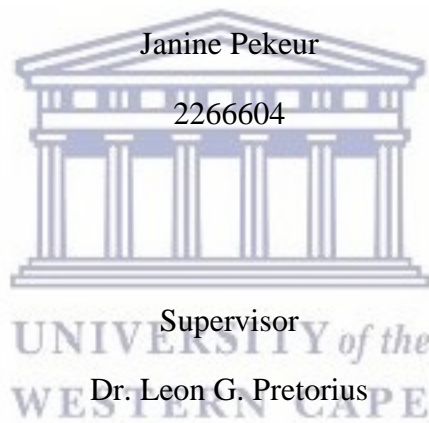


FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

SCHOOL OF GOVERNMENT

An assessment of the City of Cape Town's Youth Development Policy, with reference to youth leadership development: A case study of Scottsdene, Kraaifontein for the period 2008 – 2013.



2017

## DECLARATION

I declare that *An assessment of the implementation of the Youth Development Policy of the City of Cape Town, with reference to youth leadership development: A case study of Scottsdene, Kraaifontein for the period 2008 – 2013*, is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references

Full name: Janine Pekeur

Date:.....

Signed:.....

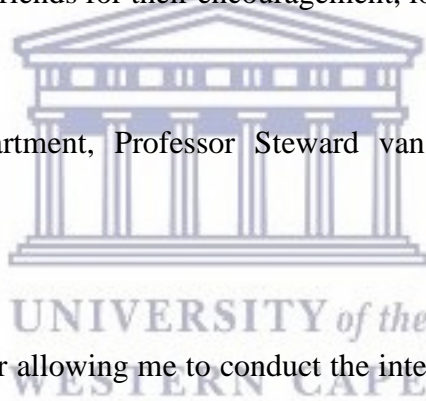


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## ABBREVIATIONS

CCT	City of Cape Town
CDS	City Development Strategy
EGS	Economic Growth Strategy
EPWP	Expanded Public Works Programme
F	Frequency
FET	Further Education and Training
IDP	Integrated Development Plan
ILO	International Labour Organisation
IYDS	Integrated Youth Development Strategy
IYEN	Indonesian Youth Employment Network
M/F	Mentors/Facilitators
MRC	Medical Research Council
NDP	National Development Plan
NYC	National Youth Commission Act
NYDA	National Youth Development Agency
NYDPF	National Youth Development Policy Framework
NYP	National Youth Policy
PDSDCS	Provincial Department of Social Development and Civil Society
PYD	Positive Youth Development
RCL	Representative of Council for Learners
RPJMN	The Government of Indonesia's Medium Term Development Plan
SAPS	South African Police Services
SDECD	Social Development Early Childhood Development
SDS	Social Development Strategy
SFA	Strategic Focus Area
UWC	University of the Western Cape
UWI	United Way International
WHO	World Health Organization
YL	Youth leaders
YPD	Youth Positive Development

# TABLE OF CONTENT

DECLARATION .....	ii
ACKNOWLEDGMENT .....	iii
ABBREVIATIONS.....	iv
TABLE OF CONTENT .....	v
TABLE OF FIGURES .....	viii
ABSTRACT.....	ix
KEYWORDS OR PHRASES .....	x
CHAPTER 1: INTRODUCTION AND CONTEXT .....	1
1.1. INTRODUCTION .....	1
1.2. BACKGROUND AND CONTEXT.....	2
1.3. YOUTH LEADERSHIP DEVELOPMENT.....	6
1.4. PROBLEM STATEMENT OR ISSUE .....	8
1.5. PURPOSE AND OBJECTIVES .....	8
1.6. SIGNIFICANCE OF THE RESEARCH .....	9
1.7. METHODOLOGY .....	10
1.7.1. Scope and delimitations.....	10
1.7.2. Research design and data collection.....	10
1.7.3. Limitations of methodology .....	14
1.8. CHAPTER OUTLINE .....	14
CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK .....	16
2.1. INTRODUCTION .....	16
2.2. CONCEPTS AND DEFINITIONS.....	17
2.3. STRATEGIES AND PRACTICE.....	21
2.4. DIFFERENT APPROACHES TO YOUTH LEADERSHIP DEVELOPMENT.....	22
2.4.1. Youth development programmes within a developing country context.....	22
2.4.2. Five C's Approach .....	25
2.5. INFLUENCING YOUTH LEADERSHIP DEVELOPMENT .....	26
2.5.1. Parents as an important agent influencing youth leadership development .....	26
2.5.2. Gender and youth leadership development .....	29
2.5.3. Local stakeholders and role-players.....	29
2.5.3.1. <i>Internal:</i> .....	29
2.5.3.2. <i>External:</i> .....	30
2.5.4. Global agents as role-players .....	31

2.6. THEORETICAL FRAMEWORK.....	32
2.6.1. Adapting the 5C approach to youth leadership development in South Africa .....	32
2.6.1.1. <i>Competency and skills development among youth?</i> .....	32
2.6.1.2. <i>Connection between individuals, peers, family, school and community</i> .....	35
2.6.1.3. <i>Confidence building and development among youth</i> .....	36
2.6.1.4. <i>Character-building and development among youth</i> .....	37
2.6.1.5. <i>Caring nature</i> .....	39
2.7. SUMMARY .....	40
CHAPTER 3: FINDINGS AND RESULTS .....	43
3.1. INTRODUCTION .....	43
3.2. BACKGROUND AND DEMOGRAPHICS OF SCOTTSDENE.....	43
3.3. YOUTH LEADERS PARTICIPATING IN THE RESEARCH .....	46
3.4. YOUTH LEADERS FINDINGS .....	48
3.4.1. Competence .....	48
3.4.1.1. <i>Employment programmes</i> .....	48
3.4.1.2. <i>Assistance programmes</i> .....	49
3.4.1.3. <i>Career testing, planning and consultation</i> .....	50
3.4.1.4. <i>Practical or academic orientation</i> .....	51
3.4.1.5. <i>Leadership development skills</i> .....	52
3.4.2. Confidence and self-esteem.....	53
3.4.3. Connection .....	54
3.4.4. Caring .....	55
3.4.4.1. <i>Caring - self</i> .....	55
3.3.4.2. <i>Caring for others</i> .....	56
3.4.5. Character .....	57
3.5. SUMMARY .....	58
CHAPTER 4: CASE STUDY OF SCOTTSDENE ON YOUTH And leadership development .....	60
4.1. INTRODUCTION .....	60
4.2. DEMOGRAPHIC INFORMATION OF MENTORS/FACILITATORS.....	60
4.3. MENTORS/FACILITATORS FINDINGS .....	62
4.3.1. Competence .....	62
4.3.1.1. <i>Employment programmes</i> .....	62
4.3.1.2 <i>Assistance programmes</i> .....	63
4.3.1.3 <i>Career testing, planning and consultation</i> .....	65
4.3.1.4 <i>Practical or academic orientation</i> .....	65

<b>4.3.1.5 Leadership development skills</b> .....	67
4.3.2 Confidence and self-esteem.....	69
4.3.3. Connection .....	70
4.3.4 Caring .....	72
<b>4.3.4.1 Caring - self</b> .....	72
<b>4.3.4.2. Caring for others</b> .....	73
4.3.5 Character.....	75
4.4 SUMMARY .....	76
CHAPTER 5: CONCLUSION AND RECOMMENDATIONS.....	78
5.1. INTRODUCTION .....	78
5.2. RESEARCH FINDINGS AND ANALYSIS OF YOUTH.....	79
5.3. RESEARCH FINDINGS AND ANALYSIS OF MENTORS/FACILITATORS .....	80
5.4. OBJECTIVES OF THE YOUTH DEVELOPMENT POLICY OF THE CITY OF CAPE TOWN (2013) ..	80
5.5 THEORY VERSUS POLICY.....	81
5.5.1Competence .....	81
<b>5.5.1.1. Employment programmes</b> .....	82
<b>5.5.1.2. Assistance programmes</b> .....	83
<b>5.5.1.3. Career testing, planning and consultation</b> .....	83
<b>5.5.1.4. Practical or academic orientation</b> .....	83
<b>5.5.1.5. Leadership development skills</b> .....	84
5.5.2. Confidence .....	84
5.5.3. Connection .....	85
5.5.4. Character .....	85
5.5.5. Caring .....	86
5.6. CONCLUSIONS AND RECOMMENDATIONS .....	87
REFERENCES:.....	91
APPENDICES.....	98

## TABLE OF FIGURES

FIGURE 1: DEMOGRAPHY OF SCOTTSDENE (2010).....	44
FIGURE 2: SCOTTSDENE, PERCENTAGE POPULATION BY RACE.....	44
FIGURE 3: GENDER OF SCOTTSDENE .....	45
FIGURE 4: YOUTH LEADERS .....	47
FIGURE 5: YOUTH LEADERS BY AGE GROUP .....	47
FIGURE 6: MENTORS/FACILITATORS.....	61
FIGURE 7: FACILITATORS/MENTORS BY AGE GROUP .....	61





## **ABSTRACT**

Youth leadership development is a global phenomenon. Youth face challenges such as unemployment, peer pressure, lack of positive role models, and national and global exclusion. The purpose of the study is to assess the implementation and management of the Cape Metropole Youth Development Policy, regarding youth leadership development. The report is a case study conducted among the youth of Scottsdale, Kraaifontein for the period 2008 – 2013. The case study records the existing practice of the implementation of its Youth Development Policy in Scottsdale.

A brief desk-top literature review on Youth Development Policy, and about leadership development provides the background and analytical context to this study. The 5C's model (competence, confidence and self-esteem, connection, caring and character) forms the basis for the theoretical framework. Drawn from this, key criterion in terms of the 5C's model forms the basis for the selection of analysing and assessing the impact of the Youth Development Policy education and leadership development. The research technique applied is the purposively sampling technique. Participants include youth leaders and mentors/facilitators from different organisations and structures in Scottsdale, Kraaifontein. Data-analysis is categorised into different themes. This is conceptual and linked to the theoretical framework based on the 5C's approach model. Specific attention factors either facilitation or constrains the implementation of the youth policy regarding leadership development.

The research findings for the youth leaders interviewed conclude that these cohorts of youth leaders are very optimistic and committed. Most of the participants were aware of employment and assistant programmes offered by different organisations and structures active in Kraaifontein. The youth leaders had no career testing, planning and consultation. They are all actively involved in the community. Research findings for the mentors conclude that the youth require guidance and mentoring to improve their situations. The community should take ownership of their young people and be accountable for youth development. Mentors/facilitators created an environment of cooperation and a sense of belonging for these young people.

## KEYWORDS OR PHRASES

- Youth
- Public policy
- Youth development
- Leadership development
- Community organisation



## CHAPTER 1: INTRODUCTION AND CONTEXT

### 1.1. INTRODUCTION

The focus of this study is about the implementation of the City of Cape Town's Youth development and leadership policy in general (City of Cape Town's Youth Development Policy, 2013). In other words, the study is about how the City of Capet Town (CCT) policy facilitates or constrains the development of youth and youth leadership in the Cape Metropolitan area during the period 2008–2013. The implementation of various programmes has as its objective the enhancement and improvement of youth development. More specifically, the research is an examination of the experiences of youth leaders and mentors from various communities and organisations within the Kraaifontein area. Specifically, the CCT youth programmes seek to provide Kraaifontein youth with skills and knowledge to be socially and economically active. In this way, the CCT wants to contribute to the growth and development of the Cape Metropolitan area. The youth of the present day will be our leaders of tomorrow. The future of the Metropolitan area depends on how the City can connect with the youth. The policy is an intervention to enhance their future. When motivated and focused, youth, perform better when they have clear goals and objectives.



This chapter is organised into seven sections. Section one introduces the chapter and defines the purpose of the study. Section two relates to the background and context of the historical development of youth in Kraaifontein. This section also includes the socio-economic problems of unemployment, drugs and gangsterism. Section three; gives various definitions on youth leadership development as a concept. This section focuses on different strategies to enhance youth at youth leadership development. Section four provides the problem statement or the issue prompting this research. Section five focuses on the general aim or purpose as well as the more specific objectives of the study. Section six discusses the methodology, research design as well as data collection techniques used in this study. In addition to providing the justification for choosing a qualitative methodology, this section also outlines the limitations of the methodology regarding the conclusions made. Section seven presents an outline of the chapters that make up the structure of the mini-thesis.

## 1.2. BACKGROUND AND CONTEXT

The Youth Development Policy of 2013, defines the term ‘youth’ as a specific age category, similar to the definition used in the National Youth Commission Act (NYC) of 1996. The Draft National Youth Policy (2009-2014), cited in the *Staatskoerant*, (January, 2015), affirms that the age group 14 years to 35 years comprises the youth. The National Youth Commission Act of 1996 and the National Youth Policy (NYP) of 2000 mandated the NYP for a reaffirmation of the age category of youth. The African Youth Charter of the African Union (2006) is also referred to in South Africa’s National Youth Policy (2014-2019). Youth development refers to the process that prepares young people to meet the challenges of adolescence and adulthood. It is the coordination of a progressive series of activities and experiences. Youth development helps youth to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of the youth, in contrast to deficit-based models that focus solely on youth problems (Youth Development Policy, 2013).

Conclusions on debates in literature reviewed confirm that the youth experience national and global economic exclusion. Within a job-scarce environment, for the youth to be part of the labour community is very challenging. According to the International Labour Organisation (ILO), 73.4 million young people who want to work are actively looking for a job and cannot find one.

Youth unemployment is a global trend that is also visible in South Africa. Research has shown that more than one in every two young people (52.9%) are unemployed or are discouraged work-seekers and not in an educational institution furthering their studies (*Staatskoerant*, January, 2015, Draft National Youth policy 2014-2019). Research by the Development Bank of Southern Africa, (2011) indicates that 50% of the youth in Cape Town, between the ages of 15 and 24, are unemployed, which leads to many social problems. The labour force survey conducted in June 2014 in South Africa concur that 36.1% of young people between the ages of 15 and 35 find themselves unemployed (Development Bank of Southern Africa, 2011) .

Adults, especially youth with a tertiary education had a significantly better chance of finding employment. It is therefore imperative that a youth-specific policy is implemented

to increase employment chances for young people. Unemployment has reflective personal and social effects (*Staatskoerant*, January 2015, Draft National Youth policy 2014-2019).

The use and misuse of chemical substances amongst the youth of Cape Town is widespread. Drug abuse and alcohol abuse is a reality. The abuse of drugs and alcohol encourages risky sexual behaviour, criminality, and violent behaviour. The Medical Research Council's (MRC) Alcohol and Drug Abuse Research Unit has established that the Western Cape has the highest proportion of binge drinkers in high school. Alcohol makes the youth vulnerable ([www.dbsa.org.za](http://www.dbsa.org.za)). Statistics have proven that Cape Town has one of the highest numbers of heroin users in the country, more than 15,000 (Cape Town's Youth Development Policy, 2013:5). The study conducted by the MRC (The Medical Research Council) found that methamphetamine (commonly known as 'tik') is responsible for more problems than in instances where alcohol is used. According to the City of Cape Town's Youth Development Policy, (2013) the number of young people seeking treatment and help with drug addiction is rapidly increasing.

Young people living in Cape Town face many challenges. The perception is that existing institutions for youth development have failed young people (*Staatskoerant* January, 2015 and Draft National Youth policy (2014-2019)). These perceptions are a result of:

1. High rates of youth unemployment and lack of employable graduates;
2. The continuation of new HIV/AIDS infection rates amongst young people;
3. The continuation of high rates of school drop-outs and at institutions of higher learning;
4. Youth violence and high rates of crimes committed by young people;
5. Teen pregnancy;
6. Overall experience of poverty by young people, including working youth.

Youth is the influential bridge between childhood and adulthood. It is the phase in a young person's life where a successful adulthood stems from social skills acquired. The youth are impressionable and the decisions that they make will determine their capabilities and opportunities. Support structures play a fundamental role in steering them in the right direction. The future existence and well-being of young people depends on the generation of skilled competent and responsible adults (Gootman, J.A., & Eccles, J., 2002).

Several regulatory measures mediate the management and improvement of youth and leadership development. The Constitution of the Republic of South Africa, Act Number 108 of 1996, is the supreme law of the country that entrenches specific rights, responsibilities, and an ethos that everyone in South Africa must uphold. In the Bill of Rights, specific human rights steer responsibilities that guide the inherent rights of everyone in the country, including the youth. This democratic entity creates a platform for policy design and implementation. In other words, youth and leadership development constitutes participation and growth from this umbrella entity. The White Paper on Local Government (1998) sets out the broad objectives of local government and provides a basis for interaction on issues facing the youth. The Municipal Systems Act No 32 of (2000), the Municipal Structures Act No117 of (1998), and the Municipal Finance and Management Act No 56 of (2003) prescribe a participating and developmental role for local government. These acts set the legislative environment for local government operations, structures, and systems and accordingly, provide an important connection for youth development initiatives (City of Cape Town Youth Development Policy, 2013).

Local government legislation invests in youth development because they see our youth as a key resource and valuable commodity for the future. The emphasis is on building the creativity of the youth by motivating them through involvement in civic and development programmes. In November 2012, The City of Cape Town signed a multi-year “*Implementation Protocol Agreement*” with the Provincial Government of the Western Cape Social Development Department. This agreement recognises the local government as a key partner in the implementation of youth development projects and initiatives (City of Cape Town Youth Development Policy, 2013).

#### **National Youth Development Agency (NYDA), Act Number 54 of 2008**

This Act creates a platform to enhance youth development services. It mandates the National Youth Development Agency (NYDA) to develop an Integrated Youth Development Strategy (IYDS) for South Africa. The purpose is to design, coordinate, evaluate and monitor youth development programmes. The NYDA and the IYDS aim to promote youth integration and participation in economic debates. The Act further instructs the agency to promote a uniform approach by all organs of state, which includes the private sector and non-governmental organisations (City of Cape Town Youth Development Policy, 2013).

### **National Youth Policy (NYP) 2009-2014**

The goal of the National Youth Policy (NYP) 2009-2014 is to enhance the capacities of young people intentionally. This policy seeks to promote positive outcomes and provide an integrated support system for youth development. The Directorate of Social Development and Early Childhood Development (SDECD), together with the Youth Development Policy, enable the City of Cape Town to display a commitment to the National Policy Framework for Youth (City of Cape Town Youth Development Policy, 2013).

### **National Youth Development Policy Framework (NYDPF) 2002 – 2007**

The National Youth Development Policy Framework (NYDPF) provides the context for the government's youth development strategy. This development strategy promotes the values of equity, diversity, redress and responsiveness to the needs of young people. This orientation is sustainable, participative, inclusive, gender sensitive, accessible and transparent. It is consistent with all aspects of the youth development strategy (City of Cape Town Youth Development Policy, 2013).

### **World Programme of Action on Youth (2000)**

The United Nations' (UN) ministers adopted the World Programme of Action on Youth for the year 2000 and beyond. It is a 10-year plan that actively seeks to address the challenges of the youth globally. It possesses concrete proposals on how countries should improve the well-being and livelihoods of young people in their respective countries (City of Cape Town Youth Development Policy, 2013). Opportunities are developed and strengthened to inform youth about their rights. Governments receive a global invitation to reinforce the involvement of young people in universal forums (World Programme of Action on Youth of 2000).

### **African Youth Charter (2006)**

South Africa participates in the African Youth Charter and aligns itself with the South African Constitution. The African Youth Charter is a political and legal document endorsed by the African Union (AU). It was adopted in July 2006 and serves as a strategic framework for youth empowerment (City of Cape Town Youth Development Policy, 2013). The African Youth Charter's objective is to participate in peer-to-peer education to encourage youth development. The areas of focus are literacy, the use of information and

communication technology, HIV/AIDS prevention, prevention of violence, and peace-building. The involvement of young people is important to help contribute to the design, implementation, monitoring and evaluation of national development plans, policies and poverty reduction strategies.

According to Thompson (2007), the design of policies and procedures guide and align an organisation's members in their activities and behaviours. It is prescriptive and the goal is to achieve uniformity in behaviour. Policies create consistency within operations across all spheres of geography. It facilitates information of an organisational culture conducive to strategic implementation. The purpose of the Youth Development Policy is to serve as guidelines for the implementation of the Youth Development Programme for Social Development and Early Childhood Development (SDECD). This policy is one-step towards developing a coordinated Youth Development Strategy for the City of Cape Town (City of Cape Town Youth Development Policy, 2013). This policy is a directive that is in line with the goal of the national policy of 2014-2019; it states that the emphasis is on the need for various youth development efforts and interventions to respond to the needs of young people (*Staatskoerant*, January, 2015, Draft National Youth policy 2014-2019).

The objective of SDECD is to implement different programmes and projects that prepare youth for the workplace. This is an attempt to work towards reducing unemployment. These projects involve:

1. Work training initiatives, to make at-risk-youth more employable
2. Career planning and referrals for further training in skills to make the youth marketable
3. Empower youth-at-risk by providing them with practical and life skills to sustain themselves.

### **1.3. YOUTH LEADERSHIP DEVELOPMENT**

A youth leader is characterised as a responsible individual, informing young people how valuable they are, and setting clear expectations. They are also flexible, able to listen to others and open-minded. Youth leaders need training to monitor and coach youths who require additional support after having gone through youth programme initiatives and



interventions for further development (City of Cape Town Youth Development Policy, 2013). Leadership development progresses through capacity-building initiatives. Capacity building initiates enhancement through youth structures, networks and forums across the city. Role model identification progresses to positive youth leaders'. Positive youth leaders are developed with a view to enable them to engage with other vulnerable youth. Youth participation in public processes requires that youth voices be included in the city's Integrated Development Plan (IDP) processes.

The Youth Development Policy of 2013 guides and enforces strategies to assist youth. These strategies serve as a motivational instrument to develop and grow future leaders and entrepreneurs. The purpose of the Integrated Development Plan (IDP) is to commit and develop programmes, such as awareness raising, providing life and work skills for 'at risk youth', and building the capacity of youth structures. Strategic documents aligned with the policy are as follows:

(a) Social Development Strategy

The Social Development Strategy (SDS) desires to maximise income-generating initiatives. This relates to exclusion of people involved in crime, substance use and abuse, gangs and antisocial behaviour and promotes social integration.

(b) Economic Growth Strategy

This strategy is in line with the IDP and SDS. It promotes job creation and economic growth within the Metro. It strives to build an inclusive economic environment through entrepreneurial support by:

- Coordinating local development and planning to enhance formal sector
- Expanding opportunities via city recruitment and employee skills development
- Focusing external skills programmes on job-creating sectors
- Working with tertiary institutions to attract and retain skills in Cape Town
- Broadening opportunities for low-skilled work by expanding the Expanded Public Works programme (EPWP).

