judgements, evaluating, making decisions, and problem solving
- Cognitive and Creative Competence - Useful knowledge and abilities to participate in areas of creative expression for thinking, seeing, feeling, tasting and hearing.
- Vocational Competence - Understanding and awareness of life planning and career choices, leisure and work options, and steps to act on those choices
- Citizenship Competence - Understanding and awareness of personal values, moral and ethical decision-making, and participation in public efforts that contribute to the community and the nation.

In line with this thinking, Walker and Dunham (1994) indicate that the Minnesota 4-H programme was developed as a means to create the opportunities that enable young people, particularly adolescents, to develop in healthy ways as suggested by Kanopka (1993) and Pittman (1991). These two authors are cited by Walker and Dunham (1994), as viewing the following types of opportunities as being essential. These include being exposed to situations in which

- they feel a sense of safety and structure
- experience active participation, group membership and belonging
- develop self-worth achieved through meaningful contribution
- experiment to discover self, gain independence, and gain control over their lives
- develop significant relationships with peers and adults
- discuss conflicting values and formulate their own values
- feel the pride and accountability that come with mastery, and,
- expand their capacity to enjoy life and know that success is possible.

Walker and Dunham (1994) believe that when these opportunities are combined with the areas of competency outlined earlier, they form usable criteria for assessing the impact of teaching crucial life skills in youth development programmes.

Their programme, according to Dunham and Walker (ibid), focuses on children and youth aged 5-19; together with adults who are educated to work with them. Their participation is active in areas of interest chosen by the youth themselves. Activities take place in a variety of settings in the life spaces of the community, sustained by the community.

Hence, they view youth participation as essential; experiential learning methods as preferable, and, caring adults as vital to programme success.

Whilst all of this sounds ideal, the realities facing society over time show clearly that youth and youth work are concepts that have evolved quite recently in human history (Rodgers in Roche and Tucker, 1997). Much of the focus on youth in response to various sectors of society perceiving youth as representing a challenge to order in society (Libby, Sedonaen and Bliss, Spring, 2006). Hence, as society has begun to recognise that the focus needs to become developmental rather than remedial or preventative in the process of recognising youth as having unique needs requiring appropriately tailored approaches, policies regarding youth have shifted internationally at the highest level of government (Her Majesty's Government, 2005 – Youth Matters – Great Britain; Putnam, 2002 – The Saguaro Seminar - America; Government of South Africa, 1997 – National Youth Policy; National Youth Development Framework [2002-2007]: Towards Integrated National Youth Development Initiatives and Programmes – South Africa; Bank of I.D.E.A.S. - Facilitated support for the formation of national youth policies in 16 countries within the Pacific, Asia, Africa and the Middle East, they are - South Africa, Pakistan, Fiji, Singapore, Namibia, Botswana, Malawi, The Maldives, Bangladesh, Sri Lanka and Brunei, Vietnam, Yemen, Bahrain, Palestine, Jordan and Somalia. http://www.bankofideas.com.au/Youth/youth_nyp.html, n.d.)

In the South African situation, it is black youth who were at the forefront of the struggle against Apartheid. They thus experienced inhumanity of every kind, both as a result of Apartheid, as well as because of their fight against Apartheid (Pahad in the Foreword to the National Youth Policy Framework, 2002-2007). Furthermore, they continue to be the most vulnerable to HIV/AIDS, as well as to the effects of crime, poverty and the minimal nature and / or absence of formal education (Perrow, 2004). Hence, a concerted effort is needed immediately to put in place the development envisioned for our youth in the National Youth Policy in order to strengthen our

youth. They, however, must be active participants in assessing and meeting their needs. This study represents a contribution to that process.

Conclusion

If the “goal and substance of development” as suggested by Paiva (1977), “is the welfare of people, as determined by themselves, and the consequent creation or alteration of institutions (including people’s values, individual behaviour, and motivation) so as to create a capacity for meeting human needs at all levels...and for improving the quality of human relationships and relationships between people and societal institutions...,” (p. 329), then, the goal of helping “build strong communities one youth at a time” as suggested by National Network for Youth (2004) through the creation and strengthening of social capital, falls within this conceptual framework of social development.

Chapter 3

Methodology

3.1 Introduction

Durrheim (in Terre Blanche and Durheim, 1999) describes **research design** as a, “strategic framework for action that serves as a bridge between research questions and the execution or implementation of research” (p. 29). **Methodology** is described by Terre Blanche and Durrheim (in Terre Blanche et al., p. 6) as specifying how the researcher puts into practice the study of whatever the researcher believes is a reality that ought to be made known. In this study, this is done within the framework of positivist ontology and epistemology, where the reality is regarded as external and stable and the researcher can function as a detached observer (ibid). This chapter provides an overview of the research design and methodology used to undertake research with youth attending secondary schools in Reservoir Hills.

3.2 Research Design

Huysamen (1994) indicates that following the identification of a general research area and the delineation of a more limited research problem, “a project has to be planned or designed in which the relationships appearing in the research hypothesis(es) or research question(s) may be investigated” (p.191).

This study uses a descriptive survey approach. According to Leedy (1993), the descriptive survey is useful for describing and recording the phenomenon being observed. Simultaneously, as highlighted by de Vaus (2002), it is a particular technique of collecting information, which yields, a distinctive form of data requiring a particular method of analysis, in this case, quantitative. The purpose of this study was to obtain information regarding current participation by youth attending the local schools in Reservoir Hills in youth development programmes and perceived needs for such programmes.

The descriptive survey approach was thus used to answer the following questions:

- ◆ What is the profile of Grade 9 youth attending secondary schools in Reservoir Hills?
- ◆ What programmes are currently available to youth in the area?
- ◆ What are youth programme attendance patterns amongst this group?

- ◆ Do school going youth in the secondary schools in Reservoir Hills perceive there to be a need for a youth development programme in Reservoir Hills secondary schools?
- ◆ What types of programmes do these youth believe they should be offered?
- ◆ What is the level of commitment to attending a youth development programme should one be established?
- ◆ What are the issues faced by youth?

3.3 Elements, Population and Sample

According to Babbie, Mouton, Payze, Vorster, Boshoff and Prozesky (2001), **an element** may be defined as "a unit about which information is collected and that provides the basis for analysis" (p.173). They indicate that with regard to survey research these are typically "people or certain types of people" (ibid). Furthermore, they indicate that when an "aggregation of elements" is "theoretically specified", this constitutes a **population**. In turn, the **study population** is described by the authors as "that aggregation of elements from which the sample is actually selected" (p.174). Babbie et al (2001) also highlight the fact that researchers limit their study populations to varying degrees. In this study, the study population was limited to the Grade 9 pupils of the two secondary schools in Reservoir Hills. These pupils then comprised the elements and the units of analysis for this study (p.174).

The reasons these pupils were chosen for the study were practical. Given that the research design was quantitative, a larger number of elements could be incorporated. However, cost and time constraints prevented the entire school **youth** population (defined for the purposes of this study as averaging 14yrs and thus Grade 9 upwards) from being included in the study. Thus, since the Grade 9 pupils were most accessible at the time as they were not on examination leave nor in the midst of tests, an agreement was reached with the schools that the entire Grade 9 pool in the two secondary schools in Reservoir Hills would be targeted for the study. In this sense then the sample was a purposive and convenience sample. In this regard, Babbie et al (2001) indicates that at times it is appropriate for the researcher to select a sample of his or her own knowledge of the population, its elements and the nature of the research aims. This would then allow one to collect sufficient data for one's purposes. With regard to the convenience sampling aspect, whilst, as pointed out by Creswell (2003), and, Fink (2003a), convenience sampling limits the generalizability of results, the group chosen was representative of the target audience of any possible programmes arising from the investigation.

3.4 Method of Data Collection

According to Laiho, Pietilä and Djerf (2002) the method by which data are collected refers to the way sampled units are selected and the way in which data are collected from them. As pointed out by Durrheim in Terre Blanche (1999), "Data is the basic material with which researchers work" (p. 46). The procedure by which the sample was chosen has already been discussed in the preceding section.

Due to the descriptive nature of the study, quantitative survey research utilizing questionnaires as the means of collecting data (de Vaus, 2002) were deemed most appropriate for the study, given the size the target population of **268 pupils** across the two secondary schools. Furthermore, the nature of the information required made this the most appropriate method as the extent of current and future involvement in youth programmes rather than in-depth information was being sought. The economy of design and rapid response time (Creswell, 2003 and Laiho, Pietilä and Djerf, 2002) were factors that were taken into account in the choice of the data collection method used.

A letter seeking permission was sent to the Principals of the schools concerned (See Appendix 3-1 and 3-2 respectively). This was supported by a letter from the student supervisor and a copy of the project proposal (see Appendix 3-3 and 3-4 respectively). The researcher subsequently revisited the school and had a discussion with the respective principals. She queried what further steps were necessary to obtain permission for the study. She was informed that there was no other permission necessary.

The researcher was referred to the respective counsellors from each school with whom she had liaised regarding the previous related study she had carried out at the two schools. Following the schools' approval of the study, the researcher liaised with the counsellors regarding the logistics of obtaining a sample for the study. The counsellors guided the researcher regarding pupil availability. A joint decision was reached regarding the use of the Grade 9 population for the study. The questionnaire was provided to the principals and counsellors for their approval, and subsequently discussed with the staff of each school. The questionnaire was found to be acceptable to the staff of both schools.

The researcher then provided the schools with the appropriate number of questionnaires required per number of pupils and teachers concerned. Each questionnaire was accompanied by a covering letter addressed to the pupils concerned explaining what the study entailed (See Appendix 3-5).

The youth were verbally informed by the schools of the nature and purpose of the study. The school counsellors and class teachers administered the questionnaires to the pupils in a class period set aside by the school for this purpose. The researcher assisted with the administration in one class where the teacher was unavailable. Clarity was provided by all administering parties where necessary. Pupils were given 30 minutes to complete the questionnaire (See Appendix 3-6 for a copy of the questionnaire).

3.5 Data Collection Instrument

van Vuuren and Maree (1999) indicate that various methods may be used to collect survey data. These include direct and telephonic interviews; mailed questionnaires, diaries and meters. For the purposes of this study, due to time constraints, whilst the questionnaire was chosen as the data collection tool, the administration path was direct rather than via mail, given the disadvantages the regarding the latter, such as poor responses both in terms of return rates, as well as in terms of the completion process (de Vaus, 2002; Huysamen, 1994.) Furthermore, as indicated by Babbie et al (2001), the researcher has no control over the circumstances under which the questionnaire that is posted is being completed.

“A questionnaire can be defined as a group of written questions used to gather information from respondents...” (Vogt as cited by Kanjee, 1999, p. 293).

The self-administered written questionnaire, which, according to Statistics Canada (2006), is a tool for collecting data in which respondents chose pre-categorised answers to closed-ended written questions in a structured questionnaire, was used to collect the data. There were some opportunities too for non-categorised alternative responses. The questionnaire focused on the following areas:

- Youth respondent demographics
- Respondent sibling demographics
- Nature of current participation, if any, in youth development programmes
- Reasons for non-participation
- Willingness to participate should programmes be offered
- Respondent views of the types of programmes that should be offered
- Respondent views of difficult issues faced by youth

The questionnaire the researcher developed was based on responses to the questionnaire given to parents in the researcher's previous study, which focussed on parental knowledge and views regarding their children's participation in youth development programmes at the time and in the future. Eight questions pertained to demographics of the learners and their siblings. According to Kanjee (ibid), questions eliciting demographic information from respondents represent one of the important components of a questionnaire. This section was considered important as the schools concerned had indicated that the pupils attending were not necessarily from the area. This was thought by the schools to influence the attendance levels for previous after school programmes if transport available to the pupils was fetching them at the end of the formal school day.

The second section of the questionnaire comprised 3 questions, some with subsections requiring responses regarding youth programmes as highlighted above. The final aspect was an open section for comments.

