

**GUIDELINES FOR INTERVENTION THROUGH  
ADVENTURE-BASED PROGRAMMES FOR  
YOUTH-AT-RISK**

BY

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**TO:**

the person (my mother),

the place (Camp Westminster on Higgins Lake),

the process (my Calling), and

the people (my friends)

who inspires me to be and to become.

## **SUMMARY**

Adventure-based programmes are one of the most exciting and effective intervention strategies that can influence youth-at-risk to make the right choices, guiding their development while simultaneously exposing them to positive values modeled by excellent people.

Although adventure-based programmes are not a recent phenomenon in South Africa, very few research studies have been undertaken regarding this phenomenon. The aim of this research was to explore and describe the nature, requirements and limitations of adventure-based programmes to youth-at-risk. The main goal of the research was to develop guidelines for intervention through adventure-based programmes for youth-at-risk, based on a literature study and empirical research that was undertaken.

Adolescents are becoming increasingly involved in high-risk behaviour, compromising their health, future and lives. Multi-professional interventions are necessary to address the issues and problems children and youth experience. Adventure-based programmes offers a solution and many skills necessary for successful living appear to be inherent to adventure-based learning: self-esteem, communication, problem-solving, group living, responsibility, spirituality, confidence.

Facilitating adventure-based experiences to youth-at-risk is no simple task and the outdoor leader needs to be trained to deal with many forms of anti-social and other negative behaviour that could include aggression, disobedience, hyperactivity smoking, etc.

It is clear from the research results that adventure-based programmes encompasses much more than simply offering activities in the outdoors to participants. Adventure-based activities can only be optimized to the level of an educational tool through purposeful planning, debriefing, follow up and evaluation. Many different terms are used to describe essentially similar outdoor programmes: adventure education,

environmental education, experiential education, wilderness therapy, organized camping, outdoor education.

Social workers, because of their broad, value based approaches and extensive training, is well equipped, if not best equipped of all professions, to play an active role in the development of adventure-based programmes to youth-at-risk; be it in developing and offering programmes, training staff to work with youth-at-risk or as staff member during an adventure-based programme. Adventure-based programmes as model of experiential education, offers the social worker an alternative intervention strategy to achieve psycho-social and competency outcomes with youth-at-risk.

**KEYWORDS:** adventure-based programme, outdoor leader, intervention, youth-at-risk, adolescence, child and youth development, outdoor education, environmental education, experiential learning, wilderness therapy.

## **OPSOMMING**

Avontuurgebaseerde programme is een van die opwindendste en mees effektiewe intervensiestrategieë wat die riskante jeug kan help om die regte keuses te maak, hul ontwikkeling te rig en hul gelyktydig bloot te stel aan positiewe waardes wat deur uitstaande mense gemodelleer word.

Alhoewel avontuurgebaseerde-programme nie 'n onlangse verskynsel in Suid-Afrika is nie, is daar nog maar weinig navorsing oor die verskynsel onderneem. Die doel van hierdie navorsing was om die aard, vereistes en leemtes van avontuurgebaseerde-programme te verken en te beskryf. Die hoofdoelwit van die navorsing was die ontwikkeling van riglyne vir avontuurgebaseerde-programme vir die riskante jeug, gebaseer op 'n literatuurstudie en empiriese navorsing wat onderneem is.

Adolesseente neem toenemend risiko's met hul gesondheid, hul lewens en hul toekoms. Multi-professionele intervensies is nodig om die probleme wat adolesseente ondervind, aan te spreek. Avontuurgebaseerde-programme bied 'n oplossing, en talle vaardighede wat nodig blyk te wees vir 'n suksesvolle lewe is inherent tot hierdie programme: eie-waarde, kommunikasie, probleem-oplossing, verantwoordelikheid, spiritualiteit, selfvertroue, ens.

Die fasilitering van avontuurgebaseerde-programme vir die riskante jeug is geen eenvoudige taak nie en die buitlugleier benodig spesiale opleiding om die talle vorme van antisosiale en ander negatiewe gedrag, bv. aggressie, ongehoorsaamheid, hiperaktiwiteit, rook, ens. te hanteer.

Die navorsingsresultate toon duidelik dat avontuurgebaseerde-programme meer behels as net die blote aanbieding van aktiwiteite in die buitlug. Avontuurgebaseerde aktiwiteite kan slegs geoptimaliseer word tot die vlak van opvoedkundige hulpmiddel deur doelgerigte beplanning, reflektoring ("debriefing"), opvolging en evaluasie. Verskillende terme word gebruik om soortgelyke buitlugprogramme te beskryf, naamlik avontuuronderrig, omgewingsopvoeding, ervaringsgebaseerde onderrig, georganiseerde kampering en buitlugonderrig.

Maatskaplike werkers is weens hul breë waarde-gebaseerde benadering en uitgebreide opleiding goed toegerus, indien nie die beste toegerus van alle professies nie, om 'n aktiewe rol te speel in die ontwikkeling van avontuur-gebaseerde-programme vir die riskante jeug, hetsy by die organisering en aanbieding van programme, opleiding van personeel of as personeellid tydens 'n program. Avontuurgebaseerde programme as model van ervaringsgebaseerde onderrig bied aan die maatskaplike werker, 'n alternatiewe intervensiestrategie om psigo-sosiale en vaardigheidsresultate met die riskante jeug te bereik.

**SLEUTELWOORDE:** avontuurgebaseerde-program, buitlug-leier, intervensie, riskante jeug, adolessensie, kinder- en jeugontwikkeling, buitlugonderrig, omgewingsopvoeding, ervaringsgebaseerde onderrig, wildernisterapie.

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**“I will give to the Lord the thanks due to his  
righteousness,  
and sing praises to the name of the Lord, the Most High”.  
(Psalm 7:17)**

**Glory be to God !**

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## **ABBREVIATIONS**

<b>ACA</b>	: American Camping Association
<b>AE</b>	: Adventure Education
<b>CCISA</b>	: Christian Camping International South Africa
<b>CYCS</b>	: Child and Youth Care System of South Africa
<b>EE</b>	: Environmental education
<b>ExE</b>	: Experiential Education
<b>IMC</b>	: Inter-Ministerial Committee on Young People at Risk
<b>NPA</b>	: National Programme of Action for Children in South Africa
<b>NQF</b>	: National Qualifications Framework
<b>OAA</b>	: Outdoor Adventure Association
<b>OC</b>	: Organized Camping
<b>OE</b>	: Outdoor Education
<b>POA</b>	: “Power of Adventure”- Conference
<b>SA</b>	: South Africa
<b>SAQA</b>	: South African Qualifications Authority
<b>THETA</b>	: Hospitality Education and Training Authority
<b>UP</b>	: University of Pretoria
<b>USA</b>	: United States of America
<b>WT</b>	: Wilderness Therapy

## CHAPTER 1

### INTRODUCTION, PROBLEM-FORMULATION AND RESEARCH METHODOLOGY

#### 1.1 INTRODUCTION

Adventure implies risk, excitement, uncertainty, challenge, hazard, daring and boldness. Participation in four summer camps in the USA has been the most adventurous experience undertaken by the researcher. After 7 years experience as social worker adventure-based programmes appeared to the researcher, to be an exciting intervention strategy for life-skills development in early adolescents.

The nature and extent of camps (adventure-based programmes) in the USA is simply amazing. More than six million children and adults participate in a variety of outdoor recreational and educational experiences offered by 8500+ day and residential camps. The value of these outdoor camping experiences is reflected in the motto of the American Camping Association: **“Camp gives kids a world of good”**.

Organized camping originated in the USA (Ball & Ball, 1990:3). This progressive educational medium initially started as a recreational experience with the aim to teach physical skills for everyday life. A shift in the emphasis away from outdoor activities and outdoor interests occurred as the educational value of camps was realized. Expert instruction and specialized curriculums were introduced. A knowledge base developed and training courses were introduced at many tertiary institutions in the USA. Accreditation standards were formulated and a professional association – the American Camping Association (ACA) – was born (Ball & Ball, 1990:3-5).

In South Africa where camps are a traditional and respected form of recreation, there appears to be an increased interest in outdoor programmes, especially those with a high adventure-based content. Social workers also appear to be increasingly interested in the use of adventure-based programmes as alternative

intervention strategy for youth-at-risk, due to increasing numbers of adolescents becoming involved in high-risk behaviour, compromising their health, future and lives. It is crucial to intervene before youth are “lost”. Multi-professional interventions are necessary to address the issues and problems experienced by children and youth. Early adolescents need to experience feelings of competence and success in the environments in which they live.

Adventure-based programmes offers a solution and many skills necessary for successful living appear to be inherent to adventure-based learning: self-esteem, communication, problem-solving, group living, responsibility, spirituality, confidence. The social work profession (knowledge, value and skill base) is eminently suitable – if not the best suited of all professions – to intervene in the lives of at-risk adolescents through adventure-based programmes.

Many different terms are used to describe essentially similar outdoor programmes: adventure education, environmental education, experiential education, wilderness therapy, organized camping, outdoor education, etc. The term “adventure-based programme” was used in this research.

The literature study undertaken reflects the outstanding potential of adventure-based programmes on child and youth development. Organizing and presenting adventure-based programmes demand effective and efficient outdoor leaders. There is far more to an adventure-based programme than taking youth out into the outdoors and merely presenting activities to occupy the participants.

In South Africa participation and interest in adventure programmes and activities are growing. The adventure-based field has taken significant strides in the last decade and although a few research studies have been undertaken, this is not merely enough in a field where millions of rands have been spent on developing new programmes and facilities. This research represents the first of its kind to determine the nature, requirements and limitations of adventure-based programmes for youth-at-risk, with the aim of formulating guidelines.

## **1.2 MOTIVATION FOR SELECTION OF THE RESEARCH TOPIC**

### **1.2.1 THE NEED FOR YOUTH DEVELOPMENT**

Children and youth are undoubtedly the biggest asset of any society. The structure of the family, the composition of the work force and the nature of communities in South Africa have changed dramatically after the 1994 democratic elections. It can not be taken for granted that our youth will grow up with the necessary resources, skills and experiences that will enable them to complete their developmental tasks. With the onset of adolescence significant physical, social, emotional and cognitive changes occur in the child. It is at this stage that many adolescents engage in risk taking behaviour, e.g. chemical substance abuse. The impact of these negative behaviours on the individual and the community is enormous. It would be far wiser to prevent feelings and experiences of failure by providing opportunities for competence development and success (Danish, 1996:367).

### **1.2.2 ADVENTURE-BASED PROGRAMMES IS AN ANSWER**

Adventure-based programmes is an exciting intervention option that is based on competency development, focussing on promoting positive behaviour rather than preventing or treating negative behaviour. Participation in adventure-based programmes has become increasingly popular as intervention strategy to develop life skills in early adolescents. These include both interpersonal skills (communication, group living, problem-solving, decision-making) and intrapersonal skills (self-esteem, spirituality, sense of belonging, sense of mastery). Adventure-based programmes appear to encourage and enable the development of these skills through challenging and engaging activities (Moote & Wodarski, 1997:148). Activities like canoeing, abseiling, hiking and outdoor living skills appear to be appealing to the majority of adolescents.

Adventure-based programmes are organized around many small group experiences, e.g. the cabin unit. The small group is also a natural and highly

attractive setting for most adolescents. Therapeutic intervention on a one-to-one basis is expensive and extremely time-consuming. Social workers and other persons in the helping profession are faced with dwindling resources and overwhelming problems. Working with youth in a group context is a viable alternative (Schoeman & van der Merwe, 1996:3).

Many youths who commit one-time situational anti-social or delinquent acts do not suffer from any significant pathological disorder and are best served by least restrictive intervention. Kimball (1990:12) is of the opinion that an adventure-based programme “avoids the contaminating effects of institutional care, which often results in anti-social attitudes and an undermining of the individual’s sense of self”.

After spending four “summers” at a residential adventure-based programme catering largely for youth-at-risk in the USA, the researcher’s motivation and excitement regarding the intervention potential of adventure-based programmes is undiminished.

### **1.2.3 ADVENTURE-BASED PROGRAMMES ARE GROUNDED IN SOUND PRACTISE PRINCIPLES**

Adventure-based programmes utilizes **trained leadership** and the **resources of the natural environment** to offer a **goal orientated** adventure-based **activity**, usually conducted in **small groups** and based on **experiential learning**, to achieve **developmentally appropriate learning objectives**.

## **1.3 PROBLEM-FORMULATION**

South Africa faces huge challenges in addressing the needs of her children: high unemployment rate, limited resources, a growing younger population, high levels of violence and crime, overcrowded and unhealthy accommodation, lack of recreation facilities, high rates of sexual abuse and the impact of HIV/AIDS. South African children grow up in very diverse family and household structures. In

poor families children are likely to under-achieve in school and often do not complete their schooling; becoming prone to crime and violence. Poverty impacts negatively on family life and can force children onto the streets. The challenge is to effectively intervene in the lives of children and youth before they compromise their futures with damaging risk-taking behaviour.

### **1.3.1 DEMOGRAPHIC PROFILE OF CHILDREN IN SOUTH AFRICA**

A report by the “National Program of Action for Children in South Africa” (NPA), titled “Children in 2001, A Report on the state of the Nation’s Children” (2001:28) provides information obtained from the 1996 Census. A total of 16 333 349 children under 18 years of age was recorded of whom 81% are African, 9% Coloured, 8 % White and 2% Indian. The largest age groups are 5-9 years (11,5%) and 10-14 years (11.5%). Children under 18 years comprise 40% of the South African population. This implies that children of 18 years and younger will dominate the age distribution of the South African population in the short to medium term.

### **1.3.2 SOCIAL PROFILE OF CHILDREN IN SOUTH AFRICA**

The above-mentioned report (NPA, 2001:27) also provides the following information:

- Six out of every 10 children live in poverty, mostly in rural areas.
- In 1998 22,8 percent of women attending antenatal clinics in public health facilities were HIV positive. The rate of increase amongst teenagers in the age group 15-19 was 65,4% from the previous year; 180 000 children under 15 were estimated to have lost their mother or both parents to AIDS.
- An estimated 5% of children between the ages of 10 and 16 are not in school.
- The pass rate for the grade 12 examinations in 2000 was 57,9%.

- At least half a million children have moderate to severe disabilities and need access to specialist services.
- Forty two percent (42%) of children under 7 years live with a single mother and 20% do not live with either parent.
- In 1998 the Child Protection Unit and specialist personnel dealt with 37 352 crimes against children, of which 57% were sexual offences.
- Child labour figures were estimated at 200 000 involving children between 10 and 14 years. An unspecified number of children are subject to commercial sexual exploitation.
- In September 1999 there were 2026 children awaiting trial in South African prisons and 1375 serving sentences.

The bleak picture sketched by the data above of the youth in South Africa, places increased pressure on social workers and others in helping professions to identify and utilize effective preventive and/or intervention strategies to help early adolescents succeed in the environment in which they live.

### **1.3.3 CHILDREN WITH DISABILITIES IN SOUTH AFRICA**

According to the Census of 1996 4% of the children were reported to have disabilities; the majority had sight (36%), hearing (22%) and physical disabilities(15%) according to the NPA (2001:114). The NPA (2001:113) reports further that most of the children with disabilities live in extreme poverty and the parents of such children are often ostracised due to myths and ignorance about disability. This negatively impacts on the survival of the family unit, the self-esteem and meaningful development of the child with a disability. Youths with disabilities are less likely to gain access to development programmes, since they had little or no access to formal education. Children and youth with disabilities are regarded as a particularly vulnerable group.

Youth with disabilities are grossly neglected in social service delivery, yet their needs for personal developmental opportunities such as adventure-based programmes are equally important.

## **1.4 GOALS AND OBJECTIVES OF THE RESEARCH**

### **1.4.1 GOAL**

The goal of the research is: The development of guidelines for intervention through adventure-based programmes for youth-at-risk.

### **1.4.2 OBJECTIVES**

1.4.2.1 To compile a theoretical framework for adventure-based programmes for youth-at-risk by means of a literature study.

1.4.2.2 To explore and describe the nature, requirements and needs of adventure-based programmes for youth-at-risk by means of a literature study and empirical research.

1.4.2.3 To develop guidelines for intervention through adventure-based programmes for youth-at-risk, based on the research findings.

## **1.5 RESEARCH QUESTION**

Research studies on adventure-based programmes in South Africa are extremely limited and this lack of research is a hindrance to the formulation of hypotheses. It was imperative to first explore and describe adventure-based programmes from which variables could be identified to formulate hypotheses. The following research question was formulated for the research study:

**What is the nature, requirements and limitations of adventure-based programmes for youth-at-risk?**



## **1.6 RESEARCH APPROACH**

This research combines both the quantitative and qualitative approaches. The quantitative approach measures the social world objectively, testing hypotheses to predict human behaviour. Within this approach data collection is systematically undertaken in a standardized manner. Exact figures are gained and the data analysis is undertaken by means of standardized statistical procedures (De Vos, *et al.* 1998: 240-242). The questionnaire completed by outdoor leaders forms part of the quantitative approach of this research study.

On the other hand the qualitative approach stems from an interpretative approach, being more holistic in nature, with the aim of understanding social life and the meaning people attach to an aspect of everyday life (De Vos, *et al.* 1998: 240-242). This design is more flexible and cannot be exactly replicated. The data obtained are analyzed by extracting themes. The semi-structured interviews conducted with programme leaders renders the research qualitative in nature.

## **1.7 TYPE OF RESEARCH**

The goal of this study is applied research and specifically knowledge development. Knowledge development is empirical research which is undertaken “to extend knowledge of human behaviour relating to human service intervention” (De Vos, *et al.* 1998: 69). Through knowledge development basic knowledge is provided for understanding aspects of the intervention and it is not always easy to distinguish between basic research and knowledge development. Due to the fact that this research provides practical guidelines for intervention, the study is considered to be applied research (De Vos, *et al.* 1998: 70).

## **1.8 RESEARCH DESIGN**

The research design is the detailed plan of how the research study will be executed (De Vos, *et al.* 1998: 77). The phenomenon of adventure-based programmes in South Africa are explored in this study as relatively little is known

about this intervention strategy. Insights are gained, central concepts explained and new hypotheses formulated.

In view of the above this study utilized the hypothesis developing, exploratory research design from a quantitative perspective and the phenomenology design for the qualitative part of this research study.

## **1.9 RESEARCH PROCEDURES**

### **1.9.1 DATA COLLECTION METHODS**

#### **1.9.1.1 QUESTIONNAIRES**

The “New dictionary of social work” (1995:51) defines a questionnaire as a “set of questions on a form which is completed by the respondent in respect of a research project”.

The questions in the research questionnaires were mainly closed and many statements were provided on which respondents were requested to react. Matrix questions, i.e. “several questions that have the same set of answer categories” was also included (Babbie, 1998:156). This format offers several advantages compared to other formats: it uses space efficiently, respondents find it easier to complete and comparability of responses given to different questions is increased (Babbie,1998:156). The problem of respondents assuming that all statements represented the same orientation, was counteracted by alternating statements representing different orientations and by making all statements short and clear.

The objective of the questionnaire was to obtain information on the outdoor leader, youth-at-risk, the adventure-based programme and general issues, including terminology and provision for special populations.

The questionnaire was mailed to respondents and self-administered. A copy of the questionnaire used in the research can be studied (See Addendum A). Clear instructions for the completion of each question was provided. Mailing the

questionnaire had the advantage of being less costly than interviews, reaching a large number of respondents spread over a large geographical area - in this research, the whole of South Africa.

In total 140 questionnaires were distributed in March and April 2001, to individuals, organizations and companies offering adventure-based programmes for youth-at-risk. The number of questionnaires returned was 104, of which 93 were completed and 11 non-completed. Reasons provided for non-completion were mainly that the organization did not offer residential programmes and that too many questionnaires were sent, i.e. 2 questionnaires were sent to an organization employing only one outdoor leader.

The response rate of 72.09% can be regarded as excellent (De Vos, *et al.* 1998: 153; Bless & Higson-Smith, 1995:112). Missing data on the questionnaire was extremely limited and only one question had a response rate below 90% (88.17%). The high response rate can be attributed to personal contact, mainly telephonic between the researcher and outdoor leaders before and after the questionnaires were mailed to respondents. Stamped envelopes were also included for each questionnaire. These efforts to ensure a high response rate were extremely costly and time consuming, but ultimately worth every cent and minute.

### **1.9.1.2 SEMI-STRUCTURED INTERVIEWS**

Interviews were conducted with programme leaders, i.e. outdoor leaders in a supervisory capacity in an organization offering adventure-based programmes. An interview guide was used during these in-depth or focussed interviews. Hudelson (1996:12) defines the purpose of a focussed interview as “to gain as complete and detailed an understanding as possible of the topic at hand”. Prior exploration of the topic is required in order to know which relevant issues are to be covered.

The interview guide was structured around the nature, requirements and limitations of adventure-based programmes for youth-at-risk. The exact order and wording of the questions varied from interviewee to interviewee. Interviews had the added benefit of allowing the researcher to follow leads and new topics which

arose in the course of the interview, without losing focus of the main questions to be asked. Hudelson (1996:13) points out another strength: “ ... because the same core list of questions are asked of each respondent, the data from these interviews are easier to systemize”.

Semi-structured interviews were conducted with 28 interviewees during 24 interviews in April and May 2001. The number of interviews conducted in the different provinces of South Africa are as follows: Kwa Zulu Natal – 7, Gauteng – 4, Western Cape – 10 and Eastern Cape – 2. A total distance of 6 500 kilometres was travelled by the researcher to conduct these interviews. A list of names of the persons with whom semi-structured interviews were conducted is attached (see Addendum B).

Wherever the term “interviewee” is used in this research document, it refers to outdoor leaders with whom the researcher conducted a semi-structured interview; the term “respondent” is used to refer to outdoor leaders who completed the questionnaire.

## **1.9.2 ORGANIZATIONAL PLAN**

This research was undertaken in the private capacity of the researcher and no organization or government department was involved with any aspect of organizing or executing this research project. No research assistants were used for data collection.

## **1.9.3 DATA ANALYSIS**

### **1.9.3.1 DATA ANALYSIS IN QUALITATIVE RESEARCH**

Marshall and Rossman’s approach (De Vos, *et al.* 1998: 342) to data analysis from a qualitative approach was utilised to analyse data obtained from the semi-structured interviews:

#### **1.9.3.1.1 Organizing the data**

All the interviews were recorded on cassette, whereafter they were typed out in text format, typed and bound in book form. The data were organized in two columns: unedited information from interview and themes/categories.

Why work with tapes? It is difficult to rely on recollections of conversations and the audio recordings allowed the researcher to focus on actual details. Tape recordings can be replayed, transcriptions improved and different themes and categories can be investigated (Silverman, 2000:81).

#### **1.9.3.1.2 Generating categories, themes and patterns**

After the interviews were transcribed word for word, the researcher identified the themes, ideas and patterns of belief emerging from the data. As the interviews were reviewed, specific themes emerged, e.g. outdoor leaders need to be positive role models. Hypotheses were not formulated prior to the study and the aim of the research was not to test pre-conceived ideas.

Through inductive, open-ended analysis the researcher was able to make generalizations from the uncovered themes and categories. Logical analysis was utilized to “cross-classify schemes” with one another to generate new insights (De Vos, *et al.* 1998: 342). The advantage of cross-classifications is that logical discrepancies in the analysed data are revealed.

#### **1.9.3.1.3 Testing emergent hypotheses**

As categories and patterns were identified, hypotheses developed and through a process of evaluation the researcher began to test these hypotheses against the data. A part of this process included an evaluation of the adequacy, credibility and usefulness of the data obtained.

#### **1.9.3.1.4 Searching for alternative explanations**

During this phase the researcher attempted to find alternative explanations for the patterns and themes within the data and the linkages between them.

#### **1.9.3.1.5 Writing the report**

The data obtained from the interviews were incorporated in this research report.

### **1.9.3.2 DATA ANALYSIS IN QUANTITATIVE RESEARCH**

The data obtained from the questionnaires were analysed by computer. Data analysis in the quantitative approach requires the breaking down of data into “constituent parts to obtain answers to research questions” (De Vos, *et al.* 1998:203). Data as such do not answer research questions. It is the interpretation of the analysed data, i.e. finding meaning, explanations and implications, that provides answers to the research question.

In univariate analysis “one variable is analysed, mainly with a view to describing that variable” (De Vos, *et al.* 1998:204). The data on each variable were summarized and displayed through frequency distributions and graphic presentations, e.g. doughnut graphs, histograms and pie charts.

## **1.10 THE PILOT STUDY**

### **1.10.1 LITERATURE REVIEW**

The literature review (Chapter 2) provides a clearer understanding of the nature, dimensions and complexities of adventure-based programmes for youth-at-risk; above all it highlights the immense potential of adventure-based programmes as alternative intervention strategy which confirms the need for this research study.

Literature resources used in this research project are as diverse as the adventure-based field itself. The bibliography reflects the fact that adventure-based programmes draw on the knowledge from several disciplines: social work, psychology, education, leisure and recreation, environmental education and management. Articles from ten different types of professional magazines were utilized and one in particular, the “Camping Magazine” published by the American Camping Association, was obtained directly from the USA as it is not available in South Africa.

### **1.10.2 CONSULTATION WITH EXPERTS**

The researcher worked at Camp Westminster in Michigan, USA, for 4 seasons: 1995 – counsellor; 1997 – health officer; 2001 – programme director; 2002 – programme director. During these periods of employment the researcher had the privilege of working with and under the guidance of one of the best camp directors in the United States, Suzanne Getz Bates, who has also served a term as President of 150 Presbyterian camps. For the researcher this “mentorship” period proved to be by far the most valuable training and inspiration any person could dream of. Any information, literature resources, referrals to other “experts” and guidance required or requested were made available to the researcher.