In the policies, the discussion on leadership development is very limited. Community organising groups that have built coalitions for local change over the past few decades are

now involving young people as leaders in efforts to improve their quality of life. Multiple levels of organisation and cooperation weave together different dimensions of youth development, community development, and social change. The initiative encourages participants by promoting psychological empowerment, leadership development, and socio-political development (Christens & Dolan, 2011).

Youth development is a core aspect, connecting relationships to different aspects of mapping out the discourse of attributes influencing youth development. This discourse addresses the economic development, education, entrepreneurship and environmental awareness of the youth. It is the negotiator between the past, present and future. Growth, transparency and development transpire and lead to a stable community and society.

#### **1.4. PROBLEM STATEMENT OR ISSUE**

The youth makes up the largest group in communities and the general population. A lack of youth structures is evident. This includes sport, churches, secondary school projects and entrepreneurial enterprises, which lead to inadequate capacity building of youth organisations. Although there is some support from organisations and the City of Cape Town to assist, emerging youth leaders are visible within the Scottsdene community. Youth unemployment is high; this is a simple observation of the number of young people visible loitering in the streets of townships during school and working hours. The policy on youth and leadership development and the implementation is a direct response to ameliorate youth unemployment. Even then, only a small section of this youth development policy focuses on youth leadership development. Many of the social challenges like unemployment and substance abuse persist. There is a need to understand that despite the adoption and implementation of the youth development policy, why these problems continue and to assess the implementation and management and of the policy in specific areas.

#### **1.5. PURPOSE AND OBJECTIVES**

The general purpose of this study is an assessment of the implementation and management of the Youth Development Policy of the Cape Metropole, with reference to youth

leadership development. It will take on the form of a case study of Scottsdene, Kraaifontein, for the period 2008 – 2013.

The secondary and more specific objectives include:

1. reviewing the literature on Youth Development Policy regarding leadership development,
2. identifying and applying a framework or criteria of analysis to assess the impact of the Youth Development Policy with specific reference to education and leadership development,
3. document the existing practice of the city's implementation of its Youth Development Policy in a specific area, namely Scottsdene,
4. analysing the findings in terms of the factors that either facilitated or constrained the implementation of the youth policy with specific reference to leadership development, and
5. Drawing conclusions and making recommendations.

## **1.6. SIGNIFICANCE OF THE RESEARCH**

A detailed study of the youth in one specific area contributes to the specific knowledge of youth and leadership development. The purpose of this specific knowledge relates to the programmes offered by various stakeholders and shareholders about youth. Youth organisations are there to improve policies by disclosing relevant information. So that practitioners are better able to facilitate individual young people participating in the youth leadership development programmes and enhance their skills. In this way, youth organisations contribute to the development of a more self-assured and self-motivated individuals ready to access job opportunities and the labour market. A motivated individual will have a positive impact and will make a positive contribution to his/her family life. Families with positive young men or women can make a better contribution to the community in which they live. The findings of this research on Scottsdene could play a role in creating a template not only for Scottsdene but also for similar townships within the City of Cape Town. The research on youth and leadership development in Scottsdene may provide insight that could inform intervention at provincial, and national and provincial

level. This will provide policy makers with an opportunity to improve policies and can contribute to the general improvement of the youth in this specific community.

## **1.7. METHODOLOGY**

The research methodology used for the investigation is ethnographic and empirical. It is qualitative in nature because it provides detail and insight into the areas under investigation. Qualitative research aims to provide an in-depth description of a group of people within a community. It produces insider perspectives of the participants and their practices. Information given is explanatory and descriptive. It provides high construct validity and in-depth insights (Mouton, 2001). The idea is to speak to experts within the community.

### **1.7.1. Scope and delimitations**

The investigation is restricted to youth and leadership development programmes only. The youth that participated in the investigation only include those active in the geographical area of Scottsdene, situated in Kraaifontein. It is an area - specific case study and not a national, provincial, or metro-wide study. This study is not a general discussion on youth development, but rather a specific focus on leadership development programmes in Scottsdene, Kraaifontein. The participants include persons active in sport, church organisations, school community, South African Police Services, City of Cape Town, Social Work and mentoring in the areas. The demographics of the interviewees include female, male, and all population groups. The frequency of the youth leaders in terms of their age group is specifically between sixteen to twenty-nine years old. The frequency of the mentors is not limited to a specific age group.

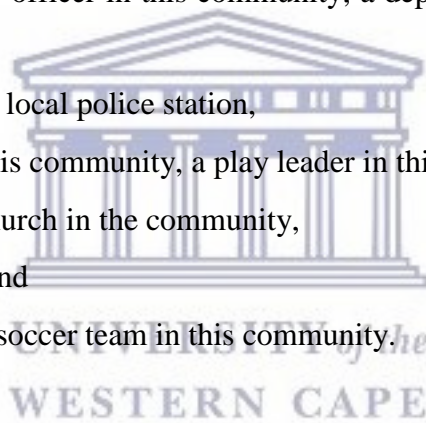
### **1.7.2. Research design and data collection**

Primary data collection included interviews and a questionnaire. One of the sources used to extract information and data was from the Department of Social Work. Leaders of organisations were interviewed, to get an understanding of the concept of youth and leadership development programmes. Primary data collected included different youth

organisations within Scottsdene, Kraaifontein. Information gathered from youth leaders involved in different organisations. The information reported as follows: a RCL (Representative of Council for Learners) chairperson from one of the high schools in Scottsdene, a youth leader in sport in this community and surrounding communities, youth leaders at the youth centre, the vice-captain of the female soccer team, and a youth leader at a church.

The collection of data originated on a purposively sampling technique and not a random sampling technique. It was selective, subjective, conscious, and specific. Participants interviewed had a specialised knowledge of the research and could contribute to the data collection. Research was conducted at various youth structures within Scottsdene. Six different organisations were approached. The interviewees included seven mentors:

- a community family officer in this community, a deputy principal at a high school in this community,
- a section head at the local police station,
- a social worker in this community, a play leader in this community,
- a pastor at a local church in the community,
- a youth facilitator, and
- a coach of a female soccer team in this community.



The youth leaders included six youngsters. Thirteen participants across the five organisations were interviewed. The following organisations were contacted: a Youth centre, a high school, a church, a sports club and a non-profit organisation (NPO). Qualitative semi-structured interviews were conducted as the most appropriate method for collecting data.

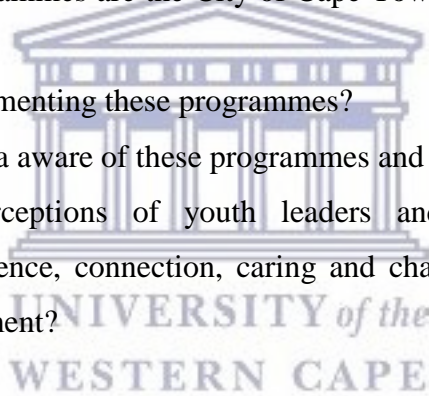
Fully informed consent of prospective participants were obtained before the interviews were conducted. Participants were informed that they have the right to withdraw at any stage. Information gathered from participants is confidential and participants remain anonymous. Participants' welfare remains protected and they were satisfied that no harm would come to those that participating in the research. Information gathered has not harmed, advantaged or disadvantaged anyone in this study. Participation was voluntarily, free and there was no exchange of any form of payment. Participants' right to privacy was

respected. Sensitivity to differences relating to culture, disability, race, sex, religion, and sexual orientation was respected.

Some of the research questions used to guide the investigation are listed below. They include:

### **Guiding research questions**

1. How does the Youth Development Policy of the City of Cape Town relate to the literature?
2. What are the goals of the Youth Development Policy?
3. What is the importance of these goals for this research and how does it relate to youth and leadership development?
4. What specific programmes are the City of Cape Town implementing that is linked to this goal(s)?
5. How are they implementing these programmes?
6. Are youth in the area aware of these programmes and do they participate?
7. What are the perceptions of youth leaders and mentors/facilitators about competence, confidence, connection, caring and characters as elements of youth leadership development?



Some of the questions used in the semi-structured interviews and questionnaire are listed below. They include:

### **Interview questions for youth leaders**

1. What is your age?
2. Tell me about yourself.
3. How did you hear about the different programmes within your organisation? How was it advertised?
4. Are there any programmes in place to find employment?
5. Are there any programmes to assist when you are in need of help?
6. Have you gone through a career testing, career planning or career consultation to assist you in finding a job?

7. Are you a practical or academic person?
8. What leadership skills have you developed because of your involvement with this organisation?
9. Has it contributed to your confidence and self-esteem?
10. How would you rate or define your participation?
11. How does your participation contribute to the community?
12. Is there anything else you would like to mention that is important?

### **Interview questions for mentors**

1. Give me a brief description of your portfolio as facilitator or mentor.
2. What programmes are in place to reduce youth unemployment?
3. How do you recruit youngsters for your projects/programmes?
4. Do these programmes make a significance difference to their daily life?
5. What is the impact of youth and leadership development on the youngsters?
6. Do you know how these programmes are mandated through policies to be implemented and why?
7. What type of programmes are available or in place for youth at risk?
8. Are there career planning and consultation programmes available to make youth more marketable or ready for the labour market?
9. Are there any programmes in place to assist the youth with practical and life skills, if they are not academically strong?
10. How do you develop their skills?
11. How do you improve participation? Is there any reward system?
12. How do you measure the success of the programmes?
13. Is there anything else you would like to mention that is important?

Secondary data was collected by conducting a desktop study of information and published data. This data was obtained from various sources like books, journals, periodicals, etc. Relevant information from other sources such as previous studies on the topic was extracted. This type of data is used in the background and context as well as the literature review. The data used corroborates the findings of the research as well as the analytical tools. The purpose of the descriptive information is to support the research and find the relationship between different disciplines and variables.

### **1.7.3. Limitations of methodology**

The methodology is limited to qualitative research techniques. It will only enable the study to discuss the youth and leadership development in Scottsdene. The data is not representative of the youth in other townships like Khayelitsha, or others parts of the Metro, South Africa, or in other metropolitans, national or provincial areas. The circumstances and contexts in the other areas may differ from Scottsdene. Furthermore, the results only speak about youth and leadership development in Scottsdene.

### **1.8. CHAPTER OUTLINE**

This mini-thesis is organised into five chapters. Chapter 1 introduces the motive for the thesis. It includes the background/context for the mini-thesis, youth leadership development as a concept, problem statement, purpose and objectives for the study, the significance of the research, the methodology, which includes the scope and delimitations, research design, limitations of the methodology and the outline of the study.

Chapter 2: Literature review, theoretical and policy framework. This chapter reviews the literature and concepts around youth and leadership development. It presents a comparative and implicative ideology about various disciplines and debates about youth and leadership development. The theoretical aspect includes discussions on the methodological approach, secondary information about parents' input, gender issues, the impact of global and local agents and the impact of theory on the practical aspect of youth and leadership development.

Chapter 3: Case study of Scottsdene on youth and leadership development. Chapter 3 introduces the findings and analysis of the youth leaders who were interviewed and their responses to the interview questions. It includes their demographical and biographical information and the application of the theory.

Chapter 4, titled Analysis, introduces the findings and analysis of mentors/facilitators who were interviewed and their responses to the interview questions. It includes their demographical and biographical information and the application of the theory.



Chapter 5: Recommendations and findings. Chapter 5 discusses the conclusions and recommendations of the study. It reaffirms the purpose and objectives of the study. It also explains the main findings of the research. It also shows how the study has contributed to the field of research. The chapter concludes with the recommendations of the study.



## CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### 2.1. INTRODUCTION

In an ever-changing environment, the concept of youth leadership development is not new. Youth development theory has been around since the 1800s. According to Denny (1982). Frederich Froebel, a famous educator, believed that children required special preparation for adulthood. According to Catalano, Hawkins, Berglund, Pollard & Arthur, (2002:230),

*“The emerging of youth development started in the beginning of the 1950’s. The motivation behind this was the increase in juvenile crime and post-industrialization concerns about troubled youth. Major federal funding initiatives were established and streamlined to address these issues. These societal trends strengthened in the 1960’s as national rates of poverty, divorce, out-of-wedlock births, family mobility and single parenthood grew significantly higher. Changes in socialization forces have historically nurtured the development of children”.*

The evolution of youth and leadership was a concept that received high priority because of the demands and challenges faced by troubled youth. Youth development theory had to keep pace with the aspirations of young people and their need for acquiring knowledge through education. In turn, the need to meet the challenges of the future placed development at the centre of youth development endeavours. These changes created its own challenges, for example, unsuccessful identification and self-competence leave youth without a sense of emotional regulation, competence and interpersonal effectiveness, exposing youth to negative peer pressure and making them vulnerable (Catalano *et al.* 2002). Young people’s choices and decisions affect relationships between peers, family, school, and work, as well as with the political and economic resources available (Ginwright & Cammarota, 2002). The principal of youth leadership development remained the same. According to Hamilton, Hamilton, & Pittman (2004:1), “youth development is a philosophical approach or concept enabling all young people to thrive, in other words it is about universality or inclusiveness and a positive orientation building to strengths”. Furthermore, Ginwright and Cammarota, (2002:84) argue, “the positive youth development model has been successful in challenging the problem and or prevention model of youth. The shift in thinking has moved the field by challenging stakeholders to

rethink how to create better programmes and policies that provide greater support for youth and broader opportunities for their development”.

Youth development theories works with the universal individual attributes of youth such as their inquisitiveness; energy and enthusiasm; courage, and fearlessness. These attributes aid personal character-building, and skills development. These theories are about preparing and training the youth to survive in a changing world with the ability to shape their future. It is about creating awareness among the youth about the agency they have and in the process, promote consciousness of themselves as agents of change. This implies that youth development is not only responsive or reactive, but also proactive.

This chapter covers five sections: section one provides the introduction, section two focuses on concepts and definitions and section three includes different approaches. Section four addresses the theoretical framework of the study and section five provides a summary of the chapter.

## **2.2. CONCEPTS AND DEFINITIONS**

### **2.2.1. DEFINITION OF YOUTH DEVELOPMENT**

Hamilton *et al.* (2004) refers to youth development as the “challenge to make communities a better place for youth to live and grow. This perspective corroborates Henderson, Whitaker, Bialeschki, Scanlin & Thurber’s, (2007) definition of youth development as a

*“process that prepares young people to meet the challenges of adolescence and adulthood by providing support and activities that contributes to their growth and development. Models of youth development focus on creating opportunities and developing youth and community assets to move beyond problem prevention.”*

The above definition suggests that youth development is more than helping individual youth; it requires the creation of a variety of contexts or settings. It includes people and activities that encourage youth development. According to Hamilton *et al.* (2004, the development of youth involves “physical, intellectual, psychological, emotional and social development dimensions”.

For the abovementioned reasons, the Youth Development Policy, (2013:4) adapted the definition of youth development to indicate a “process which prepares young people to meet the challenges of adolescence and adulthood through coordinates, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically and cognitively competent”. Furthermore, The National Youth Development Policy Framework (2009-2014) defines youth development as an “intentional comprehensive approach that provides space, opportunities and support for young people to maximise their individual and collective creative energies for personal development of the broader society of which they are integral part”.

Gootman and Eccles (2002) summarise some key features needed for youth development as “physical and psychological safety, emotional-moral support, supportive adult relationships, opportunities to form close human relationships, a feeling of belonging and being valued, opportunities for skill building, personal efficacy and opportunities to contribute to one’s community”. Gambone, Klem, & Connell, (2002) concur that the common outcome areas of youth development are physical and cognitive learning, social relationships, positive values, and positive identity. Nicholson, Collins, & Holmer, (2004) argued that youth development organizations have a common commitment to youngsters’ physical, emotional, and educational growth.

Roth and Brooks-Gun (2003) and Lerner, Lerner, Almerigi, Theokas, Phelps, Gestsdottir, & Smith, (2005) place emphasis on individual attributes as component of the Five C’s of youth development. These attributes include “competence, confidence, character, connection and caring.” “Youth development promotes positive developmental processes such as competence, proficiency, positive identity, resilience, caring, connection and belonging that help youth to become successful.” (Henderson *et al.*, 2007).

### **2.2.2 CONCEPT OF YOUTH AND LEADERSHIP DEVELOPMENT**

Mohamed and Wheeler (2001) argue that youth development is a “strategy that enhances leadership development as an engagement tool”.

*“Youth leadership development is central to youth development strategies. Youth developmental strategies are essential to people for social development to strengthen a community’s capacity building. They believe it is developed in adolescence and at young adulthood. The potential for*

*achieving youth development outcomes creates an opportunity to intentionally support and foster learning about a youth development strategy. Specifically, it targets the leadership development of marginalised youth. Youth development creates a strategic basis to promote peer education, youth leadership development, youth governance and youth in philanthropy.” (Mohamed & Wheeler 2001: 15)*

Theorists such as Humphrey (2002), Houghton & Yoho (2005), Larson & Murtadha (2002), Gronn (2008), Freeman & Auster (2011), and Carter (2009) reached some consensus that skills for leaders are an important strategic tool. This strategical tool is vital for youth and leadership development and for the interaction with others.

According to Mortensen, Lichty, Foster-Fishman, Harfst, Hockin, Warsinske, & Abdullah, (2014), for young people, leadership development meets many needs, including opportunities for relationships with caring adults. Leadership development for youngsters has the potential to create a more engaged citizen. The understanding of the concept of leadership development and the term ‘leadership’ should first be defined. In my opinion, leadership, in its essence, is the use of influence over others, so leadership is nothing but influence.

Youth leadership is the ability to lead others or get others to work together towards a common goal or vision. It is a focus-orientated theory, not an influencing ideology. The vision is goal-orientated and the need is to adapt to change. This is followed by taking initiative to achieve a goal. Youth leadership can be defined as the internal and external capability to direct others and the ability to analyse one’s own strengths and weaknesses. Personal and vocational goals are set and this evolves into carrying out of self-esteem. (Edelman, Gill, Comerford, Larson, & Hare, 2004).

Mortensen *et al.* (2014), debate that youth has the potential to become and be groomed as leaders. He states the following:

*“Youth believe that anyone has the potential to be a leader. Leaders can show leadership in a variety of situations. The goal of leadership is to create change. Youth emphasized creating positive change within their communities. Leadership is not an individual effort but is a representation of collective challenge. Youth focused on how leaders lead. They should guide others to do what is right, acting as a mentor in assisting them rather than completely directing them. Youth focuses on positive attributes like*

*virtue and compassion. Leaders need to have a good character, not necessarily specific traits or abilities.” (Mortensen et al., 2014:449)*

Within this context, the significance of Mortensen *et al.* (2014) theory, confirms that youth and leadership development cannot function as an island. The youths’ guidance depends on positive influences which includes, for the sake of this study, all relevant youth development stakeholders and shareholders.

According to Checkoway and Richards-Schuster (2003), youth leadership can be defined as collective action with little influence over decision-making. Youth adapt to the concept of leadership to overlap with their life circumstances. The emphasis of leadership is the actual achievement of change as well as the principle to strive for change. (Mortensen *et al.*, 2014) Kouzes and Posner (2007) argued that adult leadership theories focus on the process of leadership. From a youth viewpoint, the aim of leadership is to create change and transformation. These theorists conclude that leadership is a change agent for youth development.

Leadership is the focus on personal leadership integration of individual traits, demonstrating actions or collective processes. Libby *et al.* (2006) have identified three models of leadership and they are:

*“(1) A venture that focuses on the developmental areas of leading, connecting and includes training skills such as self-advocacy and conflict resolution, exposure to personal leadership and youth development activities, including community service and opportunities that allow youth to exercise leadership, (2) the notion of guidance and direction, influencing the opinion and behaviour of other people, by showing them the way and (3) organisations in communities that emphasize on youth leadership and youth voice. Formal and informal rules are established for members.” (Libby, Sedonaen, & Bliss, 2006:18)*

Libby *et al.* (2006), concur that without guidance, the voice of youth is limited and confined and cannot be explored and uplifted. In the Youth Development Policy (2013), it clearly states that different methods, ideas and concepts lead to the implementation for effective youth and leadership development. Hamilton *et al.* (2004), argues that the application of youth development is principle driven. The most important principles, according to them, are the universality and inclusiveness of all youth. The concept of

youth development originates from a “universal, white middle-class ideology”. This view of youth standardizes their experiences, simplifies their identities and conceptualises them through one dominant frame of culture. In retrospect, the relevancy of a youth development model in terms of culture, race, class, gender and sexual identity are not fully developed. (Ginwright and Cammarota, 2002:85).

### 2.3. STRATEGIES AND PRACTICE

In their article on principles of youth and leadership development, Hamilton, Hamilton, & Pittman, (2004) argue the following:

*“Three different approaches are connected to youth development which he categorises into three themes namely: a natural process; principles and practices. According there is a correlation between youth development, a natural process and the growing capacity of a young person. Development continues as long as life, which means that it, is an on-going or continuous process. Ultimate development in youth allows them to lead a healthy, satisfying and productive life. Youth evolve and develop into competent adults. Youngsters can actively shape their own development through personal choices, decision-making and interpretations.” (Hamilton, Hamilton, & Pittman, (2004:1)*

According to Connell, Gambone, and Smith (2001: 297), *the*

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*“Development practices are readjusted with political, economic and human resources to substitute old practices and policies. Strategies are put in place to improve and achieve goal-orientated changes. A sense of equity must be introduced. The need for change becomes a necessity. Youth development can be seen as an approach to practice. These practices are identified by the activities offered by community-based organisations and add-on insertion programmes in schools and other institution settings.”*

Communities, individuals, and youngsters face challenges and change on a day-to-day basis, which is inevitable. It is crucial for policies and practices to adapt to these changes and challenges. The attempt is to design and implement policies to streamline and guide these policies. The objective is to obtain effective and efficient methods through a monitoring and evaluation tool to measure the success of these practices and its impact on youth and leadership development.

Kress (2006:46) measures leadership by their “knowledge, competence and character”. Leadership is characterised by character-capacity such as reflexive learning, communication, decision-making and self-discipline. Leadership is one of the potential outcomes of youth development. The benchmark for leadership is a product of the outcome of lessons learnt from youth development.

According to Klau (2006), youth leadership address public interests, challenges, and issues. Youth leadership can influence peers through enthusiasm, self-confidence, or creativity. They possess the attribute to manage interpersonal dynamics for the good of the group. Commitment to engage in activities dedicated to help undeserved or needy populations. Leadership recognise how individuals perform and how to react and relate to the performance. Leaders can reason clearly and persuade in a manner that influences others.