Statistics Canada (2006) indicates as pointed out earlier, that there are different ways of administering such questionnaires. This study combined the use of hand delivery of the questionnaires to the schools together with administration of the questionnaires by the teachers who then gathered them at the end of the allocated lesson for collection by the researcher.

3.6 Uses and Limitations of the Questionnaire

Strengths / Uses of Method	Weaknesses / Limitations of Method
<p>1. The researcher is able to contact large numbers of people quickly, easily and efficiently using a postal questionnaire (since all he / she has to do is identify the group that will be targeted and post them the list of questions).</p> <p>2. Questionnaires are relatively quick and easy to create, code and interpret (especially if closed questions are used). In addition, the respondent - not the researcher - does the time-consuming part of completing the questionnaire.</p>	<p>1. The format of questionnaire design makes it difficult for the researcher to examine complex issues and opinions.</p> <p>Even where open-ended questions are used, the depth of answers that the respondent can provide tend to be more-limited than with almost any other method of research. This makes it difficult for a researcher to gather information that is rich in depth and detail.</p>

Source: <http://www.sociology.org.uk/methodq.pdf>

In this study, as suggested by Blaxter et al (2001) and by the table above, the questionnaire did indeed allow the researcher to obtain responses from a large number of people. It was therefore suitable for carrying out quantitative research. de Vaus (2002) indicates that surveys are indeed cheaper to administer. The difficulties posed by the use of self-administered questionnaire noted by de Vaus (2002); Babbie et al (2001) was overcome to some extent by the questionnaires being

handed to the respondents by class teachers in the class situation. The teachers were then on hand to address respondent queries regarding the questionnaire.

The collection process was thus simplified as well as all respondents handed in the questionnaires to their teachers at the end of the demarcated session. The researcher thus did not experience the difficulties associated with the administration of surveys that de Vaus (2001) and Blaxter et al (2001) speak of in the collection of completed questionnaires. The researcher was able to collect all 268 questionnaires from the two schools before the end of the school day.

From the point of view of analysis, as indicated by Kanjee (1999) and Blaxter et al (2001), the relative ease with which questionnaires can be analysed makes their use advantageous. Furthermore, their cost effectiveness, given the researcher's limited budget, was another advantage that Blaxter et al (ibid) highlight.

The closed question format utilized throughout most of the questionnaire provided the advantages of minimal effort from the respondents and uniformity of questions and student responses (Miller, 2005). However, as pointed out by Kanjee (1999), **closed questions** do not allow the respondent to provide answers in their own words, but force the respondent to select one or more choices from a fixed list of answers provided. In order to overcome this difficulty, effort was made to provide opportunities for respondents to provide alternative options. The responsibility then shifted to the researcher to create categories from the responses obtained. These were then coded numerically in the same fashion as pre-set answers for the purpose of data capture.

The questionnaire was piloted as suggested is vital by de Vaus (2002) through consulting with senior researchers and some higher grade secondary school youth. Since rich detail was not required except for some open-ended, and, time and opportunity constraints were severe, the questionnaires content and structure appeared appropriate.

The limitations of course were glaring in the superficiality of some responses and the absence of opportunity to clarify information where responses were incomplete or inappropriate (Evidence Base (2006); Huysamen (1994) and Babbie et al (2001). However, the study showed overwhelmingly in spite of this, that the questions asked were indeed valid.

3.7 Validity and Reliability of the Data Collection instrument

According to Black (2002), Leedy (1993), and, Schmitz (2001) **validity** concerns the issue of whether what is being measured is, what is intended to be measured. On the face of it, the researcher perceived the questionnaire as being valid in that the questions chosen related to those pieces of information that would profile the respondents demographically; would highlight information related to their current participation youth development programmes, and, would highlight their perceived needs in this respect. The responses obtained to the questionnaire indicate that the study was indeed valid.

The **reliability** of the questionnaire has been established in that the respondents were in sufficient number across two different schools to demonstrate a measure of consistency in the responses that were obtained (Black, 2002; Leedy, 1993, and, Schmitz, 2001).

3.8 Data Analysis

The study was quantitative in its research design and thus the unit of analysis was numbers (Denscombe, 1998; Black, 2002). As pointed out by Black (ibid), descriptive statistical procedures facilitate the utilization of data by the researcher in a manner that allows for the provision of information regarding the group being studied regardless of generalisability to the larger population.

For the purposes of this study, the researcher utilized the quantitative Statistical Package for Social Sciences (SPSS) versions 9.01 and 11.01 packages available through the University of KwaZulu-Natal to analyse the data obtained. This entailed following the basic steps outlined by Blaxter et al (2001); Babbie et al (2001) and de Vaus (2002); Durrheim (1999) in order to change what was essentially raw data through a process of coding such data into a format that could be then captured into the package following the Statistics Coach (Babbie, 2001; Durrheim (1999). Each respondents form was numbered. The raw data was coded on the form where the coding was simple to do. For example, Male = 1 Female =2.

Where the responses were to more open questions, categories were created based upon the responses obtained. These were then coded as for the simpler options. Once as the coding was complete and the coded data entered, the Statistics Coach Instructions were followed regarding the descriptive statistics required. The frequencies obtained from this process were the calculated

automatically by the SPSS package and the output in the form of the frequency tables derived from the data were saved in a Microsoft Word document for integration into the research report.

The researcher made use of the tools available as a result of the statistical package used to generate tables to display the information obtained in a meaningful way. As pointed out by Black however, these tools need to be used with care. As the researcher was taught in computer classes, the principal of “what you put in is what you get out” had to constantly be borne in mind when entering data.

3.9 Limitations of the study

Babbie et al (2001) highlight the fact that whilst there are many benefits to using the survey method as noted earlier, there are also inherent limitations. Due to the fact that they are targeted at a wide audience, one cannot always ensure that all items are appropriate for everyone. Thus as pointed out by Babbie et al (ibid), the coverage of the topic may appear superficial; inflexible and stronger on reliability than on validity (p. 262-264).

The greatest limitation of the study has been the limited time and resources available for the study, resulting in the study being limited to those students who are entering the youth phase. Hence, their views may differ from those of more senior secondary school youth and may not be generalizable to youth attending school in the area. Part of the problem may lie in the accuracy of the responses as the youth may have had differing interpretations of what youth development programmes are about.

Youth from Reservoir Hills attend schools outside the area as well. The facilities that are available at these outside schools may or may not meet the needs of their pupils. This study however cannot be generalized to them.

3.10 Ethical Considerations

Blaxter et al (2001) point out that there are two main issues that a researcher needs to take cognizance of in the process of considered collecting data for one’s project. These, according to Blaxter et al (ibid) are, “access and ethics” (p. 154).

With regard to access, Blaxter et al (ibid) suggest that the researcher seek advice on the most appropriate way to negotiate access; limit the scope of the project to what is manageable; use existing contacts effectively; offer something back to your subjects in terms of feedback; time the request for access well so that the research is not disruptive; be clear about the parameters of what is required in terms of time and content as well as the reasons and the possible reasonable value of the study.

In this regard, the researcher took all necessary steps in the consultative process in accessing the research subjects as may be seen earlier in the document.

Blaxter et al (2001) point out that there are common ethical issues that one needs to bear in mind as a researcher. These include the issue of confidentiality; anonymity; legality and professionalism.

In line with the ethical guidelines provided by Blaxter et al (2001); Leedy (1993) and Cresswell (2003), the researcher obtained permission to carry out the research from the schools concerned.

Please see section on methods of data collection for further details regarding steps to obtain permission, and, attached permission request letters in the Appendix (see Appendices 3-1 to 3-3).

To ensure that confidentiality was maintained and no harm was brought to the respondents, measures were taken to protect the identity of the respondents. The researcher thus specified on the forms that no names were to be included. This ensured anonymity for participants.

The researcher also ensured that the questionnaire was appropriate to the subject area covered and did not request any intimate details or details that could be used in any way other than for the stated purposes.

3.11 Conclusion

This chapter described the research methodology used in carrying out the research which was guided by the purpose of the research and its objectives. Since the study was descriptive in nature and quantitative in design, use was made of a statistical package bearing in mind the care needed in entering data to provide meaningful results. The study also took into account ethical considerations. The researcher had no direct contact with the students and thus no influence over their responses.

Chapter 4

Analysis and Discussion

1) Introduction

Data analysis follows data collection. However, as noted by Fink (2003b) the data must be managed appropriately in order for the method of analysis to be chosen. The latter is dependent, according to De Vaus (*ibid*), on what it is that we wish to know. The questions as outlined in Chapter 3 called for a quantitative research design that would allow for a quantitative analysis given the number of subjects being sought for the study and the nature of the information required. The processes involved, as described by Fink (2003b), include drafting of an analysis plan, the creation of a code book, establishment of reliable coding, review of the survey for incomplete or missing data, entry and validation of the accuracy of entry as well as cleaning of the data.

Blaxter et al (2001) are of the view that irrespective of how methodical ones plans for data collection are, the actual data collected may appear chaotic in form rather than ordered. The actual process of data analysis is viewed by them as a process of often simultaneously moving from chaos to order, and from order to chaos.

2) The Process of Analysis

The researcher found all of this to hold true. Thus, whilst the initial plan to use the SPSS statistical package appeared to offer the 'perfect' solution to the rapid organization of the data for analysis, the categories that were coded in some sections produced frequency outputs that reflected the sums of particular categories, rather than frequencies of those categories, *per se*. As a result, the outputs produced reflected for example, 998 responses in the total column, when there were only 268 respondents. Due to time constraints and limited resources, creative solutions had to be sought. The researcher therefore chose to recapture part of the data using a package that was accessible to her to ensure the reliability of the coding for usable outputs. During this process, the researcher had to make decisions as well regarding inappropriate or inconsistent responses (Fink, 2003b). Re-coding of some data became necessary so as to account for the responses within created categories, rather than excluding these.

Nonetheless, given all the processes engaged in the management of the data, the statistics, (or mathematical organization and interpretation of the resultant numbers) (Fink, 2003b), used to analyse the data, were simple in nature. Descriptions represent one of the results of statistical analysis. The frequencies obtained through the use of the two statistical packages yielded the following results:

3) Discussion of findings

A. The Demographic Characteristics of the Grade 9 Reservoir Hills and Dr. A.D. Lazarus Senior Secondary Schools surveyed:

1. Gender and Age of Respondents

Table 4-1 (a) Statistics indicating Gender and Age of Respondents

		Gender	Age
N	Valid	245	268
	Missing	23	0
Mode		1	14

The table above and the two tables immediately below reflect the fact that whilst all the respondents indicated their ages, which ranged from 13 to 19 years and which averaged the anticipated 14 years given the grade being targeted as the entry level into the youth category. However, not all respondents reflected their gender as shown by the “Missing” category. Of those who did, the majority were males. The percentage breakdowns were as follows:

Table 4-1 (b) Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	134	50.0	54.7	54.7
	Female	111	41.4	45.3	100.0
	Total	245	91.4	100.0	
Missing	Unspecified	23	8.6		
Total		268	100.0		

Table 4-1 (c) Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	15	5.6	5.6	5.6
	14	188	70.1	70.1	75.7
	15	42	15.7	15.7	91.4
	16	12	4.5	4.5	95.9
	17	8	3.0	3.0	98.9
	18	2	.7	.7	99.6
	19	1	.4	.4	100.0
	Total	268	100.0	100.0	

n = 268

Kindly note that the columns of the SPSS tables such as the ones above are to be read as follows: (NB: This explanation will not be repeated as the reader will then read similar tables accordingly. Furthermore, where The SPSS tables were deemed cumbersome, simplified tables were substituted so that the calculations done using SPSS were utilized only with respect to the actual percentages for the responses obtained. Where necessary, “Table: Sort” was utilized to reflect percentages in corresponding categories in descending order).

The first column reflects the categories in question. In Table 4-1 (b), the first column represents the gender of the respondents. In Table 4-1 (c), in the first column, the respondents’ ages are categorized according to years. The second column in each table represents the actual frequency count per category. The third column in each table reflects the actual percentages. The fourth column in each table represents the percentages in proportion to the actual percentages as if there was no “missing” data. The final column in each confirms the addition of each category represented as valid to provide a final percentage total that all respondents have been counted.