After the camp in 1997 the researcher attended a camping conference in Illinois, USA, travelled across the States and visited various camping facilities, and spent a week at the head office of the American Camping Association (ACA) in Indiana. Interviews with leading professionals in the camping industry were conducted throughout this time. The visit to the head office of ACA was extremely significant as this facility accommodates leading experts who offer training opportunities to outdoor leaders on all aspects of camping programmes. A well equipped library and resource centre from where literature and other resources are distributed is also available at the ACA head office. The implications of these experiences to the researcher are difficult to capture in words and very few outdoor leaders can boast such exposure and enrichment.

In South Africa the researcher initiated contact with many programme leaders in the adventure-based field, including the president of Christian Camping International South Africa (CCISA), the director of EDUCO and the manager of SOS School in the Wilds.

### **1.10.3 FEASIBILITY OF THE RESEARCH**

#### **1.10.3.1 GAINING ENTRANCE TO THE FIELD**

The researcher attended two national conferences on adventure-based programmes in 2000: CCISA (George) and POA (Stellenbosch). During these conferences key professionals in the adventure-based field were met and consulted about the research. These outdoor leaders were extremely positive and supportive of the - at that stage - proposed research.

The introduction to many outdoor leaders and programme leaders at these conferences was an important step in gaining entry to the adventure-based field and is another reason why the response rate on the questionnaires was so high. The researcher is of the opinion that the positive response to the research can also be attributed to the fact that outdoor leaders recognize the immense lack of research in this growing field.

#### **1.10.3.2 ETHICAL CONSIDERATIONS**

It is the responsibility of the researcher to ensure that the research project is conducted in an ethically appropriate manner. Ethics “is a set of moral principles ... which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents” (De Vos, *et al.* 1998:24) and every other role player in the research.

The ethical issues related to this research project were addressed as follows:

**Harm to experimental respondents and informed consent:** Research participants were thoroughly informed about the goal, procedures, advantages and



disadvantages of the research project (De Vos, *et al.* 1998:25). Questionnaire respondents implied consent to participate by completing the questionnaire. Interviewees implied consent by agreeing to an interview, and prior to the interview they were asked whether they had any objections to the use of a tape recorder.

**Confidentiality and anonymity:** Questionnaires were completed anonymously and interviewees had the right to say which information they wanted to reveal anonymously. This research project does not, in general, contain sensitive or personal information that could harm participants; yet confidentiality is ensured and no other person had access to the interview data not included in the research report (Bless & Higson-Smith, 1995:103; Corey, Corey & Callanan, 1993:229).

**Respect:** All research participants were treated with respect (Grasso & Epstein, 1992:119).

**Competence of researcher:** The researcher is adequately trained as social worker to conduct surveys and investigations in a professionally and ethically appropriate manner (De Vos, *et al.*1998:30).

**Publication of findings:** The research report has been compiled as accurately, objectively and clearly as possible, in order for the reading public to understand and gain benefit from the research findings (De Vos, *et al.*1998:32). Due to a firm belief in the value of this research project, the researcher has gone the “extra mile” by writing the report in English, while her mother tongue is Afrikaans.

### 1.10.3.3 RELIABILITY OF DATA GATHERING METHODS

The reliability of a data gathering instrument “is concerned with the consistency of measures” (Bless & Higson-Smith, 1995:103); thus, “an instrument is reliable to the extent that independent administrations of it ... yield consistently similar results” (De Vos, *et al.*1998:85).

Through item analysis (Bless & Higson-Smith, 1995:134) the internal consistency of the questionnaire was established, e.g. it was evident from the research results

that youth-at-risk present challenging behaviour to the outdoor leader. In the question on the skills and personal qualities required by the outdoor leader, respondents rated the skill to manage participants as the most essential skill required.

Methodological triangulation (Hudelson, 1996:54) was used to determine the reliability of the qualitative data obtained through semi-structured interviews. The researcher continued interviews with programme leaders until the same information had been obtained several times. The data from the questionnaires and interviews also reflected similarities.

#### **1.10.3.4 GENERALIZATION OF RESEARCH FINDINGS**

It is important to ensure that an instrument measures what it is supposed to measure in order to know what the results mean (Bless & Higson-Smith, 1995:135). Based on the literature and the experience of the researcher, the items incorporated in the questionnaire and interview guideline were carefully selected to provide a “picture” of adventure-based programmes in South Africa. This process is referred to as “content validity” (De Vos, *et al.*1998:84).

The findings of the research can be generalized due to the representativeness of the outdoor leaders selected to participate in the research project, as is evident in point 1.11.

#### **1.10.4 TESTING THE MEASURING INSTRUMENTS**

One month prior to the distribution of the questionnaire to outdoor leaders, two different organizations were selected to complete the questionnaire. Respondents in this pilot project included both male and female, white and non-white persons, outdoor leaders and programme leaders.

From the results obtained and the feedback received from the respondents minor changes were made to the questionnaire. In order to prepare the researcher for the proposed interviews, two semi-structured interviews were conducted with

programme leaders in two separate organizations different from the ones used to complete the questionnaires.

## **1.11 SAMPLING**

Sampling is a way to “rationalize the collection of information, to choose in an appropriate way the restricted set of ... persons ... from which the actual information will be drawn” (Bless & Higson-Smith, 1995:85). Gathering data from a sample is less costly and less time-consuming, especially where the population group is extremely large. The term “sample” in itself implies the existence of a bigger group, known as a population or universe (De Vos, *et al.* 1998:190).

### **1.11.1 DEFINING THE RESEARCH POPULATION**

A universe is “all the potential subjects who possess the attributes in which the researcher is interested” (De Vos, *et al.* 1998:190). Everyone involved in adventure-based and other outdoor educational programmes, whether directly (e.g. outdoor leaders) or indirectly (e.g. lecturers), constitute the universe or population of this research project.

### **1.11.2 DEFINING THE RESEARCH SAMPLE**

The sample of a research project should have “properties that make it representative of the whole” (Bless & Higson-Smith, 1995:88), allowing for accurate generalizations of research results.

#### **1.11.2.1 SAMPLE FOR QUESTIONNAIRE RESPONDENTS**

The sample in this research project included outdoor leaders who facilitate residential adventure-based programmes to youth-at-risk in South Africa. These persons were not restricted to any region, race, gender, educational qualification, age or organization. The sample also included programme leaders, i.e. persons in a supervisory capacity to outdoor leaders who are also directly involved with the adventure-based programme.

### **1.11.2.2 SAMPLE FOR SEMI-STRUCTURED INTERVIEWS**

The sample from which the researcher obtained respondents to conduct interviews with can be described as outdoor leaders, programme leaders and other persons involved in offering adventure-based programmes to youth-at-risk, who have at least two years experience in this field and thus can be regarded as knowledgeable on the research topic. No age, race, educational qualification, regional or other requirements were applied with regard to the respondents.

### **1.11.3 METHOD OF SAMPLING**

#### **1.11.3.1 SAMPLING FOR QUESTIONNAIRE RESPONDENTS**

A comprehensive name and address list of all known organizations and individuals offering adventure-based programmes to youth-at-risk was compiled. Names and addresses of such organizations were obtained from the Department of Environmental Affairs, CCISA Camp Directory, POA conference address list, media advertisements and articles and the snowball technique, whereby names and addresses were obtained through personal referrals.

The researcher phoned every name on the above mentioned address lists to establish who qualified for the sample, to motivate participation in the research and to ensure that the correct postal details were available. The name and address lists obtained by the researcher with the correct contact details were submitted to the Dept. of Environmental Affairs to add and adapt their current data base at no cost to that Department.

The end result was a list containing 50 names and addresses of organizations offering adventure-based programmes to youth-at-risk. The initial intention of the researcher was to select a random sample from this list, but due to the fact that the researcher wanted to ensure a reasonable sample size which would enable more accurate conclusions and predictions (De Vos, *et al.* 1998:191), two or more questionnaires were mailed to **all** the organizations listed.

### **1.11.3.2 SAMPLING FOR SEMI-STRUCTURED INTERVIEWS**

Purposive or judgemental sampling was used to select 24 programme leaders, i.e. outdoor leaders in supervisory or senior positions within an organization offering adventure-based programmes to youth-at-risk; to participate in semi-structured interviews. This sampling method is based on the judgement of the researcher regarding the persons in the sample who possess the most representative characteristics or typical attributes of the population (De Vos, *et al.* 1998:198; Bless & Higson-Smith, 1995:95).

The researcher deliberately tried to select respondents from diverse programmes and regions throughout South Africa to ensure representation from different segments in the adventure-based field, e.g. persons from established environmental education centres as well as persons from smaller organizations offering adventure-based programmes to youth-at-risk on a part time basis.

## **1.12 DEFINITION OF MAJOR CONCEPTS**

### **1.12.1 INTERVENTION**

The “New Dictionary of Social Work” (1995:35) defines intervention as “professional behaviour of a social worker to bring about change in the person-environment situation ...”.

Planning, implementing and evaluating an intervention should be preceded by assessment and goal formulation. An intervention strategy is a plan that is designed to facilitate the achievement of suggested goals (Rose, 1995:1127). Barker (1987:82) views intervention as “interceding in or coming between groups of people, events, planning activities, or an individual’s internal conflicts. ... It encompasses the other activities social workers use to solve or prevent problems or achieve goals for social betterment”.

Intervention can occur at different levels, and this includes the individual, group, organization, community, institution and society. To make any difference to the

problems children and youths experience, multi-level interventions are necessary (Danish, 1996:366). Adventure-based programmes have become an increasingly popular intervention strategy to working with youth on life-skills issues such as communication, problem-solving, team work and decision-making through challenging and engaging activities (Moote & Wodarski, 1997:148).

Adventure-based programmes use adventure and other outdoor recreational activities in lieu of, or as catalyst to “talk” interventions. The outdoors is seen as a medium and the aim is to use it as a vehicle to provide opportunities for learning about the self, others and the environment. Participation in an adventure-based programme does not cause change in the participant, it merely “highlights a need to change and supports any personal decisions to make changes. ... For these reasons adventure education has become a powerful tool for modifying the behaviours of many client groups ... “ (Priest, 1990a:114).

Intervention through adventure-based programmes is a planned and programmatic effort, usually conducted in groups in the outdoors, which is directed at positively influencing the developmental process of an individual, i.e. contributing to personal growth.

## **1.12.2 ADVENTURE-BASED PROGRAMME**

Many different terms are used to describe a variety of outdoor programmes which have more in common than not: outdoor education, environmental education, adventure education, organized camping, wilderness therapy and experiential education. Defining these terms is no easy task and the information below offers mere descriptions rather than formal definitions.

### **1.12.2.1 OUTDOOR EDUCATION**

Outdoor education is a method, based on experiential learning, which uses the natural environment and all the senses of the individual to encourage and facilitate learning in participants about their relationship to each other and the environment (Priest, 1990a:114; Clayton, 1981:28). This term was widely used in South Africa

in the seventies and eighties. As the adventure-based field developed new definitions were formulated. Priest (1990a:114) regards outdoor education as the trunk with two branches: adventure education and environmental education. Whether it is a method, a process, a subject or topic is still widely debated.

### **1.12.2.2 ENVIRONMENTAL EDUCATION**

Defining environmental education appears to be more challenging and a variety of definitions exist. The following are some of the issues that appear to be emphasized (Lotz, 2000:4-12): inter-relatedness between human beings, nature and the universe; holistically considering the environment – natural and built, technological and social, economical, political, moral and aesthetic; discovering and solving symptoms and causes of environmental problems; and utilizing diverse learning environments to learning about and from the environment with emphasis on practical experiences.

Clayton (1981:32) suggests three differences between outdoor education and environmental education: “Outdoor education is a method, environmental education a process. Outdoor education ... seeks ... to further the aims of existing disciplines; environmental education has diverse aims under the umbrella objective of environmental quality. Outdoor education relates exclusively to the outdoors; while environmental education is concerned with the total environment and may be pursued in any setting, indoor or outdoor, urban or rural”.

It appears that the ultimate goal of environmental education is to ensure sustainable living and development on planet Earth and it is not limited to the outdoors or one method to achieve this aim.

### **1.12.2.3 ADVENTURE EDUCATION**

Adventure education is concerned with the use of adventure-based activities, i.e. recreational pursuits in the outdoors, e.g. canoeing, and “artificial adventure environs”, e.g. ropes courses and group initiatives, to provide participants with challenging tasks to accomplish, requiring decision-making, team-work,

communication and trust (Priest, 1990a:114). These tasks contain an element of risk and danger, are entered into voluntarily by the participant and should be attractive to the participant. The ultimate goal is the personal growth and development of the participant (Priest, 1990a:114).

Adventure is courted because it enriches peoples' lives; it is exciting, fun, challenging, new, different from everyday life and extends the world (self) of the participant. It cannot automatically be accepted that mere participation in an adventure-based activity will lead to personal development. The adventure experience requires reflection and debriefing with the assistance of a trained leader to derive meaning from the process.

#### **1.12.2.4 ORGANIZED CAMPING**

“Organized camping” is the term widely used in the States to refer to what the American Camping Association (ACA, undated:1) defines as a “sustained experience which provides a creative, educational opportunity in group living in the outdoors. It utilizes trained leadership and the resources of the natural surroundings to contribute to each camper’s mental, physical, social and spiritual growth”.

The term “organized camping” was widely used before the terms “outdoor education” or “adventure education” became prevalent. Organized camping originated in the USA and Carlson (Ball & Ball, 1990:3) regards it as one of the unique contributions the USA made to the world. There are many different types of camps: day camps and residential camps, profit versus non-profit camps, and camps for special populations, e.g. persons with disabilities. The researcher regards organized camping as educational recreation, compared to adventure education, which is recreational education. Religious and other school camps are excellent examples of organized camping.

The researcher regards adventure-based programmes as a combination of elements from all of the above. For the purposes of the research an adventure-



based programme is defined as a **planned, programmatic** effort that utilizes **trained leadership** and the **resources of the natural environment** to offer **goal-orientated** adventure-based **activities**, usually conducted in **small groups** and based on **experiential learning in the outdoors**, to achieve **developmentally** appropriate learning **objectives**. In this research the adventure-based programme had to be a **residential** experience, i.e. offering overnight accommodation for at least one night to participants.

### **1.12.3 OUTDOOR LEADER**

Positive leadership is of the essence in any activity aimed at child and youth development, especially where high risk experiences are involved and the safety of participants must be ensured. Outdoor leadership requires many skills and personal qualities from the person facilitating adventure-based experiences. Priest (1990:211) defines the outdoor leader as “ someone who is designated, by the agency sponsoring the adventure, to be in charge of the adventure”.

The preparation and training of an outdoor leader is an ongoing process with the aim of acquiring knowledge and developing skills to successfully and safely lead outdoor pursuits (Green, 1990:217). There is no standard course or module for the preparation of outdoor leaders in South Africa; but it must also be said that no single course or degree programme can adequately prepare the outdoor leader for his task (Green, 1990: 218).

The skills outdoor leaders require are divided into two main categories referred to as “hard” and “soft” skills. The hard skills include environmental, safety, technical, and administration skills. Soft skills include social, psychological, communication and conceptual skills, i.e. judgement and creativity (Phipps & Swiderski, 1990:224).

The outdoor leader is a trained person, experienced in facilitating adventure-based activities to participants with the aim of personal development, and as such plays possibly the most critical role in any adventure-based programme.

#### **1.12.4 ADOLESCENCE**

Adolescence is a diverse developmental phase marking the transition of childhood to adulthood. The onset of adolescence is marked by the distinctive physical changes of puberty and is concluded with the individual displaying socially acceptable behaviour and skills associated with maturity (Singer & Hussey, 1995:140). Most researchers regard the chronological age of the adolescent to be between 12 and 18 years, and this developmental phase is often divided into early, middle and late adolescence (De Anda, 1995:16).

The life-span developmental model regards adolescence as the time to complete various developmental tasks: physical maturation, cognitive shift from concrete to formal operational thoughts, heightened emotional intensity and increased peer group importance. The central process during this phase is peer pressure and adolescents begin to experiment with high risk behaviours, e.g. drug and alcohol use. Adolescence is a time of transition and appears to be a “prime point for providing preventative and life-skills programs to children” (Moote & Wodarski, 1997:147).

Coughlan (1997:15-17) cautions against generalizations that do not take the social and cultural context of the individual into consideration. For instance “a Xhosa boy growing up in South Africa today must learn to live with and mediate the very different messages he is receiving from his cultural background and from the westernised society in which he is being educated and looking for work”.

The developmental characteristics of adolescents are discussed more specifically and in greater depth in point 2.3.2.

#### **1.12.5 YOUTH-AT-RISK**

The term “at-risk” originated in the medical field where characteristics common to people suffering from an illness enables doctors to prescribe preventative measures; e.g. a person with high cholesterol is considered at high risk for heart disease (O’Sullivan & Tennant; 1993:4).

The “at-risk” label is not intended to be another negative label for children and youth struggling to succeed. However, it does identify a wide range of children often described as disadvantaged, deprived, underachieving, marginal, low performing, alienated, and inferior (poor self-concept).

Behavioural indicators constitute a “simple and convenient tool” to identify youth-at-risk (Coughlan, 1997:19). Characteristics of youth-at-risk were categorized by Wells (Moote & Wodarski, 1997:145) into four areas:

**Family:** low socio-economic status, mobility/change in schools, abuse.

**Individual:** poor attitude towards school, low achievement, attendance and truancy problems, low aspirations/goals, health problems, criminal delinquent behaviour, drug problems, and discipline problems in school.

**School:** low teacher expectations, lack of language instruction, cultural conflict between home and school, lack of counselling, poor facilities, inadequate curriculum, negative school environment, suspension, placement in special programmes, lower occupational aspirations, not reading at grade level.

**Family-related:** single parent home, more older siblings than friends, little solidarity with family, exposed to drop-out at home, lack of cultural and economic experiences related to success in traditional schools, low parental education and occupation, stress in the home, ineffective parenting.

The term “youth-at-risk” in this research study, refers to early adolescents between the ages of 12 to 18 years who experience difficulty succeeding in the environments (school, community, family) in which they live; failing to achieve developmental tasks within the normal cultural context.

## **CHAPTER 2**

### **A THEORETICAL FOUNDATION FOR ADVENTURE-BASED PROGRAMMES IN SOUTH AFRICA**

#### **2.1 INTRODUCTION**

This chapter provides a literature overview on the nature of adventure-based programmes in an effort to increase understanding in the processes and requirements for adventure-based interventions that encourage and enable learning and growth in adolescents.

A brief overview of the development of adventure-based programmes for youth in South Africa is provided. Major trends were identified rather than providing a comprehensive picture. Some current issues in the adventure-based field are highlighted, followed by a look at possible future challenges to organizations offering adventure-based programmes to youth.

In an attempt to simplify the readers' understanding of the nature of adventure-based programmes, the five major components were identified:

- the **P**rocess
- the **P**articipant
- the **P**rogramme
- the **P**ersonnel
- the **P**lace

Views on the essence and characteristics of each component are outlined, indicating the role and relevance of each in optimizing the adventure-based programme as an educational experience. The information provided reflects the enormous potential adventure-based programmes offer to the field of child and youth development. Not all adventure experiences are educational and it is

unjustified to claim the development of self, social and environmental awareness on the basis of mere participation in an outdoor adventure-based activity.

In the last section the relevance of the social work profession to adventure-based programmes is discussed and the utilization of adventure-based programmes as intervention strategy is placed within the framework of the Child and Youth Care System of South Africa (CYCS). Lastly, the role a social worker can perform as member of the staff component during an adventure-based programme is analysed.

## **2.2 OVERVIEW OF THE DEVELOPMENT OF ADVENTURE-BASED PROGRAMMES IN SA**

### **2.2.1. PAST DEVELOPMENTS**

#### **1900 –1950**

The first half of the 20<sup>th</sup> century witnessed the development of various national youth organizations: Student Christian Association (SCA) in 1896; S.A. Youth Clubs (1909); Boy and Girl Scout Movements (1912-1916); Pathfinders for Black, Coloured and Indian youth respectively (1931); Voortrekkers (1931); The Hobonim (1939); Agricultural Clubs (1938) and the Land Service Clubs (1934) which combined their forces to form the Land Service Movement (1951); (Spies & Louw, 1999:2-4).

#### **1951 – 1970**

The Veld and Vlei outdoor centre at Estcourt was established in the mid fifties, based on the philosophies of Outward Bound. A second centre was opened at Swartvlei Lagoon in the Southern Cape (Spies & Louw, 1999:3). In 1957 Ian Player and Magqubu Ntombela founded the Wilderness Leadership School (WLS), focussing on conservation awareness (Robertson, 2000:2).

### **1971 – 1990**

The South African government played a more significant role in developing campsites and cultural centres throughout the country. Fifteen camp facilities were made available by the end of the seventies and veld schools became common practice. In 1986 the first government funded training centre for outdoor leaders, The Outdoor Adventure and Recreation Centre [ORAT], was developed at Oudtshoorn (Spies & Louw, 1999:4). Many associations for adventure and outdoor related programmes were established at regional and national level. These associations included the South African Adventure Committee, Outdoor Adventure Association (OAA) and Christian Camping International South Africa (CCISA).

### **1991 – 2000**

Adventure-based programmes gained increased momentum as the value of experiential learning was realized in the nineties. The WLS introduced a number of new programmes (Imbewu, Pride of Table Mountain, Khula Nam, National Opinion Leader Trail) to expose more people to wild areas (Robertson, 2000:2). Ropes courses were introduced to many outdoor centres. Certain schools started offering adventure-based programmes as part of an extra curricular activity. In 1992 a second national training centre for outdoor leaders was opened and funded by the government at Middelburg, Mpumalanga. Due to a lack of funds this centre, together with the one at Oudtshoorn, was later privatized (Spies & Louw, 1999:3). Outward Bound started operating in South Africa since 1992 with the aim “to impact the lives of young people in South Africa who have been marginalised and disadvantaged” (Robertson, 2000:3). The mid nineties saw the establishment of many non-profit organizations developing adventure-based programmes to children and youth, e.g. EDUCO, President’s Award Trust and National Peace Accord Trust.

The first conference with Adventure as central theme was organized in 1997. The “Power of Adventure” conference is now an annual event. CCISA also organizes an annual conference for its members.

In 1997 many of the veld schools established in the seventies, became environmental education centres now functioning under the auspices of the provincial Departments of Environmental Affairs (Spies & Louw, 1999:3).

The National Peace Accord Trust has been organizing “community-based wilderness therapy projects with the focus on community reconciliation through individual healing since 1996” (Robinson, 2000:5). In 2000 the South African Wilderness Therapy Institute was established.

### **2.2.2. PRESENT DEVELOPMENTS**

Attempts to establish a co-ordinating body for adventure-based organizations/ companies/ individual practitioners and programmes in South Africa have yet to yield positive results.

An increased awareness and demand for adventure-based programmes for children and youth, especially youth-at-risk, is experienced. Research and literature resources, although limited, have increased in South Africa and confirm the significant strides adventure-based programmes have taken in the last decade.

Since April 2000 all “guides”, i.e. “... anyone facilitating an outdoor experience ...” (Robertson, 2000:9), require formal training and registration under the Tourism and Hospitality Education and Training Authority (THETA), under the sub-category of Wilderness Therapy Guiding. According to Robertson (2000:9) this will require the integration of training programmes and procedures for such guides within the National Qualifications Framework (NQF), implemented by the South African Qualifications Authority (SAQA). (The source referred to is Robertson’s lecture at the POA-conference).

### **2.2.3. FUTURE DEVELOPMENTS**

The twenty-first century is certain to present outdoor leaders and other practitioners with many challenges. These challenges can be addressed through a systematic process called “futuring”, defined by Trotter (1998:20) as a “discipline

that uses various methodologies to anticipate possibilities based on current trends, to assess the likely impact of these possibilities on different aspects of people's lives, and to establish responses that enable people to control the directions of their lives or to be prepared to deal with the uncontrollable consequences".

Trotter (1998:20-23) advises camps (adventure-based programmes) to "**practice specialized diversification**", i.e. doing that which the organization does best, based on an identified market need; **diversify the camp experience** through professional networking, new target groups, e.g. adults and family camps; **use technology** for information processing, personal communication devices and creating a virtual adventure experience; and to **compete in the 21<sup>st</sup> century** by being an entrepreneur, being a leader and manager, and being the best provider.

The American Camping Association – Not for Profit Council (ACA web page, 2002) undertook a study to examine influences and trends on camping programmes offered by non-profit organizations which experience increased pressures to scrutinize the scope of their services concerning appropriateness, commitment, and economic viability. Eight trends were identified with issues and recommendations. A summary of this study is included here due to the relevance of these trends facing many South African non-profit organizations and other companies, including individual practitioners offering adventure-based programmes to youth-at-risk. Trends were defined as "tendencies, drifts or changes"; and issues as "the problems identified due to the changing trends" (ACA Web page, 2002).

**Trend # 1:** "All successful not for profit organizations acknowledge the importance of mission statements".

**Issues:** The camp mission must fit the non-profit organization's mission and be a "roadmap" for addressing current societal needs.