## **2.4. DIFFERENT APPROACHES TO YOUTH LEADERSHIP DEVELOPMENT**

### **2.4.1. Youth development programmes within a developing country context**

The implementation of youth leadership development programmes in a variety of settings is factual. This is evident more so in developed countries than in a developing country context. More evidence-based literature includes youth development and leadership programmes in developed countries than in developing countries. A case study taken from Indonesia illustrates youth development and youth leadership programmes in a developing country context. According to Goodwin and Martam (2014),

*“The National Development Program (PROPENAS) 2000-2004 emphasized the promotion of entrepreneurship skills along with the desire to encourage youth participation. The purpose is to provide a bigger range of opportunities for young people in Indonesia to strengthen their character and maximise their potential to make active contributions to development. The PROPENAS covered five targets: 1. Youth participation in youth organizations and other social organizations; 2. Passing legislation to guarantee youth freedom to express their views, 3. Increase the number of young entrepreneurs; 4. Decrease the incident of drug abuse among youth; and 5. Decrease the number of youth engaged in criminal activities. Programmes provided for youth participation to protect the environment and respond to the challenges of climate change. It also*



*provides opportunities for practical participation.” (Goodwin, and Martam, (2014:23-39).*

With the entirely fast moving developments, Indonesia is on track to see the Internet and related technologies become one of the more important tools of its social and economic development. This is concurrent with the current global findings. Policy does not provide information on the percentage or total youth participating in the various programmes. However, it only states that youth are active participants.

The development of youth is a crucial phenomenon for Indonesia because of their challenges in health, education, economic opportunity, technology, citizenship, and safety and security.

Throughout the history of Indonesia, youth played an instrumental role in the economic growth of the country. The Indonesian National Development Plan of 2005-2025 emphasizes that youth development is geared towards encouraging youth participation. (Goodwin and Martam, 2014:37). The vision of the Ministry of Youth and Sports goes further to develop and encourage youth to succeed in the global economy.

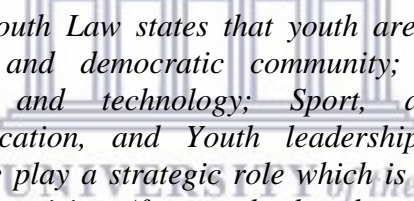
Indonesia has different global stakeholders that form part of the overall national development implementation plans. The stakeholders, namely the World Health Organisation (WHO), United Way International (UWI), mayor's offices, provincial government, and NGO's emphasize youth participation as a basic right. Evidence presented by The Government of Indonesia's Medium Term Development Plan (RPJMN), (2010-2014) suggests that youth involvement in programmes can lead to better programme outcomes such as more sustainability, good governance, and equity. This requires implementation processes in which the youth are a key stakeholder participant. Youth participation is an important element in building and providing economic opportunities.

In 2003, the Indonesian government formed the Indonesian Youth Employment Network (IYEN) Coordinating Team. The action relates to a national policy framework that focuses on: 1) preparing youth for work, 2) creating quality jobs for young men and women, 3) fostering entrepreneurship, and 4) ensuring equal opportunities. Increasing awareness of

civic rights, and opportunities and facilitating formal youth participation, is an area for possible positive improvement (Goodwin and Martam, 2014).

Indonesia has different youth and leadership development programmes addressing issues like education, citizenship, economic opportunities, health, and environment. The United Nations Population Fund (UNPF) has developed an approach to empower young people and develop youth leadership. This was actioned by the 2012 Global Youth Forum. The Youth Employment Policy programme assists young people with the school to work transition. This programme also promotes micro, small, and small and medium enterprises through improved emerging youth entrepreneurs' access to financial services. (Goodwin and Martam, 2014).

According to Goodwin and Martan (2014), the Indonesian government constituted youth development by Youth Law No. 40/2009. The objective is to provide protection and access to self-development programmes.



*“Article 17.3 of the Youth Law states that youth are change agents by developing; Political and democratic community; Concern for the community; Science and technology; Sport, art and culture; Entrepreneurship, education, and Youth leadership and pioneering. .... young people play a strategic role which is organized by three pillars; (1) awareness raising (for youth that have limited access to information), (2) empowerment (for youth who are already aware that they can participate and engage) and (3) development (help youth engaged in youth programmes to collaborate with government, the private sector and NGOs.)”.*

Examples of case studies of countries with the same challenges are limited. Not much published literature is available. More examples of case studies within developed countries are available; leaving Indonesia as one of the few countries that is closes to South Africa.

Within the South African context, and specifically the City of Cape Town, youth and leadership development are elaborated through policies and must be read together with the relevant polices in other domains of government. These policies include the City of Cape Town youth development policy, the National Youth Development Agency, and the White Paper on Local Government (1998).

#### 2.4.2. Five C's Approach

In this mini-thesis, we have adopted the Five C's Approach. Roth and Brooks-Gunn (2003), cited in Jelacic, Bobek, Phelps, Lerner, & Lerner, (2007), refer to the Five C's as competence, confidence, connection, caring and character. The identification of these five elements gave rise to the emergence of a Positive Youth Development (PYD) perspective (Roth and Brookes-Gunn, 2003, cited in Bowers, Li, Kiely, Brittian, Lerner, & Lerner, 2010). To achieve adequate PYD, conceptualization can be obtained through the Five C's. The Five C's model of PYD emphasizes the strengths of adolescents. The outcome of positive youth development enables youth to respond as a resource to be developed.

The model suggests that PYD occurs when strengths of youth presents a potential systematic aligned development. Categorically, Positive Youth Development (PYD) is a resource that promotes the ecology of youth development. This development restores the balance between the attributes of the Five C's, which are competence, confidence, connection, caring and character. The Five C's are the results based on the experiences of practitioners and on the review of the adolescent development literature (Eccles and Gootman, 2002, in Bowers *et al.*, 2010).

The Five C's are prominent terms used by practitioners and adolescents involved in youth development programmes. The Five C's are also elements used by parents describing the characteristics of thriving youth (King *et al.*, 2005, cited in Bowers *et al.*, 2010). Lerner *et al.* (2005), cited in Bowers *et al.* (2010), defined the individual elements of the Five C's of PYD as follow:

1. **“Competence:** *Positive view of one's actions in domain specific areas including social, academic cognitive and vocational. Social competence pertains to interpersonal skills (e.g. conflict resolution). Cognitive competence pertains to cognitive abilities (e.g. decision-making). School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations, including entrepreneurship.”*
2. **“Confidence:** *An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs.”*
3. **“Connection:** *Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers’*

*family, school and community in which both parties contribute to the relationship.”*

4. “**Character:** *Respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity.*”
5. “**Caring:** *A sense of sympathy and empathy for others.*”

Within the context of the Five C’s approach, the above characteristics of the PYD can also play an important role in the Youth Development Policy of the City of Cape Town. By focusing on the above elements, it is possible to achieve synergies between different variables for the successful implementation of the city’s Youth Development Policy.

Community Learning Centres support this policy implementation through development of after-school programmes. The purpose of the Community Learning Centres is to serve the needs of youth in their unique communities. The ideal is to develop after-school programmes and to create the time to support and the continued learning of skills, interests and abilities. The PYD perspective provides an integrated and support initiative used by practitioners of contemporary developmental systems theories (Lerner, 2002, cited in Lerner *et al.*, 2005). The PYD perspective associated with developmental systems theory means that scholars, practitioners and policy makers remain optimistic about finding some intervention to reduce problem behaviours.

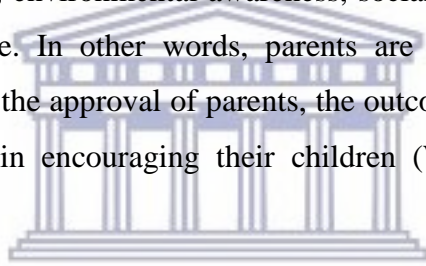
According to Roth and Brooks-Gunn (2003a, b), cited in Lerner *et al.* (2005), when programmes focus on developmental system ideas that stress the strengths of Positive Youth Development (PYD) these programmes promote the Five C’s. Lerner (2004), cited in Lerner *et al.* (2005), emphasized that the Five C’s involve the development of positive and sustainable adult-youth relationships, youth skill-building activities and opportunities for youth participation and leadership of community-based activities.

## **2.5. INFLUENCING YOUTH LEADERSHIP DEVELOPMENT**

### **2.5.1. Parents as an important agent influencing youth leadership development**

Henderson *et al.* (2007:988-989) are of the opinion that “parents are responsible for positive youth development. They are the most important force influencing children’s

lives. Parenting in combination with teachers, ministers, coaches or camp staff, facilitates youth growth experiences. Initiatives mandated by parents provide opportunities for development. This progresses into self-confidence, facing new ventures and constructing new skills.” How do parents perceive youth and leadership development? Are their opinions important and relevant to how they perceive the development of youth? Do they make a substantial contribution based on their perception? Are they core to the development of youngsters? According to Garst and Bruce (2003), parents and guardians acknowledged seven areas of potential change from attending youth and leadership development ventures. This includes taking care of personal belongings, share work responsibilities, taking initiatives, taking responsibility for actions, handling success and failures, having a good mental attitude, and adapting to change. The research conducted by Henderson *et al.* (2007) concur that parents believe youth and leadership development concepts create a platform for positive values and decision making, positive identity, making friends, spirituality, environmental awareness, social comfort, independence, peer relationships and adventure. In other words, parents are the basis for positive youth development. If it transfers the approval of parents, the outcome will be positive. A parent plays a fundamental role in encouraging their children (Watts and Gessons, cited in Gordon, 2008).



Miller (1988) debated that parents hold beliefs about the competence of their children and their ability to develop. These beliefs relate to parental childrearing practices and their cognitive development. Parents served as a developmental tool to engage with role-players within a process. This is a methodology to characterise children’s stability in their cognitive development. Miller (1988) regards parents as an important source in a child’s development.

Fraser-Thomas, Côté, and Deacon (2005), found that children who acquire more positive support and encouragement from parents show natural inspiration. Positive parental influence has been associated with superior attraction, physical activity and higher levels of sport involvement. Research examining the parents’ behaviours of outstanding athletes shed light on the assumption of a positive path of development. Teenagers from families that are stable and supportive are more stable. When presented with a challenge and opportunities they seem happier, more cheerful, and more alert and showed more excitement than teens from other families. Côté (1999) also highlights how important the

roles of parents are through the development. Parents often play a role in children's paths by funding their involvement in camps, clinics and lessons.

Parents have expectations of their children/youngsters. Youth's beliefs on family obligation evolve into an agreement. The agreement is the higher the life satisfaction, the greater the commitment among youth. Research reported that fostering positive families encourages influential parenting and effective communication. Effective communication among family members, focus on emotional and social support promoting psychological well-being among youth. Parental participation, social and emotional support is important in the youth develop process. Connection is one of the most important ingredients of positive youth development and associated with life satisfaction (Park, N. 2004).

Character is an important attribute for positive development and societal well-being. It creates conditions that promote success and prosperity. Children and youth who possess certain characteristics are perceived to be happier, perform better at school, and are very popular among peers. Research found that they have fewer psychological and behavioural problems. These strengths can be developed and strengthened by appropriate parenting, schooling and various youth programmes. So often young people do not know how to find or experience happiness and meaning in the right place and in the right way. Strengths need to be acknowledged, enjoyed, strengthened and used. More parents, teachers, professional and policy makers need to recognize and celebrate good character among young people (Park, N. 2009).

Caring is an attribute that is linked to two different parenting variables, namely responsiveness or parental warmth, and demandingness or control. Parental warmth refers to the degree of positive effectiveness present in parent-child relationships. Demandingness refers to the degree of strictness and behavioural standards expressed by parents for their children. Research indicated that parents who express high levels of responsiveness are more accepting of their children and facilitate sympathy and empathy (Carlo, G., McGinley, M., Hayes, R., Batenhorst, C., & Wilkinson, J. 2007).

### **2.5.2. Gender and youth leadership development**

Gordon (2008:35), cited in Ward (2000), based his argument on an “intersectional analysis of gendered parenting patterns”. This outcome reveals that girls are not always the main object of parental worry. Parents expect a measure of independence from their sons that they do not expect from their daughters. Gender issues within communities and societies are still challenging. Boys versus girls, blue versus pink impact on which gender is more important and who is more suited in some communities. Gender, race, demographics, and ethnicity contribute to how females and males perceive youth and leadership development. Race and the role of women within certain communities and societies can determine the importance of leadership roles. In some communities, the role of women is associated with caretaking, caregiving and motherhood (Robnett, cited in Alex-Assensoh, Y. 1998).

Limitations and constraints concerning gender issues hamper youth development. These authors are of the opinion that the attributes of the Five C’s model cannot be fully implemented and utilised. Socio-economic status, race, gender and environmental factors limit opportunities for youth. Race, ethnicity and family income do not appear to influence skill development, while gender and family composition appear to have a slight influence on skill development (Fraser-Thomas *et al.*, 2005).

According to Hamilton, Hamilton and Pitman (2004), gender is another powerful source of differentiation and exclusion. At many a time the requests are for specific needs. The exclusion falls onto an assessment analysis pertaining to gender. Boys and girls receive treatment and opportunities based on their gender. Gender is not always a primary objective. It should be recognized and accommodated.

### **2.5.3. Local stakeholders and role-players**

Stakeholders and role-players play an instrumental role in the implementation and success of the youth policy. According to the literature, they act as consultants in matters relating to youth development programmes and initiatives. Stakeholders and role-players include internal and external portfolios.

#### **2.5.3.1. Internal:**

The city’s Youth Development Policy (2013: 8) lists the stakeholders and role players as:

**City of Cape Town Departments:**

1. Tourism, Events and Marketing: Arts and Culture Programmes that are targeted at the youth
2. Community Services: Sports and Recreation, Library and Information services
3. Corporate Services: Trainee, bursary and apprentice opportunities
4. Office of Deputy City Manager: EPWP youth employment opportunities
5. Office of the Speaker: Junior City Council.

**Government Department:**

1. SDECD PDI programmes: street people, substance abuse, social entrepreneurship programmes
2. Economic Development Department

**Non-Government Organization:**

1. Social Cluster of the Transverse Management System: Work Group on Social Services: Gangsters

The internal stakeholders and role-players are responsible for implementing and monitoring the youth and leadership development policy. This policy ensures that adequate training and awareness raising is provided. The internal stakeholders and role-players provide oversight of project implementation deriving from this policy. Monitoring and evaluation through assessment requires quarterly progress reports. Stakeholders, in conjunction with role-players, consult on matters relating to Youth Development, with particular reference to youth programmes.

**2.5.3.2. External:**

The city's Youth Development Policy (2013: 8-9) lists the external stakeholders and role players as:

1. Provincial Department of Social Development
2. Provincial Department of Cultural Affairs and Sport
3. Western Cape Education Department
4. Provincial Department of Community Safety.



To these lists could be added Community Forums, Community Workers, Local Youth Development Workers, Career Guidance Counsellors and the South African Police Services. Local schools and churches should be involved too.

The roles of various stakeholders and role-players are integrated via the important Five C's model tool. The Five C's is an important model and tool to integrate the roles of various stakeholders and role-players. This approach complies with the Economic Development department, which creates opportunities and skills development for young people. The Office of the Deputy City manager and the EPWP create youth employment opportunities for unskilled, unemployed young people. The Office of the Speaker Junior City council facilitates youth involvement in democratic structures, such as Council and ward committees. The city focuses on getting the youth involved in public participation processes. The purpose of this is to create a platform for youth to raise their voices. The identification of youth structures and positive role models becomes important to enhance capacity building. The city adapted a commitment methodology to shape a caring city for youth development. The idea is for the youth to contribute positively in their respective communities. The Integrated Development Plan is central to the building of a city that is caring, safe, well run and allows youth the access to opportunities that will improve their own lives (City of Cape Town's Youth Development Policy, 2013).



#### **2.5.4. Global agents as role-players**

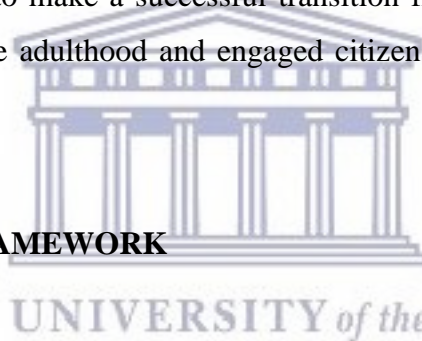
Mohamed and Wheeler, (2001) argue that national youth leadership programmes and training can be seen as one of the oldest methods to streamline youth development. The author of *Broadening the Bounds of Youth Development: Youth as Engaged Citizens* and a member of the Ford foundation in New York supports the concept of leadership development and capacity building as a process occurring over time. Youth development is an inevitable process and the author supports his theory with three principles:

1. Positive youth development is visionary to the needs and wants of youngsters
2. Youngsters are the product of their community and not programmes
3. The ventures between youth and adult are vital in promoting youth development.

Youth development should create the basis for learning skills and opportunities. Adults could facilitate support in creating values, participation, ideals and decision-making for

youth development. Here guidance is very important. Without a support structure, youth development could be a futile exercise. Many a time youth feel that adults do not listen to their needs. Instead of working together, it creates a gap between adult and youngsters. There should be mutual respect for a successful outcome.

The Ford Foundation advises their Innovation centre to convene a diverse intergenerational group of leaders, foundation programme officers, and practitioners to community development. The instruction is in the form of networking, capacity building, facilitation, training and strengthening of relationships. Youth have the potential to expand their capacities and outcomes and make a difference. The Ford Foundation supports initiatives promoting youth engagement as a youth development strategy. It builds capacity of low-income communities to create supportive environments. Their programme seeks to enhance the ability of young people from economically disadvantaged communities. The purpose of this venture is to make a successful transition from adolescence to economic self-sufficiency, responsible adulthood and engaged citizenship (Mohamed and Wheeler, 2001).



## **2.6. THEORETICAL FRAMEWORK**

### **2.6.1. Adapting the 5C approach to youth leadership development in South Africa**

#### **2.6.1.1. Competency and skills development among youth?**

Edelman *et al.* (2001) and Carter (2009) argue that skills are an important attribute to young people's capabilities. Youth development is a "process which prepares young people to meet the challenges of adolescence and adulthood through coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically and cognitively competent" (Youth Development Policy, 2013:4). One of the desired outcomes of the youth and leadership development policy is to improve competence. Competence is the element that provides young people with work and employment skills, support and training, and support youth-owned businesses.

The SDECD will implement various programmes to prepare young people for the workplace in an effort to work towards reducing unemployment. The following type of projects for implementation considered the following elements:

1. *Work preparation training to aid unemployed, at-risk-youth to become more employable,*
2. *Career planning and referrals for further training in order to build the skills of youth to be able to market themselves, prepare CV's, conduct interviews and understand work ethics. Referrals to skills training opportunities will be facilitated,*
3. *Life skills training for youth-at-risk by identifying vulnerable youth from the poorest communities across the City,*
4. *In conjunction/partnership with the City's Economic Development Department, provide support to youth-owned businesses through adequate training and services to make ensure youth-owned businesses are sustained and flourishing, and*
5. *Work experience and temporary job placement through EPWP and other such programmes as articulated in the City's EGS. (Youth Development Policy, 2013:5)*

As part of the strategic intent, the city's Integrated Development Plan (IDP) is committed to youth development which includes awareness raising, providing life and work skills for 'at risk youth' and building the capacity of youth structures. The provisions of the policy attempts to facilitate the IDP's programmatic goals. The social development strategy aligns itself with high-level policy objectives. The objectives include maximising income generating opportunities for people who are excluded. The idea is to promote and foster social integration, getting youth involved.

The Social Development Strategy (SDS) speaks to government approach and interventions. It focuses on risk factors that cause young people to get involved in crime, substance abuse, gangs and antisocial behaviour. These risk factors are recognised as strategic challenges. The strategic objective taken into account is to build safe communities and to ensure that young people develop skills. These skills enable them to channel their energies constructively into contributing to the sustainability of the economy. For these reasons, the city's departments work in a coordinated way and advocate transverse collaboration on their projects directed at young people.

The city's Economic Growth Strategy (EGS) brings to life their Integrated Development Plans (IDP) and Strategic Focus Area (SFA), which fundamentally seeks to grow the economy of the Metro and create jobs (City of Cape Town's Youth Development Policy, 2013:6). Given the high levels of unemployment amongst the youth of the city, the Youth

Policy is aligned to the EGS's high-level objective to build an inclusive economy via work skills and entrepreneur support through:

1. Coordinating local planning to enhance informal community activity,
2. Expand opportunities via City recruitment and employee skills development,
3. Focus external skills programmes on job-creating sectors,
4. Work with tertiary institutions to attract and retain skills in Cape Town, and
5. Broaden opportunities for low-skilled work by expanding Expanded Public Works Programme (EPWP).

The aim of the National Development Plan (NDP) is to strengthen youth service programmes and introduce new community-based programmes to offer young people life-skills, training, entrepreneurship training and development programmes (City of Cape Town's Youth Development Policy, 2013:7). The Youth Development Policy aims to facilitate these programmes and mainstream the 'youth lens' into local government so that youth of the Metro can optimally benefit from the efforts that the municipality is putting in place to institutionalise the 'youth lens'.

In order for the youth to enter the economic platform, the concept of programmes implementation is crucial in preparing young people for the workplace. Entrance to the economic platform will be achieved through career planning and referrals for further training in order to build the skills of the youth, so that they are able to market themselves, prepare CV's, conduct interviews and understand work ethics. The facilitation of skills training will gear the youth towards opportunities such as providing life-skills training for at-risk-youth. The aim of this would be to identify vulnerable youth from the poorest communities across the city. The implementation of these skills-building projects guides the following:

1. Evidence and best practice with regards to context and delivery,
2. Research pertaining to community needs and challenges, and
3. Research on business needs.

The choice of these projects aid the project's ability and capacity to:

1. Combine hard and soft skills where possible,
2. Provide access to follow-up support services or referrals, where possible,
3. Utilise monitoring and evaluation mechanisms to ensure the effectiveness of projects, and
4. Provide standardised or accredited courses, where possible.

(City of Cape Town's Youth Development Policy, 2013:10).

The city envisages that beneficiaries will be identified through the sub-council's jobseekers databases, other line department databases and databases of youths who have attended previous skills training. The implementation of these capacity-building projects will be guided by the outcomes of a youth structures skills audit that seek to understand the capacity building needs of structures.