2. Areas of residence in relation to schools attended

Table 4-2 (a): Schools attended by respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Reservoir Hills High	87	32.5	32.5	32.5
	A. D. Lazarus Secondary	181	67.5	67.5	100.0
	Total	268	100.0	100.0	

The above table highlights the fact that the majority of the respondents attend the Dr. A.D. Lazarus Secondary School in Reservoir Hills. The table below, however, indicates that whilst the pupils concerned may be attending schools in Reservoir Hills, a high percentage of pupils do not reside in Reservoir Hills.

Table 4-2 (b): Residence of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Reservoir Hills	154	57.5	57.5	57.5
	Other	114	42.5	42.5	100.0
	Total	268	100.0	100.0	

The table below demonstrates that whilst just over half the respondents are from the Reservoir Hills area, the many of pupils are from areas outside Reservoir Hills. This has serious implications in terms of planning as is discussed later.

Table 4-2(c): Residence Specified

Area Of Residence	Percentages of pupils from each area attending schools in Reservoir Hills
Reservoir Hills	56.7
Clare Estate	9.7
Newlands	7.1
Unspecified other	5.2
Westville	5.2
Parlock	4.1
Claremont	3.7
Springfield	3.0
Kenville	1.1
Pinetown	1.1
Town (Central Durban)	.7
Sea Cow Lake	.7
New Germany	.4
Phoenix	.4
Overport	.4
Asherville	.4
Total	100

n = 268

3. Home Language and Religion of Respondents

The analysis revealed the need to take into account when planning with young people that there may be language differences that need to be catered for in addressing their needs as whilst the majority may be English speaking, as may be seen in Table 1 (d) (a) and 1 (d) (b) below, sensitivity needs to be demonstrated to non-English speakers as well. A similar approach needs to be used in respect of religion as well, given that the majority of pupils at the time were of the Hindu faith; other religions such as Christianity were prominent as well. As pointed out by Putnam (2000), religious attendance represents an important source of social capital, and needs to be considered in terms of programme planning for youth.

Table 4-3 (a) Home language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	216	80.6	80.6	80.6
	Zulu	46	17.2	17.2	97.8
	Other	6	2.2	2.2	100.0
	Total	268	100.0	100.0	

Table 4-3(b) Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hinduism	140	52.2	52.2	52.2
	Christianity	91	34.0	34.0	86.2
	Islam	30	11.2	11.2	97.4
	Other	7	2.6	2.6	100.0
	Total	268	100.0	100.0	

Given that religious organizations represent an important source of social capital, and, that three temples, several churches and a mosque feature prominently in Reservoir Hills along with a number of cultural and religious organizations, one would anticipate that they would represent a source of activities where youth would be engaged in youth development programmes. Yet, as may be seen further on, they did not in this study.

4. Sibling demographics

While one may assume that siblings of Grade 9 pupils would have siblings close to their age, either attending or likely to attend the same high school and the possible beneficiaries of any future youth programme, the demographics of respondents' siblings as described by respondents yielded some interesting information. The information was coded in such a manner as to reflect corresponding information for each sibling.

The following findings were noted:

- Few pupils had no siblings or failed to respond to the section concerned. The majority of the respondents reflected details for at least one sibling, as indicated by the table below. (NB: 1 = Sibling No. 1; 2 = Sibling No. 2, etc. The researcher captured details for each sibling of each respondent.)

Table 4-4: Sibling number

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N/A - No siblings/Incomplete	21	4.7	4.7	4.7
1	246	55.0	55.0	59.7
2	121	27.1	27.1	86.8
3	37	8.3	8.3	95.1
4	17	3.8	3.8	98.9
5	5	1.1	1.1	100.0
Total	447	100.0	100.0	

The following information was gleaned from remaining outputs which are not reflected here but which are available for examination if required.

- The dominant gender was male, in keeping with the distribution in the target population
- It was evident that whilst some of the siblings did attend the respective schools attended by the respondents, most siblings were not school attending and those that were, attended in total 64 different schools in a range of area in and out of the greater Durban area. Hence, a limited number of the siblings would benefit from a programme presented in the area, especially if school based. Time and resource constraints would prevent their attendance at such programmes.
- The majority of the siblings are pre-schoolers or scholars (61%), followed by tertiary students (9.4%). The remaining siblings were reported to occupy a range of positions in the work force, both professional and non professional.

B. Responses of youth surveyed in respect of existent youth development programmes:

1. Current attendance at youth programmes

The table below highlights the fact that the majority of pupils were not attending youth programmes.

Table 4-5: Current attendance at Youth Programmes in Reservoir Hills

		Frequency	Percent	Valid Percent	Cumulative
Valid	Yes	54	20.1	20.1	20.1
	No	214	79.9	79.9	100.0
Total		268	100.0	100.0	

2. Youth programme resources and programmes on offer

It is interesting to note that amongst those who acknowledged attending youth programmes, the sources of these programmes were **schools (9.33%)** followed by **religious organizations at 6.34%** and **sports clubs at 5.97%** respectively, as may be seen from the tables below. (NB: These outputs were obtained using the "Moonstats" Statistical Programme. Where responses were marked, 1= Yes for attendance at that particular resource; 2 = not marked for that resource; 3 = not marked as respondent does not attend programmes).

Table 4-6: Frequency table for RESOURCE 1 (Religious Organizations)

Value	N	%	Cum. %
1	17	6.34	6.34
2	38	14.18	20.52
3	213	79.48	100.00
TOTAL	268	100.00	

Missing or invalid cases: 1

Table 4-7: Frequency table for RESOURCE 2 (School)

Value	N	%	Cum. %
1	25	9.33	9.33
2	30	11.19	20.52
3	213	79.48	100.00
TOTAL	268	100.00	

Missing or invalid cases: 1

Table 4-8: Frequency table for RESOURCE 3 (Sports Clubs)

Value	N	%	Cum. %
1	16	5.97	5.97
2	39	14.55	20.52
3	213	79.48	100.00
TOTAL	268	100.00	

Missing or invalid cases: 1

Table 4-9: Frequency table for RESOURCE 4 (Other)

Value	N	%	Cum. %
1	2	0.75	0.75
2	53	19.78	20.52
3	213	79.48	100.00
TOTAL	268	100.00	

Missing or invalid cases: 1

The statistics indicate that from the community level, the number of youth being reached is minimal. Yet, as highlighted by Smith (2003), such work does have an impact on youth. Smith (ibid) cites Lane, Putnam and other analysts who view friendship, association and good family life as being essential to happiness and how people perceive their lives and the world.

In terms of the programmes offered by the various resources, the researcher encountered an anomaly as even those who do not attend programmes marked various items. In fairness to the youth that they may be aware of programmes offered, calculations were made for all categories marked. The tables drawn up using SPSS were compiled in too complex a fashion as the

researcher attempted to reflect the different combinations marked, for example Sport Clubs and Religious Organizations; School and Religious Organizations, etc. The recapture in the “Moonstats Programme” format yielded simpler tables. These however were too numerous to display. These are available for perusal should the examiner require them. The programmes offered by the various resources are summarized as follows:

Programmes offered by the various resources ranged from **sport** as indicated by the majority of the respondents (**11.57%**), through to **dance** (**4.48%**), **music** (**3.73%**) and **computer literacy** (**3.36%**). Other activities such as **games, poetry, drama, arts, crafts, cookery and sewing** were reported as being offered by these various resources as being below **1.5%**.

There clearly is some interest in programmes available, but it is limited for various reasons as noted later in the study.

Some of those who indicated that they were involved in youth development programmes confirmed that there was a cost attached to their participation therein, as may be seen from the table below:

Table 4-10: Cost involvement in current youth programmes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	197	73.5	73.5	73.5
	Yes	22	8.2	8.2	81.7
	No	49	18.3	18.3	100.0
	Total	268	100.0	100.0	

These attendance, programme offerings and related figures certainly indicate that the trends noted by Putnam (2000) of increasing isolation amongst people are not exclusive to America. It is frightening also to note the trend among public schools today to emphasize the academic over sport and other activities which the researcher, who attended one of the two schools studied, knew to have been offered previously. In this regard, Hans (1999) notes in spite of education being crucial to youth development, there is little acknowledgement in education policy documents, of the significant contribution made by education in terms of youth development. The

team activities engaged in then certainly created opportunities for interaction in school. In turn, the relationships built have stood the test of time. They have remained important sources of support in adult life.

3. Reasons for non attendance at youth programmes

The youth offered a variety of reasons for nonattendance at youth programmes. The reasons are outlined in Table 4-7 below:

Table 4-11: Reasons for non attendance

	Reasons	Percentage of respondents (with n=268) marking each category
1	Being overloaded with schoolwork	15.5
2	A lack of knowledge regarding what is available in terms of youth development programmes	13.8
3	Do not have time to get involved in extra-curricular activities	13.3
4	Do not have transport to attend extra-curricular activities	12.5
5	No response or facetious response	11.6
6	No facilities available in area for activities of interest	9.8
7	Not interested	8.3
8	Family cannot afford extra-curricular involvement	4.4
9	Have too many family responsibilities	4.4
10	Parents will not allow participation in extra-curricular activities	3.1
11	Poor health prevents participation in extra-curricular activities	2.6
12	Other – unspecified	0.7
	Total	100

It may be observed from the table above that there is a spread of reasons for non attendance. It is possible that at this grade, workloads are high as reflected in responses 1 and 3. These may be closely linked to response 10, where perhaps parents placing emphasis on the pupils academic development may not want them to participate in extra-curricular activities as they are too time consuming in an already pressurized school day.

With regard to response 2 (a lack of knowledge regarding what is available in terms of youth development programmes) and response 6 (there being no facilities in the area), it is felt that if the respondents were really interested in participating, they would have made efforts to inquire about available resources. It is interesting to note that Stoll's findings (2002) in Australia, yielded similar results regarding a lack of facilities. The absence of transport (see response 4) was also noted as a factor by Stoll (ibid), as was the cost factor (see response 8). These responses draw attention to the need to provide programmes containing a range of activities so that they may be accessible to even those who experience financial constraints. Socio-economic factors influence programme attendance and need to be taken into account, together with other relevant reasons for nonattendance, in future programme planning.

4. Interest in attending a youth programme if offered

Interestingly, of the 268 respondents, 73.51% indicated that they **would attend** a youth programme if given an opportunity. It is clear therefore that youth are seeking that input of social capital from society that would bring them the benefits of interaction. They do not want to continue "bowling alone" (Putnam, 2000). They may not, at the same time, have the knowledge or direction in establishing their own programmes. They are thus reliant upon adults for such information and support. This points to the need for empowerment of youth so that they can gain the confidence and the skills necessary for them to take the initiative in seizing and creating opportunities for their own positive development.

5. The activities that youth would like to have offered to them

The table below lists the sporting activities that youth deemed to be of interest to them.

Table 4-12: Sport youth would like to be offered

	Sport	Percentage of response per category
1	Soccer	44.78
2	Volley ball	40.67
3	Cricket	36.94
4	Karate	32.46
5	Netball	26.9
6	Gymnastics	24.63
7	Basket ball	24.25
8	Table tennis	23.51
9	Athletics	21.27
10	Tennis	19.78
11	Baseball	19.40
12	Rugby	16.04
13	Wrestling	4.49
14	Swimming	3.73
15	Kick boxing	1.87
16	Skateboarding	1.49
17a	Other – unspecified	0.75
17b	Kung fu	0.75
17c	Snooker/pool	0.75
17d	Hockey	0.75
17e	Badminton	0.75
17f	Golf	0.37
17g	Ballet	0.37
17h	Squash	0.37
	Total	100

It is interesting to note that the most basic of sports that youth desire, i.e. soccer was on the top of the list.

