



CITY OF CAPE TOWN
ISIXEKO SASEKAPA
STAD KAAPSTAD



Cape Higher Education Consortium



**“Towards Young Active Citizens”:
A Preliminary Assessment of the Youth Leadership
Development programmes of the
Department of Sport and Recreation of the
City of Cape Town**

Making progress possible. **Together.**

CONTENTS

1. Social **Challenges**

- Sport and Recreation as a tool for social cohesion and development

2. The Camp Cape Town **Research** Initiative

- Research Questions and Methods

3. The Camp Cape Town **Experience**

- Key Findings
- 4 Themes

4. Conclusions

Social Community Challenges

Communities in the City of Cape Town are ravaged by a variety of social, economic and safety challenges such as poverty, unemployment, substance abuse, gangsterism, violent crime, abuse and teenage pregnancy (**SSISA 2015**)

City of Cape Town 2011

These challenges affect working class communities and the youth in particular in Cape Town.



Photo credit: City of Cap Town

The Camp Cape Town Initiative

1. Three year leadership programme for 120 youth between the ages of 15 and 16 during the first week of December school holidays at Zandvlei Resort, Muizenberg. Participants were recruited from existing Sport and Recreation Programmes at Hubs.
2. Objectives guiding their participation:
 - a) Engage in leadership and life skills development activities.
 - b) Focus on learning through participation rather than “heavy” lecture sessions.
 - c) Provide the opportunity for youth from various areas, backgrounds to interact and engage with each other.
 - d) Contribute actively to socially positive citizenry.

Research Questions & Methodology (1/2)

Research questions:

1. How has the existing programme affected the short term outcomes of the targeted youth?
 - a) knowledge of showing initiative,
 - b) goal setting and
 - c) healthy habits.
2. Has participation in the programme resulted in any change in attitudes and behaviour of youth?
 - a) community and school connection,
 - b) social engagement,
 - c) inclusion, and
 - d) positive academic behaviours.

Research Questions & Methodology (1/2)

Methodology

- A mixed method approach to data gathering:
 - individual surveys of youth participants who participated in the programme over the three years.
 - The surveys were designed to provide both quantitative and qualitative information about the programme.

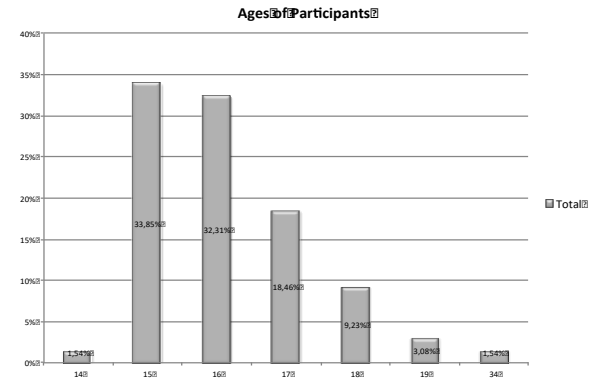


CAMP CT EXPERIENCE

Preliminary Results (1/2)

GENERAL

- All respondents were positive about Camp Cape Town and their experiences at the camp.
- Offering opportunities to be introduced to new activities, skills and enhance interaction with youth beyond their previous frames of reference.
- Interaction across racial divides featured prominently in responses and ranks highly among most respondents.



“the City of Cape Town camp is ... doing an awesome job showing youth that diversity and unity is important no matter what race or gender we are.

“(Creating) a family (through) team work is important. “Without team work you won’t get far in life.”

Preliminary Results (1/2)

Dominant themes:

Awareness of both (1) personal impact and (2) agency in making choices to resist challenges in their environment.

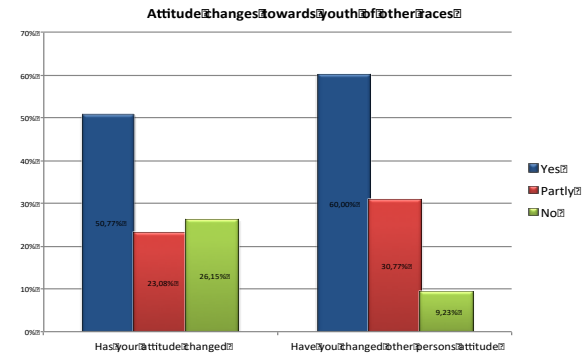
Four dominant themes:

- ① **Attitudes towards and interaction with other race groups**
- ② **Goal Setting, lifeskills and leadership**
- ③ **Academic Performance**
- ④ **Starting New Initiatives**

“Just stick to your school and don’t do other things that are wrong and is against the law. Neither should you follow your friends - they won’t be there when you fall.”