**Trend # 2:** "Camps have contributions to make in addressing societal problems".

**Issues:** The outcomes and processes of adventure-based programmes should be determined and articulated to the public.



**Trend # 3:** “Not for profit organizations face fiscal challenges related to their mandate and role”.

**Issues:** Obtaining adequate funding for programmes.

**Trend # 4:** “Leadership in any organization is key”.

**Issues:** Recruiting quality staff and volunteers.

**Trend # 5:** “Many youth services exist along with youth who have many needs”.

**Issues:** Identifying the unique contribution adventure-based programmes make in meeting the needs of youth and marketing these benefits.

**Trend # 6:** “Not for profit organizations must be efficient in providing services”.

**Issues:** Making the most of facilities and technology.

**Trend # 7:** “ The demographics of American society are changing”.

**Issues:** Participants and staff should reflect local and national diversity, and adventure-based programmes should address youth development issues.

**Trend # 8:** “Accountability is critical in all social organizations”.

**Issues:** Determining what specifically camp accomplishes in the lives of youth and showing accountability to public and funding sources. Youth of all backgrounds and abilities should be accommodated and diversity in staff and participants should be reflected.

In order to survive in the new millennium, the challenge is to do more with less; adapt corporate principles and practices; be informed and sensitive to societal trends and reflect the specific outcomes and results of programmes to all stakeholders (ACA web page, 2002). Wisdom is needed to hang on to the traditions and practices that remain relevant, whilst adapting and developing new programmes to meet the current demands.

## 2.3. THE NATURE AND REQUIREMENTS OF AN ADVENTURE-BASED PROGRAMME

### 2.3.1. THE PROCESS

There are two major aspects to an adventure-based programme that need to be understood before commencing with the planning and execution of an outdoor programme with emphasis on adventure as education medium:

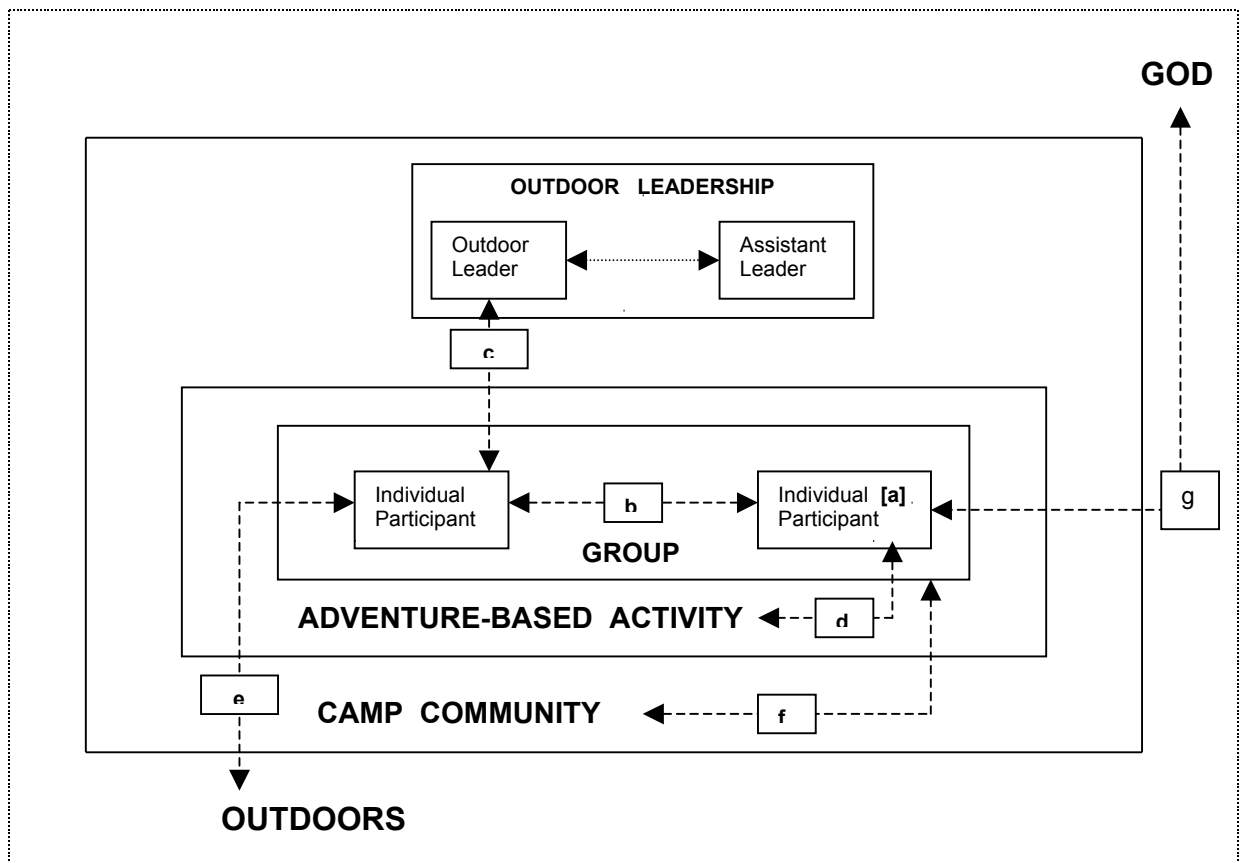
2.3.1.1 The components of an adventure-based programme.

2.3.1.2 The essence of adventure.

This process of developing an adventure-based programme is similar to preparing a dish: there's the ingredients (components) and then there's the spices (adventure).

#### 2.3.1.1. THE COMPONENTS OF AN ADVENTURE-BASED PROGRAMME

Figure 1. Components of an Adventure-based Programme



In **Figure 1** the researcher illustrated the different components of an adventure-based programme and this reflects the interaction areas, i.e. the relationships between the participant and the components of an adventure-based programme.

Adventure-based programmes abound with learning opportunities. Every component of the adventure-based programme presents the outdoor leader with opportunities to enhance the participant's intrapersonal skills, i.e. relationship with self: self-esteem, self-confidence, self-awareness, self-management, spirituality as well as interpersonal skills, i.e. relationships with others: communication, team work, conflict management, citizenship (Priest 1990:140; Moote & Wodarski, 1997:149; Morrison, Alcorn & Nelums, 1997:323; Ibbetson & Newell, 1996:166). The researcher regards each component as an intervention tool or medium that can be used or manipulated by the outdoor leader to achieve the aims and objectives of the overall programme. The participant is the centre point around which everything is organized and structured:

Participant : self (intra-personal relationship) - a

Participant : group (inter-personal relationships) - b

Participant : outdoor leader (adult-adolescent relationship) - c

Participant : outdoors (eco-psychological relationship) - d

Participant : activity (relationship with outdoor pursuits) - e

Participant : camp community (inter-personal relationships) - f

Participant : God (spirituality) - g

#### **2.3.1.1.1 Participant: self**

Adventure implies active participation, requiring mental involvement and action, ultimately leading to self-development. Explanation and demonstration hardly ever lead to real and lasting learning. Only active learning will do this (Silberman, 1996 :x).

Adventure-based learning is active, fast-paced, fun, supportive and personally engaging. Participants need to figure things out themselves, try out new skills, carry out assignments that depend on knowledge they already have or must

acquire. Quinn (1990:147) argues that the world can be a small and narrow place unless one seeks to explore. Adventure provides opportunities for exploration which lead to an extension of the self. Quinn (1990:148) describes the need for adventure appropriately: “Without actively seeking, without attempting to, and going beyond what one already knows one can accomplish, there is no growth. Strenuousness of mind, heart, and body engenders growth”. It is this extension of the self that leads to growth, which in turn feels good and leads to further exploration, and ultimately the participant moves towards fulfillment.

#### **2.3.1.1.2 Participant: group**

The group-living experience is a very powerful component of an adventure-based programme and is of primary importance to social learning. Halliday (1991:18) views the small group situation as the “laboratory for social learning” and quotes Dimock on the role of the small group: “The process of living together in small groups out-of-doors is the major content of the camp curriculum – not discussion, instruction, training, or recreation imported into the outdoor setting”.

Adventure-based programmes are organized around many small group experiences, e.g. the cabin unit. The outdoor leader can construct a situation in which each participant has opportunities, instructions and rewards for learning within the group. The benefits of the group in working with “troubled youth” are numerous, and according to Rose (1995 :17) includes “role players for behavioural rehearsal, persons to do monitoring, partners for use in a ‘buddy system’. Also: “Members can ‘brainstorm’ goals, alternative behaviours, reinforcement, and even intervention strategies. ... Furthermore negotiation and problem-solving skills are readily addressed in the context of the group as members solve group problems and negotiate differences among members. ... They become aware that they have skills and knowledge that can benefit others”. Working with groups require specific and extensive skills in which the outdoor leader must be trained in order to be maximally effective.

#### **2.3.1.1.3 Participant: outdoor leader**

In the structured environment of an adventure-based programme, youth can live, play and learn with and from positive role models that make the time to listen, talk, guide, reflect, stimulate and just be there (Halliday, 1991:18). The outdoor leader is not just trained to conduct activities safely and skillfully, but also to facilitate the learning process, i.e. making sense or deriving meaning from the experience (Knapp, 1990:189).

#### **2.3.1.1.4 Participant: outdoors**

The outdoors and the resources of the natural environment constitute a high impact environment due to the physical contrast to everyday life settings. Ever since the earliest attempts at adventure education, nature has been the setting, be it in the mountains, at lakes, the sea or deserts (Priest, 1990:325). The influence of the outdoors as component of an adventure-based programme is explained in more detail in point 2.3.5.

#### **2.3.1.1.5 Participant: activity**

Adventure-based activities allow children and youth to participate in appropriate risk-taking behaviours (Moote & Wodarski, 1997:161). A detailed discussion on programming for adventure-based programmes is provided in point 2.3.3.

#### **2.3.1.1.6 Participant: community**

The camp community is a highly attractive and functional setting in which adventure-based programmes take place. Point 2.4.3.1 highlights the meaning and characteristics of this component of an adventure-based programme.

#### **2.3.1.1.7 Participant: God**

Many adventure-based programmes have a Christian emphasis, while others may not support any specific religion or denomination. The researcher has personally

witnessed and heard of life changing experiences campers have had during an adventure-based programme grounded and run according to Christian principles. It appears as if all of the above components create a climate for change and provides practical opportunities to witness and practice Christian principles. Badke (2000:65) is of the opinion that children can gain more “from one week of camp than they would from a year of Sunday school”.

The process of learning can be influenced by changing any of the identified components and emphasizing specific aspects, e.g. appointing a different outdoor leader, changing the outdoor environment and introducing different activities. The aim is growth or improvement in the relationship between the participant and the component by focussing on the interaction between the two, resulting in the personal development of the participant.

### **2.3.1.2. THE ESSENCE OF ADVENTURE**

Adventure is an experience requiring **active participation of the whole person** (Heunis, 1997:61). Adventure cannot be experienced without “doing it”. Quinn (1990:146) writes: “If a climber has not fallen, he has not climbed; and if the canoeist is dry, she has not paddled”.

Adventure is more a **state of mind** than an activity. It is a subjective issue and what constitutes adventure for one participant, will not automatically imply adventure to another (Heunis, 1997:66). It is highly unlikely that canoeing on a calm river will be adventurous for an experienced canoeist, while a short hike or camping trip may be an adventure to a person who has never lived in the outdoors.

An **uncertain result** created by the **risk element** of an activity is another characteristic of an adventure experience. The participant weighs his abilities up against the requirements to accomplish the task, but is never sure that he will master the skill (Heunis, 1997:67). Quinn (1990:146) is of the opinion that “when complete confidence and competence reign, adventure cannot exist”. The well-known definition on adventure by Priest (1990:2) summarizes this point: “To

adventure is to venture forth into the unknown, to undertake an activity that has an uncertain outcome for the adventurer and may be risky or dangerous”.

**Problem-solving** is an integral part of adventure as the participant plans and negotiates his way through and over **challenges** or **obstacles** (Heunis, 1997:67).

The **rewards** of adventure are mostly intrinsic rather than extrinsic and include:

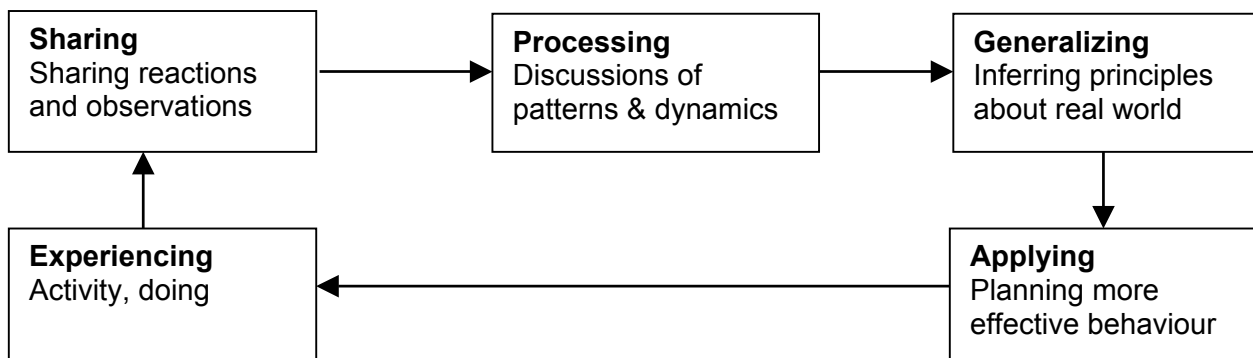
- enjoyment, fun, exhilaration, discovery (Quinn, 1990:147; Ibbetson & Newell, 1996:167);
- the novelty of an experience “out of range of previous background” (Quinn,1990:148) and “ ... removed from every day opportunity that may require skills not called for in daily routines ...” (Csikszentmihayli & Csikszentmihayli, 1990:154);
- Intrapersonal growth, i.e. expanding the self through the development of skills and personal qualities (Quinn, 1990:148 and Priest, 1990:1);
- “ ... liberating the individual from the constraints of the comfort zone ...” (Puth, 2000:114); enabling the discovery of true potential (Priest, 1990:1 and Quinn, 1990:147); and
- peace (Heunis, 1997:68) resulting from the success of achieving or completing the goal.

### **2.3.1.3. THE PROCESS OF ADVENTURE-BASED LEARNING**

Participation in adventure-based programme does not automatically contribute to personal development and hardly produces learning on its own. The question to be answered here is: How to optimize the experience for the participant from recreational to educational?.

### 2.3.3.1.1. Experiential learning

**Figure 2. Experiential Learning Model by Pfeifer & Jones (Marais, Hermansson, Wortley & Conradie, 2000:4)**



This model by Pfeifer & Jones (1980), based on the experiential learning model of Dewey, was presented by Marais, Hermansson, Wortley & Conradie (2000:4) during a lecture at the 2000 POA Conference.

Adventure-based activities operate from the model of experiential learning (Moote & Wodarski, 1997:149; Proudman, 1990:339). To enable learning, meaning must be derived from the experience. Meaning is primarily derived through reflection, discussing and analyzing the experience, and sharing outcomes from the activity (Knapp,1990:18; Heunis, 1997:63).

### 2.3.3.1.2. Facilitation techniques and skills

The outdoor leader's role is far more encompassing than merely organizing and presenting activities to participants (Proudman, 1990:339). The outdoor leader plays a key role in facilitating practical learning. Barak (2000:3) presents nine skills or "competencies" which the facilitator should possess, with an indication of tasks and roles to be performed. (The source referred to was a lecture at the 2000 POA Conference.)

- understanding the context and processes: the overall programme and each component, the culture;



- leadership skills: planning, decision-making, negotiation, mediation, consensus building, standard setting, co-ordinating, counseling;
- communication skills: verbal and non-verbal; fluency in in the language of the participants or vice versa;
- listening skills: active listening, giving feedback and listening to non-verbal clues of behaviour;
- group dynamic skills: a sound knowledge of group processes, team-building abilities, conflict resolution, motivation, time-keeping and pace setting;
- analytical skills: collecting and analyzing information, questioning, inquiring, summarizing;
- technical skills: skills relating to the activity being instructed, coaching, instructing;
- rational skills: objectivity, neutrality; and
- personal characteristics: self-awareness, energy, self-ease, openness, empathy.

“Facilitation” in adventure-based programs refers to the role of the outdoor leader to aid and assist the process of deriving meaning from the adventure-based experience for the participant, using the skills and knowledge listed above. The responsibility for learning rests with the participant, but the outdoor leader provides the participant with the necessary resources, opportunities, time and support to experience the “aha” (learning) moment.

#### **2.3.3.1.3. Transfer of learning**

Learning from adventure-based experiences is transferred to the participant through various processes. Gass (1990:200-207) identified three processes:

- **Specific transfer** occurs when the participant is able to exercise the skill acquired, e.g. orienteering, canoeing, fire building, independently from the outdoor leader and camp environment. This is usually evident with physical skills mastered by the participant.

- **Non-specific transfer** occurs when specific principles and values interwoven in the teaching of an activity are transferred to the “outside” living environment of the participant. Co-operation, problem-solving, determination and environmental awareness are often by-products gained through participation in an adventure-based programme.
- **Metaphoric transfer** occurs when an activity contains structural similarities (isomorphism) with a real life situation familiar to the participant, allowing parallels to be drawn from the experience to life in general. Marais, Hermansson, Wortley & Conradie (2000:2) provides the following explanation: “Metaphors are defined as a way of seeing something else, e.g. Life is a gamble. This is how abseil on an experiential learning programme can be a metaphor for letting go of old habits, baggage, and moving on to another place”. (The source referred to was a lecture at the 2000 POA Conference.) The use of metaphors is a cornerstone in adventure-based programmes and it is vital for the outdoor leader to master competency in this process.

It is the experience and opinion of the researcher that it is very difficult to pinpoint the specific events and moments when learning occurred in the participant, especially in an outdoor setting and with a programme where so many variables could impact on the outcome of the adventure experience. There is no DIY guide with step by step procedure to follow that allows for cause-and-effect situations. It has been said that adventure-based programmes are somewhat like electricity: “We know that it works, but we do not know how” (author unknown, but cited in Moote & Wodarski, 1997:160). Research studies tend to focus on the outcomes of adventure-based programmes and hardly any research is available on the process of adventure (Moote & Wodarski, 1997:152); systematically evaluating how effective the process is and why (Ibbetson & Newell, 1996:167). One study that deserves mentioning is the research undertaken by Heunis (1997) titled: “Adventure related team building in a contemporary society: A Human Movement Science Perspective”.

## **2.3.2. THE PARTICIPANT**

### **2.3.2.1. DEVELOPMENTAL CHARACTERISTICS OF EARLY ADOLESCENCE (12-18 YEARS)**

#### **2.3.2.1.1 Physical and biological development**

- Variance in levels of physical maturation is evident (Newman & Newman, 1997:308; Vernon, 1993:120; Folkerth in Ball & Ball, 1990:75).
- Changes in height, weight and body shape occur that could have implications for popularity, leadership and self-confidence (Newman & Newman, 1997:308; Folkerth in Ball & Ball, 1990:75).
- Boys mature more gradually than girls and react more positively to early maturation than girls, who seem to evaluate early maturation more negatively (de Anda, 1997:17; Folkerth in Ball & Ball, 1990:75).
- Rapid muscular growth occurs with maturation of the body's motor systems; skeletal growth is completed by 17/18 (Newman & Newman, 1997:307; Singer & Hussey, 1997:40; Folkerth in Ball & Ball, 1990:75).

#### **2.3.2.1.2 Emotional, cognitive- & psychological development**

- Adolescents experience a variety of new emotions; moodiness can occur, together with rebellion and emotional outbursts. Girls tend to turn inward, experiencing feelings of guilt, shame, self-doubt and depression. Boys are more likely to become irritable and angry. Many problems experienced by adolescents are linked to the overly controlled or under controlled or impulsive expression of emotions (Newman & Newman, 1997:316; Vernon, 1993:122; Folkerth in Ball & Ball, 1990:75).
- Emotional maturity lags behind physical maturity and the adolescent could become self-centred or egocentric (Ramsden, 2000:16; Folkerth in Ball & Ball, 1990:75).
- The adolescent exhibits a "know-it-all" attitude and does not admit to ignorance easily (Ramsden, 2000:17; Folkerth in Ball & Ball, 1990:75).

- Increased brain functioning enables abstract thoughts and capacity for adult judgement, distinguishing between the real and imaginative (Singer & Hussey, 1997:41; Vernon, 1993:119; Folkerth in Ball & Ball, 1990:75).
- Development of sexual identity; physical appearance becomes increasingly important as interest shifts from the same sex to opposite sex (Ramsden, 2000:17; Folkerth in Ball & Ball, 1990:75).
- Adolescents swing between independence and dependence and continue to need guidance, support and discipline from parents and significant adults (Vernon, 1993:121; Folkerth in Ball & Ball, 1990:75; Ramsden, 2000:17).
- Peer group influence is dominant over parent influence and the adolescent will spend more time away from home with dyadic friendships and cliques. Peer relationships are influenced and modified when sexual interests and behaviour are introduced to the group (Newman & Newman, 1997:322; Folkerth in Ball & Ball, 1990:45; Vernon, 1993:118; Ramsden, 2000:18).
- Adolescents are self-conscious and sensitive to social dynamics in groups, often over reacting to social interactions (who said what to whom); (Vernon, 1993:118; Folkerth in Ball & Ball, 1990:75; Ramsden, 2000:18).

#### **2.3.2.1.3 Special considerations**

- The social and cultural context of the adolescent (participant) should be considered when addressing developmental needs for programming purposes (Coughlan, 1997:16,17).
- Adolescence is a time of momentous change and transition and therefore a crucial time for providing life-skills development programmes focussing on issues such as communication, interpersonal skills, group co-operation and problem-solving (Moote & Wodarski, 1997:147). Peer group pressure can be influential in high risk behaviours such as substance abuse, but it can also encourage positive values such as co-operation, sharing (generosity) and sense of community (Newman & Newman, 1997:323).

- Early adolescence is a “time of transition” for youth and it is at this stage that many youths experiment with risk-taking behaviour, e.g. drug and alcohol abuse (Moote & Wodarski, 1997:147).
- The 12-14 year olds, especially the boys, are keen to be in the outdoors; they enjoy team (group) events and organized games seem to be a favourite. Skill development is important and they will practice skills with the necessary guidance (Folkerth in Ball & Ball, 1990:75).
- Girls 14+ gradually become less active while boys’ leisure activities continue to centre around sport. Opportunities for constructive recreation with adult guidance that is non-threatening, unobtrusive, non-judgemental and inspiring are important. Personal responsibility should be encouraged and the adolescent assisted in developing feelings of self-worth and esteem (Ramsden, 2000; Folkerth in Ball & Ball, 1990:75).
- Not all adolescents share the same enthusiasm to participate in adventure-based programmes and Coughlan (1997:122) recommends that “youth ... should have expressed an interest and shown ability to cope with the wilderness experience; be sufficiently mature to handle the social and emotional challenges and they should be able to function at a level at which they are able to think abstractly and to transfer learning through the use of the metaphor”. Prince Charles of England is a fitting example of a young adolescent who did not share his father’s appreciation for the adventure-based education which he, prince Philip, had received at Gordonstoun, a school based on the principles and philosophy of Outward Bound. At age 13 Charles was sent to Gordonstoun for his high school education, a period described as the unhappiest time of his life (Heunis, 1997:59).

### **2.3.2.2 BEHAVIOUR MANAGEMENT**

Within an unusual setting such as the outdoors where they can try new behaviour, children of all ages will, at some time or another, exhibit unacceptable behaviour requiring discipline. The mere nature of adolescence as discussed in 2.3.2.1.

indicates the tendency of adolescents to rebel and to be impulsive, self-centered and unmotivated, bordering on laziness, especially if they do not participate in a programme by choice. During staff training attention should be given to discipline procedures and methods, as well as the circumstances requiring discipline. Role playing and group discussion on possible and actual incidents are techniques that enable staff to gain more insight into these behaviours (Ball & Ball, 1990:79).

#### **2.3.2.2.1. Behavioural challenges**

Ball & Ball (1990:76) identified the “special problems” that could occur during an adventure-based programme:

- **Enuresis:** Bedwetting is not limited to the younger participant. The researcher experienced this condition in girls up to fourteen years of age. A procedure for dealing with the clothes and bedding should be in place so that outdoor leaders can deal with the issue quietly and sensitively. It is important to ensure that the participant has sufficient medication for the duration of the programme.
- **Encopresis:** Although the researcher has not come across adolescents who “soiled” their underwear, the occurrence of this condition cannot be excluded.
- **Sleeping problems:** Nightmares and/or sleepwalking may occur if the participant has a history of either. The outdoor leader should be watchful for this.
- **Eating disorders:** Anorexia nervosa (limiting food intake) and bulimia (over eating followed by inducing vomiting) tend to be more prevalent amongst girls concerned about gaining body weight. One condition which the researcher has witnessed in programmes to children and youth from under-privileged communities, is the tendency to consume way above average amounts of food. The conclusion amongst staff was that this could possibly be attributed to the lack of sufficient food in the home.

- **Stealing:** The participant who has taken things from others should be confronted and requested to return the item(s) with an apology. Discussion with the group is necessary, but avoid ostracizing the participant.
- **Hyperactivity:** The participant who constantly moves about, runs ahead, is impulsive and inattentive, could be demanding attention from the outdoor leader.
- **Homesickness:** The adolescent who misses home and friends is often the person who has difficulty adjusting to the programme and fellow participants. In adolescence the participant might be less tearful than younger persons and indicate their feelings by withdrawing from the group and/or activities. Some participants develop strange “illnesses” and ailments.
- **Suicidal behaviour:** Many adolescents, especially girls, tend to suffer from depression in varying degrees and this could contribute to thoughts on suicide.
- **Sexual behaviour:** Adolescents often utilize the opportunity in the outdoors to “act out” sexual behaviour, either openly in the group or secretly.
- **Chemical abuse:** Adolescents who use substances like alcohol and/or tobacco will often bring these substances to the outdoor facility/adventure-based programme.