Activities such as soccer, volleyball, netball, basket ball, table tennis and athletics tend to entail less cost and are thus easily included in programmes. They are also valuable in that they are team activities and they can assist in the creating and providing youth with accessible social capital. According to Iso Ahola (cited by Gilligan, 2001), participation in leisure activities represents both a physical and mental challenge that assists in the creation of a sense of self-determination and competency which is further enhanced by the reinforcement and support received socially through being part of team activities.

Furthermore, in view of the fact that all categories were responded to, may be an indication that there is a level of interest in sports participation.

With regard to **other activities** youth indicated they would like offered to them, it is evident that even at that young people are aware of the need to embrace technology, whilst being conscious of the need to develop people skills as well, as may be seen in the table below:

Table 4-13: Activities other than sport that youth would like to be offered

	Activities	Percentage of response per category
1	Computer skills	39.55
2	Getting to know oneself	36.70
3	Music	36.57
4	Getting to know others	33.58
5	Dance	33.21
6	Career information	29.48
7	Arts and crafts	23.51
8	Getting to know the community	21.64
9	Drama/Poetry	20.90
10	Team building	19.03
11a	Other - Sexual courses	1.12
11b	Other – Chess	0.75
11c	Other - Computer engineering	0.37
11d	Other – Modelling	0.37
11e	Other - Groups where teenagers can get to know themselves	0.37
	Total	100.00

It is interesting to note that SKAWA, cited by Stoll (2002) received similar suggestions from youth regarding the types of activities they would like to have offered to them ranging from skateboarding, art music and photography through to sport and recreation facilities. It is interesting to note Barker's findings (cited by Gilligan, 2001) that, "skills and competence in certain activities" (p. 42) assisted young African-American males from a poor and violent neighbourhood to avoid being involved in violence. Being engaged in activities such as music, computers and other extracurricular activities contributed to the youths' sense of pride and self-esteem. In view of this, the expression of the desire to be involved in such activities by the respondents reinforces the importance of appropriate provisioning for youth. However, the cost factor involved in the various activities has to be borne in mind.

With regard to computer skills (option marked as most desired in respect of activities other than sport that youth would like to have offered to them), at the time the study was carried out, computer classes were being offered at school on a theoretical level according to sources close to the researcher. Hence, the high percentage of responses for this category made perfect sense.

In terms of the career information aspect, youth have evidently recognized the importance thereof. The choices youth make in school in terms of subject choices, determine the career paths they take as adults. They can only be in a position to make informed choices if they are provided with opportunities to access career information. It is an expressed need that must be taken into account in programme planning.

The surprising response was regarding sex and sexuality. This is a topic that is the subject of much media attention and systematic programming in the school context given the high prevalence of HIV/AIDS in South Africa. It would not be surprising if the youth were too shy to bring it up as an issue, hence a low response rate. However, it might be even less surprising that if a class were offered, the attendance would be far higher than is indicated by the responses obtained.

C. Perceptions of respondents of issues currently being faced by youth

The table below reflects the views of the respondents regarding issues they believe youth to have been struggling with at the time the research was conducted. These are shown in descending order of percentages as suggested by Fink (2003c).

Table 4-14: Issues facing youth today

	Issues	Percentages
1	Drug related issues	76.12
2	Sexual pressures	70.52
3	Alcohol related issues	69.77
4	Violence	64.93
5	Crime	62.69
6	Schoolwork pressures	52.24
7	Gang related issues	50.37
8	Health issues (including HIV)	50
9	Family problems	42.16
10	Relationship difficulties	31.71
11	Financial difficulties	30.97
12	Communication difficulties	22.01
13	Nutrition problems	12.31
14	Not applicable	3.35
15a	Other - Rape	2.61
15b	Other - Abuse	1.87
15c	Other - Kidnapping	1.49
15d	Other - Gambling	1.12
15e	Other - Peer pressure	1.12
15f	Other- Unhygienic conditions	.75
15g	Other - Blackmail	.75
15h	Other - Reckless driving	0.75
15i	Facetious	.37
15j	Other - Smoking	.37
15k	Other - Sexual identity	.37

n = 268

From the foregoing, it is evident that youth are themselves are highly conscious of the concerns that adults also have regarding youth. Interestingly, the issues of drugs, sexual pressures and violence as representing the social issues the youth were most concerned about, were found by Flay, et al (2004) in a study of much younger children in America, and by Sathiparsad and Taylor

(2005) in a rural South African setting, to be areas of concern. Informed sources within the schools with whom the researcher has had on a social level indicate that these perceptions are reality based. Interestingly, for these respondents, HIV appeared quite remote from the issue of sexual pressure. Perhaps foremost was the focus on the activity itself rather than the consequences. Campbell and MacPhail (2002) point out that there is the HIV infection rate amongst young people in South Africa is high in spite sound levels of knowledge about health risks. They found that their respondents were willing to discuss sex and relationship issues with same sex peers but not with the opposite sex, particular in view of friendships of opposite sex nature being discouraged. Hence, male and female approaches to these issues were quite different. This also needs to be taken into account in programme planning as youth gender impacts need to be accounted for if the issues of concern are to be dealt with meaningfully. For Looman and Lindeke (2005), approaching participatory health promotion from the framework of social capital, cite various studies confirming social capital to be associated with positive health outcomes. Hence, sensitivity to and promotion of networks that youth trust can certainly contribute to the issues highlighted by the youth as problematic, being addressed appropriately. Hence, there is clearly a crucial role for social workers in fostering linkages between schools and the community, as suggested by Anderson-Butcher et al (2006), in a bid to help youth develop positively.

Youth responses to an open invitation to comment: (See Appendix 4-1 for details)

Evident amongst the comments made by youth was the need for support for their development and a strong desire for there to be programmes in place to focus their energies positively, away from the issues they have highlighted as detrimental to them. Smith (2003) believes that Putnam's view that there is sufficient evidence to show that joining a club contributes to the life expectancy and sense of well being of an individual, validates the activities of youth workers in the promotion of social capital through their work. This is precisely what the youth have asked for in their comments.

4) Conclusion:

Hence, in view of the results of this research, one may fairly assume that youth have directly expressed their view that there is indeed a need for a youth development programme in Reservoir Hills and that an appropriate response in providing such programmes is called for.

Chapter 5

Conclusions and Recommendations

Conclusions

Various conclusions emerged from the responses of the pupils to the questionnaires regarding youth development programmes. The conclusions drawn from the study are directly linked to the objectives listed in the section titled “Objectives of the Study” – Chapter One. These included the following:

- Secondary school pupils attending schools in Reservoir Hills perceived there to be a need for youth development programmes. Given the emphasis in the National Youth Policy (1997) on the role of active participation of youth in their own development, the recognition that there is a need for such programmes represents their first step in meeting their need for participation in the process of youth development. As pointed out by Putnam (Saguaro Seminar, 2000), speaking in the context of America (but equally applicable to the South African situation), school and after-school focused institutions seldom take into account youth views in these matters. Yet, they are expected to participate in something they have not taken ownership of, and regarded as uninterested when they drop out or fail to engage in offered programmes. Hence, it is hoped that a climate of participation by youth has been created through this study.
- The existing youth programme attendance patterns at the time of the study demonstrated that attendance was low. There appeared to be a range of reasons for this, from pupils being overloaded with schoolwork, through to affordability, accessibility, and, health issues. It is interesting to note that the surveys carried out by the Skateboarding Association of Western Australia, Inc (SKAWA) reported on by Stoll (2002) found similar reasons for low youth involvement.
- There were two aspects to the existing programme availability, reflecting the resources from which programmes that were being accessed by youth, as well as the activities offered. The main source of programmes was noted to be the school system, followed by religious organizations and sports clubs. Putnam (Saguaro Seminar, 2000) regards all these resources as important sources for youth not only for the activities that they engage in as part of their development, but also the major sources of social capital that youth can

access to maximize their positive development. With regard to the programmes offered it was clear that sport represented the dominant offering with some opportunities for participation in creative arts and other skills. These programmes address some of the aspects highlighted by Walker and Dunham (1994) as being important in a curriculum for youth development. However, there is seemingly an absence of personal and social skill competence components; those of health and physical competence; vocational competence, as well as citizenship or democracy education components, which Walker and Dunham (*ibid*) regard as essential components of youth development curricular.

- Whilst the majority of the respondents indicated that they are willing to attend a youth development programme should one be offered, some respondents indicated they would not attend. Those in support of a programme were very clear in their views regarding the direct and indirect benefits of directing youth energies positively away from socially inappropriate behaviours, as is suggested by Flay et al (2004).
- Regarding the types of programmes youth believed they would like to have offered to them, they sought a variety of the most basic sports such as soccer, and netball, as well as other activities such as computer and other skills, as highlighted as well by respondents in the SKAWA study (cited by Stoll, 2002).
- With regard to issues facing youth, drug and alcohol abuse, sexual pressure and violence were viewed by youth as major issues of concern and noted in findings by Flay et al (2004).

Recommendations

In view of the findings of the study, it is recommended that:

- Since youth perceive there to be a need for youth development programmes in the area, it is important that the researcher provide the schools concerned with this feedback to assist them develop youth in their care.
- Given that social workers play an important role in facilitating the creation and building of social capital in respect of youth, the researcher has an obligation to the youth to work with the schools and relevant stakeholders to find a way forward to meeting the needs expressed, even if this is through facilitating linkages with an area based social worker.
- In view of the fact that Durban Children's Society has expressed an interest in coordinating a youth development programme, it, together with civic organizations

within Reservoir Hills such as the Interfaith Forum and Reservoir Hills Ratepayers Association which have already been engaging in some outreach work with schools, be encouraged to make available the social capital and other forms of capital at their disposal to put in place assessment, delivery and evaluation programmes in respect of youth needs.

- The researcher could thus link the relevant social worker serving the local community to the schools concerned to facilitate school-based provisioning to meet youth needs. Whilst, as suggested by Chaskin and Richman (1992), the community would be a better base for the provision of services than a school-linked programme, the findings of the research indicate that the target population, i.e., the secondary school youth, are in a better position to receive services in the school environment, due to the varied areas they reside in and the consequent transport limitations, than if programmes were community based.
- The school environment could serve as a functional community which would then benefit from the community development skills of a social worker who can facilitate activities that would assist the building of bonding social capital amongst the youth in school as suggested by Putnam (2000). Simultaneously, she could assist in providing the bridging capital between the schools and the community, whilst linking the youth with outside resources through facilitation of access to government and other non-community based facilities and programmes. The re-engagement of youth in appropriate activities should then reduce their opportunities for them to engage in activities such as substance abuse, that they reflected in the study as of concern to them.
- Schools can be encouraged by the community worker to facilitate the provision of basic, affordable activities such as soccer, volleyball, netball, basketball, table tennis and athletics through linkages with outside sponsors should these activities still be unavailable.
- An be made by the relevant stakeholders as to whether programmes are being offered in term of computer skills and ways in which these can be accessed cost effectively if no programmes are currently in place.
- Self – and of – other - awareness programmes be facilitated by the community worker in view of the needs the youth have expressed in this regard. This will assist youth in making responsible decisions about their lives on a preventative and an interventionist level.

- ◆ A sense of citizenship be created amongst local youth by involving them in the organization and maintenance of programmes that might be initiated.
- ◆ Youth be provided with bonding capital through team orientated activities.
- ◆ Bridging capital be made available to youth that would allow them, for example, to develop partnerships with other schools that are better resourced; to participate in volunteer programmes servicing the wider community, etc.
- ◆ The National Youth Development Policy Framework be used as a guideline for meeting youth needs. At the same time, policy needs to be kept flexible through youth actively engaging with the State to meet their changing needs.
- ◆ Continuing research be engaged in by stakeholders to keep abreast of changing youth needs in a diverse and constantly changing context and country.

Conclusion

This final chapter focused on the implications of the study and the recommendations arising from these findings.

Through engaging youth in assessing their own needs, it is hoped that there will be sensitivity from social workers and other stakeholders regarding youth needs and the means by which they may be engaged in meeting them. This study has highlighted the fact that youth are aware of the problems facing them. At the same time, they are clearly conveying the means by which they feel they would like to have their needs addressed. Participation in programming for youth by youth is essential to successful implementation.