The Youth Development Policy of 2013 and the 5C approach defined by Bowers *et al.* (2010) consist of similarities and common characteristics. The Youth Development Policy (2013) and the National Youth Development Policy Framework (2009-2014) comprise of elements such as cognitive competence, personal development and society, which are linked to the Five C's approach, namely competence. The concept of youth development, argued by Hamilton *et al.* (2004), relates to the 5C approach, which suggests that competence, or encouragement contributes to youth development. The basic idea behind the NYD Policy Framework and the city Youth Development Policy finds resonance with the theory of youth development and leadership, discussed by Checkoway and Richards-Schuster (2003) and Libby *et al.* (2006).

#### **2.6.1.2. Connection between individuals, peers, family, school and community**

The Municipal Systems Act 2000 (Act no 32 of 2000, the Municipal Structures Act 1998 (Act No 117 of 1998)) and the Municipal Finance Management Act 2003 (Act No 56 of 2003) connect and validate different youth development initiatives. Within the regulatory context communicated in the Youth Development Policy of 2013, the development role of local government introduces certain regulations. These Acts provide an important connection to youth development initiatives.

The city's Youth Development Policy adopted the same principals of the Integrated Youth Development Strategy of South Africa (2011). The city urges service providers to become

involved by designing processes, strategies and programmes for all young people. Social cohesion and inclusion through youth development interventions should promote the inclusion of young people of a significant part of societal structures (City of Cape Town's Youth Development Policy, 2013).

The city recognises that youth with disabilities face challenges. Young people with disabilities are among the most marginalised of the city's youth. The issues that affect young people, such as access to education, employment, healthcare and social services, also affect youth with disabilities, but in a far more complex way. Attitudes and discrimination linked to disability make it much more difficult for these youth to go to school, to find work or to participate in local activities (City of Cape Town's Youth Development Policy, 2013).

One of the desired outcomes of the policy is to build linkages or connections, partnerships and networks to render support to youth-at-risk in a coordinated manner by collaborating with other line departments and spheres of government, particularly the Provincial Department of Social Development and civil society (City of Cape Town's Youth Development Policy, 2013).

The Programme Implementation Department will facilitate and coordinate implementation of this City Youth Development Policy as soon as Council has approved it. The Directorate of Social Development and Early Childhood Development (SDECD) will compile annual implementation plans linked to the desired outcomes of the policy (City of Cape Town's Youth Development Policy, 2013).

People connect people. According to Gootman and Eccles (2002) and Libby *et al.* (2006), an added attribute for youth development include support adult relationship. These authors are of the opinion that the connection is also a way of influencing the opinion and behaviour of other people.

### **2.6.1.3. Confidence building and development among youth**

According to the Youth Leadership Development Policy (2013), substance abuse is real amongst young people in Cape Town. The Medical Research Council's (MRC) Alcohol and Drug Abuse Research Unit recorded that the Western Cape has the highest proportion

of binge drinkers in high schools. The effects of drug and alcohol abuse on the individual and their family is traumatic. It also known that the type of abuse also encourages risky sexual behaviour and criminal activities.

The desired outcomes of the policy are to increase youth involvement and active citizenship by building the capacity of youth organisations and emerging youth leaders to become agents in their own development who will in turn make meaningful contributions to their communities.

The Social Development Strategy encourages city departments to work in a coordinated way and advocates transversal collaboration on the projects directed at young people. ONECAPE2040 and the City Development Strategy (CDS) collaborate in their agenda notes specifically that one of the priorities for the next four years is to;

*“massively increase the opportunities for work experience available to young people particularly as a first step in addressing the very high rate of joblessness in the province. The National Development Plan (NDP) urges government to use a ‘youth lens’. It notes that South Africa has an urbanising youthful population, which presents an opportunity to boost economic growth. Increase employment and reduce poverty” (City of Cape Town’s Youth Development Policy, 2013:10).*

One of the 5C’s for positive youth development is confidence. This attribute is an ingredient for positive values, positive identity and cultural conceptualisation, quoted by Gambone *et al.* (2002), Ginwright, and Cammarota (2002). Mortensen *et al.* (2014) and Libby *et al.* (2006) refer to confidence in youth leadership development as character-building and self-advocacy.

#### **2.6.1.4. Character-building and development among youth**

Youth development is a process, which prepares young people to meet the challenges of adolescence and adulthood through a progressive and coordinated series of activities and experiences, which help them to become, socially, morally, emotionally, physically and cognitively competent.

The desired outcomes of the Youth Leadership Development Policy (2013) is to build future leaders that will be ethical, have high moral standards and will act as responsible

adults in both their public and private lives. The Integrated Youth Development Strategy (IYDS) of South Africa of 2011, facilitates, coordinates, lobbies, monitors the implementation of youth development programmes and policies, as well as initiates, and implements strategic projects. The IYDS concept introduces social cohesion and developmental of youth through interventions. This promotes the inclusion of young people as a significant part of societal structures.

One of aims of the ONECAPE2040 and the CDS is through a cultural transition by taking the region from one with barriers to local and global connectivity in terms of language, identity, distance, parochial and inward-looking attitudes. Evolvement occurs from one dimension to one with a high level of local connectivity and global market fluency. The World Programme Action on Youth for the year 2000, as a regular entity is a 10-year plan. This plan actively seeks addressing the challenges faced by youth across the world in a practical way and contains concrete proposals on how countries should improve the well-being and livelihoods of young people in their respective countries. A policy framework seeks to deliver opportunities that will enhance young people's participation in society and provide practical guidelines for youth development's support by national and international institutions (City of Cape Town's Youth Development Policy, 2013).

Character-building introduced the concept of innovation through intervention. This is mandated and coordinated largely at national level. Sadly, most municipalities struggle to implement sufficient programmes in their jurisdiction. Young people's assets, potential capacity and capability must be maximised so that they can respond effectively and efficiently to life's challenges. Career planning and referrals for further training enhance skills building so that the youth can market themselves. The aim is to provide meaningful life skills to youths who face negative challenges on a daily basis (City of Cape Town's Youth Development Policy, 2013).

The identification of positive youth leaders and their abilities progresses into a commitment with other vulnerable youth. The objective is to involve the youth in public processes and raise youth voices. Youth leaders receive further training on mentoring and coaching skills to assist other youth. This will give them the additional support after completing the programme. This will prepare the leaders and develop them further. An equal gender balance between young men and women ensures addressing past imbalances.



This enables young women to participate equally and optimally as well as to prepare young women for decision-making roles (City of Cape Town's Youth Development Policy, 2013).

An element of the 5C approach is character-building. The National Youth Development Policy Framework (2009-2014), Gootman and Eccles (2002) and Mortensen *et al.* (2014) concur that character-building is explored by personal development, guidance of others and to do what is right, acting as a mentor to direct others.

#### **2.6.1.5. Caring nature**

The city recognised the effects of gender inequality on young women. These imbalances manifested itself in fewer jobs for young women, greater HIV/AIDS infection rates and gender-based violence. It is important to consider special programmes for young women with the view to address the imbalances prevalent in our society. Special focus is also needed for young men at risk of becoming involved in drugs and gangs. High-risk women may also be involved in gangs, drug trafficking, petty crime and prostitution.

The Strategic Intent within the IDP discusses the Youth Leadership Development Policy of 2013 of the City of Cape Town as a plan for how the city will spend its budget for the next five years, on what and where. This policy is aligned with the IDP's Strategic Focus Area (SFA) of the Caring City, which, according to their objectives, provides access to social services for those who need it. The development of young people is central to the building of the city that is caring, sage, well run and inclusive and allows youth access to the opportunities that improve their own lives. The youth development implementation is a link to all strategic focus areas of the IDP.

The Youth Development Policy guides the Implementation of the Youth Programme in the SDECD. The guidance of the policy is the consideration of the various roles that line departments play in facilitating youth development. The policy is a guideline towards developing a coordinated Youth Development Strategy for the City of Cape Town. A strategy will direct the work of all directorates in adopting a 'youth lens' and will be informed by the central themes and priorities identified by the young people who access the city.

Mandated by the City of Cape Town, the service providers must concern themselves with the needs and wants of the youth. Their responsiveness towards youth development should be in the best interest of youth. The city's Youth Development Policy adopts the redress strategy to recognize different ways in which young people have been affected by the injustices of the past. The SDECD instructed by the policy directive states that young people's entry into the labour market entails work preparation training. The purpose is to assist unemployed and at-risk-youth to become more employable. The city's vision is to create a safe environment. The development allows youth to access opportunities to improve their own lives. The city wants to increase youth involvement and active citizenship. Involved leaders become change agents within their communities (City of Cape Town's Youth Development Policy, 2013).

## **2.7. SUMMARY**

In conclusion, youth leadership development is procedural, systematic and categorical. The concepts and definitions of youth leadership development is an approach from different angles. Various theories contributed to the ideology of youth leadership development. Youth leadership development is puzzle pieces with different shapes and functions. Each one of the Five C's elements evolves into a unique puzzle, debating the same argument. Even though there are slight differences, they connect with each other. Leadership is measurable and possesses specific traits.

Access through different approaches leads to youth leadership development. Practices focussed on global concepts, third-world country approaches and gender aspects. The 5C approach identified the backbone of the theoretical framework. The Five C's approach has included competence, confidence, connection, character and caring. The Five C's approach was implemented to find a best practice model between literature and definitions of youth leadership development.

Chapter 2 discussed in details the literature review and theoretical framework of the study. This chapter consists of different sections. Section one gives an introduction to the chapter, and section two deals with the concepts and definitions. Section 3 discusses the strategies and practices. Section 4 introduces different approaches to youth leadership development.

Section 5 introduces the influencing of youth leadership development and section six covers the theoretical framework.

Section 2 defines youth development. In this section, the discussion around youth development is definitional. Cross-reference from different sources and literature on the topic of youth development confirm the debate. The discourse of youth leadership is conceptual and detailed. A literature review coincided leadership development. Even though the concept and definitions of youth leadership took on different approaches and shapes, the similarities in the foundation are overwhelming.

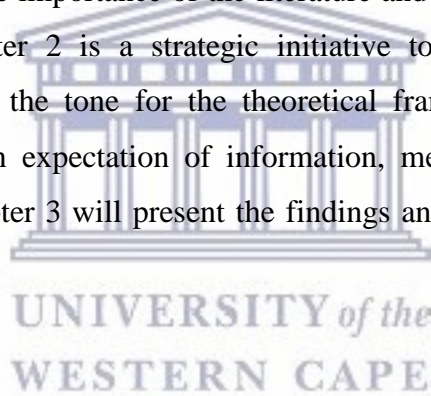
Section 3 addresses strategies and practices of youth and leadership development. It is about the principles of youth and leadership development. It includes the positive contribution of youth leadership development. The principles entail different attributes, for example character-capacity, communication, decision-making and self-discipline.

The third section of youth leadership development focussed on different approaches to youth leadership development. One aspect of this approach is youth development programmes within a developing country context. This concept illustrates youth and leadership development in a developing country and the case study refers to Indonesia. The second aspect of this approach introduces the Five C's approach. The model suggests Positive Youth Development includes variables like competence, connection, character and caring.

The fourth section of this chapter covers influencing of youth leadership development. This section comprises six sub-sections. The first sub-section discusses parents as an important agent influencing youth leadership development. This section confirms the validity and application of the Five C's model. The second sub-section refers to gender in youth leadership development. Once again, the linkage between the concept and authors define the Five C's model. The third sub-section refers to local stakeholders and role-players. This sub-section refers to Internal and External shareholders and role-players. A referral established the role of the City of Cape Town and the Youth Development Policy and the application of the Five C's model. The fourth sub-section focused on the global agents as role-players. A connection between this concept and the Five C's model was clarified.

The fifth section of this chapter introduced the theoretical framework. In this section, the focus is on adopting the Five C approach and youth leadership development within the South African context. The theoretical framework comprises five sub-sections. The first sub-section defines competency and skills development. The second sub-section determines connection building between individuals, peers, family, school and community. The third sub-section includes confidence building and development among youth. The fourth sub-section introduces character-building and the development among youth and the fifth sub-section focusses on the development of a caring nature. All of the above-mentioned attributed of the Five Cs model plays an important role in youth leadership development. All of these sub-sections introduce a phenomenal role within the theoretical framework of this research.

This chapter highlighted the importance of the literature and the significance of the model for implementation. Chapter 2 is a strategic initiative to validate the similarities of published literature. It set the tone for the theoretical framework of the research and created an expectation. An expectation of information, measurements and deliverables commence chapter 3. Chapter 3 will present the findings and results of the youth leaders interviewed.



## **CHAPTER 3: FINDINGS AND RESULTS**

### **3.1. INTRODUCTION**

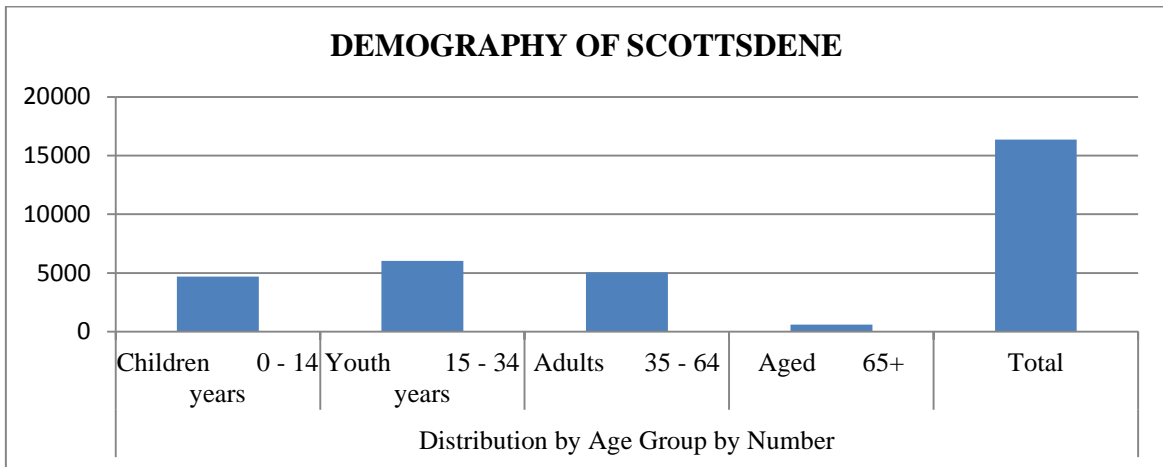
This chapter presents the case study and background to Scottsdene. This chapter is organised into four of sections. Section one introduces the chapter. Section two discusses the location and population demographics of Scottsdene. Section three discusses the biographical information of the Scottsdene youth who participated in the research. Section four discusses the responses of the youth and is organised according to the themes and criteria outlined in the interviews. Section five provides a summary of the chapter.

### **3.2 BACKGROUND AND DEMOGRAPHICS OF SCOTTSdene**

Scottsdene is located in the northern suburbs and borders the N1 highway towards Paarl and Worcester to the north and south. Scottsdene is a suburb in Kraaifontein. Kraaifontein was once a separate municipality before the restructuring of all South African municipalities' during the late 1990s. Scottsdene is an area that is located as a separate suburb by the City of Cape Town for planning and statistical purposes. Established in 1973, Scottsdene originated from the "Waterfontein farm". Back then, the community comprised mostly of migrants who were in search of employment. Initially, the Stellenbosch Regional Council provided municipal services to Scottsdene and Northpine. From 1978, Scottsdene was under new management by the Oostenberg Municipality. In 2009, Scottsdene was placed under new management, namely the Bergdal Sub Council and no longer by the Oostenberg Municipality.

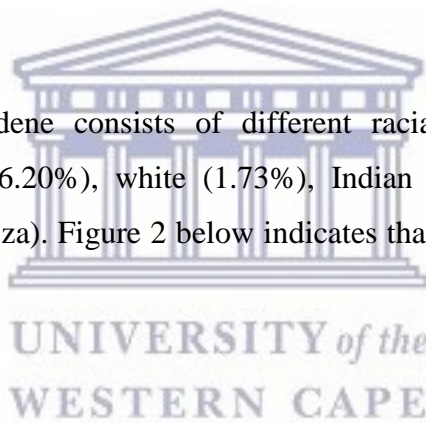
According to the 2011 Census, there are 3320 households located on 2029.75 km<sup>2</sup> (www.statssa.gov.za, 2011, April 20). In total, Scottsdene has a population of 16 361, of which 6028 are youth, an estimate of 36.84% of the total population (Statistics South Africa, 2010). Figure 1 below indicates that the youth is the biggest proportion of the population of Scottsdene.

**FIGURE 1: DEMOGRAPHY OF SCOTTSDENE (2010)**

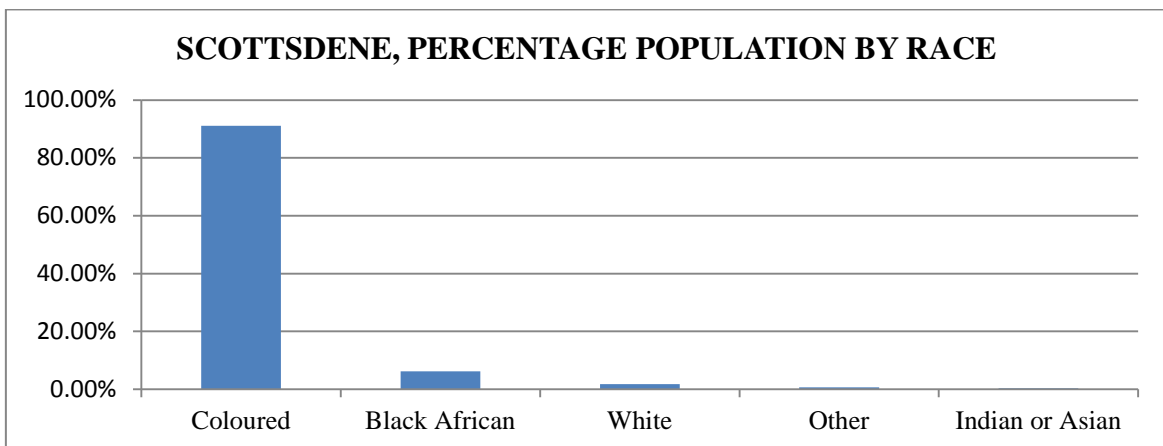


Source: [www.statssa.gov.za](http://www.statssa.gov.za) (2011: April 20)

The population of Scottsdene consists of different racial groups, namely: coloured (91.09%), black African (6.20%), white (1.73%), Indian or Asian (0.67%) and other (0.31%) ([www.statssa.gov.za](http://www.statssa.gov.za)). Figure 2 below indicates that the population in Scottsdene is predominantly coloured.



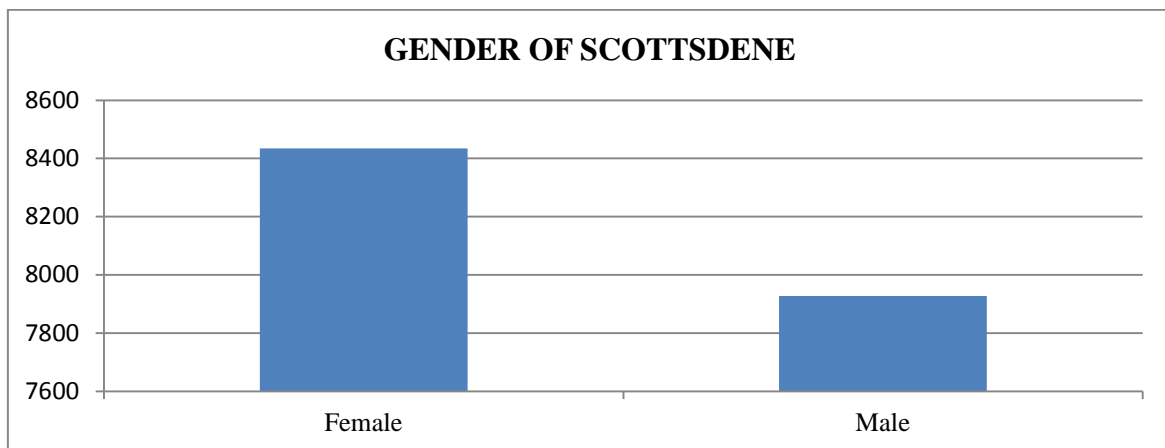
**FIGURE 2: SCOTTSDENE, PERCENTAGE POPULATION BY RACE**



Source: [www.statssa.gov.za](http://www.statssa.gov.za) (2011, April 20)

Figure 3 below indicates that the majority of the Scottsdene population are female. According to Statistics South Africa (2011, April 20), women make up 8434 in total, about 51.55% of the community, where males make up 7927, about 48.25% of the community.

**FIGURE 3: GENDER OF SCOTTSDENE**



**Source:** www.statssa.gov.za (2011: April 20)

The first occupants (643) moved into rental accommodation on the 1<sup>st</sup> of August 1974 (Cloete, P., Dirkse, H., Mess, S., Goodheart, S., Adams, R. and Muller, J.D., 1979). In 1972, the Department of Community Development introduced a sub-economic housing scheme for coloureds. Scottsdene was declared a residential area for so-called coloureds by the Provincial notice P.K. no. 113 of 1973 and the group areas Act no.41 of 1966 without any conditions. On the 1<sup>st</sup> of January 1974, most of the inhabitants moved to Scottsdene from Brackenfell because of the group areas act (Cloete, P. *et al.*, 1979).

In 2005, Scottsdene was declared an existing community, land for business sites, and land for development (303 hectare) as follows: 643 row houses, 30 single houses, 232 maisonettes, 528 flats, 53 self-help and 42 private developments. Undeveloped plots and service sites are as follows: 404 service sites, 21 partial service sites and numerous service sites without plot numbers. Business sites total eight areas and there are seven undeveloped sites. There are a few areas left undeveloped for the building of schools,

churches, a swimming pool and day hospitals. The first sports board was established in July 1976.

In January 1974, the Wolwefontein Middelbare School changed its name to Scottsdene High School. The school's management consisted of the principal, and 20 teaching staff members, teaching standards six and seven. Scottsdene High educators at the time felt that their responsibility was to uphold the principles of human dignity and to foster the right of the child to education. The primary purpose of education is to encourage and develop tolerance, respect, compassion and understanding of all members of the community (Schroeder, W. A., 1978).

### **3.3. YOUTH LEADERS PARTICIPATING IN THE RESEARCH**

This section discusses the demographic and biographical information of youth leaders who participated in the research. The frequency distribution of youth leaders who participated can be represented as Youth leaders (YL) = 4(M+C), 1 (F+B), 1 (F+C).