The occurrence of the above behaviours is not limited to youth-at-risk and does not imply that the child is not fit to participate in the programme. However, if not dealt with properly and timeously, many of the goals and benefits of the programme are jeopardized.

#### **2.3.2.2.2 Dealing with challenging behaviour**

The outdoor leader needs to be watchful and alert to the occurrence of any of the conditions or behaviours listed above, and report it to the designated superior with whom the outdoor leader can also consult. It is important not to ignore the incident or condition, especially when the safety of the participant is compromised. From

the onset of the programme participants should be informed about the implications and consequences of unacceptable behaviour, e.g. chemical substance abuse. During the camp orientation on day one it is beneficial for the cabin group to draw up their own “cabin rules” with consequences for defiance of these rules.

It is the experience of the researcher that, due to the caring nature of outdoor leaders, they often feel responsible to solve problems and cure conditions experienced by participants. This curing or problem-solving ideal is unrealistic as these conditions cannot be cured by the adventure-based programme unless there is a staff member with the necessary training to deal with the participant, or unless the programme specifically addresses the condition with the aim of curing it. Even then outdoor leaders need to realize that behavioural change for the most part is a long-term process. It is more realistic to address behavioural issues than trying to cure them.

Lishner & Myers (1997:37) reported that studies of parents who have raised children with a high self-esteem, show that these parents “generally use an authoritative approach. They are both democratic and strict; combine love and acceptance with strong demands for academic performance and good behaviour; show respect for and allow individual expression within clearly defined and firmly enforced limits; reward more than they punish; and set clear, consistent rules – letting children know about expectations”.

Avoid humiliation and embarrassment to the participant, whatever the strategy to deal with challenging behaviour. Prevention is always better than cure and by setting clear boundaries for behaviour with real consequences applied consistently by the outdoor leader, many potentially challenging behaviours can be avoided. Certain behaviours require medication and can be treated effectively, e.g. bedwetting. Programme leaders should ensure that participants on medication have sufficient medication at camp for the duration of the programme.



## 2.3.3 THE PROGRAMME

### 2.3.3.1 PRINCIPLES OF PROGRAMME DEVELOPMENT

**2.3.3.1.1** Adventure-based programmes should be consciously **planned** and be **goal orientated** (Proudman, 1990:339). Activities should be selected and/or developed to meet the aims and objectives of the programme. Ball & Ball (1990:131) are of the opinion that “ ... to develop program activities without goals and objectives in mind is simply to provide a potpourri of unrelated activities, many of which may be just as easily available in the camper’s home setting”.

**2.3.3.1.2** Adventure-based programmes should be **tailored to the specific developmental needs, interests and abilities** of the target group, in this instance early adolescents (Ibbetson & Newell, 1996:165; Ball & Ball, 1990:132). Steps to create a developmentally appropriate activity are identified by Lishner & Meyers (1997:38) :

- Identify and analyze the developmental need to be focussed on, e.g. the enhancement of self-esteem.
- Assess and adapt the activity to ensure that the components enhancing the specific development are embodied in the methodology and execution of the activity.
- Identify strategies for outdoor leaders that will promote the goal (enhance self-esteem), e.g. “structure situations to help campers be successful, communicate confidence in campers, develop new or adapted experiences that are relevant and important to campers, develop and use positive interactions and strategies for changing undesired or inappropriate behaviors, promote responsibility”.
- Obtain and utilize organizational resources.

**2.3.3.1.3 Risk management** should be practised in all areas of adventure programming. This implies that all the organization’s resources – human, physical, financial, operational – should be geared towards the safety of every aspect of the programme operation, especially the participant (Ball & Ball,

1990:91). Tholkes (1998:24-26) provides valuable guidelines on the treatment of risk:

- Simply avoid or substitute activities where the risks outweigh the benefits.
- Reduce the possibility of injury to staff and participants by
  - training staff well or ensuring that staff have the necessary qualifications to present an activity;
  - regular safety classes with staff and participants to inform them about safety and accident prevention;
  - use of proper safety equipment; and
  - following well-documented accident procedures.
- Transfer some of the burden of the risk to others by having adequate insurance and asking participants to accept responsibility for their actions.

**2.3.3.1.4 Evaluations** should be conducted regularly to measure the achievement of objectives. Consequent adjustments and improvements need to be made where required. Each component of the programme should be involved, including staff, participants, parents (Ball & Ball, 1990:171).

### **2.3.2.2 PROGRAMME ACTIVITIES**

Many activities are associated with adventure, e.g. rock climbing, orienteering, canoeing. However, it is incorrect and misleading to refer to these outdoor pursuits as adventure activities (Heunis,1997:65). Outdoor pursuits are utilized and optimized for education purposes due to the wealth of opportunities these activities present for learning. An experiential learning process can be conducted in any environment and with almost any type of activity or learning medium (Proudman, 1990:335).

There is hardly any limit to the variety of activities that can be included in an adventure-based programme. Ball & Ball (1990:137) provide a comprehensive list of general areas of activities with specific activities within each area:

**Land sports and games:** team and individual sports, as well as informal games.

**Water sports and games:** swimming for recreational, instructional or competitive purposes; water sport such as sailing, canoeing, fishing, water-skiing, rowing.

**Arts:** performing arts like music, dance, drama; arts and crafts including a wide variety, such as painting, beadwork, ceramics, leatherwork, metal craft, etc.

**Outdoor-orientated activities:** outdoor living skills such as camping out, fire building, outdoor cooking, shelter building; physical skills in outdoor pursuits like hiking, mountaineering, rock climbing; Nature-orientated activities including nature hikes, bird watching, gardening, conservation activities, etc.

**Vehicular:** go karts, bikes, flying.

**Special events:** usually theme days involving the whole camp community, such as olympics, pageants, etc.

**Social recreation:** quiet times, singing and free time in the programme.

**Spiritually-orientated Activities:** morning and evening devotions; Bible study, quiet times for reflection, etc.

### **2.3.2.3 SPECIAL CONSIDERATIONS IN PROGRAMMING**

**Special populations** such as persons with physical and/or mental disabilities, diabetes, AIDS, etc. can be integrated into an adventure-based programme or could be accommodated separately. The benefits of an integrated programme are numerous as participants learn from and about each other. Additional research, staff training and possible modifications to the programme instruction and outdoor facility are required in order to accommodate persons from diverse backgrounds and abilities (Keung & De Graaff, 1999:21; Ball & Ball, 1990:136).

**Progressive programming** implies that different levels of competence can be achieved by the participant in a particular outdoor activity, e.g. mountaineering, sailing, canoeing. Skilled instructors with the necessary certified qualifications are required in these specialized activities (Ball & Ball, 1990:134).

**Generalized vs specialized activities** in the adventure-based programme is another option which the outdoor leader should consider. Younger participants seem to respond more positively to general outdoor activities, while adolescents tend to be attracted by activities requiring greater skill (Ball & Ball, 1990:135).

The **duration** of the programme is another issue and the most popular duration of residential adventure-based programmes in the USA appears to be seven days (ACA, undated:1).

## **2.3.4 THE PERSONNEL**

### **2.3.4.1. SKILLS AND PERSONAL QUALITIES**

Priest (1990:212-215) identified seven skills and seven attributes in which the outdoor leader must be competent to be an effective leader:

#### **2.3.4.1.1 Skills**

- **Technical activity skills:** The outdoor leader must be competent in the outdoor activity being taught, e.g. outdoor living skills, mountaineering and rock climbing.
- **Safety skills:** Skills necessary to ensure the safety of participants in the activity being led could include first aid, water safety (life-guarding), navigation, search and rescue.
- **Organizational skills:** The outdoor leader should be able to plan, execute and evaluate an out trip; taking into consideration the special needs of participants.
- **Environmental skills:** The outdoor leader should practise minimum impact camping.
- **Instructional skills:** The outdoor leader should be able to teach participants. This includes teaching safety and the use of instructional aids when needed.

- **Group management skills:** These skills relate to the role of the outdoor leader as group facilitator.
- **Problem-solving and decision-making skills:** The outdoor leader needs to complete many assignments and deal with a variety of unpredicted incidents that occur during a day's work.

#### 2.3.4.1.2 Attributes

- **Motivational philosophy and interest:** The reasons why the person became an outdoor leader vary, but it rarely is because of monetary rewards.
- **Physical fitness:** Working with youth in the outdoors is both physically and mentally demanding. The outdoor leader does not have to be an olympic athlete, but should have a minimum fitness level to perform tasks. The researcher regards physical fitness as a skill and regards "mental fitness" as an attribute to be valued in staff, especially when working with youth-at-risk.
- **Healthy self-concept and ego:** The outdoor leader must know him/herself, his/her strengths and weaknesses and motivation for the job. It is the outdoor leaders with a healthy self-esteem who will place the needs of the participant above their own, having no pressure to prove themselves and using "mistakes" as learning experiences to grow from.
- **Awareness and empathy for others:** The outdoor leader should understand the feelings of participants in certain situations. This awareness comes from the outdoor leader's own previous experience.
- **Personal traits and behaviour:** This refers to the personality traits of the outdoor leader that he/she modelled by him/her to the participant. In this regard Carlson is quoted by Halliday (1991:18): "The importance of the counselor cannot be over-emphasized. His or her personality, concern, and understanding, stamp themselves upon the camp experience".
- **Flexible leadership style:** The outdoor leader should adopt his/her leadership style according to the demands of the situation. This means being democratic

and sharing decision-making in general, yet being able to take the lead and make autocratic decisions when needed, e.g. in an emergency.

- **Judgement-based experience:** The outdoors can be very unpredictable, e.g. weather conditions. People and behaviour can be even more unpredictable and the outdoor leader is obliged to rely on their judgement on many occasions. When there is a lack of information in a situation requiring input from the outdoor leader for continuance/change, sound judgement by the outdoor leader can be critical. Previous experience provides a foundation for the development of good judgement.

The skills of an outdoor leader are generally categorized into “hard” and “soft” skills (Phipps & Swiderski, 1990:224, 225; Green, 1990:217). Those skills used in a variety of outdoor pursuits and outdoor activities, e.g. rock climbing, are referred to as hard skills (Green, 1990:218). The outdoor leader needs to master a basic skill level in a particular outdoor activity before being able to teach or instruct others in the techniques and procedures of the particular outdoor activity.

The soft skills an outdoor leader should master include “processing skills, communication skills and group dynamics” (Green, 1990:218). Soft skills relate to the “people skills of outdoor leadership” (Phipps & Swiderski, 1990:223). These skills develop over time and with a great deal of practice.

It is a combination of these skills and attributes that enable the outdoor leader to achieve the programme objectives. Kimball (1990:13), director of the Santa Fe Mountain Centre, a therapeutic adventure programme adapted to fit the needs of the mental health system in New Mexico, commented on the use of the outdoor leaders’ skills: “In terms of our success in a comprehensive mental health care system, it has been essential for our staff to view themselves as counselor/therapists first, and outdoor instructors second. This does not mean that we tolerate a lower level of wilderness skills among the staff, but it reminds us that our means (the wilderness) are secondary to our ends (therapy/evaluation). ... Staff must be bilingual”.

#### 2.3.4.2. FACTORS IN EMPLOYMENT

Ball & Ball (1990:36) draw attention to the following factors that influence the appointment of outdoor leaders:

**2.3.4.2.1 Age:** Although age does not guarantee maturity, the outdoor leader should be at least 18 years of age. For assignments such as driving of vehicles, accompanying participants off-site, supervising high risk activities in areas such as the waterfront, the outdoor leader should be at least 21 years of age (legal adult age). It is preferable that the supervisor of the outdoor leader, i.e. programme leader, should be at least two years older than the staff member being supervised.

**2.3.4.2.2 Sex:** Same sex outdoor leaders should be appointed for participants of the same sex; especially where living quarters are shared.

**2.3.4.2.3 Previous experience:** This factor is always an added benefit and the need for previous experience will depend on the position. Experience can be gained on three levels:

- practising the skill (outdoor pursuit) being taught ;
- teaching/instructing others; and
- working with children and youth, especially in a group context.

**2.3.4.2.4 Skill:** The outdoor leader should be competent in both hard and soft skills. Where possible certification of skills should be requested before appointment. The level of skill will depend on the activity being taught.

**2.3.4.2.5 Background:** The cultural and ethnic background of the outdoor leader can be a significant factor in employment. An outdoor leader from the same ethnicity as the participant has a greater understanding of the participant, and can have a greater impact as a role model. On the other hand, the outdoor leader from a different ethnic group and/or nationality can add an interesting dimension to the programme for both staff and participants.

In the U.S.A. summer camps annually employ close to 10,000 international counsellors who contribute and learn from the wide variety of outdoor programmes. Except for Outward Bound, the researcher is not aware of any other organizations in South Africa that employ full-time outdoor leaders from other countries.

### **2.3.4.3. TRAINING**

The New Century Dictionary (1948:838) regards the word “train” and “instruct” as synonymous, meaning “to prepare or equip, also to furnish with knowledge, esp. by a systematic method; teach; educate; ... also to furnish with authoritative directions; direct or command”. It is the responsibility of both the outdoor leader and employer to ensure continuous training and development. In the U.S.A. the researcher experienced training as outdoor leader on three levels, and this seems to be the general guideline for camps, as suggested by Ball & Ball (1990: 103 — 112).

#### **2.3.4.3.1 Orientation**

This is the period from appointment as outdoor leader to arrival at camp. Before commencing employment, the outdoor leader should receive the following:

- information on the philosophy and aims of the programme;
- information on the organization offering the adventure-based programme;
- a contract with conditions of employment;
- a list of suggested items to bring; and
- a newsletter, if available.

#### **2.2.4.3.2 Pre-camp training**

This is the period before the arrival of participants. According to Ball & Ball (1990:107) some of the basic aims of this training session are:

- to build the staff into an effective and functional team;
- to create staff understanding and commitment to the philosophy, aims and objectives of the adventure-based programme and organization;



- to offer the outdoor leader the opportunity to practise skills such as teaching, facilitating, behaviour management, etc.; and
- to increase the knowledge of the outdoor leader on working policies and procedures.

The issue of child abuse should be addressed during this training session. Ball & Ball (1990:108) suggest an open discussion explaining basic definitions, guidelines for staff to monitor their own level of fatigue, and ways to deal with a situation with potential for child abuse and child abuse accusations. Staff should be alerted to recognize signs of physical and/or sexual abuse that may have occurred prior to the arrival of the participant. The outdoor leader has a responsibility to report alleged abuse to the camp director/programme leader.

The availability of a staff manual is a valuable tool during staff training. Blue Star Camps “resurrected their adventure-based programme for youth-at-risk” and the importance of a staff manual including “information specific to the week long Camping Unlimited Program”, together with additional training to staff, is confirmed by the owners of this private camp (Becker & Popkin, 1998 :24).

#### **2.3.4.3.2 In-service training**

In service programmes can ensure continuity in training and many issues can be explored in greater depth. Outside practitioners and professionals, e.g. social workers and psychologists, can be involved with topics that require expertise. It is important that topics for in-service programmes should be timely and practical (Ball & Ball, 1990:112).

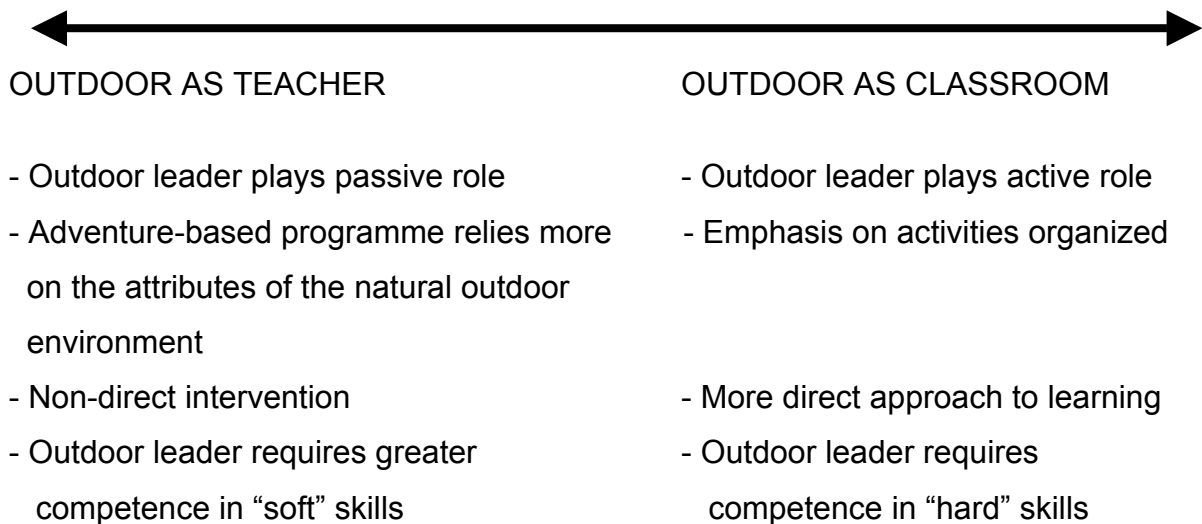
### **2.3.5. THE PLACE**

Ever since the earliest attempts at adventure education, the natural environment has been chosen as setting. The outdoors supports a range of activities that possess the “ingredients” of adventure; risky, uncertain, unknown, unfamiliar, involving the whole person – mind, body and spirit (Miles & Priest, 1990:326).

The outdoors is a unique learning environment and has the potential to enhance the development of children and youth. Davies (1996:37) reflects on some features and benefits of the outdoors for development:

- The wider space fosters a sense of freedom, allowing children to be noisier and move about freely. This enables the child to release tensions.
- The natural environment can provide more opportunities to children to “direct their own learning” and to select activities that interest them.
- The availability of space offers the child “opportunities for solitary pursuits”, a need as important for a child as for adults.
- Children can experience the natural world with all four senses: hearing, smell, sight, feeling.

The outdoors can be utilized on a continuum of “Outdoor as Teacher” to “Outdoor as classroom”.



This continuum was adapted and developed by the researcher with information from Robberts (2000:12).

In their study “A Qualitative Exploration of the Wilderness Experience as a Source of Spiritual Inspiration”, Frederickson and Anderson (1999:21-39) strongly suggest that:

- it is the unique combination of biophysical, social and leadership characteristics that flow together and give meaning to the overall outdoor setting, and likewise to the wilderness experience; and
- it is a unique combination of social interactions, “group trust and emotional support, sharing common life changes, non-competitive atmosphere” and attributes of the landscape (“direct contact with nature, periods of solitude, inherent physical challenges”) that “render a place as spiritually inspirational”.

This research by Frederickson and Anderson (1999:21-39) has significance for organizations falling prey to “venue fatigue”, a term used to describe participants suffering from a “been-there, done-that” syndrome. It is the experience of the researcher that the quality of social dynamics within the group of participants and the level of learning (growth) within the individual, are the main contributors to participants returning to an outdoor facility or camp.

The alumni movements at many camps in the U.S.A. bear evidence to the meaning “place” can have for children and youth. At Camp Westminster an annual camp is held for alumni members and many still actively contribute to the camp facilities and programme. It is amazing to witness the bond between old campers, previous staff and the place they value due to their childhood experiences there. The researcher is unaware of any alumni movement for old campers and staff of adventure-based programmes in South Africa.

This research study focuses on the outdoors as setting for adventure-based programmes, but it must be added that many urban environments have great potential for developing adventure-based programmes to children and youth (Proudman, 1990:335).

## **2.4. ADVENTURE-BASED PROGRAMMES AND THE SOCIAL WORK PROFESSION**

### **2.4.1 THE SOCIAL WORK PROFESSION**

#### **2.4.1.1 SOCIAL WORK PRACTICE**

“Social work practice” refers to the activities social workers perform in carrying out their professional responsibilities; knowing what they are doing (knowledge base), why they are doing it (value base) and how they are doing it (skill base) (Morales & Sheafor, 1992:175).

##### **2.4.1.1.1 Value base of social work**

The value base of social work is the main motivation and driving force behind the existence of the profession. Values guide social work practice and the following basic social work values (Morales & Sheafor, 1992:224-228 and Compton & Galaway, 1979:128-134), are relevant to adventure-based programmes:

- belief in the inherent value and dignity of each individual;
- belief that each individual has the ability to change, grow and develop;
- belief that each individual has a social responsibility towards him/herself, the community and society;
- respecting confidentiality;
- maintaining a professional relationship with the client ;
- respecting the individual’s right to self-determination; and
- commitment to high standards of professional and personal conduct.

Values and principles are inter-related and the list of guiding principles for social work practice compiled by Sheafor, Horesji & Horesji (1994:85-95) confirms the relevance of the following principles under the “value base” heading: “The social worker should practice social work; engage in conscious use of self; maintain professional objectivity; respect human diversity; seek personal and professional growth; engage in knowledge- and value-guided practice; be concerned with the

whole person; treat the client with dignity; individualize the client; lend vision to the client; build on client strengths; maximize client participation; maximize client self-determination; help the client learn self-directed problem-solving skills; protect client confidentiality ; adhere to the philosophy of normalization; continuously evaluate the progress of the change process; be accountable to the client, agency, community and social work profession”.

The above-mentioned values and principles can and should be implemented in all adventure-based interventions with children and youth. These values and principles emphasize the significant role the social work profession can play in developing adventure-based programmes to children and youth.

#### **2.4.1.1.2 Knowledge base of social work**

A social worker requires a wide and thorough knowledge on many issues about how “to deal with both their internal (psychological) and their external (significant others, groups, and neighborhood) environment” (Morales & Sheafor, 1992:175). The knowledge components of social work include: human development and behaviour; communication and expression of feelings; group processes; relationships amongst individuals and groups; community organization; social, public and child welfare services; and knowledge about the social worker him/herself (Morales & Sheafor, 1992:177-184). This list of knowledge components is far from exhaustive as the primary knowledge of the profession “is drawn from the immense range of human problems; ... has to be drawn from allied disciplines; ... is changing constantly and advancing rapidly “ (Compton & Galaway, 1979:48).

#### **2.4.1.1.3 Skill base of social work**

It is almost overwhelming even to start listing the skills social workers utilize in performing their duties. Morales & Sheafor (1992:251-270) list seven basic skills for beginning practice: basic helping skills, engagement skills; observation skills; communication skills; empathy skills; resistance intervention skills; social work assessment skills.

### **2.4.1.2 SOCIAL WORK INTERVENTION**

Social work intervention focusses on the interaction between humans and their environments. Sheafor, Horesji & Horesji (1994:5) are of the opinion that social work is basically “devoted to improving the social functioning of people. It strives to prevent and solve human problems that are of a social, relational or interactional nature”. The purpose of social work is caring, curing and changing (Sheafor, Horesji & Horesji ,1994:5). According to these writers (1994:6) the social worker guides a change process that is aimed at one or more of the following:

- enhancing the problem-solving and coping capacities of people;
- preventing the development of serious personal and social problems;
- restoring and maintaining the social functioning of people;
- linking people with systems and resources that can provide needed support, services and opportunities;
- promoting the creation and developing humane and effective social policy and human service programmes;
- planning, developing and administering social agencies and social programmes;
- protecting the most vulnerable members of society from destructive social influences; and
- developing and teaching the knowledge and skills needed to address and accomplish these purposes.

### **2.4.1.3 SOCIAL WORK AND YOUTH DEVELOPMENT**

Every day the media depicts youth involved in gangs and violence, substance abuse and other potentially damaging risk-taking behaviours. Persons in the helping professions are confronted with issues such as delinquency, pregnancy and dependency, together with other environmental stressors that include parental substance abuse, unemployment, single families, domestic violence, physical and sexual abuse and neglect.

Social work has a rich heritage in and strong commitment to youth development. It is, however, regrettable that more social workers are found in treatment-orientated programmes, rather than preventative, developmental services to youth. Community-based programmes and services that emphasize educational and developmental models need to be supported. Current child and youth development agencies could play a leading role in providing such programmes (Morrison, Alcorn & Nelums, 1997:32). These writers (1997, 322) are of the opinion that “the time seems particularly opportune to reassert social work presence and leadership in youth development programs”.

In the USA camps are the third largest provider of services to children and youth, with over 8 500 day and resident camps serving six million children each year from every segment. The majority of these camps are non-profit undertakings, serving more than one million economically disadvantaged, physically or mentally challenged children (ACA, undated:1).

Recently, local welfare organizations like NICRO and many other child care institutions have become increasingly involved in the utilization of adventure-based programmes as diversion option in working with youth-at-risk.

#### **2.4.2 ADVENTURE-BASED PROGRAMMES AND THE CHILD AND YOUTH CARE SYSTEM OF SA**

The transformed Child and Youth Care System of South Africa (CYCS) is based on a developmental and ecological perspective. The key to this transformation is “to move away from a medical model” and focus on ‘reframing problems as strengths, on competency building, and residential environments which empower children, families and communities (Robberts, 1996:17).

Four levels of intervention are identified in the CYCS framework (Robberts, 1996:21):

- Level 1 : Prevention services and programmes  
(General High-Risk Children, Youth and Families)

- Level 2 : Early intervention services & programmes  
(Specific High-Risk Children, Youth and Families)
- Level 3 : Statutory process
- Level 4 : Continuum of care services to children, youth and families

The Inter-Ministerial Committee on Young People at Risk (IMC) views “levels 1 & 2 as the highest priority in terms of resources, and in terms of referral into the system. Wherever a young person can be effectively served through levels 1 or 2 then that should be the first choice of intervention” (Robberts, 1996: 19).