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APPENDICES

Appendix 1-1

Sheik: *Teen Crisis* – Article

And

Articles regarding Reservoir Hills Secondary Schools

Teen Crisis

Sadiyya Sheik - Effingham Secondary

How many of those lectures have you sat through? Listening to your parents or teachers drone on about subject matters you think you know more than enough about? We all know the typical scenario. The "lecturer" goes on for hours, repeating things at least five times while the teenager sits, yawning occasionally but still unaltered by the lecturers heartfelt attempt to appeal to the youngster. We all know that being a teenager is pretty stressful. It's a 24-hour, 7 day-a-week battle, to be seen, to be heard and to be recognized. This usually drives many teenagers to sex, drugs and alcohol and creates serious problems with disturbing circumstances. Thousands of teenagers are smoking, drinking and throwing their lives away all because of a little peer pressure. And

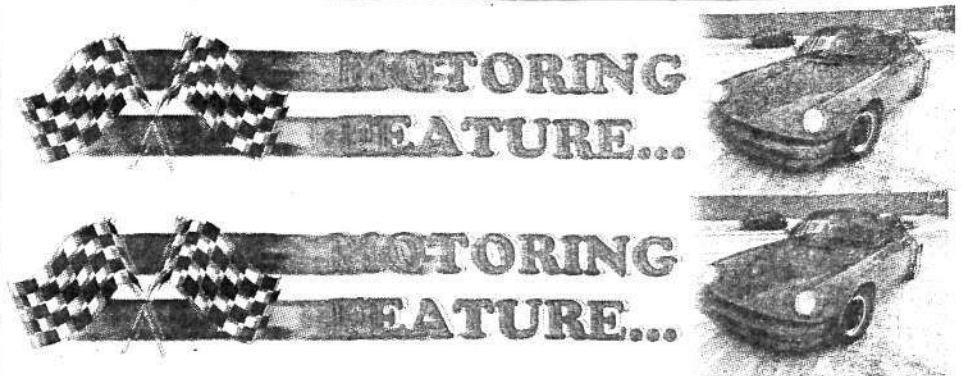
as long as the belief that sex, drugs and alcohol is what the "cool" kids are doing lasts, we will be surrounded by teen moms, heavily doped gangsters and drunk 11-year-olds. Now, I don't know about you but that doesn't sound like much of an appealing future to me. We teenagers are faced with so many issues that lead to so many other issues, like the controversial issue of sex. Thousands of teenagers are engaging in casual sex because it's the "cool" thing to do, because all their friends are doing it or because they can't control their hormones. There are various reasons. While some believe that they are ready, others do it to bring themselves to some type of self-proclaimed "coolness" with the reassurance that all their friends are doing it too. I believe pre-

marital sex can only lead to trouble. It can cause sexually transmitted diseases, pregnancy, AIDS and emotional instability. The media also play an integral part in the seriousness of this problem. Portrayed daily on television, newspapers, magazines and even on the radio, is the idea of casual sex. These characters on television as well as views in magazines and on the radio, might all have some influence on the youth, leading to the two most complicated teen issues yet, teen pregnancy and AIDS. Teen pregnancy is clearly defined in my dictionary as the end result of two party animals expressing so called love for each other. What I find most surprising about this disgusting new development is how quickly their love is forgotten when the possibility of a



child arises. Most often the heartbroken teenage mother finds herself alone with the responsibility of taking care of a child. And this is no horror story told by an uneasy parent. This is reality for thousands of young girls worldwide. HIV infections and AIDS is yet another type of harsh reality faced by today's youth. With thousands of teenagers already HIV positive, who knows what the future holds. I think that this is one problem that we as South Africans have to work together on. This is why I propose a change in our attitudes, beliefs and morals. I appeal to you as a concerned teenager - Lets win this battle.

Lets act now!



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Sano joined Tim Turner at Kwik-Fit in Pinetown in the mid ninety's as the admin manager. Later Tim bought into, Tyre, Tube and Exhaust in Umgeni Road. Thereafter he expanded by opening the Umgeni Road branch of Supa Quick where Sano became branch manager. Over the years, Sano has earned the reputation of a person who would go the extra mile for his customers. He believes in offering the finest service, quality products and com-

new experience in the fitment industry. He invites all past customers and old friends to come and see him for ongoing competitive prices and fast efficient service.

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Reservoir Hills Secondary celebrates Youth Day

TWENTY-FIVE years ago the youth of Soweto permanently changed the course of South Africa's history. The events leading to what came to be known as the Soweto Uprising and the gunning down of Hector Pieterson and scores of others are well documented.

Reservoir Hills Secondary School commemorated what is arguably perceived as one of the greatest turning points in the country's political calendar with a high-powered programme comprising of a wide-ranging assortment of plays, dances and speeches.

In her keynote address, Seshnee Moodley, president of the school's History Club, stated that the country's youngsters should seize the occasion to empower themselves. "The need for common decency, tolerance and respect for each other's value systems is vital," stressed Seshnee.

She also emphasised that Youth Day should serve as a catalyst to "forever banish racism in thought, word or action from the hearts and minds of every freedom-loving South African."

"This would be the highest mark of respect for those who made the ultimate



Grade 8 pupils staged a hilarious play on exploitation in the workplace.

sacrifice in 1976," she added. Seshnee also implored the youth to not only view education as a springboard towards a better career for

themselves but to use their knowledge to "actively engage in community upliftment programmes so that every community could share in the fruits of their

new-found liberty." In addressing the challenges confronting South Africa's present generation of youngsters, Seshnee stated



History Club president Seshnee Moodley delivered an inspiring keynote address.

that the youth should have absolutely no illusions. "The Aids pandemic is undoubtedly our greatest challenge. If the youngsters of today go through life with

an it-will-not-happen-to-me attitude, then they have no future." She also urged all youngsters to wage an all-out assault against the killer virus.



Lorisa Hansraj wowed the audience with an Eastern Dance item.

Punctuating her speech were sketches and dances that reflect student and worker issues as well as a colourful display of South Africa's diverse multicultural ethos.

ADL spotlighted as one of top 10 schools

Seen receiving his award from Professor Reubek (Dean of the Faculty of Civil Engineering) is Erashen Pillay. He is flanked by Mrs. S.D. Gounden (Deputy Principal) and Mr. B.G.R. Josiah (Acting Principal).



THE University of Natal Engineering Department (Civil) has selected Dr. AD Lazarus Secondary as one of the top 10 schools to present a special prize. This award was made to the pupil who achieved the highest marks in English, Maths and Science in the Grade 11 examinations, Erashen Pillay.

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Miss Teen KZN
The search is on for the most beautiful, talented and intelligent teen queen for 2001. School-going ladies aged between 15 and 20 years that are single and unmarried can enter.
Entries must be in on Friday, 13 July 2001, by 4pm. The Grand Finale is scheduled for Saturday, 29 September, 2001. For enquiries contact Calvin Enmanuel on 0835714888.

No mere comedy
LIFTING the spirits of Durban's theatre-lovers, Mahomed Ali & Esop Khan's new production, "My Sugar Daddy," is no mere comedy. The sparkling music, choreography and moral theme of this play are all put together to form a superbly crafted piece of art.
The play takes place in a broker's office, run by Cookie, a friend of Gora, Shanel and Andrew. The broker's office is also used as a rehearsal space for the boys, who are going to be appearing as guest artists in an overseas production.
Whilst rehearsing their songs, both in Hindi and English, they discuss a wide range of subjects from family-inflicted violence, the New South Africa and the treatment which Civil Servants hand out to the members of the public.
Nobody is spared and that includes the clerks at government welfare office, Blacks moving into Indian areas, hospital staff, education system, politicians and bureaucrats. The play has lots of laughter with a punching message for those who think they are in power, when all they should be doing is to be serving the public.
"My Sugar Daddy" will be staged at the Springfield Training College in Asherville on Friday, 6th, Saturday, 7th, & Sunday 8th July 2001. The times are FRIDAY at 8pm and SUNDAY at 7pm. Tickets can be purchased at: Ideals - Victoria St. (Ph: 3061535) or The Polar Stop - Sparks Rd, Overport (Ph: 2071798). Book early to avoid disappointment. For further enquiries, or to book the show for charity fundraisers, call (wh) 902 4514

ESSOP KHAN AND MAHOMED ALI PRODUCTIONS
Presents
"MY SUGAR DADDY"
A Musical Comedy
WRITTEN AND DIRECTED BY KHAN & ALI
Venue: Springfield Training College - Asherville
Date: Friday 6th, Saturday 7th & Sunday 8th July 2001
Time: 8pm Sharp Nightly, On Sunday At 7pm Sharp
Tickets: AT IDEALS - Victoria Street
Phone: 306 1535
OR
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Football fixtures

THE FOOTBALL Association of Reservoir Hills will play a series of matches this weekend. The fixtures are as follows:

- SAT: 18 November 2001**
 * Sirpat 1 (1.30pm) U17 - Castlehill Celtic vs Police Stars
 * Sirpat 2 (1.30pm) U17 - Italy Homesweepers vs Super M
 * Sirpat 1 (3pm) Senior 2 - Castlehill Celtic vs Newlands West All Stars
 * Sirpat 2 (3pm) Senior 2 - Savages vs Rovers

SUN: 11 November 2001

- * Sirpat 1 (10am) Women - Real Dolphins vs Dabeka Mgc
 * Sirpat 2 (10am) Women - Italy Homesweepers vs Reservoir Hills United
 * Sirpat 1 (11.30am) Senior 1 - Real Dolphins vs Reservoir Hills United
 * Sirpat 2 (11.30am) Senior 2 - Reservoir Hills Sporting vs Cans Manor United
 * Sirpat 1 (1pm) Senior 1 - Ols vs Afs United
 * Sirpat 2 (1pm) Senior 2 - Newlands West vs Mala
 * Sirpat 1 (2.30pm) Senior 1 - Bambanani vs Young Zebras
 * Sirpat 2 (2.30pm) Senior 2 - Sawfish vs Wolves
 * Pifao (10am) U13 - Home Boys vs Super M
 * Pifao (11.30am) U13 - Newlands East vs Leeds
 * Pifao (1pm) U15 - Three City vs Home Boys
 * Pifao (2.30pm) Senior 1 - Newlands East vs Albions
 * Hawlock (2.30pm) Senior 1 - Parkhill vs Durban Spurs

Clubs are warned that failure to pay affiliation/registration fees by Friday 9 November will result in your fixtures being withdrawn. Contact Polly Rambarak on 0828384665 or TV Naidoo on 0837378746 for more information.

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A HAPPY DIWALI

USE FIREWORKS SAFELY

Reservoir Hills pupils achieve cultural honours

RESERVOIR HILLS Secondary School pupils attained a list of awards for their cultural achievements recently.

The first was in the Urdu and Arabic jalsa. The pupils who participated were (top) Bak now from left - Mr Ram Maharaj (principal), Mrs. Senela Singh (H.O.D. Languages), Zakaria Mohammed, Reza Khan, Mrs. Fahima Suleman (Teacher of Urdu), Mr. Kamal Maharaj (Chief Subject Advisor: Eastern Languages), Front Row - Irshad Wadiwala, Raeesa Peerbhay, Noreen Amoo, Hiteshaa Randerere, Fadhna Kista, Umar Kadoh and Anessa Ismail.

Pupils who wrote the Tamil examination also excelled. They are (centre): (L-R) Jodie Chetty, Meshkaya Pillay, Mrs. Pichayalee Jay (Teacher of Tamil), Rayanda Naidoo and Renessa Mahabeer.

The cultured stars of Reservoir Hills Secondary also made them the country's first school to notch three top

achievement for culture. They scooped top honours at the recent Hindi Sixaddid, have been selected to perform a dance item at the Durban Diwali Festival and have been also chosen to participate in the 'Best of the Best' Cultural Extravaganza organized by the KZN Department of Education and Culture.