Theme 1: Attitudes towards and interaction with other race groups

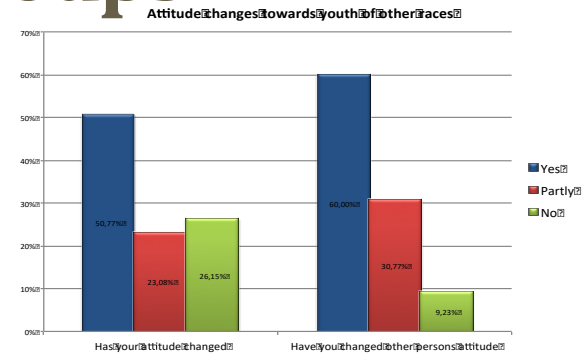
- The majority of respondents indicated a greater ability to communicate with others and work with them to overcome challenges that they may experience.
- 91% of participants felt that they had altered somebody else's attitude to race.
- Reflecting on changing peer behaviour, one respondent recalled that *"When my friends tried to steal a ball which I didnt like from another race, so I disagreed with them so there was no ball stolen, I trusted in myself"*.



"I first felt different cause I was only used to people of my race and not of others, but when I went to camp Cape Town and came back I got to see a different view of other people with different races and I treat them as if they are my own race".

Theme 1: Attitudes towards and interaction with other race groups

- The majority of respondents indicated a greater ability to communicate with others and work with them to overcome challenges that they may experience.
- It is significant that 91% of participants felt that they had altered somebody else's attitude to race.
- Reflecting on changing peer behaviour, one respondent recalled that *"When my friends tried to steal a ball which I didnt like from another race, so I disagreed with them so there was no ball stolen, I trusted in myself"*.



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Highlight

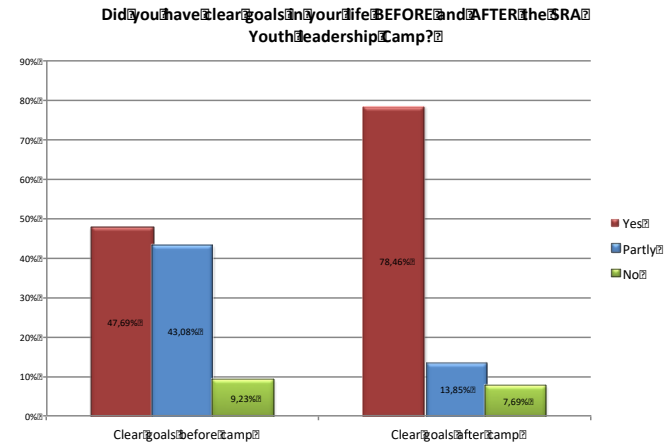
Sport is a context for personal development, but that merely being in proximity to those perceived as "the other" is not sufficient.

What people do together is significant.

Theme 2: Goal Setting, lifeskills and leadership

- Most respondents indicated a greater sense of direction, making better decisions and influencing others:..

- ① *“yes, my attitude changed and I encouraged more youth to do activities like soccer and other sports. I told them to make friends”*
- ② *“After the camp I changed, became a leader and learnt valuable life skills that helped me become more of a people person.*

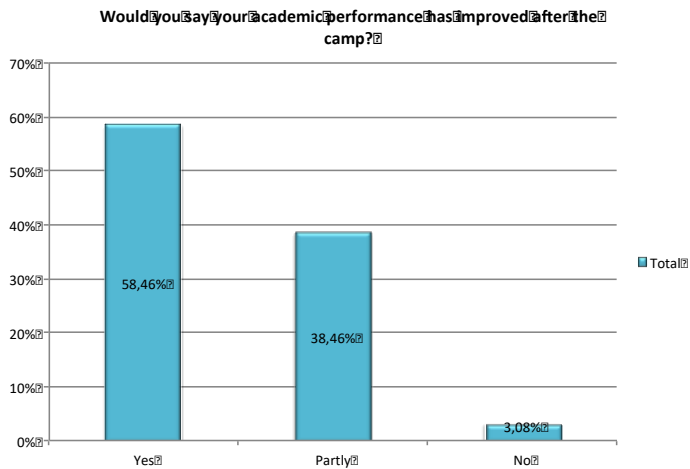


HIGHLIGHT

Value of peer mentorships
in translating changes of self-efficacy into impacts on the community and social environment:

“Friends started changing little by little, lets say we would stop doing wrong things and end up rapping or dancing or going to youth. We all stopped smoking and started rapping and dancing”.

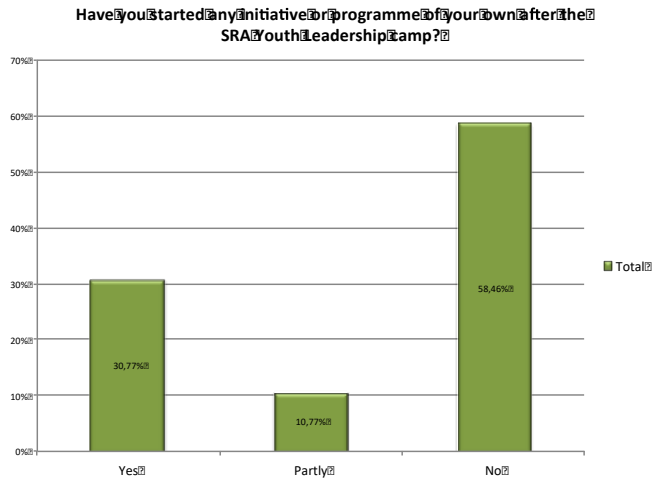
Theme 3: Academic Performance



“Homework in the afternoons, (teaching) kids how to read and helping them with their homework. More kids came and they got better in their studies and I also got help from school learners that wanted to help each other become successful”.

16 year old highlighted that in spite of the particular social and environmental challenges that education is key: *“because I don't want to be like other teenagers in my community and do all the wrong stuff when I know that I have free time and bring stress to my parents because I did this wrong and hit that person and used illegal substances. I just want to make them proud”.*

Theme 4: Starting New Initiatives



Social interventions such as the Donate a Fleece Blanket Campaign, volunteering at orphanages, and setting up dance and rap groups

“The problem I would have is that when I start this programme many people would say they don't have time to waste in youth programme and I would suffer when it comes to an economy, money, sponsors”.

“support of community members and partners (will be) a big help”

Theme 4: Starting New Initiatives

HIGHLIGHT 1

Most respondents reflected that although goal setting and being aware of choices are important outcomes, that the critical area of **concern** is the **scarcity of opportunities** in setting up new initiatives.

HIGHLIGHT 2

Having agency:

- to be aware of choices,
- identify opportunities and

- have perseverance does not translate into creating new initiatives.

The addition of **coaching and mentorship** **for and by** youth is important

CONCLUSIONS (1/2)

“for the past three years, leadership training after the camp only (happened) in 2014. Many of the children went back into their bad habits...

The department need to (help) get people in from different types of work places so that young people can be introduced to things they haven't seen before and decide what career they want to go into”

Coalter (2013)

Caution to resist the
“tendency to see sport as a magic box”
for dealing with complex and multi-layered social, economic and environmental challenges.

The evidence shows that sport is a learning environment that requires further mechanisms for youth development and leadership.

Conclusions (2/2)

IMPLICATIONS

- ① Design and implementation of youth leadership training programmes - Evidence suggests that the content of interventions, the relationships between interventions and focused mentorships are important.
- ② INSTITUTIONAL APPROACH –
 - i. Multiple levels: inter-departmental and intergovernmental
 - ii. Instead of a sport-focused approach,
 - “whole-institution-transformation” pedagogical model.
 - scaffolds and mediates youth development from personal growth, goal setting, identification of new initiatives and specific mentoring aimed at individual, social and economic impacts.

Evolutionary pedagogy can facilitate a sense of engagement, belonging and youth to be active citizens and innovative to start new initiatives.

Thank you

Questions?