### **2.4.3 ADVENTURE-BASED PROGRAMMES AND THE “CIRCLE OF COURAGE”**

The new CYCS of SA has adopted the philosophy on educational practices of the Native American and First Nations communities of America and Canada. Bendtra and his colleagues presented this philosophy that “centred on a deep and fundamental respect of the child, and an understanding that in order to develop a secure sense of Self in the world, the child must feel held within a ‘Circle of Courage’ experiencing a sense of belonging, mastery, independence and generosity” (Robberts, 2000:19).

#### **2.4.3.1 The spirit of belonging**

In traditional Native society many significant others beside the biological parents participated in child rearing, much like the concept: “It takes a village to raise a child”. Treating others like family was a powerful social value that influenced the dynamics of human relationships and interactions. The sense of inter-relatedness with the natural environment was part of the spirit of belonging (Robberts, 2000: 20).

McMillan (1996:315) defines sense of community as “ a *spirit* of belonging together, a feeling that there is an authority structure that can be *trusted*, an awareness that *trade*, and mutual benefit come from being together, and a spirit that comes from shared experiences that are preserved as *art*”.



Mary Pipher, clinical psychologist, family therapist and internationally acclaimed author of books such as, *Reviving Ophelia* and *The Shelter of Each Other*, explored options for building a sense of community and asks how children can be helped. In an interview with Pipher, Marla Coleman (1999:18-21) wrote the following: “Community is our scarcest commodity in the 1990’s. Enter camp – a community created exclusively for children. ... Camp is about relationships, getting along, belonging and feeling capable and significant. ...Independence is fostered as youngsters learn their value to this community. Courage and self-esteem become bywords in a village that protects its inhabitants. ...Camp is community, ...if we as the caretakers of this unique community experience, can embrace the needs of children in this era, then we can also be the vital link to the renewed health our society desperately needs”.

An adventure-based programme is a community of participants and staff. As friendships (caring relationships) are established a *sense of belonging* is generated, which is the essence of *sense of community*. Every community (adventure-based programme) has certain norms, rules, standards and laws. *Trust* will develop in the authority structure (outdoor leadership) when order and purpose is evident. With a spirit of belonging and trust evident participants are free to be themselves and discover the benefits of different strengths amongst themselves. *Trade* will occur as they use their diversity to the benefit of each other and the group. *Art* refers to the symbols, stories, music and other symbolic expressions which are a vital part of many adventure-based programmes. They represent values like courage, sharing, caring, integrity - values that keep the spirit of community alive for many generations. Symbolic rituals strengthen a sense of belonging and of being part of something important (McMillan, 1996:315-325). The alumni movement discussed in 2.3.4. is a good example of the impact of an adventure-based programme as community on participants.

#### **2.4.3.2 The spirit of mastery**

People strive to master their environments. When the child’s need for competence is met, it motivates the individual for higher achievement. Youths that are deprived

of opportunities for success express their frustration through damaging behaviour or by withdrawing into helplessness and a low self-esteem. In traditional Native communities games and creative play were used to simulate adult roles. Boys played team games, learning toughness and courage. Girls engaged in hand crafts and art was an important part of their hand-work. Mastery of a skill produced recognition in the group as well as inner satisfaction (Robberts, 2000:22).

Adventure-based programmes offer many opportunities to the participant to master a skill as individual or as group. Outdoor pursuits such as abseiling, rock climbing, orienteering, canoeing and outdoor living skills are “perfect examples of personal growth activities where the approval of others performs the function of extrinsic motivation and reinforcement” (Puth, 2000:114).

Games and play are and should always be an integral part of adventure-based programmes. It is a great gift of life to know how to play and outdoor leaders should be educated to achieve all the meaningful benefits associated with play. Play is a natural way for children to learn and it affords them the opportunity to develop social, negotiation and other skills that are necessary for life. This process is essential for children in all grades.

During play children learn to inhibit other actions such as violence, teasing and stubbornness. Steffens & Gorin (1997:xi) have found that the “rates of aggression will drop by 50 percent or more on the playground, just by having organized, cooperative games”. Children will become what they play. Steffens & Gorin (1997: x) also claim that “two simple twenty-minute observations of children’s behaviour during recess in the fifth grade can help predict juvenile delinquency five years later”. In Plato’s words: “You can discover more about a person in an hour of play than in a year of conversation” (Henderson, 2000:373).

#### **2.4.3.3 The spirit of independence**

Children need a sense of power over their own behaviour and environment. Failing the development of independence often leads to the young people

becoming alienated, seeking alternative sources of power in chemical substances or membership in a counter culture such as gangs. In Native society the principle of guidance without interference was followed, a principle grounded in the right of all persons to control their own destiny and the belief that children will respond to positive nurturing (Robberts, 2000:21).

The researcher is of the opinion that the total adventure-based programme and experience “away from home” nurtures independence in each participant. Just the mere fact of leaving home (parents) and living with others in a different environment with a different schedule and challenging programme is a growth experience for many adolescents. Every skill acquired, whether physical, social, cognitive or emotional, is progress on the journey towards independence. Other specific activities that promote independence is the formulation of their own “cabin rules”, being responsible for their “chores/capers”, “solo” experiences and “challenge by choice” contract between participants and the outdoor leader.

#### **2.4.3.4 The spirit of generosity**

Native society taught their children the value of caring and sharing. There is a call for a return to the virtue of service, especially amongst youth, in an attempt to increase their self-worth as they care for others.

Assisting with meals, sharing commodities and helping fellow participants are all acts of generosity. In South Africa, however, organizers of adventure-based programmes could do more to incorporate service to others as a planned activity of the overall adventure-based programme.

#### **2.4.4 THE ROLE OF A SOCIAL WORKER AS STAFF MEMBER AT AN ADVENTURE-BASED PROGRAMME**

Adventure-based programme participants and staff do not leave their personal problems and/or challenging behaviours at home. Most outdoor leaders are also not trained in the social sciences. A residential Jewish camp in Wisconsin recognized this gap in the staff set-up and collaborated with a child welfare

agency. A social worker was appointed as “Clinical Camp Consultant” – a term selected to capture a range of professionals providing services and to sound less threatening than, for instance, “camp psychologist” (Slay, 1998:28).

Slay (1998:29-31) describes the **role of the camp consultant** as threefold:

**2.4.4.1 Assisting with camp issues, such as:**

- behavioural problems of campers (aggressive behaviour, straying from the group, etc);
- learning disorders e.g. attention deficit disorder;
- abuse and neglect; and
- socialization problems often related to an existing emotional problem or developmental delay.

**2.4.4.2 Supporting staff by:**

- assisting staff with inter- and intrapersonal issues affecting their work performance;
- providing objective assessments of campers displaying behaviour and adjustment problems;
- referring families for outside social service assistance when needed; and
- observing and providing feedback on group dynamics; reviewing interventions.

**2.4.4.3 Documenting cases by:**

- Completing appropriate documentation (log sheets and weekly tracking sheets); and
- Submitting a report with recommendations at the end of the summer season.

Slay [1998:31] concludes fittingly: “The clinical camp consultant program strengthened each camp’s commitment to the well-being of campers and promoted the current trend in child welfare for prevention and early intervention of childhood problems. The program generates a wide variety of possible implications and may open doors for mental health professionals at camp – from

agency partnerships to individual professionals at private camp”. Appointing a social worker as staff member during an adventure-based programme can significantly impact on the outcomes achieved for the participants.

## **2.5 SUMMARY**

Adventure-based programmes are not a recent educational invention and outdoor camping programmes have been organized since early in the 19<sup>th</sup> century. However, it was only in the nineties that adventure-based learning gained enormous momentum as intervention strategy. There are significant developments in the adventure-based field in South Africa with basic standards being developed and training required for all “guides”, a term including outdoor leaders. The 21<sup>st</sup> century will certainly present programme leaders and outdoor leaders with many challenges relating to fiscal needs, programming requirements and efficiency in service delivery.

Adventure-based programmes consist of many components – the natural environment, outdoor leadership, small group, adventure-based activities, camp community, participant and God – and it is the relationship between the participant and all these components that can be influenced by the outdoor leader to aid the intra-personal and interpersonal growth of the participant. Adventure-based programmes must comply with the requirements of what constitutes adventure: active participation of the whole person, uncertain result, risk, problem-solving and rewards.

Participation in adventure-based programmes is no guarantee that learning and consequent growth will take place. The possibility of learning is enhanced through experiential learning and deriving meaning from the experience through facilitation techniques. Learning can be transferred through three processes: specific transfer, non-specific transfer and metaphoric transfer.

The developmental characteristics of early adolescents include physical maturation, capacity for abstract thoughts and adult judgement, intense emotional

experiences, and increased peer group importance. It is a vital time to provide preventative intervention programmes for early adolescents who are vulnerable to risk-taking behaviour. Adventure-based programmes address many issues and life-skills that are necessary for successful living: self-esteem, team-work, communication, decision-making, spirituality, sense of mastery and belonging.

Youth-at-risk can present the outdoor leader with many challenging behaviours: bed-wetting, eating disorders, stealing, hyperactivity, sexual behaviour, chemical abuse, etc. The outdoor leader should be prepared for the occurrence of such behaviour and know what policies and procedures to follow to deal with such behaviour.

The adventure-based programme needs to be planned and goal-orientated; to be tailored to the specific needs of the target group, to incorporate risk management strategies and to be evaluated by all role players. The scope of activities to be offered as part of an adventure-based programme is vast and varied. Adventure-based activities like abseiling, orienteering, canoeing, etc. appear to be appealing to the majority of adolescents. Provision for special populations, e.g. youth with disabilities, can have a significant impact on every aspect of an adventure-based programme. Progressive programming, generalized vs specialized activities and the duration of the programme are other programming considerations.

The skills and personal qualities required by outdoor leaders to be effective and efficient appear to be similar to that of the assistant to the archangel Michael and this is not surprising given the fact that the outdoor leader is the most important variable in the whole programme. Other factors to consider in employment are: age, sex, skill, previous experience and background. Training outdoor leaders can occur prior to, during and after the adventure-based programme. Training is an ongoing process.

The setting for the adventure-based programme is the natural environment which has the potential to enhance the development of all children and youth. The

outdoors can be utilized as teacher, i.e. non-direct intervention, or as classroom, i.e. a more direct approach to learning.

Social work has a rich heritage in the field of youth development. Social workers are better equipped than most professionals to work in the adventure-based field and the training of social workers incorporates many of the skills and knowledge required by outdoor leaders such as group work skills, including facilitation, problem-solving, instructional, organisational, behaviour management and youth work skills. Adventure-based programmes present an excellent preventative intervention strategy for youth-at-risk and should therefore be supported and promoted in the Child and Youth Care System of SA. The outcomes of an adventure-based programme fit perfectly into the “Circle of Courage”, allowing participants to experience a sense of belonging, mastery, independence and generosity.

## **CHAPTER 3**

# **EMPIRICAL RESEARCH ON ADVENTURE-BASED PROGRAMMES FOR YOUTH-AT-RISK**

### **3.1 INTRODUCTION**

This chapter reflects the data obtained from the 93 questionnaires completed by outdoor leaders throughout South Africa and the 24 semi-structured interviews with 29 programme leaders of adventure-based programmes. The analysed data are represented diagrammatically and in tabular form, providing an excellent framework for gaining insight into the nature, requirements and limitations of adventure-based programmes to youth-at-risk.

The information from the interviews complemented the data from the questionnaires and provided a clearer and richer picture of outdoor adventure-based programmes in South Africa. The researcher chose to quote responses from interviewees fairly extensively, in order to retain the detail necessary for the reader to gain a more accurate understanding of the "bigger picture" on adventure-based programmes. Wherever the year 2001 is reflected in brackets, e.g. Kirkman (2001), without reference to a page number, the researcher has quoted one or more interviewees that participated in the research. The term "respondents" refers to outdoor leaders who completed the research questionnaire. The term "interviewee" refers to outdoor leaders with whom the researcher had an interview on adventure-based programmes. They are most often in a leadership position within an organization offering adventure-based programmes and are referred to in the research as programme leaders.

Information from the literature study (Chapter 2) and the personal experience of the researcher was incorporated throughout this chapter to further the readers' understanding of the nature, requirements and limitations of adventure-based programmes.



### 3.2 AGE DISTRIBUTION OF OUTDOOR LEADERS

Figure 3. Age Distribution (N=93)

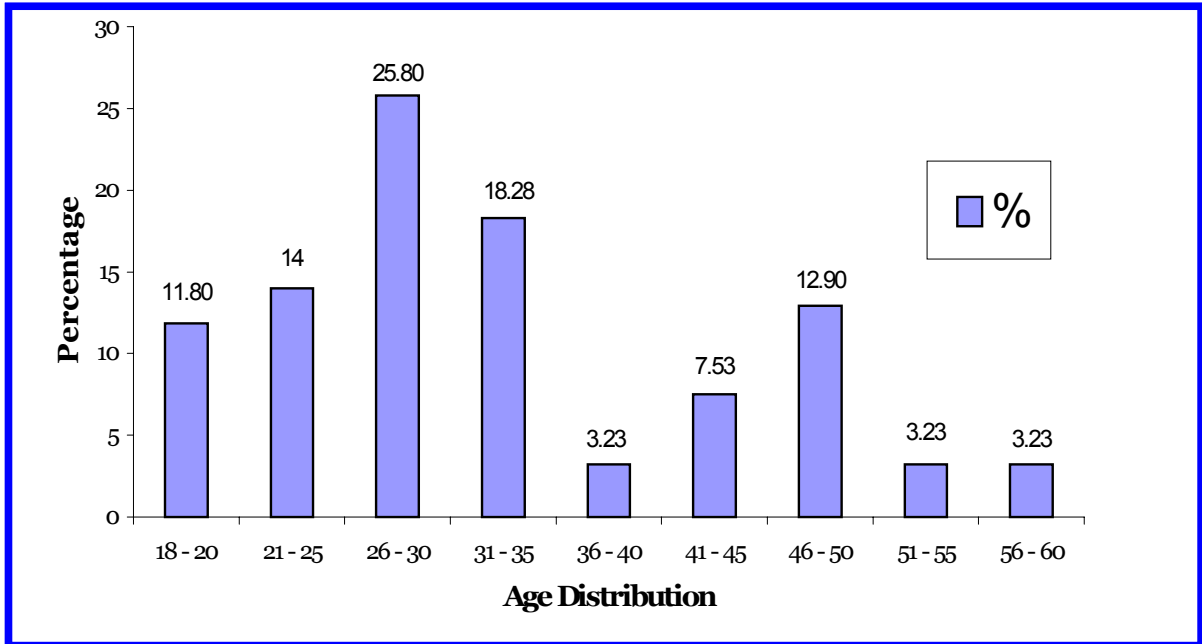


Figure 3 reflects that 69.88% of outdoor leaders are from 18 to 35 years of age with the largest age category (25.80%), being the group of 26 – 30 year olds, followed by the 31 – 35 year olds (18.28%). The 41 – 50 year olds comprise a significant group (20.43%) and these are usually the persons who act as programme leaders or supervisors in the organization offering adventure-based programmes. It appears as if adventure-based programmes are not a career option for retired persons as there was no respondent older than 60 years of age.

Interviewees reflected differences in opinion on the age factor of the outdoor leader. Telfer (2001) is of the opinion that the outdoor leader should be from the same generation as the participant, ideally 18/19 years of age, because “children have to get the message from their own generation or as close to it as they can”. This view is supported by Calitz (2001) who uses peer group members, usually prefects in schools, to act as assistant outdoor leaders when possible.

Outward Bound requires prospective outdoor leaders to be at least 24 years of age. EDUCO at times involves “elders” to teach the youth; “linking the culture with the people...”; these older persons have a wisdom that is beneficial to the youth and the younger outdoor leader, aiding the mentoring of the outdoor leader (Gumble, 2001).

Ball and Ball (1990:36) draws attention to the fact that, although age does not guarantee maturity, the outdoor leader should be at least 18 years of age. For assignments such as driving of vehicles, accompanying participants off-site, supervising high risk activities in areas such as the waterfront, the outdoor leader should be at least 21 years of age (legal adult age). It is preferable that the supervisor of the outdoor leader should be at least two years older than the staff member being supervised.

It is the opinion of the researcher that the outdoor leader, irrespective of age, should be able to relate to the participant. There must be a “connection”, more correctly defined as a “relationship” between the outdoor leader and the participant; described by Telfer (2001) as an “I-like-them, I-want-to-copy-her” relationship. In the absence of such a relationship it is highly unlikely that the outdoor leader will achieve most of the aims of the programme with the participant.

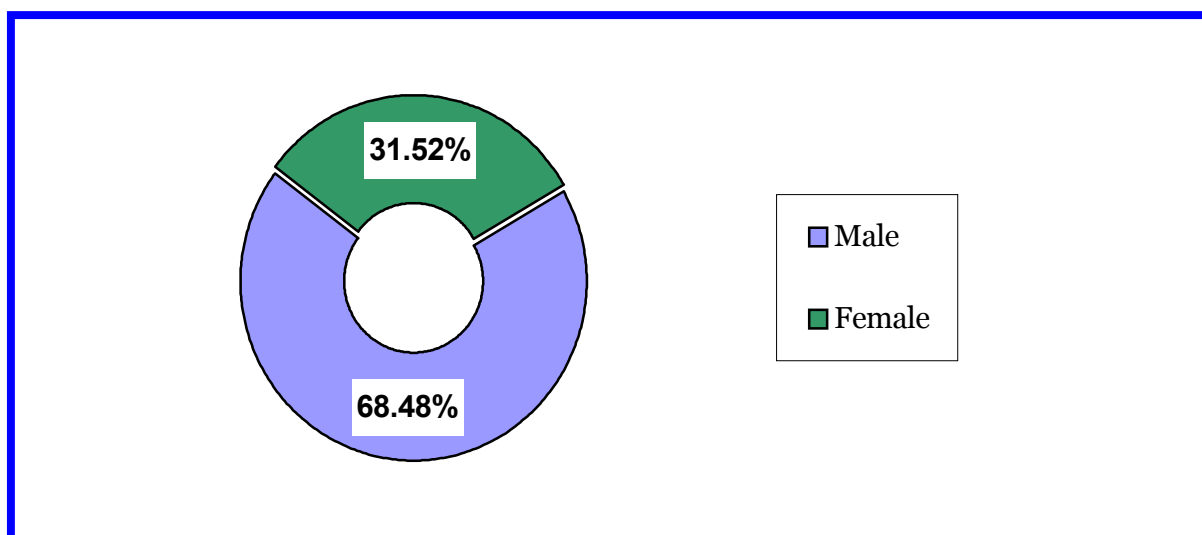
From experience in working with young outdoor leaders (18/19 years old), the researcher views the following as possible limitations: fluid life philosophy and value system due to general inexperience in life; lack of self knowledge; inexperience in dealing with participants who can present challenging behaviour; under-developed skills and personal qualities; inexperience in the art of facilitation. Generally the advantages of working with a person under 21 years of age include the fact that the participant relates to them more readily than with an older person; they have higher energy levels; they are more teachable and often keen to learn from an older outdoor leader; they adapt more quickly to change and often contribute to change with new ideas; they are often too inexperienced to keep comparing experiences.

There is no ideal age of an outdoor leader and their employment depends on the aim of the programme, nature of the activities and the needs of the participant.

From the data obtained in the study it appears as if about 39.76% of outdoor leaders over thirty-five years of age will leave the field and rejoin the open market in other positions. It is regrettable, yet inevitable, that this “brain drain” will happen, as outdoor leadership offers limited long-term career options.

### 3.3 GENDER COMPOSITION OF OUTDOOR LEADERS

**Figure 4. Gender Composition (N=92)**



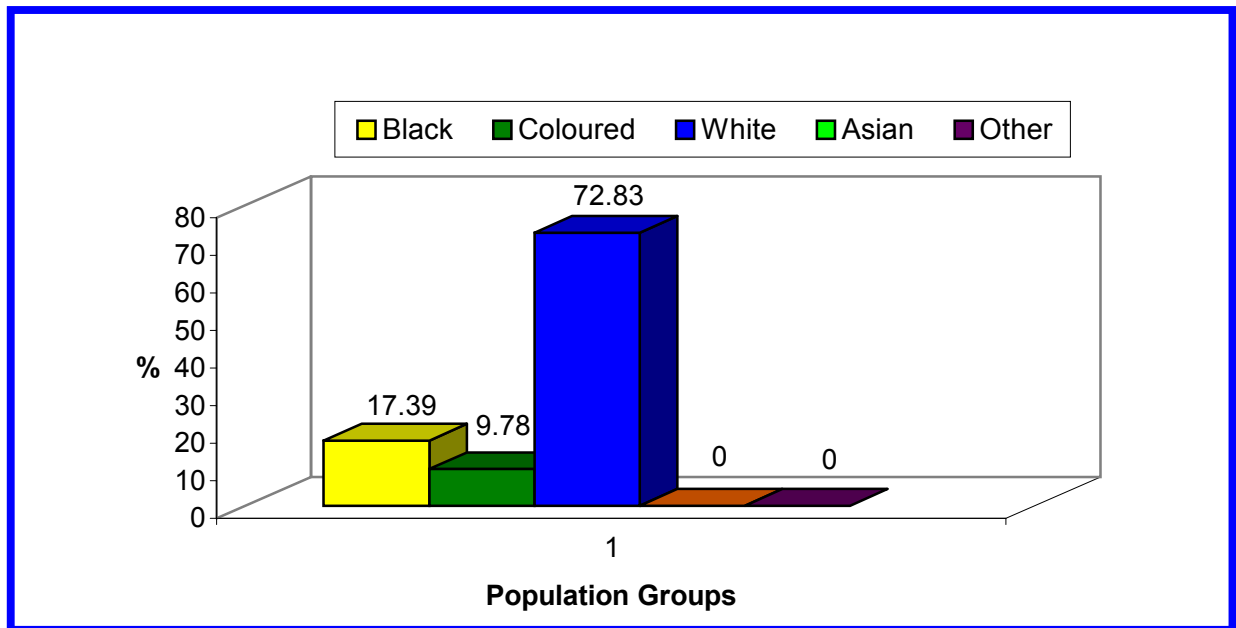
Outdoor leadership appears to be a male dominated occupation. **Figure 4** indicates that 68.48% of the respondents were male compared to 31.52% females. Possible reasons could include the fact that adventure sport in general is a male dominated outdoor pursuit due to the physical demands of many activities. Outdoor leadership seems to be a career option for white males finding it difficult to obtain employment due to affirmative action policies and many male outdoor leaders appear to have some military training.

Increased numbers of young females participating in adventure-based programmes can contribute to a change in the sex composition of outdoor leaders.

Too little is known about the influence of gender on the participant to conclude that it has an influence on the outcomes achieved.

### 3.4 REPRESENTATION OF POPULATION GROUPS

Figure 5. Representation of Population Groups (N=92)



White persons comprise 72.83% of the outdoor leadership composition, followed by 17.39% Blacks and 9.78% Coloureds, as reflected in **Figure 5**.

Much needs to be done to involve persons of all population groups in the adventure-based industry. It is significant to note that no persons of the Asian population are represented. After the democratic elections in 1994 and the subsequent integration of all community structures and services, adventure-based programmes appear to gain increasing popularity as racially integrated schools participate in adventure-based programmes.

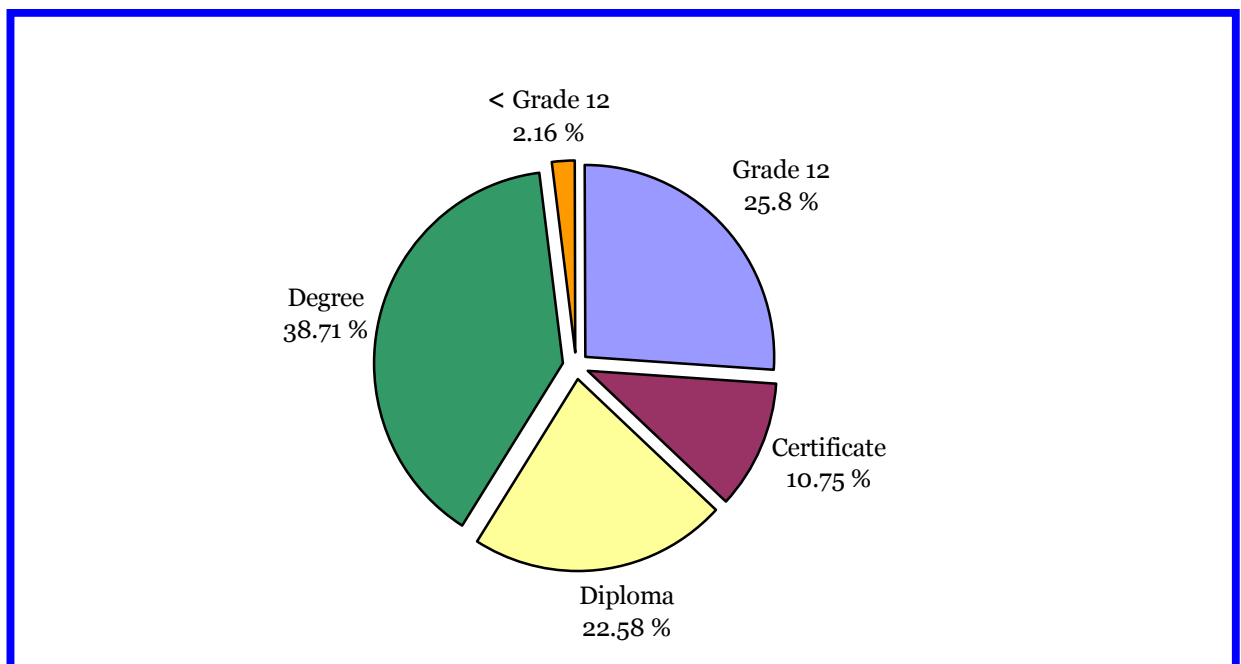
The more youth of all the population groups participate in adventure-based programmes and are exposed to different educational outdoor experiences, the higher the likelihood that young adults from these groups will be interested in outdoor leadership, even for a limited period in their lives.