Pictured (bottom): from left - Mr. Ram Maharaj (principal), Mrs. Senela Singh (H.O.D. Languages), Trisha Budai, Camille Ishwarlal, Suraksha Ginkoo, Shivon Kambaran, Urutsha Ramkucken, Mrs. Alvin Kasopes said (Teacher of Hindi), Mr. Kamal Maharaj (Chief Subject Advisor of Eastern Languages), Middle Row from left - Meshkaya Pillay, Samantha Sursajal, Prisha Moodley, Sandipa Dathaman, Sahika Meekal, Sharika Maharaj, Shivonica Ureen, Rishana Ramtural, Nerita Ramphani, Trisha Balastry, Rayanisha Naidoo. Front row - Jodie Chetty, Darshna Dhabhicharan, Renessa Mahabeer and Fahima Kista.



Eastern Evening

HILLGROVE Hindu Society presents an eastern evening featuring Flash Entertainers and Nagara Divas on Friday, 9 November 2001, commencing at 6.30pm. Admission is R10. For further information contact Ray Maharaj on 5785091.

Hillgrove Matric Farewell

HILLGROVE Secondary School will be hosting their matric farewell at Destiny Nightclub on Thursday, 22 November 2001. For further information call Fahima Kajes or Selisha Moodley on 5779543.

Grand Diwali Show

EASTERN Promotions will present a grand Diwali Show at 1pm on Sunday, 18 November 2001 at Palladium in Isipingo. There will also be a 'Teen Queen' and 'Tunjab Fashion Queen' contest and there are great prizes to be won. Admission is R10.00. Interested contestants should contact Tony Harris on 4624684.

Parkvale excels in story-telling

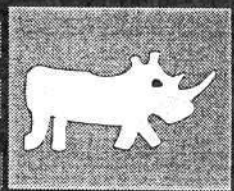


PARKVALE Primary School hosted an Inter-School Story Telling Competition to commemorate the Year of the Reader. Learners from the Foundation Phase from the Newlands East and Newlands West Primary Schools participated. The Subject Advisor for the Foundation Phase, Mrs. B. Dyer, who was the guest of honour at the function, complimented the learners on the high standard of story telling. Seen above are the winners of the competition with the Principal, Mr. Praveen Maharaj, Mrs. Hilda Blana, the Deputy Principal and the co-ordinators of the competition, Mrs. Ashwathie Maharaj and Mrs. Veena Gangaram.

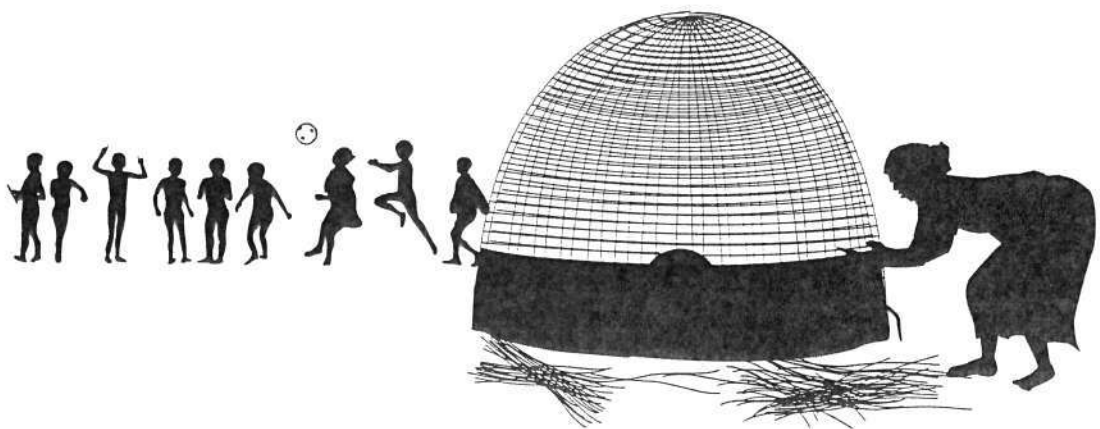
Appendix 1-2

Handout:

It takes a whole village to raise a child



IT TAKES
A
WHOLE
VILLAGE
TO
RAISE
A CHILD



Appendix 3-1

Letter to the

Principal

of

Dr. A.D. Lazarus Secondary School

271 Annet Drive
Reservoir Hills
4091
3 June 2003

The Principal
Dr. A.D. Lazarus Secondary

Dear Madam

RE : **THE NEED FOR A YOUTH DEVELOPMENT PROGRAMME IN
RESERVOIR HILLS :**

As per the letter from Ms. Reshma Sathiparsad (UND), dated 27 March 2003, I, Meena N. Haridas, am currently enrolled for the Masters in Social Work.

The research regarding the above is a continuation of the **pilot study** I carried out in 2001 as part of ABET course I was enrolled in at the time.

The outcome of that project was that the parents who responded to the questionnaire clearly expressed the need for a youth development programme in the area.

However, in keeping with the principles of **people-centred development**, the next planned phase, that of hearing from the youth themselves, needs to be carried out. The purpose of the **planned survey** is to determine the **youth viewpoint regarding their needs and how these should be met.**

Given that the youth currently in Grade 9 are entering the phase of "youth," it was deemed appropriate to survey the entire group of Grade 9 pupils in your school.

Please find attached a copy of the questionnaire proposed for use.

Given the time constraints considering that schools will soon be writing examinations, your kind assistance is requested in facilitating a proposed mass half-hour sitting of the Grade 9 pupils by the end of this week or early next week to facilitate the completion of the questionnaires by the pupils. Since Mr. Usuf is familiar with my study, it might be useful if I could liaise with him regarding arrangements.

Your kind cooperation would be highly appreciated.

Yours sincerely

MS. MEENA N. HARIDAS

Appendix 3-2

Letter to the

Principal

Of

Reservoir Hills Secondary School

271 Annet Drive
Reservoir Hills
4091
3 June 2003

The Principal
Reservoir Hills High

Dear Sir

**RE : THE NEED FOR A YOUTH DEVELOPMENT PROGRAMME IN
RESERVOIR HILLS :**

As per the letter from Ms. Reshma Sathiparsad (UND), dated 27 March 2003, I, Meena N. Haridas, am currently enrolled for the Masters in Social Work.

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Given the time constraints considering that schools will soon be writing examinations, your kind assistance is requested in facilitating a proposed mass half-hour sitting of the Grade 9 pupils by the end of this week or early next week to facilitate the completion of the questionnaires by the pupils.

Your kind cooperation would be highly appreciated.

Yours sincerely

MS. MEENA N. HARIDAS

Appendix 3-3

**Letter from the researcher's supervisor
to the schools concerned
requesting permission for the study**

Centre for Social Work

University of Natal Durban 4041 South Africa

Telephone +27 (0)31 260 2527

Fax +27 (0)31 260 2618

e-mail: naickerc@nu.ac.za

27/03/2003

The Principal
AD Lazarus Secondary School
Reservoir Hills.

Dear Sir / Madam

MASTERS STUDENT: MS. MEENA N. HARIDAS : ST. NO. 202523911

The above student is currently registered for a Masters Degree in Social Work at the University of Natal, Durban. Part of the course requirements is that she completes a research project. Ms. Haridas's area of interest is youth development. She is undertaking a study on the needs of youth in secondary schools. The long term goal would be to highlight these needs to the relevant stakeholders with a view to developing programmes and activities to address the needs of the youth.

Ms Haridas would appreciate any assistance with regard to gaining access to youth at your school. She will explain the details of her research to you. Should you have any queries, please feel free to contact me on 031-2602430.

Yours sincerely



MS RESHMA SATHIPARSAD
(Lecturer / Research Supervisor)

Appendix 3-4

**The research proposal
which accompanied the
Permission request letter**

THE NEED FOR A
YOUTH DEVELOPMENT PROGRAMME FOR
SECONDARY SCHOOL GOING YOUTH IN RESERVOIR HILLS

MEENA NARSINHDAS HARIDAS

RESEARCH PROJECT PROPOSAL SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE RESEARCH MASTERS THESIS –
COURSEWORK MASTERS IN SOCIAL WORK, UNIVERSITY OF NATAL

DURBAN 2002

TABLE OF CONTENTS

- 1 Introduction**
 - 1.1 Rationale for the research**
 - 1.2 The purpose and objectives of the research**
 - 1.3 Literature review**
 - 1.4 A theoretical framework**
 - 1.5 Research questions**

- 2 Methodology**
 - 2.1 Introduction**
 - 2.2 Research strategy**
 - 2.3 Sampling method**
 - 2.4 Data collection tool(s)**
 - 2.5 Forms of analysis**
 - 2.6 Strengths and limitations of the research design (including ethical issues)**

- 3 List of References**

1. Introduction

“...We all know that being a teenager is pretty stressful. It’s a 24-hour, 7 day-a-week battle, to be seen, to be heard and to be recognized. This usually drives many teenagers to sex, drugs and alcohol and creates serious problems with disturbing circumstances. Thousands of teenagers are smoking, drinking and throwing their lives away all because of a little peer pressure. And as long as the belief that sex, drugs and alcohol is what the “cool” kids are doing, we will be surrounded by teen moms, heavily doped gangsters and drunk 11-year olds...that doesn’t sound like much of an appealing picture to me....With thousands of teenagers already HIV positive, who knows what the future holds.....This is why I propose a change in our attitudes, beliefs and morals....Let’s act now!”

(Sadiyya Sheik-Effingham Secondary)¹

If, as highlighted by Conger,² youth have been seen throughout history as crucial, not only to the survival of nations and cultures, but to the very survival of humankind itself, then a call such as that made by Sheik,³ has to be heeded, for us to survive. The process of helping young people to be in a position to meet the challenges ahead can only happen, according to Conger,⁴ with the enlightened support and encouragement of families, schools, the business community, and government,⁵ for indeed, “it takes a whole village to raise a child” (NACCW handout)⁶.

1.1 Rationale for the research

This proposed study’s intention is to carry out an in depth exploration of a need identified by adults (in a pilot study in 2001), for a youth development programme in Reservoir Hills. The parents who responded to the questionnaire were fully in favour of a Youth

¹ See “Teen Crisis” by Sadiyya Sheik-Effingham Secondary, in *The Rising Sun Overport*, April 30-May 6, 2002, 6

² Conger, J.J., 1991, 2

³ Ibid

⁴ See Conger 112

⁵ See Conger xvii

⁶ An old African concept adopted by the National Association of Child Care Workers in their Core Concepts for Child and Youth Care Course-See Appendix

Development Programme in Reservoir Hills⁷, citing many of the reasons outlined by Sheik⁸ for supporting the involvement of their offspring in any proposed programme⁹

In order to offer an appropriate programme, it is therefore vital to determine what the exact needs are through a detailed needs assessment as proposed here.

1.2 The purpose and objectives of the research

The purpose of the study is to determine the need for a youth development programme for school going youth in Reservoir Hills.

The objectives of the study include the following :

- To develop a profile of school going youth in Reservoir Hills Secondary Schools
- To establish the types of programmes currently available to youth in the area
- To establish the types of youth development programmes currently being attended by youth
- To determine if youth in the area desire to attend youth development programmes
- To determine if in principle, youth are in favour of the establishment of youth development programmes in Reservoir Hills
- To examine the types of programmes that youth believe should be established
- To gauge the level of commitment of youth to participating in the establishment and running of any proposed programme for youth should the situation arise

⁷ See Haridas, M.N., 2001, ch 4 in Appendix

⁸ Ibid

1.3 Literature review

“Those who do research belong to a community of scholars, each of whom has journeyed into the unknown to bring back a fact, a truth, a point of light. What they have recorded of their journey and their findings will make it easier for you to explore the unknown: To help you also to discover a fact, a truth, or bring back a point of light.”¹⁰

Naidoo, M-T. A.¹¹ has in her review of the literature relating to youth, captured the essence of the quotation above, reinforcing the pivotal role of youth, highlighted by Conger¹², in, and for, our society’s development.