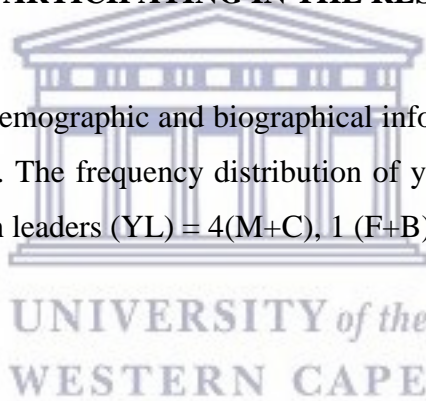
#### **Representation of Letters**

M = Male

F = Female

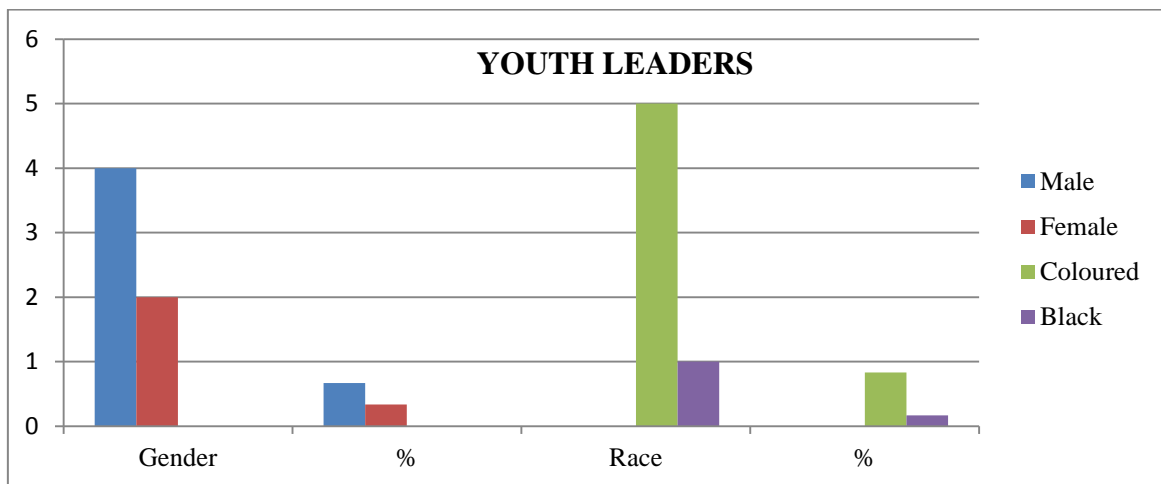
C = Coloured

B = Black





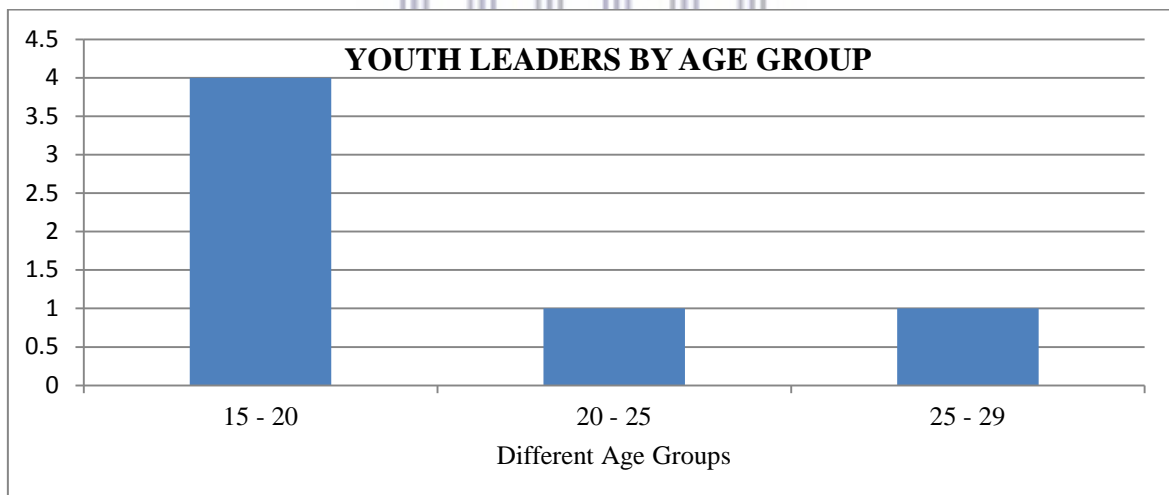
**FIGURE 4: YOUTH LEADERS**



The frequency distribution of youth leaders who participated in the research can be described as Frequency (F) = 1\*15, 1\*16, 2\*18, 1\*23, 1\*29. The race and gender representation.



**FIGURE 5: YOUTH LEADERS BY AGE GROUP**

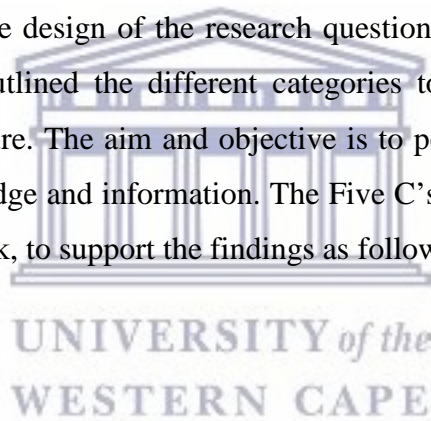


Interviewee A is a fifteen-year-old coloured female and fulfils the role of youth leader as RCL (Representative of Council for Learners) chairperson at her school in this community. Interviewee B is a twenty-nine-year-old so-called coloured male, and fulfils the role of youth leader in sport in this community and surrounding communities. Interviewee C is a sixteen-year-old so-called black female and fulfils the role of youth leader at the youth

centre in this community. Interviewee D is a twenty-three-year-old so-called coloured male, and fulfils the role of youth leader at the youth centre in this community. Interviewee E is an eighteen-year-old so-called coloured male and fulfils the role of youth leader at the youth centre in this community. Interviewee F is an eighteen-year-old so-called coloured female and represents a female soccer team as a vice captain and youth leader of her church. All interviewees were unmarried except for the twenty-nine-year-old who is married with one dependant.

### **3.4. YOUTH LEADERS FINDINGS**

This section presents the numerous responses of the youth leader participants. The response of the interviewees are organised according to themes and relevant criteria discussed in Chapter 2. The design of the research questions is pivotal to streamline this process. The researcher outlined the different categories to support or find correlation between theory and literature. The aim and objective is to position the findings within an established pool of knowledge and information. The Five C's approach model formed part of the theoretical framework, to support the findings as follow:



#### **3.4.1. Competence**

Competence is one of the elements of the Five C's model. It can be categorised into five different pillars. Competence deals with the acquisition and development of cognitive abilities and skills capabilities of the participants.

##### **3.4.1.1. Employment programmes**

Chowdhary and Prakash (2010) define programmes (that involve employment) as a process of developments. Employment programmes are an investment to create a specific output and the process to get a return on an investment. The participants were asked if they knew of employment and/or skills development programmes offered by government or non-government-organisations in the community. Only three out of six participants were unaware of employment programmes. Interviewees D, B and E, for example, responded as follows:

## Interviewee D

*“Ja. Social development, ons is besig met die food garden, dit is 4 maande kontrak by hulle. Daar is ook die come and play program”.*<sup>1</sup> (Interviewee D)

*“Ja, dit depends op watter buite mense ‘n program hou, soos Social development hulle het ‘n program, so as hulle manager vir jou sien, en jy is bereid om te werk dan stel hulle vir jou ‘n kontrak op, so het hulle met my vriende gemaak”.*<sup>2</sup> (Interviewee B)

*“Ons het twee weke gelede begin met self-development. Dit het my ook baie gehelp, wat is my swakpunte en wat is ons goeie punte.”*<sup>3</sup> (Interviewee E)

The other interviewees were not aware of any employment programmes or similar initiatives offered in the community. The interviewees quoted above referred to food garden projects, self-development projects offered by the Department of Social Development and play and learn initiatives offered by the city.

### 3.4.1.2. Assistance programmes

Bajorek (1994) defined assistance as the method to seek help on various issues and challenges that can have an impact on the wellbeing of a person. The objective is to improve efficiency. Interviewee F, one of the youth leaders, gets some assistance at the campus where she/he is studying. Interviewee C is not aware of any programmes that are in place to assist them. Interviewee A is not sure of any programmes that are in place to assist them. Three youth leaders quoted as follows:

*“Yes, we have our Peer educators and we go to the Peer educators when we have issues at home, sometimes you don’t want to speak about. We also have last year a tutoring programme, when you needed help in school work...”* (Interviewee A).

*“At the moment we are trying to put up tutoring programmes and so on for the learners. At the moment we are busy with Indigenous games, we take*

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<sup>1</sup> (Yes, social development, we are busy with a food garden, it is a four-month contract. There is also the come and play programme. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

<sup>2</sup> (Yes, it depends on the people hosting a programme. Social development has a programme, so if your manager sees you and you are willing to work, they will give you a contract and that is how you make friends. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

<sup>3</sup> (We started with self-development two weeks ago. It helped me to differentiate between my weak points and my strong points). Translated from Afrikaans to English by interviewer, author of mini-thesis.)

*the games that we play in the road and we make rules on them. Right now we can participate international, we are busy with.*” (Interviewee C).

*“Badisa is een van die plekke, is ook ‘n program”. (Badisa is one of the places that offer programmes).* (Interviewee D).

A definite yes is a confirmation by Interviewee E that assistance programmes are available to help them. This includes assistance programmes provided by the city, the secondary school and a church organisation. Badisa, referred to in the above quote, is a Department of Social Development initiative. One youth leader, Interviewee D, confirmed that the institution she/he attended, namely the University of the Western Cape (UWC), provided assistance with choices and study programmes.

### **3.4.1.3. Career testing, planning and consultation**

Campbell and Dahir (1997) argue that career testing, planning and consultation is a proactive and preventative method to positively influence and improve specific skills. It is a measurable initiative to increase success. It enhances the learning process through an integration of academic, career and personal/social development. Interviewees A, B, D, and E had no idea what career testing, planning and consultation entailed. Their responses were as follows:

*“I have done research on certain things and I have asked my cousin. When I was grade 9 and I had to make decisions on my subjects, I wasn’t sure of what I wanted to be. I didn’t know if I wanted to be this or that...”* (Interviewee A).

*“Ek het by Scottsdene club ‘n career gekry, daar by UWK, ek het onder twintig ‘n career gekry maar toe kry ek ‘n injury. Ek het nie verder gegaan nie”.* (Interviewee D).<sup>4</sup>

*“Yep, ja nou op die oomblik ja, social development, ons werk vir hulle nou”.* (Interviewee E).<sup>5</sup>

*“Ek is meer doelbewys omdat ek vir ‘n jaar nie gewerk het nie. Ek het altyd geweet wat ek wil wees maar nooit dit in plek gesit nie. Nou wat ek by social*

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<sup>4</sup> (I found a career at the Scottsdene club, at UWC, I found an under twenty carer but got injured. I did not continue further. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

<sup>5</sup> (Yep, yes not at the moment, yes, social development, we work for them. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

*development en by self-development is ek meer doelbewus wat ek wil wees en ek weet hoe om dit te doen”(Interviewee B).<sup>6</sup>*

Interviewees C and F had some idea of career testing and planning and did their own research. They are of the opinion that social development assisted with career testing, planning and consultation. This is the only significant initiative communicated by the city and not really a true reflection of their assistance.

#### **3.4.1.4. Practical or academic orientation**

Practical orientation is to best way to increase competency and curriculum success. It is the science of interpretation. It is the communicative understanding of expression and experiences. The concept of orientation refers to the specific ways in which an individual looks at the world (Van Manen, 1977). Crosnoe (2001) defines academic orientation as the increase and promotion of development and competency. It reduces the association of vulnerability to deviant friends as well as antisocial behaviour. This psychological characteristic is imperative to the social development of young people. Six youth leaders were interviewed about their practical and/or academic orientation. Interviewees responded as follows:

Interviewees A and C stated that they were both academic and practical.

*“Can I say I am both? I feel like I am both. I do well in school, I hope I do well again this term. I was in the top 10 since grade 8 and I partake in almost everything at school. I like doing things, I don’t like standing still”.* (Interviewee A).

*“I am a bit of both, but I would say I am more academic but I want to see if it works for myself”.* (Interviewee C).

Interviewees D and F stated that they were either academic or practical but not both:

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<sup>6</sup> (I am more focused and I have worked for a year. I always knew what I wanted to be but never put it in place. Now that I am involved in social development and with social development I am more focused of what I want to be and how to do it. Translated from Afrikaans to English by interviewer, author of mini-thesis. )

*“Ek is akademies”.*<sup>7</sup> (Interviewee D).

*“Sal sê prakties”.* (Would say practical). (Interviewee E).

*“Uhhh little bit of both, I think”.* (Interviewee F).

Interviewees A and C indicated that she/he is both practical and academically orientated. Interviewee A participates in hockey, dancing and debating. Interviewee A’s focus is on schoolwork to achieve good marks. Interviewees D and F are more practically orientated and Interviewee B would like to become a soccer coach. Interviewee F is more sport orientated, which is an indication of her/his practical orientation.

#### **3.4.1.5. Leadership development skills**

Day (2001) refers to leadership development skills as the expansion of the collective capacity of organisational members to engage effectively in leadership roles and processes. The last aspect of competence refers to the interview question, leadership skills and the development of youth leader’s involvement with their respective organisations. The Respondent’s reaction on the interview question is as follows:

*“I have learnt how to take control of a situation and make responsible decisions. I have learnt to take other people’s opinions into consideration. I am very practical now and how to organise as part of the leadership skills. I know how to plan; I know how to do certain things, how to set up proposals, etc.”* (Interviewee A).

*“Sport en Rec, come and play, om met kinders te werk.”*<sup>8</sup> (Interviewee D).

*“Ek is captain by ons sokker, almal depend op my. Ek moet sorg dat my team elke dag op die veld is en gereed is vir Saterdag se game. In my tye na vier-uur dan gaan soek ek my players, dan sê ek ons speel die dag of daai dag. Soos uncle Terence, hy het nou ‘n tournament, nou moet ek seker maak almal is bereid om daai tournament te speel Saterdag, saam met my. Ek het net vir Sport and Recreation leadership skills.”*<sup>9</sup> (Interviewee E)

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<sup>7</sup> (I am academic. Translated from Afrikaans into English by the author of the mini-thesis.)

<sup>8</sup> (Sport and Rec, come and play, how to work with children. Translated from Afrikaans to English by the author of the mini-thesis.)

<sup>9</sup> (I am the captain of soccer; everyone depends on me. I must see to it that the team are on the field every day and ready for Saturday’s game. In my times after four, I will look for my players; I will tell them which days they will play. Like uncle Terence he has a tournament, now I must make sure everybody is willing to play in the tournament on Saturday with us. I only have Sport and Recreation leadership skills. Translated from Afrikaans to English by the author of the mini-thesis.)

Interviewees A and D's involvement in the various activities played an instrumental role in the development of their confidence. The interaction with other youth contributed positively to developing their self-worth and allowed them to develop their people skills. Taking responsibility for organising activities such as for example the soccer tournaments, etc. contributed to their leadership development skills. In two instances, their development was channelled by Sport and Recreation, which is a stakeholder of the city.

### 3.4.2. Confidence and self-esteem

This is the second variable of the Five C's approach model. This attribute focuses on an internal sense of overall positive self-worth and self-efficacy. The interview question relates to the contribution of leadership and the effect it has on their confidence and self-esteem. Participants responded as follows:

*“Definitely, when you develop as a leader, you feel more in control of yourself. Now you know what you want as a person, your abilities. When I was little I was very shy but when I became a leader in primary school and high school, I know I can do these things. I am capable way more than I use to”. “I am a very hardworking person; I am very driven. I take part in a lot of extra mural, such as hockey and dance and I like debating. I am very involved, I am very focused on my school work, I believe to be the best and achieving good marks at school. (Interviewee A).*

*“Ek is baie active in my sport ek ken die hele Kraaifontein. Ek is maar nege-en-twintig maar ek ken die hele Kraaifontein, Scottsville, Belmont Park, Scottsdene, ek ken almal, omdat ek in die sport betrokke is, want sport is wêreldwyd en sport praat baie tale en sport baie lyne en connections van mense, so dit is hoe ek myself sal beskik vir social development deur my sport”<sup>10</sup> (Interviewee B).*

*“I have learnt not to be shy. I used to be very shy, I have learnt not to be shy because it is just people, they can't hurt, they can't bite. I have learnt to talk to different types of people, you have a certain way when you speak to a certain group. So people's skills I have learnt, how not be shy. That is basically most important”. “I am a very loud and outgoing person, like to*

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<sup>10</sup> (I am very active in my sport and know the whole of Kraaifontein. I am only twenty-nine years old but know the whole of Kraaifontein, Scottsville, Belmont Park, Scottsdene. I know everyone because of my involvement in sport. Sport is worldwide and sport speaks a lot of languages. Sport has many lines and connections with people. That is how I will avail myself through social development, through sport. Translated from Afrikaans to English by the author of the mini-thesis.)

*involve other people with what I am doing. I don't like people to sit and mop in a corner, I like to keep everyone happy.” (Interviewee C.)*

*“Ek kan nou eintlik daar sê nie, ek is baie kortaf. Ek het selfvertroue.”<sup>11</sup> (Interviewee D).*

*“Yes, ek is sterker as gister, elke dag.”<sup>12</sup> (Interviewee E).*

*“Definitely it has because I know how to approach people now. I can do a lot of stuff now with confidence which I didn't have before I started with soccer and before I started working.” (Interviewee F).*

Interviewees A, B, C, D and E responded that the confidence and self-esteem they have gained through all the interaction allowed them to be better and more positive in how to approach other youngsters in their community. Their primary and secondary school careers as well as social development, which are shareholders from the city, played a role in their self-worth.

### **3.4.3. Connection**

This attribute of the 5C model relates to the positive bonds with people and institutions which is a reflection between the individual, peers and family, school and community in which both parties contribute to the relationship. The participants reacted very positively and this is what they had to say about this attribute:

*“So the JSC is representation of all schools in Cape Town and once a month on a Saturday we come together to discuss the issues we have in our community. It is kind of a little party that we have; we basically help run Cape Town from the youth point of view. We also have the leadership summit, we come together, and they basically tell you what your role as a RCL at the school and the SGB (School government body). I have to represent the learners and have to tell from the learners' point of view.” (Interviewee A).*

*“Deur my sport, ek is baie sport orientated, deur sport kan 'n mens jongmense se lewens verbeter, hou van die straat af, dit discipline hulle. Jy hoef nie as 'n sport doen sê jy gaan 'n professional sokker player wees nie, maar jy help hulle, want as hulle discipline in hulle sport het dan het hulle*

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<sup>11</sup> (I can actual agree that I am short tempered. I have confidence. Translated from Afrikaans to English by the author of the mini-thesis.)

<sup>12</sup> (Yes, I am stronger than yesterday, every day. Translated from Afrikaans to English by the author of the mini-thesis.)



*discipline daarbuite ook. En dit is wat ek daarbuite wil oordra.”<sup>13</sup>*  
(Interviewee B).

*“I have learnt to talk to different types of people; you have a certain way when you speak to a certain group. So people’s skills I have learnt, how not be shy. That is basically most important.”* (Interviewee C).

There is evidence that the bonds between the City and one of the interviewee that represents her/his school at the JSC. One interviewee is very sport orientated but uses this niche to interact and connect with others. In the process, it changes and improves the lives of other youngsters.

#### **3.4.4. Caring**

Eisenberg (1990) refers to empathy as a social and moral development. It is the awareness of suffering of another person. Empathy involves sharing the perceived emotion of another feeling with another. It is an emotional response. Wispé (1991) refers to sympathy as an original instinct implanted in our nature. Sympathy is not an emotion, it is a characteristic. Caring includes empathy and sympathy for others and can be divided into two categories. This variable includes empathy and sympathy, categorised or subdivided into “self” and “others”. The first category is caring for “self”, which reflects the care for youth leaders:

##### **3.4.4.1. Caring - self**

The first part of caring is caring for oneself and the expectations set for oneself. Youth leaders’ responses were as follows:

*“Yes, we have our Peer educators and we go to the Peer educators when we have issues at home, sometimes you don’t want to speak about.” “We also have last year a tutoring programme, when you needed help in school work”. “I know there are programmes at school that help children that are disadvantaged.”* (Interviewee A).

*“Ek is by die huis en Terence is besig om my te help met courses deur Social development...”<sup>14</sup>* (Interviewee B).

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<sup>13</sup> (Through my sport, I am very sport orientated, through sport I can improve the lives of young people, keep them off the street, it disciplines them. It does not mean if you participate in a sport that you will for example become a professional soccer player, but you help them. If they have discipline in sport, then they have discipline out there. That is what I want to achieve out there. Translated from Afrikaans to English by the author of the mini-thesis.)

Interviewees B and C are concerned with caring and development for themselves.

### 3.3.4.2. Caring for others

The second category of caring reflects on the contribution of youth leaders within their community. Youth leaders' responses were as follows:

*"I am on the JCC (Junior City Council), so I can address issues that are happening in our community. I can voice my opinion to help out. There was this programme, for underprivileged, girls couldn't afford sanitary towels or such things that is how I could help my community. We have on youth day's protests against drugs and violence". "I have to represent the learners and have to tell from the learners' point of view". "... We also collect for the old age home and the children's crèche."* (Interviewee A).

*"Ek het ook net daai kans nodig om te wys ek kan dit doen. Ek sal dit sewe dae 'n week doen, want is wat ek wil doen ek wil in jongmense se lewe werk doen en hulle verander..."* "Ek wil met kinders werk wat into drugs en alcohol is."<sup>15</sup> (Interviewee B).

*"I would think that I bring in children that they don't have to sit on the street and wait for their parents to come home. They have something to do, something constructive and then they can also make something for themselves when they here like the Indigenous games". "I would think that I bring in children that they don't have to sit on the street and wait for their parents to come home. They have something to do, something constructive and then they can also make something for themselves ..."* (Interviewee C).

*"Ek is betrokke in alles. Ek kan nou nie man alleen dit regkry nie. As die gemeenskap saam staan kan ons 'n difference maak in die gemeenskap in, teen die gangsters uit te roei. Die drugs, sodat daar vir die jongmanne 'n pad vorentoe kan wees, waantoe ek in staat in is". (I am involved in everything. I cannot do this man alone. If the community stands together we can make a difference in the community. We can eliminate gangsterism. The drugs, in order to straighten out a path, where I am capable of).* (Interviewee D).