Cultural norms and preferences constitute another factor that appear to influence participation in adventure-based programmes, consequently influencing a person's decision to become an outdoor leader. From media evidence Asians, for example, and specifically Indians, hardly feature at all in adventure sport or other outdoor pursuits and it appears as if adventure-based programmes are less appealing to this population group.

Representation of population groups on the staff has many implications for adventure-based programmes. Language and cultural customs can be potential barriers preventing the participant from gaining the most out of the programme, especially when working with youth-at-risk where verbal abuse, disrespectful remarks and bullying can occur. A multi-cultural staff corps is a huge asset to the adventure-based programme and aids diversity education to participants who can observe and learn directly from diverse outdoor leaders.

### 3.5 HIGHEST EDUCATIONAL TRAINING OF OUTDOOR LEADERS

Figure 6. Highest Educational Training (N=93)



This question determined the highest educational qualification of the respondent and does not mean that it is the only educational training the respondent has received. As can be seen in **Figure 6**, 72.04% of the respondents have post-matric qualifications; of which 38.71% gained a degree at university level. Two respondents had a qualification lower than grade 12; one completed grade 11 and the other grade 9.

The variety of disciplines involved in adventure-based programmes is reflected by the different fields in which respondents obtained training:

**National certificate** (10) : Pest Control, Programming.

**National diploma** (21) : Education, Child and Youth Work, Oral Health, Tourism, Engineering, Nature Conservation, Bible School.

University degrees were obtained in the following disciplines:

**BA** (16) : Social Work, English, Theology, Education, Psychology, Communication, Drama, Human Movement, Sociology.

**BSc** (4) : Engineering.

**Masters** (3) : Communication, Zoology, Education.

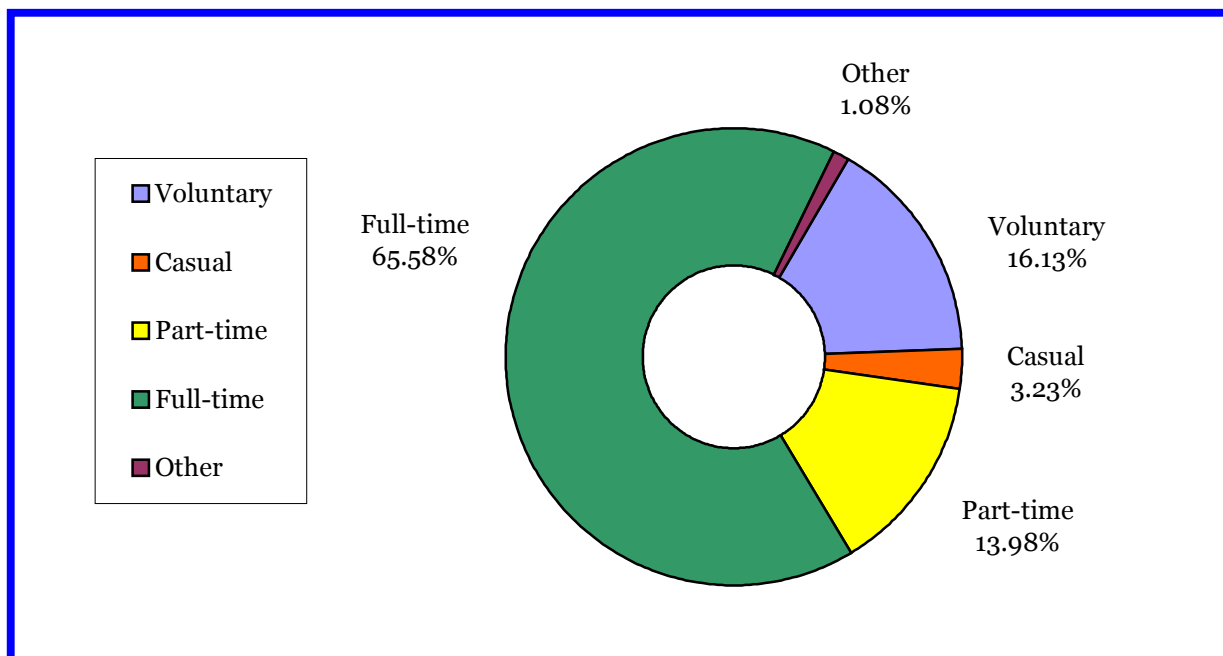
**PhD** (1) : Discipline unknown.

From the above research results it is evident that the adventure-based field boasts a well-educated, diversely trained corps of outdoor leaders that contributes to and enriches the inter-disciplinary nature of this field.

In the researcher's opinion it is difficult, especially in the South African context, to lay down the minimum requirement of grade 12 (matric) for outdoor leaders. It is the researcher's experience that academic qualification(s) as such form one of the least decisive factors in determining the "quality" of the outdoor leader.

### 3.6 BASIS OF EMPLOYMENT OR INVOLVEMENT IN ADVENTURE-BASED PROGRAMMES

Figure 7. Basis of Employment (N=93)



Nearly two thirds of the respondents (65.58%) are involved with adventure-based programmes on a full-time basis, followed by 16.13% volunteering, 13.98% employed on a part-time basis and 3.23% involved on a casual basis, as reflected in **Figure 7**.

Part-time outdoor leaders mainly include persons employed in organizations that offer adventure-based programmes on a part-time or irregular basis, i.e. it is not the only service provided to the public and therefore only one of many tasks in the job description of the respondent, e.g. a social worker in a welfare organization that organizes an adventure-based programme once or twice a year. On the other hand voluntary and casual outdoor leaders appear to be persons employed in other jobs who are involved because of a love of and belief in adventure-based programmes for youth. The fact that two thirds of the questionnaire respondents and nearly half of the interviewees are involved with adventure-based programmes

on a full-time, i.e. daily basis, is very significant for the research and validates the data obtained.

### 3.7 SKILLS AND PERSONAL QUALITIES OF THE OUTDOOR LEADER

**Table 1. Skills and Personal Qualities (N=93)**

Skills/ Qualities	Total Responses	PERCENTAGE (%)				
		Not Important	Somewhat Important	Unsure	Important	Essential
Certification to teach at least one outdoor activity	93	9.68	9.68	4.30	48.39	27.95
Healthy self-concept	93	0	2.15	0	44.09	53.76
Safety skills, e.g. first aid	93	1.08	5.38	0	36.55	56.99
Being a role model	93	1.08	2.15	4.30	38.71	53.76
Programme planning, implementation & evaluation skills	92	1.09	2.17	0	45.65	51.09
Love of outdoors	93	0	3.23	1.08	61.28	34.41
Skills for managing participants	93	0	2.15	1.08	33.33	63.44
Physical fitness	93	0	13.98	4.30	60.22	21.50
Teaching skills	93	2.15	6.45	2.15	56.99	32.26
Group work skills	93	1.08	1.08	1.08	59.14	37.62



### 3.7.1. SKILLS AND QUALITIES OF THE OUTDOOR LEADER

Outdoor leaders require specific and specialized skills. **Table 1** reflects the respondents' opinion on the importance they placed on ten skills and personal qualities listed in the questionnaire. Essential skills and qualities are summarized below (in order of decreasing importance):

1. Skills for managing participants (63.44%)
2. Safety skills, e.g. first aid (56.99%)
3. Healthy self-concept/self-esteem (53.76%)
4. Being a role model (53.76%)
5. Programme planning, implementation & evaluation skills (51.09%)
6. Group work skills (37.62%)
7. Love of outdoors (34.41%)
8. Teaching skills (32.26%)
9. Certification to teach at least one outdoor activity (27.95%)
10. Physical fitness (21.50%)

Responses from interviewees reiterated the need for the outdoor leader to possess a wide array of qualities and skills. These include:

**Facilitation skills:** To facilitate is “to make easy or less difficult; lessen the labor of; help forward (a process; also, to assist the progress of (a person)” (The New Century Dictionary, 1948:542). This skill enables the outdoor leader to assist the participant and group to make it easier for them to achieve the aims of the activity. It includes assistance with the progress of mastering a skill and helping with the process of learning. It is a skill where there is no room for the ego of the outdoor leader. There can be no “cook book approach” when facilitating learning experiences; in the absence of facilitation, you have mere instruction or supervision of a recreational activity (Heunis, 2001). Schoeman (2001) emphasizes the “ability to facilitate rather than dictate”.

Facilitation is not just about making the activity easier, but aiding the development of the person. This is where the researcher questions the ability of an 18 year old

to work at such a level when their own life and possible growth experiences are limited. You can only take a person to where you are, you can teach only what you know, hardly more. Facilitating personal growth demands mature outdoor leaders who value the needs of the participant above their own. The outdoor leader should understand the feelings of participants in certain situations. This awareness comes from the outdoor leader's own previous experience (Priest, 1990: 213).

**Being a role model:** Leadership is about influence. Influence is the result of how effectively the outdoor leader models the desired, positive behaviour. Telfer (2001) describes role models as “excellent people who behave well and contribute positively to the lives of other people. The key factor is that the children are attracted to them ... in an I-like-them ... I want-to-copy-them sense. You can teach a person rock climbing, but you cannot teach them to be a good person”. The need for the outdoor leader to be a role model was emphasized by most interviewees and respondents.

**Love for children and passion to work with them:** This is a pre-requisite when working with youth-at-risk. Fundamental to this love for youth is a respect for the inherent value of each participant and faith in their ability to change and grow and develop. Gumble (2001) advises “embrace the development of youth ... respect the story of each child”.

Priest (1990:214) cautions that the outdoor leader must know himself, his strengths and weaknesses and motivation for the job. The reasons why the person became an outdoor leader vary, but it rarely is because of monetary rewards.

No matter how big the “tool box” of skills and qualities the outdoor leader may possess, there is no place for the “ego” and self-interest.

**Interpersonal skills and ability to work in a team:** Heunis (2001) explains that the outdoor leader and his assistant must be a “metaphor of good team work” and they “should co-operate with each other” (freely translated from Afrikaans). The

outdoor leader should be able to articulate what happens and express the feelings, thoughts and emotions generated through the activity. Social skills include the confidence to speak in front of people.

**Ability to grow as a person:** Robertson & van der Huyden (2001) is of the opinion that “the most beneficial thing to do is to provide a psychological container for the experience, ... where everyone feels that it is in order to reveal themselves and it is in order to care at the same time. The facilitator must be able to grow within himself”. For Hobongwana (2001) being an outdoor leader “is not a duty; it is an opportunity to grow and become a better person”.

Outdoor leaders with a healthy self-esteem will place the needs of the participant above their own, having no pressure to prove themselves and using “mistakes” as learning experiences to grow from (Priest, 1990: 213).

**Problem-solving skills :** Taylor (2001) explains that outdoor leaders must be “people who can be responsible in the situations that arise. If an unexpected situation arises, then a mature teacher can turn it around and make it a productive one”. The outdoors can be very unpredictable, e.g. weather conditions, etc. People can be even more unpredictable and outdoor leaders are obliged to rely on their own judgement on many occasions. When there is a lack of information in a situation requiring input from the outdoor leader, sound judgement by the outdoor leader can be critical. Previous experience provides a foundation for the development of good judgement (Priest, 1990:213).

**Responsibility and safety consciousness:** Outdoor leaders need skills necessary to ensure the safety of participants in the activity being lead and this could include first aid, water safety (life-guarding), navigation, search and rescue (Priest, 1990:214). Respondents placed a high value on this skill and rated it as the second most essential skill the outdoor leader should have.

### **3.7.2. CAREER CHALLENGES FACING OUTDOOR LEADERS**

From the responses of interviewees it was evident that outdoor leaders face many career challenges:

- Long-term career options and scope for promotion are limited. Dippenaar (2001) expressed concern that the lack of career opportunities will demotivate outdoor leaders to undergo training for extended periods.
- Boredom can set in when the outdoor leader is mainly involved with one particular programme or target group for an extended time.
- Low pay for long working hours seems to be prevalent.
- Social isolation occurs due to the fact that many outdoor centres are in the countryside where the nearest city could be many kilometres away.
- Conveniences and comforts, e.g. privacy, are lacking.

### 3.8 BEHAVIOURAL CHALLENGES PRESENTED BY YOUTH-AT-RISK

**Table 2. Behavioural Challenges presented by Youth-at-risk (N=93)**

BEHAVIOURAL CHALLENGES PRESENTED BY YOUTH-AT-RISK	TOTAL RESPON-SES	OCCURRENCE OF BEHAVIOUR (%)				
		ALWAYS	OFTEN	SOME-TIMES	HARDLY EVER	NEVER
Aggressive behaviour, e.g. fighting	91	2.20	14.29	50.55	24.18	8.78
Antisocial behaviour, e.g. theft	89	3.37	12.36	44.94	28.09	11.24
Smoking	91	13.19	41.76	17.58	10.99	16.48
Substance abuse	91	0	10.99	24.18	32.96	31.87
Truancy	85	0	9.42	20.00	35.29	35.29
Hyperactivity	88	9.08	37.50	38.64	10.23	4.55
Disobedience	91	9.89	30.77	38.46	13.19	7.69
Eating disorders	91	3.30	4.40	35.15	34.07	23.08
Not motivated to participate	90	4.44	24.44	42.22	21.12	7.78
Vandalism	90	1.11	11.11	32.22	35.56	20
Sexual misconduct	82	0	7.32	17.07	32.93	42.68

The eleven categories of behaviour that were provided in the questionnaire are listed in **Table 2**. The aim of the question was to determine the occurrence of behaviour that could be challenging to the outdoor leader. Specifics regarding the behaviour, e.g. the type of eating disorder was neither provided, nor requested.

The following examples or explanations of sexual misconduct were provided by respondents: “ Bi-sexual relationships (freely translated from Afrikaans); hickeys & petting, boys and girls sneaking off; foul language and boasting about sex deeds (freely translated from Afrikaans), girls tend to be more promiscuous than boys” (freely translated from Afrikaans).

It is apparent when studying the data in **Table 2**, that:

- each example or category of behaviour listed does occur at some stage or other during an adventure-based programme to youth-at-risk;
- behaviour with a high likelihood of occurring includes smoking, disobedience and hyperactivity;
- aggressive behaviour, e.g. fighting and antisocial behaviour, is more than likely to occur;
- vandalism and eating disorders have a low occurrence rate, i.e. they are more likely **not** to occur;
- sexual misconduct, truancy and substance abuse have the lowest occurrence rate.

The significance of this question in the research emphasized the need for training outdoor leaders on how to deal with possible behavioural challenges. It is not surprising that the skill to manage participants received the highest percentage in the “essential” column in question 6.

Personal experience has taught the researcher that one participant who presents unacceptable behaviour, if not dealt with effectively, has the potential to hinder the progress of the whole group. The researcher has witnessed and experienced individuals with such destructive and uncontrolled behaviour that they needed to be withdrawn from the group, and in extreme cases, had to be withdrawn from the programme altogether. This is not an indication that the outdoor leader or programme has failed. The needs of the problem individual are on a different level and the adventure-based programme and/or outdoor leader(s) should be geared towards the majority of participants.

### **3.8.1 BEHAVIOUR MANAGEMENT**

There is no doubt that this research study reflects the need for outdoor leaders to be trained in behaviour management strategies, especially when accommodating youth-at-risk during adventure-based programmes. Within an unusual setting such as the outdoors, where new behaviour can be tried out, children of all ages,

at some time or another, will exhibit unacceptable behaviour requiring discipline. During staff training attention should be given to discipline procedures and methods, as well as circumstances requiring discipline. Role-playing and group discussion on possible and actual incidents are techniques that enable staff to gain more insight into these behaviours (Ball & Ball, 1990:79).

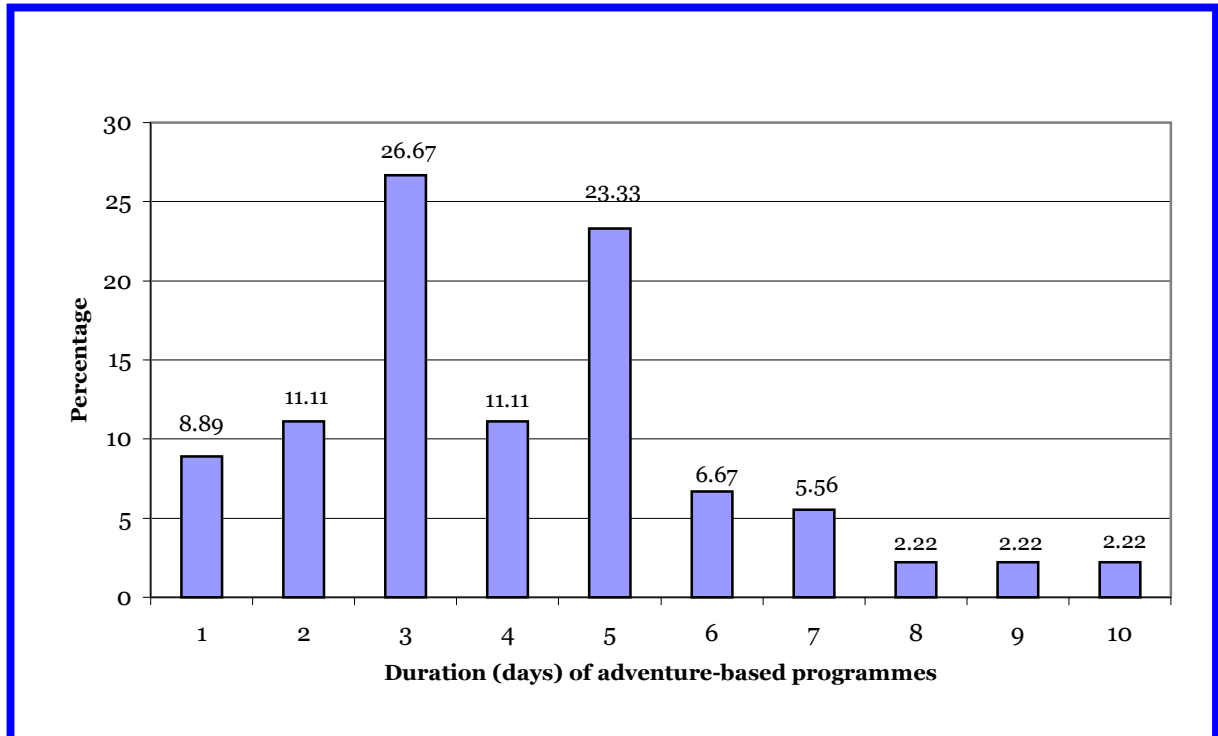
Behaviour management is challenging and demands that the outdoor leader be firm, adapting disciplinary practices to individual needs. What works for one participant does not necessarily work with another. Young, inexperienced outdoor leaders need to be supported by the more experienced outdoor leader. Behaviour management develops with experience over time. The programme leader or supervisor needs to be on the alert for stress or burn-out syndrome in the outdoor leader, especially when working with youth-at-risk. Negative behaviour patterns develop extremely quickly and if they are not identified and dealt with they can cause the diversion of valuable energy and time to be spent on dealing with negative behaviour.

Outdoor leaders can have unrealistic expectations of their role with regard to challenging behaviour. They need to understand that it is unlikely for them to change the occurrence of certain problems, e.g. an eating disorder. It is however imperative to have policies and procedures in place to deal with such behaviour.

Unless the programme leader provides a strong and consistent support system to the young outdoor leader, the researcher questions the ability of an eighteen year old outdoor leader to deal with, e.g. a person using chemical substances. As programme director at an American summer camp in 2001, the researcher interviewed the 18 - 19 year old youth counsellors regarding their training in behaviour management techniques. The staff was unanimous in their opinion that the assistance, i.e. the guidance given and support to counsellors, coupled with timely intervention when needed from programme leaders was crucial in dealing with participants.

### 3.9 DURATION OF ADVENTURE-BASED PROGRAMMES

**Figure 8. Duration of Adventure-based Programmes (N=89)**



A variety of options in the duration of the adventure-based programme is available to participants, as reflected in **Figure 8**. Three day programmes are the most popular option (26.67%), followed by five day programmes (23.33%).

Factors that could influence the choice of duration include:

**Cost and availability of funds:** The longer the programme, the higher the cost.

**Aim of the programme:** Outward Bound offers adventure-based programmes of 14 days to street children and courses of 21 days to youths from disadvantaged communities. The rationale behind this is that “... experience taught us (Outward Bound) that you need at least 14 days to make a difference ...” (le Roux, 2001).



### 3.10 PROVISION FOR SPECIAL POPULATIONS

**Table 3. Provision for Special Populations (N=93)**

SPECIAL POPULATIONS	TOTAL RESPONSES	PERCENTAGE (%)			
		ALWAYS	OFTEN	SELDOM	NEVER
Children with physical disabilities	89	3.37	17.98	56.18	22.47
Children with intellectual disabilities	91	5.50	26.37	47.25	20.88
Youth offenders	90	11.11	32.22	36.67	20.00

The aim of this question was to gain some idea of the provision organizations make to accommodate special populations. Although this question was included, no detail of the nature or the degree of the disability was provided or requested.

**Table 3** is indicative of the fact that persons with physical and intellectual disabilities are grossly neglected and are only accommodated in adventure-based programmes on an irregular basis. This irregular provision can be attributed to the costs of adjusting facilities, as well as the need for special equipment and a high staff ratio when accommodating persons with physical and intellectual disabilities. Less than a third (32.22%) of the respondents indicated that youth offenders were accommodated on a regular basis and 11.11% indicated that this group was always accommodated. Other populations catered for included “Street Children” (1), “Children’s Homes” (2), “Abused Children” (2) and “Deprived or poor Communities” (4). Respondents did not always indicate how often these populations were accommodated.

The benefits of an integrated programme are numerous and allow for participants to learn from and about each other. Additional research, staff training and possible modifications to the programme instruction and outdoor facility will be required in order to accommodate persons from diverse back grounds and abilities (Keung & DeGraaff, 1999:22; Ball & Ball, 1990:136).

### 3.11 ACTIVITIES PRESENTED DURING ADVENTURE-BASED PROGRAMMES

**Table 4. Activities (N=93)**

ACTIVITIES	TOTAL RESPONSES	YES (%)	NO (%)	RANKING
Archery	91	10.99	89.01	16
Horseback riding	92	11.96	88.04	15
Swimming	93	73.12	26.88	9
Canoeing	93	64.52	35.48	10
Sailing	91	8.79	91.21	17
Music	92	44.57	55.43	14
Drama	93	51.61	48.39	13
Arts & Crafts	93	54.84	45.16	12
Outdoor living skills	91	78.02	21.98	7
Hiking/backpacking	93	94.62	5.38	1
Abseiling	93	51.61	48.39	13
Nature studies	93	81.72	18.28	5
Conservation activities	93	78.49	21.51	6
Bible studies	89	64.04	35.96	11
Team sports	92	77.17	22.83	8
Quiet times	92	85.87	14.13	3
Obstacle course	91	84.62	15.38	4
Orientation	89	87.64	12.36	2

### **3.11.1. ACTIVITIES**

The “ranking” column in **Table 4** reflects the ranking of the activities from the highest to the lowest percentage of votes reflected in the “yes” column. The results from **Table 4** indicate that the three activities offered most by organizations as part of the adventure-based programme are hiking/backpacking (94.62%), orientation (87.64%) and quiet times (85.87%). Activities offered least are sailing (8.79%), archery (10.99%) and horseback riding (11.96%). This does not imply that the first three activities are the most popular and the latter three the least popular. Certain activities depend on the availability of specific facilities, e.g. a river or dam for canoeing, special equipment, e.g. sail boats for sailing and qualified or trained outdoor leaders that may not always be available.

Additional activities added by 18 respondents to the list provided in the questionnaire included “ ... water slides, tubing, cooking, tracking, environmental audits, rock climbing, kayaking, gorge crossing, cave crawling, team building, raft building, rituals and ceremonies”.

The variety of activities offered is indicative of the fact that organizations offering adventure-based programmes to youth-at-risk have developed a “broad-based educational approach” (Taylor, 2001). O’Donogue (2001) refers to the “adventurizing of the nature spirit of environmental education” that contributed to “multi-functional centres”. This approach is evident in the response from Friedel (2001) that Umgeni Valley offers “from prefect leadership courses to fun, adventure, group bonding, pure syllabus, hard core school learning”.

### **3.11.2. GUIDELINES FOR PROGRAMMING**

An adventure-based programme is much more than just a combination of activities in the outdoors to keep youth occupied for a few days.

Activities should comply with the requirements of what constitutes **adventure**: “uncertainty of the outcome” and “ the potential to lose something of value” (Telfer,

2001). There are different levels of risk: low, medium and high risk; a good programme will incorporate all three, according to Spies (2001).

Set **clear aims and objectives** with the co-operation of the referring agent, e.g. social worker (Calitz, 2001; Friedel, 2001; O'Donogue, 2001) and select activities to achieve the aims and objectives, rather than merely keep participants "occupied and happy" (Friedel, 2001); activities should be "structured for success, being challenging and enabling the participants to derive positive feelings from participating" (Telfer, 2001).