Naidoo¹³ focuses on the value of capacity building of young people and youth organizations for enhancing human and organizational capacity in the context of the social development paradigm where such strengthening is a basic tenet. Such capacity building is viewed as equally important for the formulation and delivery of youth development policy.

With respect to the latter, McKay, V. et al¹⁴ cite the government’s Reconstruction and Development Plan regarding the ‘problem of youth’ which reads as follows : “The problems facing the youth are well known. If we are to develop our human resource potential, then special attention must be paid to our youth. Our human resource policy should be aimed at reversing youth marginalization, empowering youth, and allowing them to reach their full potential. Programmes for training, education and job creation will enable our youth to play a full role in the reconstruction and development of our society.”

Due to time constraints, a detailed literature review cannot be presented here.

⁹ See Haridas p17 - Appendix

¹⁰ Leedy, P.D., 1993,87

¹¹ Naidoo, M-T, A., 2001, 16

¹² Ibid

¹³ Ibid

¹⁴ Mckay, V., et al, 1995, 112

A detailed proposal would however focus in its literature review, on the following aspects as outlined by Naidoo ¹⁵ :

- Identification and explanation of the key terms used in the proposal for the study of youth development and community based organizations
- The international and South African policies which influence youth development and community based organizations
- Recent research on community based youth organizations in South Africa

1.4 Theoretical framework

Whilst the RDP guidelines are important in working with youth, one has to heed the lessons learnt by many developers in the past, including Paulo Freire ¹⁶, that development has to be people-centred, developmental, contextual, and should involve a constant process of action-reflection, for such development to be sustainable¹⁷.

1.5 Research questions

1.5.1 Introduction

Blaikie ¹⁸ believes that formulating research questions may be the most difficult part of any research design, but also the most critical part as “a research project is built on the foundation of its research questions.” Research questions allow us to make choices regarding the focus and direction of the research, to set its boundaries, as well to ensure

¹⁵ Ibid

¹⁶ See Richards, et al, 2001

¹⁷ See McKay, V. et al, 1995, Unit 3; Richards, et al, 2001

¹⁸ Blaikie, N. , 2000, 58

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¹⁵ Ibid

¹⁶ See Richards, et al, 2001

¹⁷ See McKay, V. et al, 1995, Unit 3; Richards, et al, 2001

¹⁸ Blaikie, N. , 2000, 58

its manageability and its success¹⁹. Blaikie suggests that research questions can be grouped to correspond with 3 main categories of objective : “description, explanation/understanding and change”²⁰. The sub questions below will be framed within these parameters.

1.5.2 Main Question :

Is there a need for a youth development programme in Reservoir Hills from a youth perspective?

1.5.3 Sub questions :

- What are the demographics of the school going youth in Reservoir Hills?
- What are the current attendance patterns of youth programmes in Reservoir Hills?
- What programmes are currently available to youth in the area?
- What concerns do the youth have regarding their own development?
- Why do youth wish/not wish to attend youth development programmes, should they be offered.
- How do youth propose to address issues arising from their concerns about their development?

2 Methodology

2.1 Introduction

Leedy²¹ states that ‘methodology is merely an operational framework within which the facts are placed so that their meaning can be seen more clearly.’ He emphasizes however that it should be an integral part of the research proposal as it informs the reader as to how you intend to proceed and how the data is to be handled²².

¹⁹ Ibid

²⁰ See Blaikie, p. 60

²¹ See p. 121

²² See p. 145

A basic rule Leedy²³ has derived from his presentation regarding data and the corresponding methodologies that are necessary, is that “The data dictate the research methodology.” Given the nature of the problem being explored, a qualitative methodology appears appropriate.

2.2 The research strategy

Naidoo²⁴ points out that, “Youth, child care and related policies, require the active participation and empowerment of youth and children in the decision making processes affecting their interest and welfare....Youth, child care workers, other related professionals and policy makers have an obligation to create opportunities for young people to participate in society.....In order to achieve this, they need to reflect on and assess existing models of practice so as to develop new understandings, approaches and alternative models.” She cites Bryman²⁵ who views the qualitative paradigm as being based on taking into account the “subject’s perspective, and understanding actions meanings in their social context.” A qualitative design is indeed appropriate for this research as that is indeed the intention of this study.

Naidoo²⁶ cites Marlow view that three research strategies exist : exploratory, descriptive and explanatory. The fact that there is very little known about the needs of the youth in Reservoir Hills makes this study exploratory. Given the fact that little is known about the resources available within the community, the study is descriptive as well.

In view of the fact that there is an emphasis on participation, and on empowerment, participatory action research as cited by Naidoo²⁷ is appropriate in this context.

²³ See p. 122

²⁴ See p. 48

²⁵ See Naidoo, p.

²⁶ Ibid

2.3 Sampling method

Denscombe²⁸ highlights the fact that social researchers are faced with the fact that they cannot collect data from all members of the category being researched, and hope therefore that by researching a portion of the whole, what is found is a reflection of what is happening in the bigger picture.

For the purposes of this study, a stratified sample might be appropriate for the youth, but purposive sampling might be more suitable with respect to the stake-holders. (²⁹)

2.4 Data collection tool(s)

Given the participatory framework being proposed, the most appropriate data collection tools would appear to be :

- Focus groups, guided by questions applicable to the study
- The use of brainstorming techniques to elicit responses from the subjects
- Audio recordings of focus group interviews to record data

According to Morgan cited by Naidoo³⁰, focus group interviews may be defined as “a research technique that collects data through group interaction on a topic determined by the researcher.”

2.5 Forms of analysis

Denscombe³¹ states that qualitative data, irrespective of their source, need to be *organized* in a very practical manner before they can lend themselves to a process of

²⁷ See p. 51,52

²⁸ Denscombe, M., 1998, 11

²⁹ Ibid: See p.11-15

³⁰ See p. 56

³¹ See Ch. 11

analysis. There are five approaches to such analysis cited by Naidoo³² in terms of a framework provided by Marlow :

- Descriptive accounts
- Constructing categories
- Logical analysis
- Proposing hypotheses
- Validation

For this study, the ‘descriptive’ and ‘constructing categories’ approaches would appear most useful given the participatory nature of research to be conducted.

2.6 Strengths and limitations of the research design (including ethical issues)

The **strength** of the research design lies in the participatory nature that not only will empower the youth and the various stakeholders to actively attack the problems that exist, but also allow for participants and the researcher to learn from each other.

The **weaknesses** that may arise are most likely to result from

- the impact of the researcher’s participation
- if the process does not progress in a democratic manner
- if audio recordings fail
- if domination by some prevents participation by others, should the researcher not perceive problems soon enough to assist the group.

The **ethical issues** that may arise include :

- issues of confidentiality
- permission to use information

These can all be tackled through proper study design and obtaining permission of all relevant stakeholders.

³² See p. 61

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APPENDIX

271 Annet Drive
Reservoir Hills
4091

17 November 2001

Atten. : Parents & Other interested parties

Dear Sir / Madam

**RE : RESULTS OF THE ADULT SURVEY IN RESPECT OF "THE NEED FOR A
DEVELOPMENT PROGRAMME IN RESERVOIR HILLS**

Please find attached the Concluding Chapter of my research report in respect of the above.

I will be proceeding in accordance with the recommendations I have outlined therein.

I wish to thank you for your kindness in responding to my questionnaire and trust that we will continue to work together to truly "hear" what our Youth want in order for us to assist them in their development.

To those who have kindly offered their support, I shall make contact with you once I know where we stand with regard to the Youth themselves.

Yours sincerely

MISS MEENA N. HARIDAS

Chapter 4 : Conclusion

4.1 Introduction

This chapter concludes this research project by providing a summary of major findings of the survey in relation to the aims, objectives and research hypothesis.

4.2 Summary of major findings

The aim of this research was to investigate the need for a Youth Development Programme in Reservoir Hills from an Adult (specifically parental) perspective. The aim has been achieved and the major findings are as follows :

Demographic characteristics

- Only Secondary School Youth who attend Reservoir Hills Secondary and Dr. A.D. Lazarus Secondary were targeted to pass questionnaires on to their parents since the sample frame is comprised of only these pupils.
- The majority of the respondents were mothers. The majority of fathers who responded had children attending the Dr. A.D. Lazarus Secondary School.
- The majority of the Youth were from two children families.
- The age range of the target population was 14-17 years, with their siblings ranging from 0-30 years.
- The Youth targeted are attending Grades 9-11, age appropriately
- The majority of the target group are in Grade 9
- The Respondents' children attend a number of schools in and around Reservoir Hills, with the majority attending Dr. A.D. Lazarus Secondary and Reservoir Hills Secondary

Current level of involvement of target group in Youth Development Programmes

- The child of only 1 / 37 respondents is currently involved (3%).

Types of programmes being attended

- The programme attended by the only attendee from the target group, is that offered by the Muslim Youth Movement, on a weekly basis at Reservoir Hills Senior Secondary at no cost

Willingness to involve own children in Youth Development Programmes

- 30 / 36 (83%) of the Respondents whose children are not currently involved would like to engage them in a Youth Programme

Reasons for wanting Youth to attend Youth Programmes

Three major reasons :

- Meeting children with similar interests / learning to bond with other youth and share ideas; knowledge and skills, particularly in coping with peer pressure
- Sharing views and knowledge that will uplift them socially, making them better members of society, helping them understand it and contribute to meeting its needs for a better future
- Become involved in community affairs / serving / helping the community

Level of support for the idea of having Youth Programmes in the Reservoir Hills area – in principle

- 100 % support

Types of programmes that respondents felt should be offered (in priority order)

- Community service
- Self awareness
- Social skills
- Leadership
- Work skills
- Other : Sport; Life skills; Counselling; Educational upliftment

Additional adult concerns / comments

- Youth Development Programme is necessary in Reservoir Hills / long overdue
- Our Youth need to learn to meet the needs of the community, particularly the disadvantaged
- Programmes should be specifically orientated for teenagers, be accessible and preferably free.
- The Youth Development Programme should be integrated into the school curriculum.
- Hopes were expressed for the success of the programme and for commitment on the part of the researcher to see the process through.
- **Emphasis was placed on the need for supervision of the programme.**

The Research Hypothesis

The research hypothesis that was posed at the beginning of this study was :

Whilst the initiation of Youth Development Programmes has in the past
focused on the perceived needs of Youth,
the sustainability of such programmes is dependent on adult support.

The data from the survey indicated very clearly that adults (parents) of Youth have not been involved in or are unaware of Youth Development Programmes that may have been

offered in the past. Their responses demonstrate their willingness to be involved and this augurs well for the sustainability of the project. They are looking for accountability and responsible organization and monitoring of whatever will be offered.

4.3 Recommendations / Implications of the study

- 1) Feedback should be given to all stakeholders, particularly the respondents, regarding the findings of the study.
- 2) Negotiations should begin hereafter to survey the Youth in the New school – year* to determine the need for a Youth Development Programme from a Youth Perspective.
- 3) Once the Youth survey is completed, the results must be conveyed to the Youth and the adults.
- 4) The recommendations from the Youth Survey, combined with the recommendations of the adult survey must then determine the way forward.
- 5) Adult involvement must remain an integral part of the entire process.

(*Pupils are currently writing exams and stay away from school as soon they finish. Many pupils go away on holiday. It would therefore be non-productive to initiate a survey now)

Appendix 3-5

Covering letter

To

the students

271 Annet Drive
Reservoir Hills
4091
3 June 2003

Dear Student

RE: YOUTH NEEDS QUESTIONNAIRE:

Your kind assistance is requested in completing the following questionnaire in respect of the **needs of the youth** in Reservoir Hills.

I conducted a study with parents in 2001 in which the idea for surveying youth needs was supported. As it is important to hear **your** point of view, I request that you complete all aspects of the questionnaire that relate to you.

1. Where there are Yes (Y) / No (N) boxes, please tick.
2. Where there are spaces, please write out information.
3. Where there are options given, please tick in the box next to the option.

Thank you for your kind cooperation.