*"Daar is drie, vier kinders wat ouers as jou is wat vir jou luister. Hulle wil vir hulle groter hou as jy om nie orders te vat nie. Wat ek gedoen het, ek het myself in hulle vriendekring gekry, nou wat ek deel van hulle*

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<sup>14</sup> (I am at home and Terence is busy helping me with course through Social development. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

<sup>15</sup> (I need that opportunity to proof that I can do it. I will do these seven days a week because this is what I want to do for young people. I want to work in young people lives and change them). (I want to work with kids that are into drugs and alcohol. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

*vriendekring is, respect hulle vir my. Hulle is baie ouer as ek, maar hulle respect my en ek respek hulle. Waar ek ook al gaan respect hulle my. Hulle vra vir my wanneer gebeur die en wanneer gebeur daai, dan gaan staan ek en gesels met hulle oor wat en wanneer goed gebeur. Ek sê hulle moet nie kom een op 'n tyd nie maar as 'n span.*"<sup>16</sup> (Interviewee E).

All of the above youth leaders, Interviewees A, B, C and D want to represent either their school community or the general community. This is achieved either at the JCC addressing relevant issues at school or campaigning against drugs and gangsterism. The city partially creates platforms for youngsters to address issues. Some initiatives are streamlined from church.

### **3.4.5. Character**

The last attribute of the Five C's model includes character. This attribute refers to the "respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity" Lerner *et al.* (2005), cited in Bowers *et al.* (2010). Participants' character quoted as follows:

*"I am a very hardworking person; I am very driven. I take part in a lot of extra mural, such as hockey and dance and I like debating. I am very involved, I am very focused on my school work, I believe to be the best and achieving good marks at school. I think I am friendly, I am also very independent and sometimes stubborn and I like being in control of things. I am a very independent person."* (Interviewee A).

*"I am a very loud and outgoing person, like to involve other people with what I am doing. I don't like people to sit and mop in a corner, I like to keep everyone happy". "I have learnt to take other people's opinions into consideration..."* (Interviewee C).

*"Ek het almal geleer ken en nou is almal oor my."*<sup>17</sup> (Interviewee D).

*"Well as you know I am vice-captain of the soccer club. I am also youth leader in our church, which is Old Apostolic church, 8th avenue on the corner..."* (Interviewee F).

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<sup>16</sup> (There are three four children that is older than what I am, that will listen to you. They want to keep themselves bigger than you and do not accept any commands from you. What I did was to get myself involved in their clique and now that I am friends with them, they have respect for me. They are much older than what I am but respect me. Wherever I go I will get respect. They ask me when this and that is happening and I would have a conversation with them about what is going to happen. I tell them they must not come to me individually but as a group. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

<sup>17</sup> (I got to know everyone and now everybody likes me. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

The characteristics of this attribute, which includes quotations from Interviewees A, D and F, relates to hardworking, independent, stubborn, friendly, happy and considerate youth leaders.

### **3.5 SUMMARY**

The chapter incorporated the analysis of the findings and results that developed from the results of interviews of youth leaders. The findings of the study are an indication that the participants' responses could be categorised and sub-divided into various themes. This chapter entails five sections. It includes an introduction, background and demographics of Scottsdene, youth leaders participating in the research, an analysis of youth leaders' findings in terms of the 5 C's approach, and a summarised conclusion.

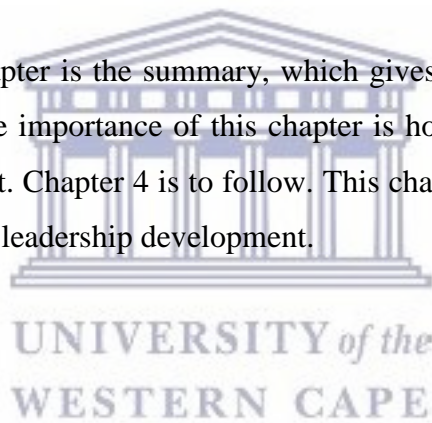
The first section is an introduction to the chapter, which consisted of a chronological layout of the chapter. Section two included a demographical and historical overview of the location of Scottsdene in Kraaifontein. It is a detailed description of Scottsdene and its development from the 1970s with specific timeframes of important development events. The demographical information pertaining to Scottsdene included the population census and relates to households, age, gender and business sites.

Section three referred to youth leaders participating in the research. This section discussed the demographic and biographical information of youth leaders who participated in the research. The demographical and biographical information included frequency distribution of the youth leaders who participated. The frequency distribution included gender, race, age and the active roles they fulfil as youth leaders in the community.

Section four is the discourse analysis of the youth leaders findings. This section contains 11 sub-sections. It is the practical application of the 5C's model, the impact of the different attributes, namely: competence, confidence and self-esteem, connection, caring and character on youth leadership development. The first attribute, competence, entails five

sub-sections. Competence deals with acquisition and development of cognitive abilities and skills capabilities of the participants. This includes employment programmes, assistance programmes, career testing, planning and consultation, practical or academic orientation and leadership development skills. The second attribute, confidence, focusses on the contribution of leadership and the effect it has on their confidence and self-esteem. The third attribute, connection, relates to the positive bonds with people and institutions, which is a reflection of the individual, peers and family, school and community in which both parties contribute to the relationship. Caring is the fourth attribute and is divided into caring for self and caring for others. Caring for self includes expectations and goals set for youth leaders, where caring for others relates to the community. The last attribute of the Five C's model is character, which refers to societal respect. It includes integrity, moral, code of conduct and cultural rules.

The last section of this chapter is the summary, which gives a summarised outline of the content of this chapter. The importance of this chapter is how youngsters perceive youth and leadership development. Chapter 4 is to follow. This chapter deals with the case study of Scottsdene on youth and leadership development.



## **CHAPTER 4: CASE STUDY OF SCOTTSDENE ON YOUTH AND LEADERSHIP DEVELOPMENT**

### **4.1 INTRODUCTION**

The aim of this chapter is to present and analyse the responses and findings of the mentors/facilitators. This chapter is organised into four sections. Section one introduces the chapter. Section two discusses the biographical information of the Scottsdene youth mentors/facilitators who participated in the research. Section three discusses the responses of the youth mentors/facilitators and is organised according to the themes and criteria outlined in the interviews. Section four provides a summary of the chapter.

### **4.2. DEMOGRAPHIC INFORMATION OF MENTORS/FACILITATORS**

This section discusses the demographic and biographical information of the youth mentor/facilitators who participated in the research. The frequency distribution of youth mentor/facilitators who participated can be represented as Youth Mentor/Facilitators (M/F) = 6M, 5C, 1W, 1(F+C)

#### **Representation of Letters**

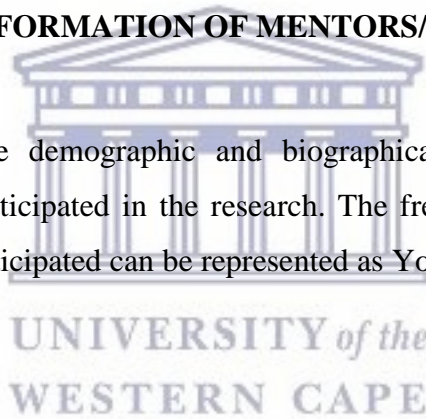
M = Male

F = Female

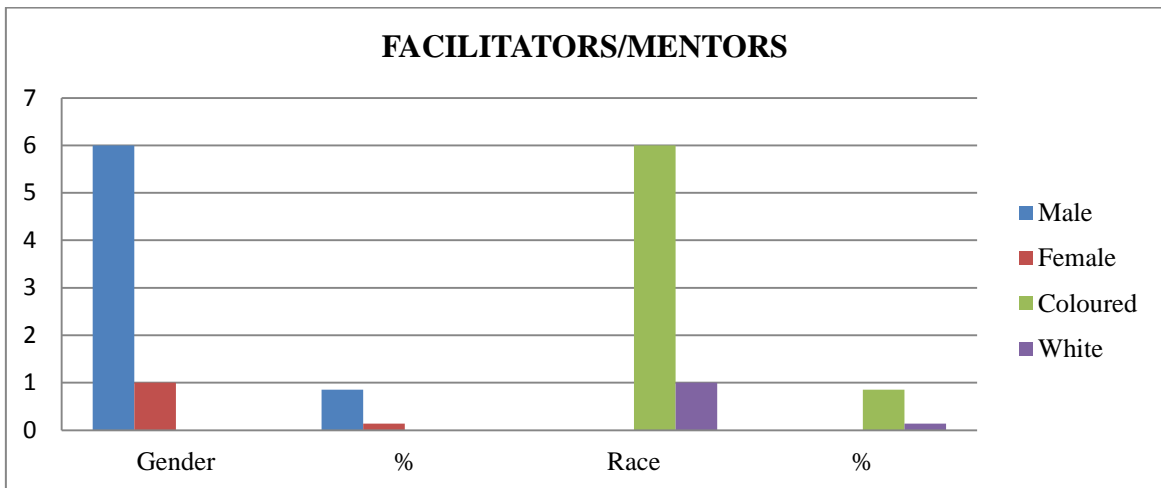
C = Coloured

B = Black

W = White



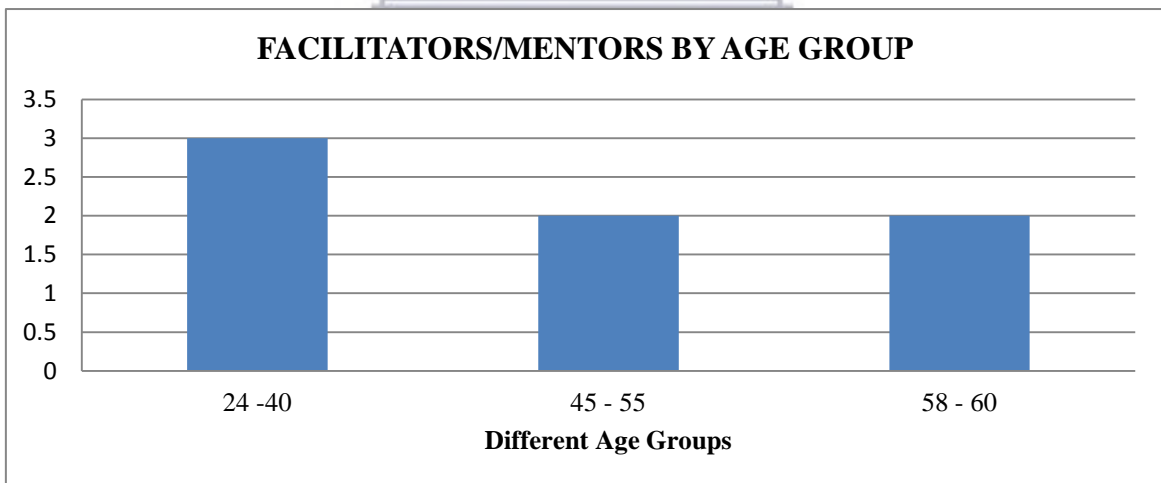
**FIGURE 6: MENTORS/FACILITATORS**



The frequency distribution of youth mentor/facilitators that participated in the research can be described as Frequency (F) = 1\*24, 2\*40, 1\*46, 1\* 55, 1\*58, 1\*60. The race and gender representation:



**FIGURE 7: FACILITATORS/MENTORS BY AGE GROUP**



Interviewee S is a coloured man, aged 40 and a community family officer in this community. Interviewee T is a coloured man, aged 55 and a deputy principal at a high school in this community. Interviewee U is a white male, aged 60 and a section head at the local police station. Interviewee V is a coloured female, aged 40 and a social worker,

married with two dependants in this community. Interview W is a coloured male, aged 46 and a play leader in this community. Interviewee X is a coloured male, aged 58 and a pastor at a local church in the community, married with dependants. Interviewee Y is a coloured male, aged 24, a youth facilitator and a coach of a female soccer team in this community, not married and has no dependants.

### **4.3 MENTORS/FACILITATORS FINDINGS**

In the data collected, the findings of the youth mentor/facilitator responses to the research questions are organised according to the themes and criteria discussed in Chapter 2. The researcher developed different categories to support or find correlation between theory and literature. The aim and objective was to position the findings within an established pool of knowledge and information, namely the theoretical framework used. The Five C approach model identifies elements as follows:

#### **4.3.1. Competence**

Competence is one of the elements of the 5C model and divided into five different categories. Competence deals with the cognitive abilities and skills capabilities of the participants.

##### **4.3.1.1. Employment programmes**

Chowdhary and Prakash (2010) defines programme as a process of developments. Employment programmes are an investment to create a specific output and the process to get a return on an investment. Interviewees S, V, W and X introduced the concept of employment programmes as follow:

*“Currently we have the workman skills programs, we train youth in certain skills, like admin, how to conduct yourself when you are in a formal setting, we engage them with certain skills and we use a service provider to do that and our job as district implementation officer is to link them up to schools. We place them at schools, where they can help with admin. They do photocopies, whatever the school need, they are based there. They were recruited from our subcouncil database, they went on the training and are*



*now based at different schools”. “We curb unemployment by doing some workshops, self-development career planning”. “Ons doen soft skills, ons doen leadership en in leadership how to talk effective, how to communicate effective not just with others but with yourself.”<sup>18</sup> (Interviewee S).*

*“All the programmes we have, we have a job seekers form, upstairs at the reception area, everyone that lives in this area complete that form. That forms are being taken to the subcouncil Kraaifontein, the municipality, we take the forms there, after they completed that, the subcouncil has a data capturer, put them on the databases.” (Interviewee V).*

*“Currently we have the workman skills programmes; we train youth in certain skills, like admin, how to conduct yourself when you are in a formal setting...” (Interviewee W).*

*“Huidiglik, daar is nie ‘n structured program nie, wat ons doen in die kerk, almal wat weet van werksgeleenthede (gelukkig vir die studie), daai informasie sit ek op facebook en meeste van die jongmense in die kerk is op facebook saam met my. So as daar werksgeleentheid kom sit ek dit op facebook en dan sien almal dit.”<sup>19</sup> (Interviewee X).*

The mentors/facilitators, Interviewees S, V, W and X who were interviewed, introduced soft skills, how to talk effective workshops, and workman skills programmes as an employment initiative. The city created a database to capture unemployed youngsters’ information to contact them when an opportunity arose. The pastor of the church created his own network through social media to connect with youngsters of the church about opportunities. The self-development career planning initiative is an unofficial, unstructured idea to assist young people seeking career guidance.

#### **4.3.1.2 Assistance programmes**

Bajorek (1994) defined assistance as the method to seek help on various issues and challenges that can have an impact on the wellbeing of a person. The objective is to improve efficiency. Chowdhary and Prakash (2010) define a programme as a process of developments. In other words, assistance programmes are processes to develop and

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<sup>18</sup> (We do soft skills, we do leadership and in leadership... Translated from Afrikaans to English by interviewer authors of mini-thesis.)

<sup>19</sup> (Currently, we do not have a structured programme but what we do at church is, everybody that is aware of job opportunities (luckily for this study) will post the information on facebook and most of the young people in the church are on facebook with me. So if there are job opportunities I will post it on facebook and everyone can see it. Translated from Afrikaans to English by the author of the mini-thesis)

improve. Mentors were very positive and optimistic about assisting youth with programmes to develop and skill them. In the interviews that were conducted, Interviewees S, T, U and W quoted as follows:

*“Dan doen ons ook self-esteem en self-affirmation en my role en responsibility”<sup>20</sup> (Interviewee S)*

*“In education we are supposed to identify in grade 9 already. To determine if they are mainstream academic school or should they be going to a FET college, enhance and nurture their skills there.” (Interviewee T).*

*“Ek self was besig met ‘n projek wat ek noem projek Tyres.” (I was busy with a project and I called it project Tyres). “... dan gaan die polisie so ver, ons gaan na skole toe. Ons gaan praat daar, wat praat ons daar, ons praat teen dwelms. Ons praat teen bendeaktwiteite en maak dit baie duidelik as kinders hulle skuldig maak aan bendeaktwiteite sal ons kom en hulle arresteer en hulle deur die proses sit en hulle gaan eindig by die korrektiewe dienste. So die misdaadvoorkoming begin nou vir ons, ons gaan nou na skole toe, ons gaan nou na kerke toe. Die ontwikkeling wat ons doen is gekoppel aan misdaadvoorkomingsaksie”<sup>21</sup> (Interviewee U).*

*“I do assist young people when it comes to CV writing. We have a lot of life skills programmes with them here at the facility. Where we teach them how to write a CV, communication skills, we teach them team skills within groups.” (Interviewee W)*

Interviewee S, employed by the city, offers workshops in self-esteem and self-affirmation projects. Interviewee T attempted to identify specific needs, determining mainstream education or Further Education and Training (FET) college material. Interviewee U goes to schools to speak against drugs and gangsterism, and assists with crime prevention campaigns. Interviewee W has programmes in CV-writing, team-building and communication skills.

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<sup>20</sup> (Then we do self-esteem and self-affirmation, roles and responsibilities... Translated from Afrikaans to English by interviewer, author of mini-thesis.)

<sup>21</sup> (I am currently busy with a project, I call it project Tyres. Police will go as far as going to schools. We communicate at the schools, against drugs. We communicate against gangster activities and make it clear that if they get themselves involve in gangsterism we will come and arrest them. We communicate the process and how they could end up at correctional services. Crime prevention starts with us, we go to schools and churches. Our development is linked to an action in preventing crime. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

#### 4.3.1.3 Career testing, planning and consultation

Campbell and Dahir (1997) argued that career testing, planning and consultation is a proactive and preventative manner to positively influence and improve specific skills. It is a measurable initiative to increase success. It enhances the learning process through an integration of academic, career and personal/social development. Interviewees S, V, Y and X quoted the following responses to what career planning and consultations programmes are in place to make youth more marketable or ready for the labour market:

*“Ja, ons die self-development career workshop wat ons doen. Een van my vriende het n nice program geskryf vir career planning.”<sup>22</sup> (Interviewee S).*

*“We had a career expo, 3 weeks back or 4 weeks back at Fisantekraal where we informed the youth about the various careers, SAPS, we had UWC there, we had our City of Cape Town bursary section, to inform Fisantekraal and Klipheuwel people about possibilities and job opportunities that is available for the youth in that area.” (Interviewee V).*

*“At the club, yes. My ladies we have junior and senior development. One of my girls got sign up by Northlink college, she got a bursary from Maties and UWC...” (Interviewee Y).*

*“Ja ek het so dertig jaar skoolgehou.... by die high school was ek die vocational teacher.”<sup>23</sup> (Interviewee X).*

Interviewee S contacted a friend to write a programme about career planning. Interviewee V arranged a career expo and the city presented their bursaries section to inform the community of bursaries available to study. Interviewee X used his teaching background as vocational teacher to assist youngsters.

#### 4.3.1.4 Practical or academic orientation

Practical orientation is to best way to increase competency and curriculum success. It is the science of interpretation. It is the communicative understanding of expression and experiences. The concept of orientation refers to the specific ways in which an individual looks at the world (Van Manen, 1977). Crosnoe (2001) defines academic orientation as the increase and promotion of development and competency. It reduces the association of

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<sup>22</sup> (Yes, we have the self-development career workshop. One of my friends have a written a nice programme for career planning. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

<sup>23</sup> (Yes, I taught at a school for thirty years...at the school, I was the vocational teacher. Translated from Afrikaans into English by the author of the mini-thesis)

vulnerability to deviant friends as well as antisocial behaviour. This psychological characteristic is imperative to the social development of young people. Seven mentors/facilitators were interviewed about the programmes that are in place to assist youth with practical and/or life skills if they are not academically strong. Five out of the seven Interviewees responded as follows:

*“Definitief ja, ons het een van ons partners, hulle het ‘n skill development workshop wat hy geskryf het. Hy het al ‘n paar outjies by sy werkswinkel in Kraaifontein, hulle is in carpentry en waar hulle ander skills leer. Dan het ons ook ander workshops wat skills training gee. Ons kyk waar ons partners kan kry om die outjies te train in skills.”<sup>24</sup> (Interviewee S).*

*“... so ver te gaan om raad te gee, maar dit is nie deel van spesifieke beleid of plan of strategie van die polisie om dit te doen nie.”<sup>25</sup> (Interviewee U).*

*“Yes, we have, say the learners of grade 9 have subject choices, choices are related to career choices, if you make the wrong subjects choices, say you want to go into a science field and you take business subjects and you have deviated from the path. We have people coming in from especially your university recruitment officers, to speak about subject choices, from different institutions what you need to do with subjects. Say for example you want to become a doctor, or a nurse or a mechanic; they will come in and explain this type of thing. In matric or you have or you have all the institutions to recruit. We will have open days, on site, they extent invitations for the learners to come to the institutions on site there with PowerPoint presentation with courses they have to offer. So it is valuable and it gives us the opportunity to look at which reputable organisations are coming here to roughly sell themselves. So you get you fly by night, none accredited, it also gives us a chance to sift through it. We check out the validity of that institution.” (Interviewee T).*

*“You never know, the counsellors they also get a budget, we call it ward allocation projects. So whatever is not in our SB bid? You get counsellors that would say I want this project, maybe a hairdresser project or whatever. I know in Mitchell’s Plain, is a hairdresser project that one of my colleagues is busy with. Then they give the money and you need to write the project, then you need to get the people.” (Interviewee V).*

*“Kinders wat nie akademies goed doen by die kerk nie, in die omgewing, is die kinders wat ons gebruik in die brigade of die kinderbond die wat met hulle hande werk. As ek sien hulle is nie akademies nie sterk nie, maar hulle is goed met technology dan sit ek hulle by technology in of by die*

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<sup>24</sup> (Definitely yes, we have one of our partners that have a skill development workshop, written by him. He accommodated some of the kids at his workshop in Kraaifontein, carpentry and other skills. Then we have other workshops that offer skills training. We see where we can get partners to train the youngsters. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

<sup>25</sup> (.. to go as far as giving advice, but it is not part of the specific policy or plan or strategy of the police to do this. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

*sound in of by die worship team in. Ons bied aan hulle geleentede as hulle loop dan kan hulle sê hulle het 2 jaar IT gedoen by die kerk of die sound gemanaged.”<sup>26</sup> (Interviewee X).*

According to Interviewee S, one of the partners wrote a skills development workshop as a venture to help the practically inclined youngsters. This practical initiative included a certain trade, for example, carpentry. Interviewee X, the pastor, created an opportunity for a specific need to focus on youngsters that are not academically strong. He allowed these youngsters to manage the sound and technological aspects of the church. This creates experience and adds some value to these youngsters’ lives. The vice principal of the secondary school, Interviewee T, has a subject-advising day for learners. The objective of this is for youngsters to make sound decisions about their subject choices and future endeavours. Tertiary institutions and FET (Further Education and Training) colleges receive an invitation from the school to present information through a Power Point presentation. These presentations communicate opportunities and possibilities for youngsters.