**Review**, also referred to as debriefing, needs to follow the activity (Telfer, 2001; Le Roux, 2001; Malan, 2001); the focus is not the activity per se, but what can be learnt from it, relating it to the participant's real world (Spies, 2001; Le Roux, 2001).

**Progressive programming** implies that different levels of competence can be achieved by the participant in a particular activity. According to Telfer (2001), planning programmes for different age groups and different skill levels prevents "venue fatigue". He further cautions that offering "the same activities, run in the same venue gradually reduces their effectiveness as they are repeated". At "Spirit of Adventure" developmentally appropriate aims are determined for different age groups, i.e. "from effective behaviour (youngest level) to an understanding of effective teamwork (intermediate group) to understanding leadership (young adolescents)".

There are different **levels of recreation programming**: pure recreation, educational recreation, developmental recreation and therapeutic recreation (Spies, 2001). Outdoor leaders need to understand the values and metaphors that can be generated from the activity. Too many outdoor leaders only know the technical aspects. Adventure without meaning derived through facilitation is simply recreation (Heunis, 2001). Gumble (2001) cautions against rigid structuring of programmes and advises to "put a process into place and then work with it".

Adolescents should **participate voluntarily** in both the programme (Blake, 2001; Robertson & Van der Heyden, 2001) and activities, referred to as the “Challenge by Choice” (Heunis, 2001; Le Roux, 2001).

**Continuity** must be ensured by encouraging and requesting leaders from the referring organization/group/community to participate in the adventure-based programme with the youth (Robertson & Van der Heyden, 2001; Van Dyk, Brink & Arendse, 2001; Friedel, 2001). As Robertson & Van der Heyden (2001) explain: “When a therapeutic process has occurred then it means that something has shifted. The difficulty is going back to the same system. ...That is why we work with different organizations. Staff can go on with the adventure-based programme”.

**Aftercare** or follow-up is important (Spies, 2001). This is where a social worker can fulfil an invaluable service in ensuring the continuity referred to in the above paragraph.

“Work within the **small group**”, advises Van der Spuy (2001). Adventure-based programmes are organized around a variety of small group experiences such as the cabin or tent group, activity group and the camp community as a whole. Halliday (1991:18) is of the opinion that “the group-living experience is one of the most unique and powerful aspects of camp life and is of primary importance to social learning. This community or small group situation becomes the laboratory for social learning”.

**Risk management** should be practised in all areas of adventure-based programming and every resource – human, physical, financial and operational – should be geared towards the safety of all aspects of the programme, in particular the participant (Ball & Ball, 1990:91). **Safety** is non-negotiable and high standards should be maintained throughout the adventure-based programme (Calitz, 2001; Chain, 2001). In specialized activities like mountaineering outdoor leaders need to be accredited (Calitz, 2001).

### 3.11.3 FACTORS AND TRENDS THAT INFLUENCE PROGRAMMING

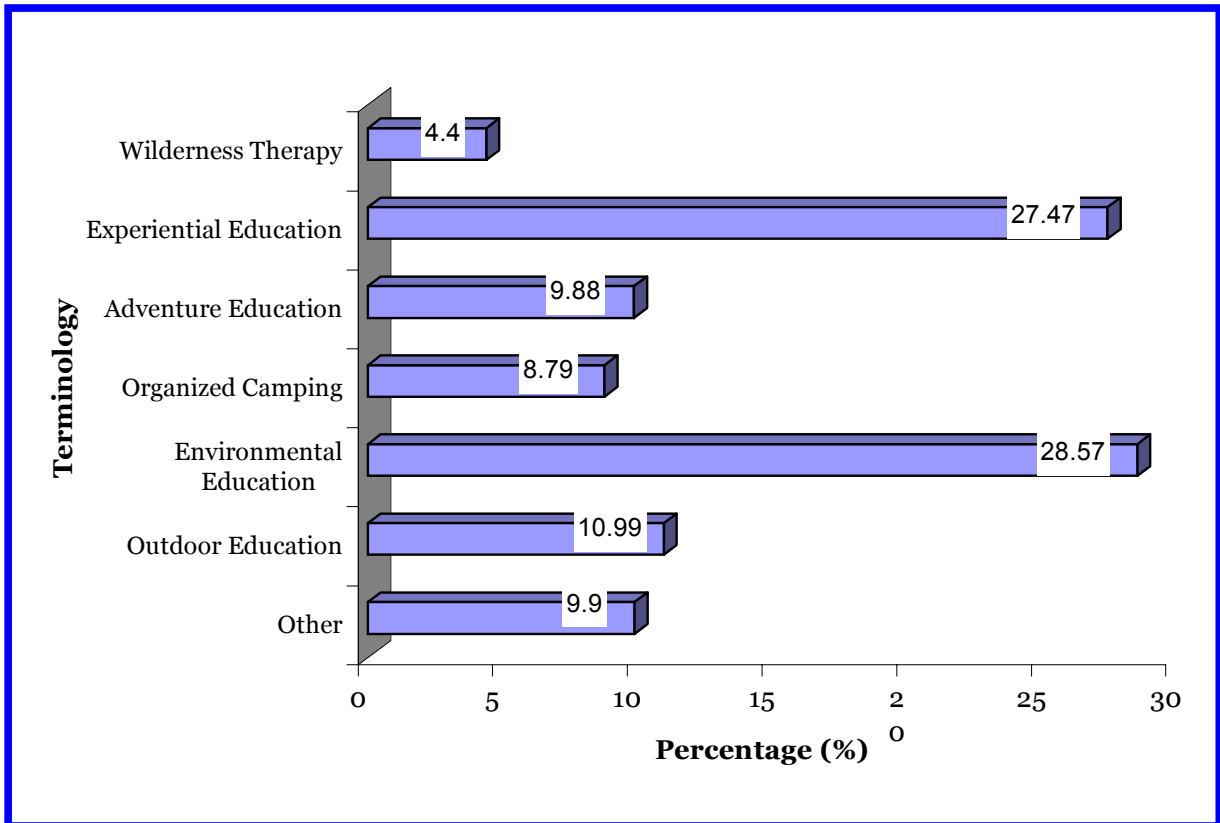
Some interesting issues affecting adventure-based programmes were raised by interviewees:

- The **physical ability** of children is changing due to long hours spent indoors with computers and TV games (Telfer, 2001).
- There is a **growing interest** in adventure-based activities due to media coverage of adventure events and TV programmes such as “Survivor”, “Eco-challenge” and “Gladiators” (O’Donogue, 2001; Telfer, 2001; Dippenaar, 2001; Le Roux, 2001; Funa, 2001; Van der Spuy, 2001).
- The **social and cultural context** of the participant should be considered when addressing developmental needs for programming purposes (Coughlan, 1997: 17). Cultural differences can impact on the participant’s perception of activities in many ways, e.g. black children from a rural village will be less excited about a hike, because they are often used to walking long distances (Calitz, 2001); Muslim girls are brought up in a protective environment and have more fears in the outdoors (Telfer, 2001); black teenage girls tend to be overweight and are less competent in physical activities than their male counterparts, who excel in physical activities (Telfer, 2001). Hobongwana (2001) states the following: “They (black South Africans) are used to the outdoors, but not to the activities associated with adventure. ... Black people are scared of water because very few know how to swim ... they also have a fear of heights”. The researcher would like to stress that these statements are obvious generalizations about the different cultural groups. Cultural norms and values are fluid and undergo constant change.
- Adventure-based programmes are a **new phenomenon** to black South Africans and there is increasing interest in this phenomenon (Hobongwana, 2001; Chain, 2001).

- The possibility of **litigation** will play an increasingly important role in the industry (Chain, 2001).

### 3.12 TERMINOLOGY FOR ADVENTURE-BASED PROGRAMMES

Figure 9. Terminology (N=91)



The question on terminology was included due to the personal experience of the researcher in finding the use of different terms for essentially similar programmes. The views of respondents on the terminology preferred by them to describe the nature of their programme is reflected in **Figure 9**. For the purposes of this study and the following discussion the following abbreviations were used to simplify matters:

- WT** : Wilderness Therapy
- OE** : Outdoor Education
- EE** : Environmental Education

- OC** : Organized Camping  
**AE** : Adventure Education  
**ExE** : Experiential Education

There are definite differences in opinion on the terminology issue as seen in **Figure 9**. **EE** was chosen most often (28.57%) followed by the term **ExE** (27.47%). Forty-four percent (43.96%) of the respondents were about equally divided (except for **WT**) in their choice of terminology: **AE** (9.88%), **OC** (8.79%); **OE** (10.99%); **WT** (4.4%) and other terms chosen (9.9%), including terms such as team building and leadership development (2); outdoor adventure centre (2); life-skills programme (2) and youth group with strong outdoor interests (1).

Interviewees reflected a similar pattern and it was clear that outdoor leaders are divided on the issue and the relevance of defining terminology. O' Donogue (2001) questions the need to define terminology and is of the opinion that persons have failed to define these terms separately, "because people had vested interests ... that drove them to define the differences, setting the programmes apart. ...The physical, spiritual, psychological and social benefits of the programmes are so interwoven that a clear distinction, particularly when dealing with children from a disadvantaged background, are highly questionable. I would shift to defining it within the learners' experiential challenges. I would just say that one is looking at a field that has many names".

On the other side of this debate are outdoor adventure leaders who stress the importance of defining terminology (Heunis, 2001; Telfer, 2001; Spies, 2001; Malan, 2001; Calitz, 2001). Heunis motivated that much is lost by placing everything under the umbrella of **EE** and Malan motivated strongly for defining terminology or "else you get nowhere" (freely translated from Afrikaans).

It was the experience of the researcher that many practitioners in environmental education tend to frame every activity that happens in the outdoors as environmental education. Children could become aware of the environment from participating in an adventure-based activity like canoeing, but it is not a specific objective and it does not qualify to be termed **EE**. It is important to understand



that both **AE** and **EE** can be combined in one, e.g. teaching a group the skill of canoeing and taking water samples while canoeing (Spies, 2001; Heunis, 2001). There is considerable overlapping between **AE** and **EE** in such a programme, but the key factor is the emphasis or main objective of the activity which will determine the term used to describe the outdoor programme (Malan, 2001).

This study is not an attempt to define terminology. The researcher does, however, feel compelled to reflect the opinions of interviewees who shared their views on the terminology, as this portrays more about the nature and issues in the adventure-based field.

**Environmental Education (EE):** It is not surprising to see that 28.57% of the respondents chose this term to describe the nature of their outdoor programme. Questionnaires were sent to many Environmental Education centres throughout South Africa. These centres have adapted over the years, especially in the nineties to the growing demand for adventure-based activities (Taylor, 2001; O'Donogue, 2001). Friedel (2001), director of an **EE** centre, refers to their work as “environmental education fieldwork” and explained that “environmental education is usually accepted as the more direct response to environmental issues; the fieldwork aspect is one of the ways to respond to environmental issues. The broad aim is to promote public participation in caring for the earth”.

**EE** is a component of **OE**, according to Calitz (2001) and Spies (2001). There is a difference in the types of activities environmental educationalists select to achieve their aims compared to those selected by adventure educationalists as medium for education (Spies, 2001). Malan (2001) views **OE** and **EE** as “one and the same thing” (freely translated from Afrikaans).

According to Spies (2001) it appears as if environmental educationalists have resistance towards the use of the term **OE** and his attempts to discuss the different terms with officials from the Department of Environmental Affairs had no impact whatsoever. O'Donogue (2001) provided a historical overview and explained that “the debate from conservation education to outdoor education in the late 1970's continued between **OE** and **EE**. There was a fundamental, ideological problem in SA, because **OE** was ascribing to Christian Nationalism. The **EE** educationalists

were labelled as communists. The paper ‘Sunny skies, a total onslaught’ made fun of this debate. Those skeletons have never been put to rest and there is still tension whether the veld schools are called outdoor centres or environmental education centres. We have a legacy of tensions”.

**Adventure Education (AE)** : Telfer (2001) describes his programme as “using adventure in the outdoors as a medium to develop objectives related to personal development”. **AE** occurs when an adventure-based activity, e.g. rock climbing is used for educational purposes (learning about the self) through facilitation and discussion on what was learnt through experience (Spies, 2001). According to Malan (2001) **OE** is on the one side of the continuum and **WT**, e.g. rock climbing, on the other end, with **AE** in between. The aim is to bring about change through the use of specific techniques during activities that can take place both indoors and/or outdoors (Malan, 2001).

**Outdoor Education (OE)** : The use of this term is fading out and is hardly used in SA, compared to Europe where the term **OE** figures strongly (Spies, 2001). **OE** has two legs: **AE** and **EE**. In the UK, the “Institute for Outdoor Learning” has established one “leg” for **EE** and one for **AE**. Spies is doubtful whether South Africa will reach this level soon.

**Wilderness Therapy (WT)** : Robertson and Van der Heyden (2001) explain that “you can call it whatever: adventure education, wilderness therapy, outdoor education. Therapy is a Greek work for healing. All therapy involves learning and growth and development. ... People tend to shy away from therapy. People need to understand what therapy is about, e.g. aroma-therapy does not mean that you have problems. Just the same, wilderness therapy is therapy. The experience is an intensive therapeutic one”. Gumble (2001) is of the opinion that “care has to be exercised when referring to wilderness therapy, because wilderness refers to land untouched by mankind at large; rather use the term remote areas. ... Is the experience therapeutic, meaning ‘healing’? Yes. Can you actively facilitate that? It depends on who the outdoor leader is”. The division in opinions on terminology will continue in the future and is bound to continue for some time in South Africa.

### 3.13 AIMS OF THE ADVENTURE-BASED PROGRAMME

**Table 5. Aims of Adventure-based Programmes (N=93)**

AIMS OF THE ADVENTURE-BASED PROGRAMME	Total Responses	PERCENTAGE (%)				
		Not Important	Somewhat Important	Unsure	Important	Very Important
To develop the child as a whole.	93	0	1.08	0	32.25	66.67
To make young people aware of and sensitive to environmental problems, and their role in solving these problems.	93	6.45	6.45	2.15	41.94	43.01
Leadership development.	93	1.08	4.30	0	45.16	49.46
To promote the development of desirable personality traits, e.g. self-discipline.	93	0	0	3.22	41.94	54.84
To serve others.	93	2.15	3.23	8.60	45.16	40.86
To build character.	93	0	1.08	2.15	34.40	62.37
To develop social skills.	93	0	1.08	1.08	47.30	50.54
To achieve self-discovery.	93	0	1.08	2.15	27.95	68.82
To teach young people the skills needed for understanding, evaluating and solving environmental problems.	93	4.30	8.60	11.83	38.71	36.56
To help young people select lasting recreational pursuits.	93	6.45	22.58	18.28	34.41	18.28
To achieve spiritual awareness and growth.	93	1.08	8.60	5.38	26.88	58.06
To help pupils evaluate the impact of human behaviour on the environment.	93	4.30	13.98	4.30	37.64	39.78
To produce increased physical fitness and improved health.	92	8.70	23.91	8.70	42.39	16.30

To provide pleasure	92	2.17	7.60	1.09	44.57	44.57
To teach physical skills in outdoor activities	91	5.49	12.09	3.30	51.65	27.47

### 3.13.1. AIMS OF ADVENTURE-BASED PROGRAMMES

The fifteen aims listed in the questionnaire were selected from Clayton's (1979: 176 – 178) list of aims for organized camping, adventure education, outdoor pursuits and field study centres. It is apparent from studying **Table 5** that the five most important aims are:

- to achieve self-discovery (68.82%);
- to develop the child as a whole (66.67%);
- to build character (62.37%);
- to achieve spiritual awareness and growth (58.06%); and
- to promote the development of desirable personality traits, e.g. self-discipline (54.84%).

It is significant to note that the “top seven” aims in **Table 5** are related to the development of the “inner person” of the participant, compared to the development of environmental awareness and physical skills. The three least important aims are to help young people select lasting recreational pursuits (18.28%), followed by the aim to teach physical skills in outdoor activities (27.47%) and the aim to teach young people the skills needed for understanding, evaluating and solving environmental problems (36.56%).

Expectations from organizations referring youth to adventure-based programmes vary, according to interviewees, and include:

- “having fun, extending limits, developing self-esteem” (Taylor, 2001);

- “change, i.e. being better leaders, being more confident, outgoing, able to interact better with their peers, being able to apply what they’ve learnt from the syllabus better” (Friedel, 2001);
- identifying and training leaders, race integration (Dippenaar, 2001); Dippenaar (2001) claims that the true leader is identified in the outdoors rather than in the indoor classroom;
- developing the potential of the participant; life-skills development (Van Dyk, 2001; Le Roux, 2001; Schroder, 2001); and
- evangelizing children and improving their relationship with God (Van Dyk, Brink & Arendse, 2001; Voord, 2001; Van der Spuy, 2001).

### **3.13.2. CHALLENGES IN ACHIEVING AIMS**

Interviewees highlighted certain challenges facing the outdoor leader in the process of establishing and achieving the aims and goals for adventure-based programmes.

#### **3.13.2.1 KNOWING THE TARGET GROUP**

It is vital for the outdoor leader to know the target group (Muller, 2001, Mtunzi, 2001) and to know the risk areas of the group, e.g. lack of trust in each other and low self-esteem (Malan, 2001). For Friedel (2001) prefect training suggests spending time with them in their context, i.e. observing them during a break-time at school. These are the times when prefects face most of their challenges like telling a grade 8 pupil to pick up a piece of paper. “When it comes to executing their role they fall flat and no amount of obstacle course is going to help them ...” (Friedel, 2001). Hobongwana (2001) echoes this sentiment in his advice on working with youth-at-risk: “Understand their background, where they come from. Get to know them, observe them, how they think and treat others ... before you go out on the programme”. In contrast however, Van Dyk, Brink & Arendse (2001) prefers to know as little as possible of the group sent to him on an adventure-

based programme to avoid labeling the participants and consequently having predetermined ideas about them and losing objectivity.

### **3.13.2.2 MEETING THE NEEDS OF THE TARGET GROUP**

“First the aim, then the activity” advises Telfer (2001). The aims of an adventure-based programme need to meet the needs of the participants (client group) (Taylor, 2001; Kirkman, 2001). Organizations offering adventure-based programmes have experienced increased pressure to offer “high adventure”-based activities, but there needs to be a balance between what the client group wants and what the organization can offer (Taylor, 2001). An organization offering adventure-based programmes should not just be able to state the aims and objectives of a programme and how they will achieve these, but should also be able to clearly indicate how outcomes and results are measured (Telfer, 2001).

### **3.13.2.3 REALISTIC EXPECTATIONS**

An adventure-based programme is not an instant cure, “it is a process” (Van Dyk, 2001; Gumble, 2001). Friedel (2001) is of the opinion that expectations of change in the individual are false, “because no one incident or activity can change people for the better. There is a huge lifetime of experience that can and will affect them”. Gumble (2001) explains that “in its essence wilderness programmes are not outcomes-based, they are process-based. ... Do you want the child to come into this programme and leave with a certain outcome? E.g. Johnny is juvenile delinquent and you want him to come out on the other side not doing crime. No one can say that. What you can say is, that if you put these and these in place one can hope that Johnny learns more pro-social skills, he develops morality, and so on”.

### 3.14 GENERAL STATEMENTS ON ADVENTURE-BASED PROGRAMMES

**Table 6. General Statements on Adventure-based Programmes (N=93)**

STATEMENTS	Total responses	PERCENTAGE (%)				
		Definitely do not agree	Do not agree	Unsure	Agree	Definitely agree
Outdoor leaders should receive special training to work with youth-at-risk.	90	0	2.22	1.11	33.33	63.33
Adventure-based programmes are not a cost-effective way of teaching life-skills to youth-at-risk.	89	34.83	30.33	17.97	11.24	5.62
All youth-at-risk (12 – 18 years of age) can benefit from an adventure-based programme.	91	3.30	3.30	4.40	18.68	70.33
It is difficult to obtain sponsorships for youth-at-risk.	90	4.44	7.77	26.66	36.66	24.44
A social worker can play a valuable role as a staff member during an adventure-based programme for youth-at-risk.	90	4.44	5.55	13.33	36.66	40.00

#### 3.14.1 TRAINING OF OUTDOOR LEADERS TO WORK WITH YOUTH-AT-RISK

Nearly two thirds of the respondents (63.33%) “definitely agreed” with the statement that outdoor leaders should receive special training to work with youth-at-risk, followed by 33.33 % “agreeing” as is evident in **Table 6**. This view was echoed by interviewees who also raised other issues regarding the training of outdoor leaders. Not every outdoor leader is equipped to work with youth-at-risk and outdoor leaders need to obtain the necessary experience or training to work on a therapeutic level, knowing his/her limits and how and when to refer a participant for further assistance when required (Spies, 2001; Dippenaar, 2001). Blake (2001) recommends that outdoor leaders should have knowledge about the

Child Care Act. Training guidelines need to be formulated for outdoor leaders to work with youth-at-risk (Malan, 2001).

Heunis (2001) cautions against simply training outdoor leaders to follow a “cook book, mechanical, approach” (freely translated from Afrikaans). Training should be done through mentorship and practical experience (Chain, 2001). Gumble (2001) also cautions against “sausage machine mass training”, and advises to take the staff out and “do not run the same kind of programme, but run the same kind of experiences”.

The strong emphasis on practical experience is evident in the training that organizations such as Outward Bound and The Wilderness Therapy Institute offer to prospective outdoor leaders. Outward Bound trains their outdoor leaders over a three month period. During this time attention is given to “soft skills” training and situations that could arise, e.g. smoking, are addressed (Le Roux, 2001). The Wilderness Therapy Institute offers training to individuals interested in becoming outdoor leaders by taking such persons through the wilderness experience process. Robertson & Van der Heyden (2001) state that “after 25 days they can assist with facilitation and then can become facilitators after a 100 wilderness days”.

Training is about equipping people - in this case outdoor leaders - with the necessary skills and knowledge for the job responsibilities; preparing the individual for the task ahead and furnishing the person with the knowledge (information, authoritative directions or commands) required for the position (The New Century Dictionary, 1948:838).

The training of an outdoor leader can be placed on a continuum, with the novice on one end and the skilled outdoor leader on the other side (Green, 1990:217). The researcher adapted the continuum provided by Green (1990:217). It is important to note that the continuum has a beginning point, but no end; as training is an ongoing process, particularly in outdoor leadership. Learning about outdoor leadership is a journey; there is no destination.





Untrained &  
inexperienced

Some training &  
some experience

Well trained &  
well experienced

Training opportunities for outdoor leaders in SA include:

- modules in adventure education as part of a degree;
- internships;
- short courses, e.g. level 1 of the OAA of South Africa, field-guiding, first aid;
- staff training that includes orientation, pre-camp training;
- practical experience participating in adventure-based programmes.

There is no standard course or curriculum for training outdoor leaders in South Africa. It appears as if insufficient attention is given to knowledge and understanding of the participant. Training focuses primarily on “hard skills” (technical skills to teach an outdoor pursuit, e.g. canoeing) with less time devoted to “soft skills” development (group dynamics and facilitation).

Facilitation of activities only started featuring as part of training modules about a decade ago. There appears to be a strong emphasis on “mentorship” of outdoor leaders, i.e. learning through practical experience in the company and with the assistance of an experienced outdoor leader(s). However, this is only one side of the coin. Training through practical experiences needs to be supplemented with a sound theoretical knowledge base on all aspects of adventure-based programmes.

### **3.14.2 COST-EFFECTIVENESS OF ADVENTURE-BASED PROGRAMMES**

As reflected in **Table 6**, most of the respondents (65.16%) disagreed with the statement in the questionnaire that adventure-based programmes are not a cost effective way of teaching life-skills to youth-at-risk. Interviewees were of the opinion that adventure-based programmes are expensive and many youths cannot afford to participate in programmes (Taylor, 2001; Gumble, 2001; Funa, 2001; van

der Spuy, 2001). Costs of adventure-based programmes are mainly influenced by:

- high transport costs to outdoor venues (Dippenaar, 2001);
- competent (“quality”) staff (Taylor, 2001);
- expensive equipment (Van der Spuy, 2001);
- risk management (Taylor, 2001);
- high standards (O’ Donogue, 2001; Van der Spuy, 2001);
- labour intensity of organizing an adventure-based programme, especially if done only once or twice a year (Kirkman, 2001; Schoeman, 2001; Blake, 2001); and
- organizational overhead costs (Gumble, 2001).

It appears that outdoor leaders acknowledge that adventure-based programmes are expensive, but “the results obtained justifies the prevention of problems rather than trying to cure problems a few years later” (Van Dyk, 2001). Volunteers are an option to bring costs down, but the outdoor leader needs to convey his “heart and vision to this person or stand to lose some of the impact of the programme or adventure experience” (Schoeman, 2001).

### **3.14.3 BENEFIT OF ADVENTURE-BASED PROGRAMMES FOR ALL YOUTH-AT-RISK**

**Table 6** indicates a strong support (70.33%) of the statement that all youth-at-risk (12 – 18 years of age) can benefit from an adventure-based programme.

### **3.14.4 OBTAINING SPONSORSHIPS FOR ADVENTURE-BASED PROGRAMMES FOR YOUTH-AT-RISK**

Sixty one percent (61.1%) of the respondents agreed that it is difficult to obtain sponsorships for youth-at-risk to participate in adventure-based programmes with 24% “definitely agreeing”, as evident in **Table 6**. Twenty seven percent (27%) was unsure and this can be attributed to the fact that outdoor leaders are not involved with obtaining sponsorships for youth-at-risk.