Yours sincerely

MS MEENA N. HARIDAS
(SOCIAL WORK MASTERS- UND)

Appendix 3-6

Research Questionnaire

QUESTIONNAIRE FOR SECONDARY SCHOOL YOUTH

To participating youth

Thank you for taking the time to assist us by answering the following questions :

A. DEMOGRAPHIC DETAILS : (KINDLY NOTE : NO NAMES REQUIRED)

1. This questionnaire is being completed by a: M F
2. Age : _____
3. School : _____
4. Current Grade : _____
5. Please complete the following details regarding your **brothers and sisters**, completing (e) if (c) is not applicable:

a. <u>AGE</u>	b. <u>SEX</u>	c. <u>SCHOOL</u>	d. <u>GRADE</u>	e. <u>OCCUPATION</u>
1				
2				
3				
4				
5				
6				
7				
8				

6. Where do you live?

1. Reservoir Hills		2. Other*(Please specify)		*
--------------------	--	---------------------------	--	---

7. What is your home language?

1. English		2. Zulu		3. Other*(Please specify)		*
------------	--	---------	--	---------------------------	--	---

8. What religion do you follow?

1. Hinduism		2. Christianity		3. Islam		4. Other*(Please specify)		*
-------------	--	-----------------	--	----------	--	---------------------------	--	---

B. THE NEEDS OF PARTICIPATING "YOUTH"

1) Do you **currently attend** a Youth Programme in Reservoir Hills? Y N

2) If you answered "Yes", please answer the following questions:

(a) Where are the youth activities being offered?

1. Religious organizations	2. School	3. Sports clubs	4. Other* (Please specify)	*
				*
				*

(b) What is the type of programme is being offered?

1. Sports	2. Games (e.g. chess)	3. Music	4. Poetry	5. Drama	6. Leadership
7. Art	8. Cookery	9. Sewing	10. Crafts	11. Health	12. Self-awareness
13. Dance	14. Computer skills	15. Choir	16. Voluntary work	17. Other* (Please specify)	*

(c) Is there a cost involved? Y N

3) If you answered "No" in B : 1 above, please complete the following:

(a)

Reasons for the lack of involvement in Youth Programmes:	
1. Not interested	2. Do not have transport to attend extra-curricular activities
3. Overloaded with schoolwork	4. Poor health prevents participation in extra-curricular activities
5. Do not know what is available in terms of youth programmes	6. No facilities available in the area for activities of interest
7. Parents will not allow participation in extra-curricular activities	8. Have too many family responsibilities
9. Do not have time to get involved in extra-curricular activities	10. Family cannot afford extra-curricular involvement
10. Other* (Please indicate)	*
	*
	*
	*

(b) If you had the opportunity, would you like you to be involved in an extra-curricular Youth Programme? Y N

(c) If you answered "Yes," what types of activities would you want youth programmes to offer?

i Sporting activities:

1. Netball	2. Soccer	3. Tennis	4. Table Tennis	5. Karate	6. Gymnastics
7. Volley ball	8. Rugby	9. Cricket	10. Baseball	11. Basketball	12. Athletics
13. Other* (Please specify)		*			

ii Other activities:

1) Knowing yourself and working on your future goals	2) Getting to know other people with whom you can share ideas and enjoy games and group activities
3) Career information	4) Team building and leadership
5) Getting to know your community and how you can help improve life in your area	6) Computer Skills
7) Arts and crafts	8) Music
9) Drama and Poetry	10) Dance
11) Other* (Please specify)	11) (a)*
11) (b)*	11) (c)*
11) (d)*	11) (e)*

(d) What do you think are the issues facing youth today?

1 Sexual pressures	2 Alcohol related issues	3 Drug related issues	4 Violence
5 Gang related issues	6 Schoolwork pressures	7 Communication difficulties	8 Relationship difficulties
9 Financial difficulties	10 Nutrition problems	11 Health issues (including issues surrounding HIV/AIDS)	12 Crime
13 Family problems	14 Other* (Please specify)	14(a)*	14(b)*
14(c)*	14(d)*	14(e)*	14(f)*

4. Any other comments? _____

Appendix 4-1

Youth responses

To

an open invitation

to comment

at the end of the questionnaire

YOUTH NEEDS SURVEY : RESPONDENT COMMENTS

1. NONE 2. ACC 3. OBNOX 4. UNREL 5. RACIAL OVERTONES	RESPONDENT NUMBER	YOUTH COMMENTS UNEDITED
1	1	
1	2	
1	3	
1	4	
1	5	
1	6	
1	7	
1	8	
2	9	"I won't be interested anyway. I have sexual dis..."
1	10	
1	11	
2	12	"I feel todays youth suffers from peer pressure and getting influenced with things like drugs, Alcohol, and smoking"
2	13	"I feel I am over wait I need some help"
1	14	
1	15	
1	16	
1	17	
1	18	
1	19	
1	20	
1	21	
1	22	
1	23	
1	24	
2	25	" If the youth was involved in youth related activities they would not turn to all these wrong issues."
1	26	
2	27	" The youth should get involved in more activities and should not be afraid to come out with the truth."
1	28	
1	29	
1	30	
1	31	
1	32	
1	33	
1	34	
1	35	
1	36	
1	37	

1	38	
1	39	
1	40	
1	41	
1	42	
1	43	
1	44	
1	45	
2	46	" I ...this program will be a wonderful successful and we the youth will support it. Thank you. "
1	47	
1	48	
1	49	
1	50	
2	51	" In order to be successful you have to work with so that we can all be together and relate with our issues. Even god couldn't be every were at once so he created a woman and a woman had to provide children to comfort the world so we could all be together. My name is Ben and I believe we can be successfull if we work hard enough."
2	52	" This is so boring. "
1	53	
2	54	" I think that by having this program maybe our youth won't be getting themselves into trouble. "
1	55	
1	56	
2	57	" Youth talk to children is interesting because parents don't attend youth programmes. "
1	58	
2	59	" These issues should stop and it is wrong for the community and the school's. " (*Appears to be in reference to the question regarding issues facing youth today.)
1	60	
1	61	
1	62	
1	63	
2	64	" Need to go to more educational excursions. "
1	65	
2	66	" The youth of South Africa must believe that they all have equal right and they must wait till they get married " no sex except you married. " "
1	67	
1	68	
1	69	
1	70	
1	71	
1	72	
1	73	
1	74	
1	75	
1	76	
1	77	
2	78	" I think people's parents are up to nonsense and I don't like yourl. "

1	79	
1	80	
1	81	
1	82	
1	83	
1	84	
1	85	
2	86	" I as an individual would like to have a programme as such and more than anything I'd like it to serve as a stress reliever because of the pressures of schoolwork. "
2	87	" Reservoir Hills needs proper facilities and activities need to be advertised. I think that a youth program is a good idea. "
1	88	
1	89	
4	90	" Come to my house , cassia drive "
1	91	
1	92	
5	93	" The toilets in our community is deplorable. There are too many black people who commit crime and damage our facilities "
1	94	
1	95	
1	96	
1	97	
1	98	
4	99	" Hellodi how are , you must come visit my shak sometime. "
2	100	" The world is getting corrupted. " (*)
2	101	" The world is getting corrupted. " (*)
1	102	
1	103	
1	104	
2	105	" Get a skateboarding club "
1	106	
1	107	
1	108	
2	109	" No. I enjoyed answering the questions! "
2	110	" We need to make a sport : Professional Skateboarding. "
1	111	
2	112	" I think this is a bloody good organization. "
1	113	
2	114	" No. Except that I would love to attend a youth programme in my area. Mostly to meet new people my age. "
2	115	" Excellent programme. Hope it is a success - Good luck. You have my support. "
2	116	" AD Lazarus needs a wake up call. What has happened to the school, it seems no one is interested in the schools needs & wants. "
1	117	
1	118	
2	119	" This was very informing and I learn't a lot. I appreciate this form. Thank you! "
1	120	
2	121	" we should try to make learning fun "

1	122	
3	123	" _ Please do all the activities that we have asked for I know you are doing this for masters and not for our benefit idiot! "
4	124	" Happy Birthday!! "
4	125	" Who are you? Oh merry Sonary! Na Na Na. Merry Christmas "
3	126	" Who the hell are you? Craig's dick cant reach his brief. I know you had a period yesterday. "
4	127	" Hope you pass the thing. Merry Christmas. Happy New Year. "
4	128	" Who are you fone me on 086 1234 086 you are going to get ... my name is crow fromer "
1	129	
2	130	" Many people suffer from too much school work. And need time for other activities or things to do. Also various problems surrounding our youth. "
2	131	" Please open a wrestling school. "
1	132	
1	133	
1	134	
1	135	
1	136	
1	137	
2	138	" Your'll are doing this sevey I hope that you'll organise something for us. & send more seveys. "
1	139	
1	140	
1	141	
1	142	
2	143	" I think this should be given to us before maybe then I would be more intrested in the activities aviable. "
2	144	" I believe it would be a very good idea to start a youth program and make it known so that teenagers have something to do other than get into trouble. "
1	145	
4	146	" Welcome to Atlanta "
1	147	
3	148	" Shut - up "
1	149	
1	150	
1	151	
1	152	
1	153	
1	154	
1	155	
1	156	
1	157	
1	158	
1	159	
1	160	
1	161	
1	162	
1	163	
4	164	" I think it is very good for this Birthday "

1	165	
2	166	" Offer more recreational facilities and set up more places where kids have youth programmes and tell more kids about these places. "
2	167	" my other comments will be about drugs do face this task caz will are at a stage where children are ding because of this issue.
2	168	" High pressure to take the wrap for other people, when they want to get off when you are innocent. "
1	169	
2	170	" Life is very difficult for all youths, no matter who they are, adults should try to understand our problems and youths as a whole. "
1	171	
1	172	
1	173	
1	174	
1	175	
1	176	
2	177	" Today's teenagers are faced with many problems, one is sexual pressures. This is bad. "
1	178	
1	179	
2	180	" I would like for your'll to have such a youth programmes. "
3	181	" No Your anus "
2	182	" There should be tuition for subjects that some of us cannot cope in. "
1	183	
2	184	" Provide differents types of tution "
1	185	
1	186	
1	187	
1	188	
2	189	" I do not live in Reservoir Hills but I would like it if somebody could make a difference in my community like : 1) offer more activities so children will be involved in it and not in other bad issues. 2) More sporting facilities. "
1	190	
1	191	
1	192	
1	193	
1	194	
2	195	" Please help us and thank you for your cooperation "
2	196	" I think people should get more activities for our youth. "
1	197	
2	198	" You should conduct this survey yearly. "
2	199	" Thank you for letting us youth base our opions. "I
1	200	
2	201	" They must put schoolwork "
1	202	
1	203	
1	204	
1	205	

2	206	" We need HELP! "
1	207	
2	208	" I think this survey is a good thing for the youth. "
1	209	
2	210	" Thank you for taking interest in us. "
1	211	
1	212	
1	213	
1	214	
1	215	
1	216	
1	217	
1	218	
1	219	
1	220	
1	221	
1	222	
1	223	
1	224	
1	225	
4	226	" Yes. The hospitals should help the people who do not have money. "
2	227	" I think that more youth activities should be available, but transport should also be available. "
1	228	
4	229	" Medical care should be more freely "
1	230	
1	231	
3	232	" Go to hell. Joking. Please give me money. "
1	233	
1	234	
1	235	
2	236	" People in our community don't correspond well with other people. "
4	237	" Nothing that I can think of f. But if you leave your contact number I can get back 2 u. Contact me (011 2691144)"
1	238	
1	239	
1	240	
1	241	
1	242	
1	243	
1	244	
1	245	
1	246	
1	247	
1	248	
1	249	

1	250	
1	251	
1	252	
1	253	
1	254	
1	255	
1	256	
1	257	
1	258	
2	259	" I would like to say, this programme is very interesting. And I look forward to participating in the programme. "
1	260	
1	261	
1	262	
1	263	
1	264	
1	265	
1	266	
1	267	
1	268	