#### **4.3.1.5 Leadership development skills**

Day (2001) refers to leadership development skills as the expansion of collective capacity of organisational members to engage effectively in leadership roles and processes. The last characteristic of competence refers to the interview question: how mentors/facilitators within the different environments develop leadership skills. Interviewees S, V, W, T, Y and X’s reactions to the interview question were as follows:

*“Ons fokus nie baie op weaknesses nie. Te veel mense fokus op weaknesses, ons fokus op hulle strengths. How to discover your strengths...Ons kyk na hoe om daai strengths te develop, watter tipe vaardighede is jy goed in”. (We do not focus on their weaknesses. Too many people focus on weaknesses, we focus on their strengths... We look at how to develop their strengths; what type of skills are they good in). (Interviewee S).*

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<sup>26</sup> (Kids that are not academically strong do things at church, in the environment, are the kids that we use in the brigade of the child bond, the once that work with their hands. If I see they are not academically inclined but they are good with technology, I will transfer them to technology or sound or in the worship team. We offer them opportunities, when they leave they can say that they have done two years of IT at church or they have managed the sound. Translated from Afrikaans to English by interviewer, author of mini-thesis.)

*“Through the programmes that we have. We try to make it relevant, we know what the people need, that is why you get the job skills programme... in Scottsdale we want positive role models. We get the police to come and talk to the kids, so that they can know they can better their community and the role models that they have in the community. Our programmes isn’t just holiday programmes, we feel we need to bring a message across to the kids. With Scottsdale library in March I am going to bring children’s rights and responsibilities, the library approach me to do that through that I am going to do the life skills teach them practical stuff, using my hands visual stuff. We use practical examples like myself is coming from Hanover park where I was but although gangsterism and I live in a flat and I know that stuff, I didn’t fall through the cracks. I was resilient, I had a dream and that is what I tell the kids from Wallacedene and Scottsdale. We have dreams, we need to dream and we have to strive what we want to become. I completed my undergrad, I got my honours, I got my masters. I live in another suburb but I don’t forget we I come from.” (Interviewee V).*

*“In the past we worked closely with Scottsdale High School. Where we had a specific life skills programme but in terms of developing their skills, we had hard skills programmes, we taught them welding, we taught them needlework for the girls, we taught them arts and crafts. The idea is they could actually learn these skills and then gain an income from that particular skill.” (Interviewee W).*

*“We have extra classes, we have allocated an LWSEN (learners with special educational needs) teachers, to cater for barriers, programmes extracting from the class.” (Interviewee T).*

*“I take all the new girls; I train them from the beginning. Ball control, I teach them the rules of the game, what to do how to do it. You can start with a girl that plays for the first time, they kick the ball there, it is not going to happen. You have to start from the beginning. How to kick the ball, you have to start from the beginning?” (Interviewee Y).*

*“Ons gaan nou ‘n vocational bible school het vir ‘n week. In daai week is een van die pillars ‘n craft, which means hy kry kans om watter skill hy ook al het om te develop onderleiding van ‘n groot antie wat baie crafty is. Ons gee die resources. So voor hulle matiek is en hulle sukkel met die aansit of sukkel om ‘n computer aan te sit, dan sê ek ok dit is hoe ek jou gaan help, ek wys julle gou hoe.”<sup>27</sup> (Interviewee X).*

The focus of this competence is on strengths and not on weaknesses. Interviewee S forms part of the linkage to strengthen the voices of young leaders. The objective of interviewee

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<sup>27</sup> (We are going to host a vocational Bible school for a week. In this week one of the pillars is a craft, which means that whatever skill you have will be developed by an adult lady which is very crafty. We give the resources. Before they are matric and they struggle how to work a computer, I will tell them I will show them how to. Translated from Afrikaans into English by the author of the mini-thesis.)

S is to develop leadership in the community for positive role models. Specific life skill programmes are developed and offered to develop leadership. Interviewee T offers extra classes to assist learners with special needs. Interviewee V forms an alliance with various partners to groom positive role models. Interviewee W, in partnership with one of the secondary schools, offered skills programmes, specifically hard skills to train youngsters. Interviewee X creates a platform at church to offer vocational Bible school. The church provides resources to develop skills to enhance leadership. The city is partially involved. Interviewee Y teaches ball game rules. The purpose of this is to apply these rules to help the youth become a stronger people.

#### 4.3.2 Confidence and self-esteem

This is the second variable of the 5C Approach model. This attribute focuses on an internal sense of overall positive self-worth and self-efficacy. The interview question relates to the contribution of leadership and the effect it has on their confidence and self-esteem. Interviewees S, T, U, V and W responded as follows:

*“My rol as mentor of fasiliteerder om mense te help om hulle purpose the discover. Ons wil nie vir hulle hulle purpose gee nie but we want to help them to discover their purpose, so that they can walk into their destinies and become better people. Ek strewte om mense te help om purpose te discover sodat hulle purpose in elke ding en dit te kan uitleef waarvoor hulle create was.”* (Interviewee S).

*“I am the deputy principal for discipline for curriculum delivery in line with the school’s ethos with the school’s vision and mission, provide excellence for academic. Over and above, my passion is the extra curriculum activities, sport, cultural and drama, beauty pageants, and so forth.”* (Interviewee T).

*“Ek is verantwoordelik vir projekte oor die hele Kraaifontein. Die projekte wat ek doen, spreek misdaad direk aan. As jy nou praat van jeugontwikkeling gaan dit binne my mandaat val, om seker te maak dat misdaad tussen die jeug, rondom die jeug en binne-in die jeug moet dan afkom, moet dan minder word.”<sup>28</sup>* (Interviewee U).

*“I am also a professional officer at the City of Cape Town, part of it is to do project management. If clients are walking in and the want to have*

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<sup>28</sup> (I am responsible for projects throughout the whole of Kraaifontein. The projects that I am involved with address crime directly. If you speak about youth development, it falls within my mandate, to make sure that crime between youth, amongst youth and within youth must decrease and become less. Translation from Afrikaans into English by the author of the mini-thesis.)

*advise about social work needs, cases that they have, I would go out and conduct home visits to see what they need, what is actually happening and see how I can help and refer the matter to the Welfare organisation in the area where the client is based. One of the key performing area is the role players, where I need to engage with the police.” (Interviewee V).*

*“The name of my position is play leader. What I do is to present sport and recreation programmes. It is to implement and initiate new programmes. The idea is to take young people and presents recreation programs, not necessarily intensive programmes but basic programmes, where they can understand the role of sport and how teams work and play games. To show young people there are alternatives to what is happening in communities’ especially negative things. There are alot of negative things happening in communities. For me it is to be a positive role model for youngsters.” (Interviewee W).*

*“My daily thing is I bring players closer and I must sure I make an improvement on what their strength and weaknesses are.” (Interviewee Y).*

*“...die jeug en alle ander jeuggroepies te bedien. Of dit is met jeugleiding of dit is nou met mentorskap, ek fasiliteit daai”<sup>29</sup> (Interviewee X).*

The mentors and facilitators role is to help young people strive towards a better life and improve themselves. They play a crucial role in contributing to these youngsters’ confidence and self-esteem. Interviewees S, V, and W see his/her role as someone to assist in discovering youngsters’ purpose and becoming better people. Interviewee T’s mission is to use his/her passion for curriculum activities and sport to contribute to the discipline of youngsters. Interviewee V’s key function is to advise about social work needs, and looking out for the best interests of young people. Interviewee X and Y use their mentorship and facilitation as a service to connect young people.

#### **4.3.3. Connection**

This attribute of the 5C model relates to the positive bonds with people and institutions, which is a reflection between the individual, peers and family, school and community in which both parties contribute to the relationship. Interviewees S, V, T, W and Y reacted very positively and this is what they had to say about their connection or bond with the youngsters:

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<sup>29</sup> (The youth and all other youth groups to serve. Whether is with youth facilitation or mentorship, I facilitate that. Translated from Afrikaans into English by the author of the mini-thesis.)



*“My rol as mentor of fasiliteerder om mense te help om hulle purpose the discover. Ons wil nie vir hulle hulle purpose gee nie but we want to help them to discover their purpose, so that they can walk into their destinies and become better people. Ek strewe om mense te help om purpose te discover sodat hulle purpose in elke ding kan sien en dit te kan uitleef waarvoor hulle create was”. (My role as mentor or facilitator is to help people to discover their purpose. We do not want to give them purpose but we want them to discover their purpose, so that they walk into their destinies and become better people. I strive to help people discover their purpose so that that they can discover their purpose in everything they see and can live through what they were created for). “We all in the world have one thing in common, we all need a sense of belonging. We can create that sense of belonging. We value their presence, that is “klaar” (already) “n” (a) reward for them. We try to break the cycle by saying you are worth it, you mean something to us, your presence here is worth it, it makes the whole intervention session worth it because you are here. We try to install that type of value system.” (Interviewee S)*

*“The whole idea of strengthening family programme is to encourage people to you need to do your homework. We encourage you to have family meetings. You need to come back and tell us how did the family meeting go. The rewards system comes in, we have a reward and spin a child, we give them the posters, you go sit with your child and you go list what you want your child to do. Come from home you need to do your chores, take off your clothes, do the dishes. You and your child sit and you will stipulate the task. We have parent game and child game, where the parent is doing what the child is doing, hokkie, etc. they play with. That is just how to improve the relationship. Through our programmes we try practical ways to strengthen and impact the lives of families.” (Interviewee V).*

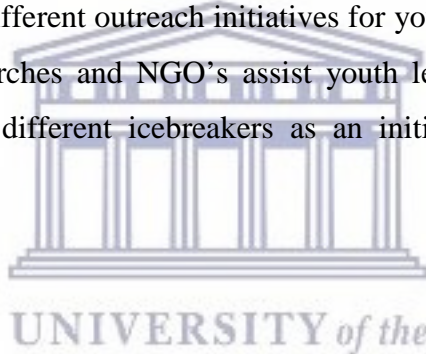
*A one on one with the LWESN teacher on the premises. She brings them onto a certain level, the same level as the age goers. That is the programme we have in place and then we have teachers offering extra tutoring.” (Interviewee T).*

*“We improve participation through we do outreach work with different programmes and different places, schools, churches, NGO’s, etc. So it is to develop their skills to a higher level so that they can go on to the city games, first of all and then we also have one youth camp a year and those who shows leadership skills, and they are made aware of the fact that we are looking for young people with leadership skills, show that they can communicate with others, so that they can work within teams. We identify them and take them onto a youth camp, once a year and from that camp we identify five to six people that go on Camp Cape Town for the whole of the municipality. So from there we identify the young people.” (Interviewee W).*

*“I normally play a game with them and then I see the attitude towards it. How they feel, how they enjoy it. Normally the girls that is dedicated they will do whatever the coach says. You get the girls with that attitude and*

*sometimes it does not work. I normally do that to see what their attitude towards it is. Me and the manager spoke, so girls that score in three games, gets man of the match. It is like player of the month we give them, a shorts and sweater with their name on.” (Interviewee Y).*

The purpose of this attribute is to create a sense of belonging in youngsters. Family programmes are an encouragement initiative to interact and build a sound relationship between family members. Games introduced by mentors and facilitators strengthen bonds between parents and child. Reward systems are one of the implementation tools to improve participation. The mentors and facilitators are the change agents for the city. Interviewee S feels that his/her contribution in these young people’s lives creates a sense of belonging. The role he/she plays is an intervention method. It is part of a value system for youth leaders. Interviewee V has scheduled family meetings to encourage bonding and communication. Interviewee T has tutoring classes to bring learners on par with their peers. Interviewee W has different outreach initiatives for youngsters. Programmes offered introduced to schools, churches and NGO’s assist youth leadership development skills. Interviewee Y introduced different icebreakers as an initiative to get the best out of youngsters.



#### **4.3.4 Caring**

This variable includes empathy and sympathy and entails two categories, “self” and “others”. Eisenberg (1990) refers to empathy as a social and oral development. It is the awareness of suffering of another person. Empathy involves sharing the perceived emotion of another feeling with another. It is an emotional response. Wispé (1991) refers to sympathy as an original instinct implanted in our nature. Sympathy is not an emotion; it is a characteristic. The first category is caring for “self”, which reflects the care for youth leaders:

##### **4.3.4.1 Caring - self**

Eisenberg (1990) refers to empathy as a social and moral development. It is the awareness of suffering of another person. Empathy involves sharing the perceived emotion of another feeling with another. It is an emotional response. Wispé (1991) refers to sympathy as an original instinct implanted in our nature. Sympathy is not an emotion it is a characteristic.

No programmes are in place to develop or assist mentors. Interviewee X quoted the following:

*“Al die belonings wat hulle kry is maar uit my personal resources. Met ander woorde, as ‘n kind goed doen dan is ek maar die rewarder uit myself uit of iets soos as iemand my gehelp het by die IT, ek koop vir hulle modem, jou know, of as hulle gehelp het met die sound en hulle maak sound op ‘n ander plek dan gee ek my eie sound equipment, so die kerk gee niks as ‘n reward nie. Ek sal dit self maar doen, of dit spiritual is of emotional reward is, ek gee dit maar self van my eie resources.”<sup>30</sup> (Interviewee X).*

Interviewee X utilised his own resources to make a difference in a youngster’s life. Rewards given to youth by interviewee X, is an initiative independently done from the city and resources are personal resources and not resources from the City of Cape Town.

#### **4.3.4.2. Caring for others**

The second category of caring reflects on mentors’/facilitators’ empathy and sympathy for youth leaders within the different disciplines within the community. Five out of the seven mentors/facilitators responded as follows:

*“Over and above, my passion is the extra curriculum activities, sport, cultural and drama, beauty pageants, and so forth. Especially sport and rugby” (Interviewee T).*

*“Ek kan nie praat oor die massas nie, maar net oor die kinders met wie ek werk. Kom vat een geval die kind is jonk het ‘n babatjie, sy wil die Sondagskool en alles los, dan gaan ek skool toe ek gaan saam met haar praat.... Ek probeer ook om hulle by die kerk te wen, as hulle trug kom by die kerk dan is hulle weer active. Dan kan ‘n mens weer so bietjie met hulle saamwerk. Ek kan nie van massas praat nie en dan ander kerkgroepe nooi ook mos vir my en omdat ek op die kinders se vlak werk en daar speel dit ook so ‘n belangrike rol, omdat ek uit die scheme uitkom kan ek praat van ek kom uit die scheme uit en ek was ook van die mense wat ses kinders*

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<sup>30</sup> (All the rewards given is from my personal resources. In other words of a youngster perform well I am the rewarder from myself and if somebody helps me with IT I buy them a modem, you know, or if they assisted with sound and they provide sound somewhere else I will give them my equipment. They church does not give anything as a reward. I will do it myself, whether it is spiritual or emotional reward, I provide it with my own resources. Translated from Afrikaans into English by the author of the mini-thesis.)

*gehad het, maar kyk waar is ek nou, so hulle kan ook relate.”<sup>31</sup>*  
(Interviewee U).

*“If clients are walking in and they want to have advice about social work needs, cases that they have, I would go out and conduct home visits to see what they need, what is actually happening and see how I can help and refer the matter to the Welfare organisation in the area where the client is based.”* (Interviewee V).

*“The name of my position is play leader. What I do is to present sport and recreation programmes. It is to implement and initiate new programmes. The idea is to take young people and present recreation programmes, not necessarily intensive programmes but basic programmes, where they can understand the role of sport and how teams work and play games. To show young people there are alternatives to what is happening in communities’ especially negative things. There are a lot of negative things happening in communities. For me it is to be a positive role model for youngsters”. “We had a gym at one stage where the gym was constantly full. They often come here after school and even older they come after work. They participate in the programmes and many of them had said to me they prefer to be here than on the street. Because of the criminal activities that happen on the street and what I have found, especially the young people that doesn’t want to be involved with that, criminal activity, they basically come here. This is a hangout place for them, so yes it does make a difference.”* (Interviewee W).

*“My daily thing is I bring players closer and I must make sure I make an improvement on what their strength and weaknesses are.”* (Interviewee Y).

Mentors and facilitators create initiatives to assist and help youngsters within the community. This is coherent through different platforms, at church, school and the youth centre. The city partly plays a role in assisting mentors and facilitators to achieve their goals and objectives. Interviewee T’s passion for sport, drama and beauty pageants is evident in his caring for others. Interviewee U capitalises on his/her personal experience and passion for others as motivation to relate to young people. Interviewee V uses her educational background and experience to help others in need. Interviewee W uses his

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<sup>31</sup> (I cannot speak about the masses but only about the kids I am working with. Let take one example of one child that is young and had a baby, she wanted to drop everything even Sunday school. What I do is I go to school and communicate with. I try to win them over for at church and when they come back to church they are active in church again. Then you can work with them again. I cannot speak about masses and other church groups also invited me and to get to the kids’ level and it works, it plays an important role because I come from the Scheme area and I can relate. I am one of the people that grew up with six people but look at me now, so they can relate. Translated from Afrikaans into English by the author of the mini-thesis.)

position by initiating new programmes to show young people the alternatives to negative things. Interviewee Y capitalises on his influence to bring players closer together.

#### 4.3.5 Character

The last attribute of the 5C model refers to the character of the mentors/facilitators. Character is defined by the “respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity.” All of the interviewees S, T, U, V, W, Y and X were quoted as follows:

*“...Healthy me equals a healthy community equals a healthy nation. Ek strewe om mense te help om purpose te discover...” (...I strive to help people discover their purpose.....) (Interviewee S).*

*“I am the deputy principal for discipline for curriculum delivery in line with the school’s ethos with the school’s vision and mission, provide excellence for academic.” (Interviewee T).*

*“Die projekte wat ek doen, spreek misdaad direk aan. As jy nou praat van jeugontwikkeling gaan dit binne my mandaat val, om seker te maak dat misdaad tussen die jeug, rondom die jeug en binne-in die jeug moet dan afkom, moet dan minder word.”<sup>32</sup> (Interviewee U).*

*“Although I have social work background and the qualifications. I normal used my social work skills to assist with what I am doing at the moment. I am also a professional officer at the City of Cape Town; part of it is to do project management.” (Interviewee V).*

*“What I do is to present sport and recreation programmes. It is to implement and initiate new programmes. The idea is to take young people and presents recreation programmes, not necessarily intensive programmes but basic programmes, where they can understand the role of sport and how teams work and play games.” (Interviewee W).*

*“My daily thing is I bring players closer and I must make sure I make an improvement on what their strength and weaknesses are.” (Interviewee Y).*

*“Ek is beroep as jeugleeraar en die rol is om die sondegskool, katkisasie (confirmation), die jeug en alle ander jeuggroepies te bedien....”<sup>33</sup> (Interviewee X).*

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<sup>32</sup> (The projects that I am involved with address crime directly. If you talk about youth development, it falls within my mandate, to ensure that crime between youth, around youth and within youth must decline. Translated from Afrikaans into English by the author of the mini-thesis

<sup>33</sup> I appeal as a youth pastor and the role is the Sunday school, catechism (confirmation), the youth and to serve all other youth groups... translated from Afrikaans into English by the author of the mini-thesis.)

The characteristics of this attribute of mentors/facilitators include discipline, excellence, youth development, sport and recreation programmes, improvement, initiate, strength, weaknesses, etc. Interviewee S feels confident that if you have a healthy mind-set, you can conquer the world. His/her contribution allows youngsters to discover their purpose. Interviewee T prides him/herself on excellent academic programmes to develop learners. Interviewee U addresses crime prevention initiatives to develop and guide youth. Interviewee V used his/her social work skills to assist by managing youth develops projects. Interviewee W presents sport and recreation programmes to introduce the concept of teamwork. Interviewee Y encourages players by positively exploiting their strengths and weaknesses. Interviewee X uses his calling as pastor to serve the required needs of youth and youth groups.

#### **4.4 SUMMARY**

The chapter is a merger between analysis and findings that developed from the results from interviews of mentors/facilitators. The findings of the study are an indication that the participants' responses could be categorised and sub-divided into various themes, for example: introduction, demographic and biographical information of mentors/facilitators and the application of the 5C approach model. Some of the attributes of the 5C approach model are overlapping and interlinked with one another.

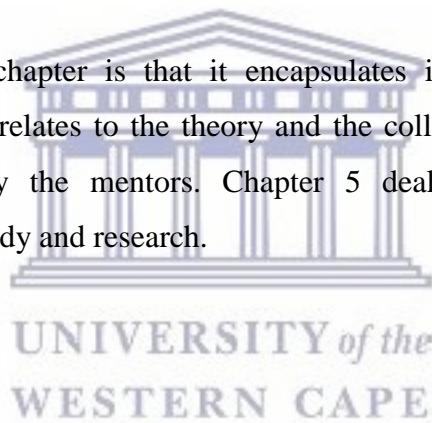
The introduction gave a demographic and biographical overview of the mentors/facilitators within their respective positions and disciplines in Scottsdene in Kraaifontein. The demographic and biographical information of mentors' leaders included position, gender, race and age frequency of the youth leaders. The mentors'/facilitators' findings relate to the application of the 5C approach theory and covers attributes like competence, confidence and self-esteem, connection, caring and character.

Section one consisted of the outline of the chapter and the section two discussed the demographic and biographical information of youth mentors/facilitators. Section three is

divided into sub-sections. These sub-sections are an application of the Five C's model, which forms the foundation for the theoretical background to this study/research. This section refers to the mentors/facilitators' responses to the interview questions, designed for the study. The attributes of the Five C's model, competence, confidence and self-esteem, connection, caring and character, create a basis for establishing a link between theory and reality. Competence consists of five components namely, employment programmes, assistance programmes, career testing, planning and consultation, practical or academic orientation, and leadership development skills. The latter deals with the cognitive abilities and skills capabilities of the competency of the participants interviewed. The attribute caring is divided into two categories, caring for self and caring for others. This element of the Five C's model refers to empathy and sympathy for self and others.

The last section of this chapter is the summary, which gives a summarised outline of the content of this chapter.

The significance of this chapter is that it encapsulates information provided by the participants as mentors. It relates to the theory and the collaboration between the model and information given by the mentors. Chapter 5 deals with the conclusion and recommendations of the study and research.



## **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

### **5.1. INTRODUCTION**

The overall aim of the study is to gauge an understanding of facilitators/mentors and youth leaders, awareness and knowledge of the policy on youth and leadership development, its interpretation, perception and experiences. The motivation is to establish their experiences and their knowledge about the policy on youth and leadership development of the City of Cape Town. The approach included interview questions focussing on the themes indicated.

Chapter 1 gave the contextual evidence and motivation for the study. The study is against the contextual background on the policy of youth and leadership development of the City of Cape Town. Chapter 2 discussed and describes the theoretical framework, looking at different theories and variables. Chapter 3 described the research methodology and the approach (data collection tool) that was used. The discourse is applicable to the research and creates an opportunity for the participants to contribute and provide input. Structured interview sessions conducted with the participants led to responses to the research questions. Chapter 3 focused on the case study of Scottsdene, and a demographic and biographical overview of Scottsdene. The interpretation of the youth leaders interviewed resulted in responses. Chapter 4 focused on the case study of Scottsdene on youth and leadership development and the interpretation of the interviews conducted with the mentors/facilitators. This chapter presents a summary of the findings, recommendations and conclusions that developed from the research process. The objectives are:

1. to review the literature on Youth Development Policy, with reference to leadership development,
2. to identify and apply a framework or criteria of analysis for assessing the impact of the Youth Development Policy with reference to education and leadership development,
3. to record the existing practice of the city's implementation of its Youth Development Policy in a specific area, and the research participants' responses to the city's policy on youth leadership and development in Scottsdene,



4. to analyse the findings in terms of the factors that either facilitated or constrained the implementation of the youth policy with reference to leadership development, and
5. to draw conclusions and make recommendations.

## **5.2. RESEARCH FINDINGS AND ANALYSIS OF YOUTH**

The research outcomes are presented below according to the different themes identified:

- The youth leaders occupied positions such as vice-captain, coach and or volunteered at play and learn initiatives at the youth centre.
- Two out of the six youth leaders were very optimistic and committed about their future. The others had very little to add.
- Most of the participants are aware of a programme that assists youth in finding employment.
- None of the participants were exposed to career testing, planning or consultation.
- Three of the youth leaders are both academically and practically inclined, one is practically inclined, and the other academically inclined. The sixth youth leader was unsure of where to place him/herself.
- Leadership skills that the youth leaders developed included better planning, better control of their situations, confidence, reliability, etc.
- Five of the youth leaders have become very participatory, whereas one youth leader admitted that he/she had challenges with being a follower.
- All the youth leaders are very active in their community, e.g. one is a representative on the Junior City Council where you address issues concerning your community; the other youth leader recruits children from the street, keeping them busy but at the same time keeping them off the streets.

### **5.3. RESEARCH FINDINGS AND ANALYSIS OF MENTORS/FACILITATORS**

The research outcomes are summarized according to the following themes that developed from the data analysis. The themes follow systematically and are presented in a contributing manner:

- The Mentors are section heads (SAP), manager at play & learn; youth pastor, community worker and social worker.
- Mentors felt that the youth needed guidance to improve their situation. They had a positive attitude towards youth. The mentors felt that the community must be more involved and make some contribution towards youth development.
- Mentors have attempted to introduce various programmes (e.g., soft skills, life skills, effective communication, etc.) to equip youth to be more marketable for the labour market.
- SAP has prevention programmes in place against drug abuse, gangsterism and crime.
- Stakeholders (e.g. Logistics, Shoprite, Macro, etc.) conduct workshops of how to prepare for an interview.
- Community ward councillors, schools and community leaders, recruit youngsters.
- Mentors create a synergy, connection and a sense of belonging for these youngsters.
- Some reward system in the various disciplines is in place to sustain and maintain participants.

### **5.4. OBJECTIVES OF THE YOUTH DEVELOPMENT POLICY OF THE CITY OF CAPE TOWN (2013)**

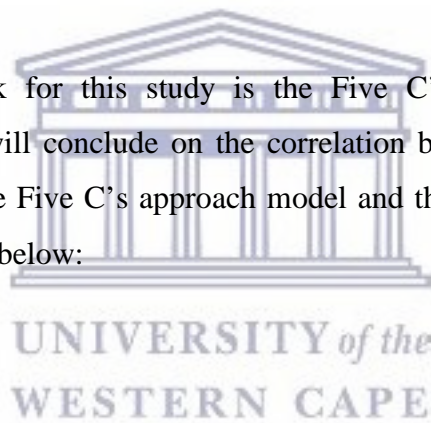
The desired outcomes of the policy are:

- “To facilitate young people’s entry into the job market and thus work towards reducing youth unemployment levels by providing young people with work and employment skills, support and training,

- Build linkages, partnerships and networks to render support to youth-at-risk in a coordinated manner by collaborating with other line departments, other spheres of government particularly the Provincial Department of Social Development and Civil Society,
- Increase youth involvement and active citizenship by building the capacity of youth organisations and leaders to become agents in their own development who make meaningful contributions to their communities” (Youth Development Policy, 2013:5).

## 5.5 THEORY VERSUS POLICY

The theoretical framework for this study is the Five C’s approach model. A brief discussion and overview will conclude on the correlation between the literature and the policy. The variables of the Five C’s approach model and the connection between theory and policy are summarised below:



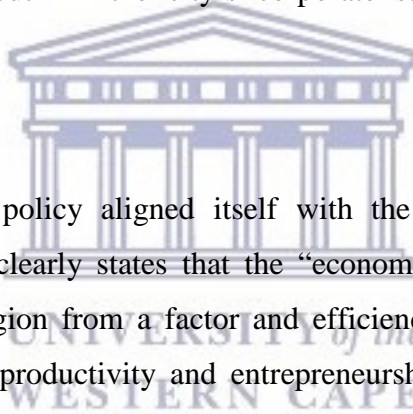
### 5.5.1 Competence

Social, academic, cognitive and vocational are specific areas, which focus on the positive view of one’s actions and domain. Social competence pertains to interpersonal skills (e.g. conflict resolution). Cognitive competence pertains to cognitive abilities (e.g. decision-making). School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations, including entrepreneurship (Lerner *et al.*, 2005, cited in Bowers *et al.*, 2010).

### 5.5.1.1. Employment programmes

The Social Development Strategy (SDS) is an element of the policy. Its objective is to encourage departments to work in a coordinated way to advocate collaboration on the following initiatives and ventures:

- Tourism, Events and Marketing's Arts and Culture Programmes and events which target the youth;
- Economic Development Departments' grants directed towards creating opportunities and skills development for young people;
- Office of the Deputy's City Manager's Expanded Public Works Programme (EPWP), which creates youth employment opportunities for unskilled, unemployed young people.
- Corporate Services' trainee, bursary and apprentice opportunities that provide opportunities for youth in the city's corporate structure (Youth Development Policy, 2013:6).



The Youth Development policy aligned itself with the OneCape2040 and the City Development Strategy. It clearly states that the “economic access transition (Working Cape) aims to take the region from a factor and efficiency driven economy with high barriers to entry and low productivity and entrepreneurship rates to innovation driven economy with low barriers to entry with high productivity and entrepreneurship rates” (Youth Development Policy, 2013:7). The OneCape2040 agenda strives to increase the opportunities for work experience available to young people as a first step in addressing the unemployment rate in the province. The National Development Plan presents an opportunity to boost economic growth, increase employment and reduce poverty. Its focus is to strengthen youth service programmes and introduce new community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development programmes. The purpose of for the implementation of the policy is to facilitate these programmes.

To introduce young people to the economic realm:

“The Directorate of Social Development and Early Childhood Development (SDECD) will implement various programmes to prepare young people for the workplace in an effort to work towards reducing unemployment. Projects will include:

- Work preparation training to aid unemployment, at-risk-youth to become more employable;
- Identifying youths through the sub councils’ databases, other line departments databases and the Youth Programme’s databases of youths that have attended previously skills training” (Youth Development Policy, 2013:10).

#### **5.5.1.2. Assistance programmes**

Assistance programmes are the second subdivision of competence. This category focuses on the assistance programmes offered by the policy. SDS creates a platform for “Community Services’ Sports, Recreation and Library programmes to introduce a concept for interventions for youth in the City’s corporate structure. Life skills training for at-risk-youth are provided by identifying vulnerable youth from the poorest communities across the City. The Youth policy aims to provide meaningful life skills to youths that are daily faced with negative challenges” (Youth Development Policy, 2013: 6-10).

#### **5.5.1.3. Career testing, planning and consultation**

As an initiative to develop youth to enter the economic chamber, one of the projects will include career planning and referrals for further training in order to build the skills of youth to be able to market themselves, prepare CV’s, conduct interviews, understand work ethics, etc. Referrals to skills training opportunities will be facilitated (Youth Development Policy, 2013:10).

#### **5.5.1.4. Practical or academic orientation**

Through partnership building with external collaborators, the aim is to explore initiatives to share learning and develop best practice ideologies. The SDECD will work to develop the capacity of youth organisations in order to ensure that they become active agents in

developing their own communities and participate in other developmental projects (Youth Development Policy, 2013:11-12).

#### **5.5.1.5. Leadership development skills**

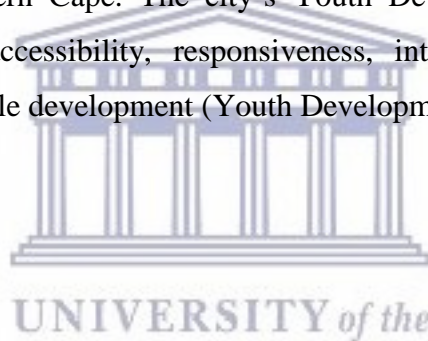
SDECD will work to develop the capacity of youth organisations in order to ensure that they become active agents in developing their own communities. SDECD will identify positive youth leaders and develop their abilities to enable them to engage other vulnerable youths on topical issues and to get youths involved in public processes that require youth voices, including the city's Integrated Development Plan (IDP) processes. The youth leaders will be trained in mentoring and coaching youths who need additional support after completing youth programme initiatives and interventions to develop them further (Youth Development Policy, 2013:10).

#### **5.5.2. Confidence**

Lerner *et al.* (2005), cited in Bowers *et al.* (2010) refers to confidence as “an internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs.” According to the policy's internal collaboration and coordination stance, the SDECD will take on a championing role within the City of Cape Town to facilitate the inclusion of a “youth lens” in the city's delivery of services and implementation of programmes. The SDECD is of the opinion that it will coordinate a Youth Development Work Group with all internal stakeholders. The idea is to introduce the various services provided to young people. The next phase will be to coordinate and align these services and programmes, ensure youth participation in the design, rollout of these programmes, and to work to prevent the duplication of resources and energy. The SDECD plans to develop a coordinated transversal youth development strategy and ensure continuous and consistent information sharing and information flow on initiatives related to youth development with the city. The programme Implementation Department will facilitate and coordinate the implementation of this City Youth Development Policy once approved by Council. The Directorate will compile annual implementation plans linked to the desired outcomes of the policy. A policy audit and revision will follow and will be updated every two years (Youth Development Policy, 2013:12).

### 5.5.3. Connection

Lerner *et al.* (2005), cited in Bowers *et al.* (2010) refers to connection as a positive bond between people and institutions reflected in bidirectional exchanges. This bond includes the connection between the individual, peers and family, school and community in which both parties contribute to the relationship. Connection between the policy, the IDP and NDP strengthen the concept of youth leadership development with the Five C variables. In fact, it creates a synergy between some of them. The policy will attempt to build linkages, partnerships and networks to render support to youth-at-risk in a coordinated manner by collaborating with other line departments, other spheres of government, particularly the Provincial Department of Social Development and Civil Society (PDSDCS). The City Development Strategy (CDS) sets out the 30-year goals for the City of Cape Town. It is based on the ONCECAPE2040 Agenda drawn up in collaboration with the Provincial Government of the Western Cape. The city's Youth Development Policy adopts the principles in terms of accessibility, responsiveness, integration, non-discrimination, transparency and sustainable development (Youth Development Policy, 2013:6-7).



### 5.5.4. Character

“Respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity” (Lerner *et al.* (2005), cited in Bowers *et al.* (2010). The policy states that within social cohesion, youth development interventions should promote the inclusion of young people as a significant part of societal structures. Youth development initiatives should be treated fairly and without discrimination. In November 2012, The City of Cape Town signed a multi-year “*Implementation Protocol Agreement*” with the Provincial Government of the Western Cape Social Development Department. The aim of the agreement is to partner implementation of projects and initiatives, and thus create an opportunity to address many aspects of the above-mentioned challenges. The Youth Development Policy guides the implementation of the Youth programme for the SDECD. It is guided by the consideration of the various roles that line departments play in facilitating youth development (Youth Development Policy, 2013:7-10).

### 5.5.5. Caring

Lerner *et al.* (2005), cited in Bowers *et al.* (2010) refers to caring as a sense of sympathy and empathy for others. This last attribute of the Five C's model includes caring for self and others. The policy states the following about caring:

- The IDP's programme for youth development includes awareness raising, providing life and work skills for at risk youth and building the capacity of youth structures.
- The development of young people is central to the building of a city that is caring, safe, well run, inclusive and allows youth to access the opportunities that improve their own lives.
- This policy is aligned with the high-level objective to *Build and Promote Safe Households and Communities*. The SDS speaks to a 'whole of government' approach and interventions.
- It encourages city departments to work in coordinated ways and advocates collaboration on the various projects directed at young people.
- The city promotes social cohesion for youth development interventions and the city are of the opinion that the city should promote the inclusion of young people as a significant part of societal structures.
- Different youth development interventions should seek to promote the wellbeing of young people by putting in place measures that seek to protect them.
- This policy is concerned with youth development in the City of Cape Town. It is limited in that it only applies to this geographical area.
- The SDECD will create platforms of engagement on topical issues that affect youth. The aim is to raise awareness on a range of issues, including the dangers of substance abuse, anti-gangsterism, anti-truancy, HIV/ AIDS, etc.
- This will demand that we work with partners such as the directorate's other sister programmes, i.e. substance abuse, vulnerable groups, street people, etc. as well as with other Provincial government departments like Social Development, Health, Community Safety, Justice, etc.



- These awareness raising initiatives will include joint awareness raising campaigns, pamphlets on a particular issue, supporting partners in raising awareness, joint 16 June activities, etc. (Youth Development Policy, 2013:6-11).

## **5.6. CONCLUSIONS AND RECOMMENDATIONS**

### **Youth leaders**

Youth leaders are not aware of employment programmes offered by the city. The awareness initiatives are limited to the Department of Social Development. Youth leaders confirm that the assistance programmes are a shared venture between the city, the secondary school, a tertiary institution, the church and the Department of Social Development. Most of the youth leaders are unassisted with career guidance. They do their own research and hope for the best. This is an attempt initiated by the Department of Social Development. A career expo hosted by the city does not address the issue of career testing, planning and consultation. Career guidance enhances the competency, practical or academic orientation capabilities of the youth, which develops a youngster's true competency. Leadership development skills are an attribute that is directly developed by the city, which the Department of Sport and Recreation help to develop.

Different stakeholders and shareholders played a role in the confidence and self-esteem development of youth leaders. One of the stakeholders is the City of Cape Town. The city contributed in building the self-worth by hosting interactive programmes.

Only one of the participants formed a connection with the city. The participant represents his/her institution to manage the city from a youth perspective. To enjoy such benefits, youth need to participate within a formal environment to be recognised.

The city partially creates a platform to address community issues. Once again, for youngsters to enjoy consideration, they need to belong to a formal structure. This only then allow them to receive notification of such initiatives. The linkage is between the formal structure and this beneficial platform.

The position held by youth leaders defines and develop their character. The position creates an opportunity because of community engagement.

### **Mentors/facilitators**

The participants employed by the city, introduce skills development programmes. The city creates a database to capture unemployed youngsters' information for future opportunities. The pastor created his own network on social media for future opportunities. One of the participants employed by the city offered self-affirmation projects. The rest of the participants used their own initiatives to generate assistance programmes for the youth. The involvement of the city's attempt to address the issue of career testing, planning and consultation is not very successful. All initiatives from the mentors/facilitators are in their personal capacity. Their passion for youth and leadership development is the motivation behind it. In order to develop youngsters' practical and academic orientation, mentors/facilitators use their personal connections. The mentor/facilitator at the secondary school used the formal structure of the school to enhance youngsters' orientation. Mentors/facilitators used their alliances and partnerships to develop leadership skills. The city is only partially involved. A ball game, initiated by the city, introduces the concept of rules. The purpose of this is to inspire stronger leadership skills.

Mentors/facilitators use their position to encourage youngsters' to affirm themselves. Confidence and self-esteem enhances positiveness and discipline.

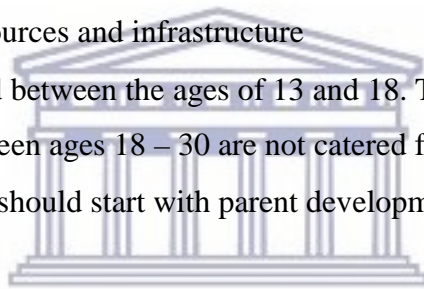
Mentors/facilitators channel their mentorship and facilitation service to connect youngsters. The participants employed by the city try to act as change agents on behalf of the city. This however, only includes 28.57% of the total participants interviewed. The rest of the participants used their own initiatives to create a bond of trust between themselves and the youth leaders.

Mentors/facilitators use personal resources to change youngsters' lives. They capitalise on their own experiences to contribute to the development and wellbeing of youth. The city is only partially involved.

Mentors/facilitators develop the character of youth leaders through programmes offered by the Department of Sport and Recreation and the Department of Social Development.

The link between policy implementation is weak and very limited and can be strengthened through:

- More examples like play & learn (City of Cape Town) as evidence of youth leadership development policy implementation in the community. Either expand play & learn or provide assistance to other organisations also;
- The city does not work with SAPS, social development department, or churches; schools need to facilitate and build networks.
- Identifying groups at risk with leadership potential (e.g. soccer coach, religious youth leader). The city needs assistance to identify these people.
- Sharing information (advertisements, etc.) and resources (e.g. tournaments, prizes, etc.).
- Recruiting and establishing training workshops to acquire more positive role models
- Recruiting unemployed youngsters into the Expanded Public Works Programme (EPWP).
- Requiring more resources and infrastructure
- Youth are developed between the ages of 13 and 18. These youth are recruited from schools. Youth between ages 18 – 30 are not catered for.
- Youth development should start with parent development.



The research objectives as specified in the chapter were reached. The application of methodology is realistic. The findings of the study indicated that youth and leadership development is the responsibility of different entities. In fact, it is the responsibility of civil society, but somebody needs to be held accountable within a structure to develop our future leaders. A lack of positive role models is evident in the findings. Parents should take ownership of their position as nurturers and developers. Youth have the potential to be courageous leaders. As emerging leaders, they have the potential to contribute positively to the growth and sustainability of the economy, given the appropriate advice and guidance. Communities/societies should take ownership of their young people. This should not be the responsibility of the government only; everyone should be accountable for the well-being and development of youngsters.

The policy clearly states the involvement and availability of resources and projects to develop youth, the research concluded that this is an unfamiliar phenomenon to both

facilitators and youth leaders. Facilitators urge for implementation of projects to address youth and leadership development in a totality. Youth leaders are unsure of their future, but are of the opinion that given a chance, they could be the hope of the country and amazing leaders.

This chapter concludes with recommendations and summarises the correlation between the 5C's model and how its attributes are aligned with the actual.



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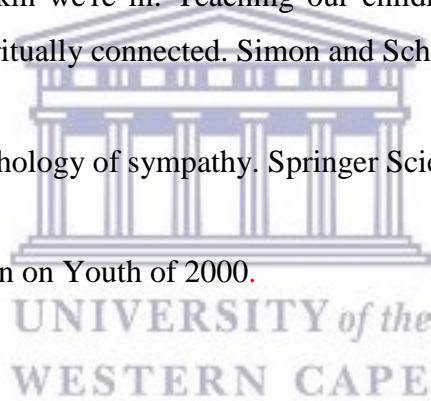
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## APPENDICES

### APPENDIX 1:

#### INTERVIEW QUESTIONS FOR MENTORS

14. Give me a brief description of your portfolio as facilitator or mentor.
15. What programmes are in place to reduce youth unemployment?
16. How do you recruit youngsters for your projects/programmes?
17. Do these programmes make a significance difference to their daily life?
18. What is the impact of youth and leadership development on the youngsters?
19. Do you know how these programmes are mandated through policies to be implemented and why?
20. What type of programmes are available or in place for youth at risk?
21. Are there career planning and consultation programmes available to make youth more marketable ore ready for the labour market?
22. Are there any programmes in place to assist the youth with practical and life skills, if they are not academically strong?
23. How do you develop their skills?
24. How do you improve participation? Is there any reward system?
25. How do you measure the success of the programmes?
26. Is there anything else you would like to mention that is important?

#### INTERVIEW QUESTIONS FOR YOUTH LEADERS

13. What is your age?
14. Tell me about yourself.
15. How did you hear about the different programmes within your organisation? How was it advertised?
16. Are there any programmes in place to find employment?
17. Are there any programmes to assist when you are in need of help?

18. Have you gone through a career testing, career planning or career consultation to assist you in finding a job?
19. Are you a practical or academic person?
20. What leadership skills have you developed because of your involvement with this organisation?
21. Has it contributed to your confidence and self-esteem?
22. How would you rate or define your participation?
23. How does your participation contribute to the community?
24. Is there anything else you would like to mention that is important?



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APPENDIX 2:

INTERVIEWEE SCHEDULE

INTERVIEWEE*	PLACE	DATE
Interviewee A	Scottsdale	March 2016
Interviewee B	Scottsdale	March 2016
Interviewee C	Scottsdale	March 2016
Interviewee D	Scottsdale	March 2016
Interviewee E	Scottsdale	March 2016
Interviewee F	Eikendal	March 2016
Interviewee S	Scottsdale	April 2016
Interviewee B	Scottsdale	April 2016
Interviewee T	Scottsdale	April 2016
Interviewee U	Scottsdale	April 2016
Interviewee V	Scottsdale	April 2016
Interviewee W	Scottsdale	April 2016
Interviewee X	Scottsdale	April 2016
Interviewee Y	Scottsdale	April 2016

\*Confidentiality: names have been replaced with letters of the alphabet, A, B, C, D, E, F, S, T, U, V, W, X, and Y.

APPENDIX 3:

**ADDENDUM B**

RESEARCH TOPIC: An assessment of the implementation of the Youth Development Policy of the City of Cape Town, with reference to youth leadership development: A case study of Scottsdene, Kraaifontein for the period 2008 – 2013.

RESEARCHER: J. PEKEUR

*I .....agree to participate voluntarily in this research. I am aware that my participation is based on anonymity and that I can withdraw from the research at any time. I am also aware that the information provided is for research purposes only.*