It has become increasingly difficult to obtain sponsorships, according to Le Roux (2001), marketing manager of Outward Bound. Kirkman (2001) mentioned three important challenges: obtaining funds can be extremely time consuming; the process of identifying individuals with the potential to benefit from the adventure-based programme can be complex; and it is difficult to ensure that individuals who are sponsored attend these programmes.

### **3.14.5 THE ROLE OF A SOCIAL WORKER AS MEMBER OF STAFF**

**Table 6** indicates that 36.66% of respondents “agree” and 40% “definitely agree” that a social worker can play a valuable role as a staff member during an adventure-based programme for youth-at-risk. Interviewees in general appeared to agree with this statement. Friedel (2001) regarded the adventure-based programme as “a mere continuation of the social worker’s programme; the social worker is often the link between the outdoor programme and the community the child lives in”.

However, Blake (2001) is of the opinion that a social worker and/or other leaders from the referring organization should not accompany participants because “they undermine the authority of the outdoor leader and need a break from the children”.

Social workers are well-equipped to utilize adventure-based programmes as intervention strategy with youth-at-risk. Training of social workers include group-work skills, child and youth development, community work, individual therapy, assessing the needs and strengths of individuals and communities, referring and follow-up of clients when required. The researcher is of the opinion that adventure-based programmes to youth-at-risk can only be fully optimized with the active involvement of the social work profession.

#### **3.14.5.1 THE CHILD AND YOUTH CARE SYSTEM IN SOUTH AFRICA**

Adventure-based programmes are an effective and exciting new intervention option for child and youth development. It fits perfectly into the new CYCS of SA.

It is primarily prevention-orientated to youth-at-risk in general and equally effective as early intervention service for specific youth-at-risk. It is not surprising that welfare organizations such as NICRO refer many adolescent at-risk youth to participate in adventure-based programmes. The government expects welfare organizations to offer developmentally orientated programmes to client groups and adventure-based programmes complies to these requirements, according to van Dyk (2001), who is a social worker at a child care facility.

Adventure-based programmes offer innumerable opportunities for the participant to experience the spirit of belonging (friendship, sense of community), the spirit of mastery (acquiring new skills), the spirit of independence and the spirit of generosity. Very few programmes offer youth the opportunity to develop their “Circle of Courage” with the same intensity and effectiveness as adventure-based programmes.

#### **3.14.5.2. THE ROLE A SOCIAL WORKER CAN FULFIL AT AN ADVENTURE-BASED PROGRAMME**

A social worker can be an enormous asset to the staff composition of an adventure-based programme, in particular where youth-at-risk are accommodated. Possible involvement can be at different levels.

##### **3.14.5.2.1 The programme**

The social worker can actively assist with the facilitation of activities, contributing to the meaning derived from the experience. They must never just “go along”, but actively assist with facilitation. They can also help with programme planning as well as the formulation of goals and evaluation.

##### **3.14.5.2.2 The participant**

The social worker can assist with assessments, defining developmental needs, behaviour management, and can deal with abuse and neglect through direct involvement or referral. They can also assist where socialization problems occur.

### **3.14.5.2.3 The staff**

The social worker can provide valuable support and guidance with group dynamics in particular and can provide objective assessments of campers in the group.

## **3.15 GENERAL COMMENTS**

General comments by respondents were wide and varied and appeared to mainly emphasize the value of adventure-based programmes, the need for public awareness and the skills required by the outdoor leader. The researcher selected some comments at random:

- “The public must have more faith in adventure-based programmes as they are perfect ways of developing leaders and equipping children to be able to become the best they can be and develop fully as people”.
- “There is no better way in which to achieve selected outcomes than adventure-based programmes. Comparative studies should be done to empirically determine long term behaviour change compared to other intervention strategies ...”
- “ It helps if the outdoor leaders are representative of the race and gender of the youth-at-risk group”.
- “In my time working as an outdoor leader, I have found it more important to teach team-building and leadership development rather than environmental aspects in order to make the youth-at-risk a more sociable person”.

## **3.16 SUMMARY**

This chapter reflects the diverse nature, specific requirements and complex limitations of adventure-based programmes for youth-at-risk.

The adventure-based field is male dominated, white, with well-educated outdoor leaders who need to possess a wide array of skills and personal qualities.

The outdoor environment will become increasingly important as context and vehicle in which youth can experience fundamental lessons in a non threatening, active, real, fun way. Adventure-based programmes are interdisciplinary in nature and constitute a multi-disciplinary practice. Any domination of one discipline or school of thought should be avoided and role players should more accurately define the essential characteristics and nature of the programmes which they offer to youth in the outdoors.

Facilitating adventure-based experiences to youth-at-risk is no simple task and the outdoor leader needs to be trained to deal with behaviour that could include aggression, disobedience, hyperactivity and smoking.

It is clear from the research results that an adventure-based programme encompasses much more than simply offering activities in the outdoors to participants. Adventure-based activities can only be optimized to the level of an educational tool through purposeful planning, debriefing, follow-up and evaluation.

The division in opinions on terminology will continue in the future and is bound to continue for some time in South Africa.

Adventure-based programmes are a suitable intervention strategy for youth-at-risk and the social work profession has a great deal to offer, and even more to gain, utilizing adventure-based programmes in South Africa.

Although not a new educational invention, adventure-based learning has barely begun to unleash it's strength in the youth development field in South Africa. Without collective and co-ordinated action on the part of all role players in the adventure-based field, the researcher doubts whether adventure-based programmes will generate the attention, support and priority it deserves as intervention strategy with youth-at-risk.

## **CHAPTER 4**

# **GENERAL SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND GUIDELINES ON ADVENTURE-BASED PROGRAMMES FOR YOUTH-AT-RISK**

### **4.1 INTRODUCTION**

This chapter provides a summary of the major findings of the research study, followed by recommendations drawn from the research findings. Guidelines based on the research findings were formulated and presented as “worthy of confidence, acceptance, use, ... advisable” (The New Century Dictionary, 1948:1891). The researcher wishes to stress that the aim of this study is not to provide a “D.I.Y.” manual for outdoor leaders. However, it is hoped that the proposed guidelines will be a valuable tool that can be used to influence the course and content of adventure-based programmes for youth-at-risk in South Africa.

The achievement of the goals and objectives of the research is reflected and the chapter is concluded with the research question and final conclusion.

### **4.2 AGE OF THE OUTDOOR LEADER**

#### **4.2.1 SUMMARY AND CONCLUSIONS**

The age group mostly represented amongst outdoor leaders in this study is the 26–30 year olds, followed by the 31–35 year olds. Programme leaders have different views on the ideal or preferred age of the outdoor leader. On the one hand there are those who select the younger outdoor leader, e.g. Spirit of Adventure recruits 18 year olds, compared to those who prefer the outdoor leader to be older, e.g. Outward Bound, that requires the outdoor leader to be at least 24 years of age.

## **4.2.2 RECOMMENDATIONS**

The outdoor leader should be a minimum age of 19 years when working with youth-at-risk and programme leaders should be at least 21 years of age. An outdoor leader of at least 21 years of age should accompany participants on any trip or excursion away from the main camp. It is impossible to recommend a maximum age for outdoor leaders; however, only in exceptional cases would the researcher appoint a person older than 35 years of age, taking into consideration the previous experience, personality and motivation of the outdoor leader compared to the job description and task to be performed.

## **4.2.3 GUIDELINES**

- Team older outdoor leaders with younger ones when possible, especially where the activity is specifically designed for facilitating personal development, e.g. ropes initiatives.
- It is advisable that the outdoor leader should be at least nineteen years of age, i.e. having been out of school for at least a year before facilitating adventure-based programmes for youth-at-risk.
- The programme leader should have at least three years experience as outdoor leader.

## **4.3 GENDER OF THE OUTDOOR LEADER**

### **4.3.1 SUMMARY AND CONCLUSIONS**

Outdoor leadership is a male dominated occupation in South Africa with more than two thirds (68.48%) of the respondents being male compared to 31.52% females.



### **4.3.2 RECOMMENDATIONS**

The involvement and recruitment of both white and non-white females as outdoor leaders should be regarded as a priority by organizations offering adventure-based programmes. The researcher regards it as highly advisable for female outdoor leaders to facilitate and/or co-facilitate adventure-based programmes to female or mixed group participants, especially where living quarters are shared.

### **4.3.3 GUIDELINES**

- Recruit potential female outdoor leaders from previous participants.
- During all co-ed adventure-based programmes outdoor leaders should be representative of both genders.
- Where possible it is advisable to schedule both a male and female outdoor leader as co-facilitators during activities.

## **4.4 REPRESENTATION OF POPULATION GROUPS AMONGST OUTDOOR LEADERS**

### **4.4.1 SUMMARY AND CONCLUSIONS**

The largest population group represented amongst outdoor leaders in South Africa is the White population (72.83%), followed by Black persons (17.39%) and lastly by Coloured persons (9.78%). No Asians or any persons from other population groups in South Africa participated in the research.

The representation of all population groups on the staff of the adventure-based programme can significantly impact on the outcomes received in terms of diversity training, developing future outdoor leaders and behaviour management of campers.

#### **4.4.2 RECOMMENDATIONS**

Participants and staff of adventure-based programmes should reflect the local and national diversity. Organizations offering adventure-based programmes should actively pursue the recruitment and development of outdoor leaders of all population groups in South Africa. Former participants represent one of the best recruitment sources and many students at tertiary institutions are keen to assist with programmes that will aid their professional development. An interpreter should be appointed as assistant outdoor leader where participants are from another population group and have little command of the English language.

#### **4.4.3 GUIDELINES**

- Employ outdoor leaders that reflect the regional and national diversity of South Africa by recruiting potential staff members from previous participants and networking with nearby or local facilities such as tertiary institutions.
- Create internships for students, e.g. from social work or psychology departments.

### **4.5 HIGHEST EDUCATIONAL TRAINING OF OUTDOOR LEADERS**

#### **4.5.1 SUMMARY AND CONCLUSIONS**

Outdoor leaders in South Africa appear to be well-educated in a variety of disciplines and field, from Psychology to Pest Control, from Nature Conservation to Communication. Research results indicate that more than two thirds (72.04%) of the respondents have post-matric qualifications. This diversely trained corps of outdoor leaders enriches and contributes to the inter-disciplinary nature of the adventure-based field.

## **4.5.2 RECOMMENDATIONS**

It is advisable for outdoor leaders to have a minimum qualification of grade 12. However, the researcher is of the opinion that academic qualifications are not as important as personal skills and qualities when appointing an outdoor leader.

## **4.5.3 GUIDELINES**

- It is advisable that outdoor leaders should have completed at least grade 12.
- In the absence of a degree or national certificate on adventure-based programmes, outdoor leaders have a personal responsibility to develop and acquire skills and personal qualities that will enable them to be more effective and efficient in their role as facilitators.

## **4.6 BASIS OF EMPLOYMENT**

### **4.6.1 SUMMARY AND CONCLUSIONS**

Nearly two thirds of the respondents (65.58%) were involved with adventure-based programmes on a full-time basis, followed by 16.13% volunteering, 13.98% employed on a part-time basis and 3.23% involved with adventure-based programmes on a casual basis.

Full-time employed outdoor leaders have more scope and opportunities to develop their skills and extend their knowledge on adventure-based programmes for youth-at-risk than outdoor leaders employed on a part-time or casual basis.

### **4.6.2 RECOMMENDATIONS**

It is recommended that organizations which are serious about adventure-based programmes to youth-at-risk, should develop an outdoor leadership component or

core group in their organization that can focus their attention on adventure-based programmes on a full-time basis.

### **4.6.3 GUIDELINES**

- Due to the specialized nature of adventure-based activities for youth-at-risk, it is advisable for organizations to invest in full-time staff to facilitate such programmes.

## **4.7 SKILLS AND PERSONAL QUALITIES OF OUTDOOR LEADERS**

### **4.7.1 SUMMARY AND CONCLUSIONS**

Outdoor leadership is the most critical element of any adventure-based programme and there is much more to appointing or becoming an effective outdoor leader than age, gender, educational background or race. The outdoor leader is the one variable that can have the most significant impact on the outcome of an adventure-based programme. This person can change a rainy afternoon into a memorable experience and an average activity into a profound learning opportunity.

It is evident when studying **Table 1** that the skills and personal qualities regarded by respondents as essential, are skills for managing participants; safety skills, e.g. first aid; a healthy self-concept/ self esteem; being a role model; and programme planning, implementation and evaluation skills. The skills regarded as important, rather than essential are group work skills, love of the outdoors, teaching skills, certification to teach at least one outdoor activity and lastly physical fitness.

In addition some respondents and interviewees added the following skills and qualities: being a role model, being motivated and valuing self-development, good interpersonal skills and the ability to work in a team, safety skills, love for children

and passion to work with them, flexibility, and experience gained through mentorship.

Outdoor leaders need to possess many skills and personal qualities, as is comprehensively listed in point 3.7. The effective and efficient outdoor leader makes the most of both skills and personal qualities. Adventure-based learning demands the total involvement of the outdoor leader. There are no short-cuts. Outdoor leadership becomes a life-style. It involves people who have discovered the value of adventure-based activities in the outdoors and have a sincere desire to guide the development of others through similar experiences. Outdoor leaders have a growth mentality, no matter who the target group, no matter what the activity and no matter where the programme is facilitated.

Facilitating personal growth demands mature outdoor leaders who value the needs of the participant above their own. Irrespective of the skills and qualities the outdoor leader may possess, there is no place for “ego” or self-interest.

#### **4.7.2 RECOMMENDATIONS**

It is recommended that programme leaders implement recruitment and appointment procedures that will include a detailed job description, emphasizing the skills and experiences required; thorough interviewing with specific questions that will reveal possible “red lights”; requesting references from a person who had the opportunity to observe the applicant in a position where he has instructed or facilitated an activity with children and youth.

Young, inexperienced outdoor leaders should be coupled with an experienced outdoor leader from whom the person can learn more about outdoor leadership and under whose guidance the younger person can practise skills.

### **4.7.3 GUIDELINES**

- Becoming an outdoor leader is a process and no single course or training module can prepare or equip a person with the necessary skills and qualities to be an outdoor leader.
- The personality and character of the outdoor leader is of primary importance compared to simply possessing skills to instruct an adventure-based activity.
- Personal qualities that an outdoor leader should display, include: maturity, being a role model, a love for children, valuing self development and personal growth, healthy self-esteem, love of the outdoors, flexibility, sound judgement.
- Skills the outdoor leader should master, include: behaviour management, safety skills, programme planning, implementation and evaluation skills, group work skills, facilitation skills, teaching skills, interpersonal skills, ability to teach through the use of metaphors.
- Skills and personal qualities can be effectively developed and enhanced through mentorship and experience.
- Becoming an effective and efficient outdoor leader is a journey; there is no destination. This implies a process of becoming rather than a place of being.

## **4.8 BEHAVIOURAL CHALLENGES PRESENTED BY YOUTH-AT-RISK**

### **4.8.1 SUMMARY AND CONCLUSIONS**

Youth-at-risk do present behavioural challenges to the outdoor leader. It is evident when studying **Table 2**, that the outdoor leader could experience any of the following behaviours during an adventure-based programme: substance abuse, truancy, eating disorders, vandalism, sexual misconduct, intimidation, bullying, lack of respect for or abuse of equipment and challenging authority. Smoking,

disobedience and hyperactivity has a high likelihood of occurring. Aggressive behaviour, e.g. fighting, and antisocial behaviour, e.g. theft, has a just below 50% chance of occurring.

The significance of this question in the research emphasizes the need for training outdoor leaders in how to deal with possible behavioural challenges.

#### **4.8.2 RECOMMENDATIONS**

Organizations should establish written policies and clear procedures on dealing with every possible unacceptable behaviour that could occur during an adventure-based programme. Training of staff should include modules on how to identify and manage these behaviours. Other professionals and practitioners can be involved in staff training to assist with modules requiring expert guidance, e.g. youth delinquency. Education and training of staff need to be as practical and experiential as possible. “Training the trainer” appears to be the most effective approach to staff development.

Preventing the occurrence of behaviour problems is the most successful way of dealing with it.

#### **4.8.3 GUIDELINES**

- Behaviour management should be a vital part of the training of outdoor leaders.
- Outdoor leaders need a thorough knowledge of the developmental characteristics of children and youth.
- Training programmes for outdoor leaders should include modules on how to identify and deal with the occurrence of, e.g. hyperactivity, disobedience, anti-social behaviour and eating disorders.
- Written policies and procedures for dealing with every possible unacceptable behaviour should be available to the outdoor leader.

- It is crucial for programme leaders to provide support and guidance to outdoor leaders with challenging participants, since failure to manage challenging behaviour often results in tired and drained outdoor leaders, and could lead to "burn out" syndrome; more importantly, the aims of the programme is not achieved and the other respondents become discouraged by all the time and energy spent on "negative" behaviour. This support is crucial to the young and inexperienced outdoor leader.
- Participants that fail to benefit from the adventure-based experiences due to selfish attention-seeking or other destructive behaviour that cannot be successfully modified during the programme need to be withdrawn from the group and ultimately from the programme, should there be no improvement in their behaviour.
- A programme with clear and specific structure, time frames, guidelines for behaviour and consequences for anti-social behaviour can prevent the occurrence of behavioural problems and other time-consuming challenges.
- Follow-up and aftercare is important in providing a comprehensive intervention strategy to youth-at-risk presenting challenging behaviour.

## **4.9 DURATION OF ADVENTURE-BASED PROGRAMMES**

### **4.9.1 SUMMARY AND CONCLUSIONS**

Three-day programmes (26.67%) and five day programmes (23.33%) are the most popular length of adventure-based programmes offered to youth in South Africa. Outward Bound offers 14- and 21-day programmes to youth-at-risk. Costs and availability of funds, aim of the programme, skill level to be attained by the participants and research studies are factors that influence the duration of an adventure-based programme.



Many factors have a bearing on the duration of an adventure-based programme, e.g. needs and budget of the participants.

#### **4.9.2 RECOMMENDATIONS**

More research on the impact which the duration of a programme can have on the outcomes achieved, is necessary to gain more insight into the exact implications of a programme's duration. One-day programmes, also referred to as "day camps", are an option that more organizations should investigate and consider.

#### **4.9.3 GUIDELINES**

- The aims of the programme, fiscal considerations and location of the outdoor venue are the primary factors that influence the choice of duration of an adventure-based programme.
- Research into the relationship between the duration of adventure-based programmes and the outcomes achieved can be of significant importance in determining the number of days over which a programme should extend.

### **4.10 PROVISION FOR SPECIAL POPULATIONS**

#### **4.10.1 SUMMARY AND CONCLUSIONS**

Youth with physical and intellectual disabilities are grossly neglected and are accommodated in adventure-based programmes on an irregular basis. The costs of adjusting facilities, special equipment and the high staff ratio required when youth with disabilities participate in an adventure-based programme, are some of the reasons for the poor participation record reflected in the research.

Other "populations" accommodated include youth from Child Care Institutions, poor or deprived communities, abused children and youth from the streets.

#### **4.10.2 RECOMMENDATIONS**

Organizations should actively encourage and enable special populations, e.g. persons with physical and intellectual disabilities to participate in adventure-based programmes. Although these populations often have special catering, physical and programmatic needs, they can be accommodated with other youth in integrated programmes. This requires special planning and additional research into the needs of these groups. Staff will also need additional training to work with the population being served.

#### **4.10.3 GUIDELINES**

- Adventure-based programmes should be designed to meet the need of special populations, e.g. youth with disabilities.
- Outdoor (camp) venues can invest in the adaptation of their facilities and equipment to enable youth with disabilities to utilize their facilities.
- Special populations that can be targeted include persons with similar physical conditions, e.g. asthma, diabetes, AIDS; persons with disabilities, e.g. wheelchair bound, blind, hearing impaired; persons with learning disabilities: persons who share a similar psycho-social condition, e.g. persons from deprived communities, or from single parent families. The list is unending and with a little extra effort organizations can intervene in the lives of many youths with special needs.
- The special requirements and characteristics of a special population need to be researched before developing a programme.
- Train staff in understanding the special population and knowing how to deal with specific situations that might arise from working with them, e.g. menu considerations, medical conditions.

- Adjust the staff ratio if needed and/or appoint additional specialized staff, e.g. medical personnel.
- Serving special populations requires a change in the mind set of programme leaders, recognizing the need and value of adventure-based programmes to all populations despite the high initial costs of adjusting and modifying facilities, equipment and job descriptions.

## **4.11 ACTIVITIES PRESENTED DURING ADVENTURE-BASED PROGRAMMES**

### **4.11.1 SUMMARY AND CONCLUSIONS**

The majority of adventure-based programmes appear to offer a wide variety of activities to participants. There is hardly any limit to the variety of activities that can be included in an adventure-based programme. The results from this study indicate that the three most common activities offered are hiking/backpacking (94.62%), orienteering (87.64%) and quiet times (85.87%). Activities offered least are sailing (8.79%), archery (10.99%) and horseback riding (11.96%).

Due to increased demands to offer adventure-based activities, many traditional camping programmes had to include a greater variety of activities and expand the educational scope of their organization. This trend contributed to outdoor facilities becoming multi-functional outdoor centres.

Many **trends** influence adventure-based programming:

- The physical ability of children is changing due to longer hours of inactivity in front of television and computer sets.
- Interest in adventure-based activities is growing due to media coverage of adventure-based programmes and events such as “Survivor” and “Eco Challenge”.

- Cultural differences can influence participants' perception and consequent level of involvement in an adventure-based programme, e.g. black children from a rural village will be less excited about a hike, because they are often used to walking long distances (Calitz, 2001); Muslim girls are brought up in a protective environment and have more fears in the outdoors (Telfer, 2001).
- Adventure-based programmes are a new phenomenon to the non-white population groups in South Africa.
- The possibility of litigation will become increasingly important in the adventure-based field.

Adventure-based programmes offer many opportunities for activities that will require co-operation, team-work and decision-making, allowing the participant to accept responsibility for personal and group action. Very few interventions offer this immediacy and responsibility or accountability factor with such real consequences. The effective outdoor leader will utilize this quality of adventure-based programmes in achieving the objectives of the programme.

#### **4.11.2 RECOMMENDATIONS**

The list of possible activities that can be presented during an adventure-based programme is limitless. Organizations will need to broaden the variety of activities that can be utilized continuously in order to remain different and up front in the field. Debriefing or reviewing activities are required to derive meaning from the adventure-based experiences and special attention should be given to training outdoor leaders in the skill of facilitation.

Activities should be developmentally appropriate, conducted safely and selected carefully and specifically to achieve pre-determined aims and objectives. The small group context should be utilized as primary arena for change, and continuity or aftercare can be ensured through the involvement of outside leaders and follow-up programmes.

Outdoor leaders should be aware and alert to trends in the adventure-based field and cultural norms of participants.

### **4.11.3 GUIDELINES**

- Activities should be selected to meet the specific objectives of the programme.
- An adventure-based programme should consist of structured activities that stress excitement, allowing appropriate risk-taking behaviour; includes physical and mental challenges that allow the participants to extend their boundaries and move out of their comfort zones; encourages communication, problem-solving and group dynamics as they learn new skills – physical, social and emotional – ultimately contributing to personal growth.
- An adventure-based programme should include everything that happens during the programme at camp, from wake-up to clean-up, from eating to sleeping, from hiking to biking.
- Activities must be planned, prepared, reviewed and evaluated in order to maximize the outcomes on the personal development of the participant.
- Activities need to be developmentally appropriate for the participant.
- Progressive programming is imperative to avoid “venue fatigue” and to maintain the element of novelty in the programme.
- Small group dynamics should be utilized as often as possible; the more “at-risk” the participants, the smaller the group should be, never exceeding 12 and always with at least two outdoor leaders.
- Programme leaders will need to examine the trends and influences on the adventure-based field continuously in an effort to keep their programme appropriate, viable and in demand.

- Risk management should be ensured through out every aspect of the adventure-based programme.
- Follow-up or after care to ensure continuity of the programme should be implemented.

## **4.12 TERMINOLOGY**

### **4.12.1 SUMMARY AND CONCLUSIONS**

This study reflects in no uncertain terms the division amongst outdoor leaders regarding the use of terminology that reflects the nature of the adventure-based programme offered by them to youth, including youth-at-risk. The term Environmental Education was chosen most often (28.57%), followed very closely by the term Experiential Education (27.47%). The rest of the respondents were about equally divided in their choice of a term: Outdoor Education (10.99%), Adventure Education (9.88%), Organized Camping (8.79%) and lastly Wilderness Therapy (4.4%).

It appears as if environmental educationalists define every programme in the outdoors as environmental education. This is similar to implying that every activity held in a church hall is religious. On the other end is a group of outdoor leaders and professionals who realize different aims and approaches in adventure-based programmes for educational purposes. There are more similarities than differences in these different outdoor programmes. However, the researcher is of the opinion that more specific definitions of the different terminology will add to a clearer understanding of the nature and essential qualities of the programme, clearly reflecting more accurately the meaning or significance and boundaries of the adventure-based programme. It is only through defining what we do, that we are able to get a clear, distinct image of what adventure-based programmes are all about.

It will be of great value to the adventure-based field in South Africa to have more accurately defined, generally accepted terms for different outdoor programmes.

Definitions reflect on the nature and qualities of the term being defined; explaining the meaning or significance of that which is defined.

The adventure-based field belongs to no one professional discipline and this lack of affiliation is both a strength and a weakness. It is enriched by a variety of theories, practices and paradigms of different fields and professional disciplines. Adventure-based programmes are available to complement and enrich any existing service and can be adapted to the needs of many diverse target groups. The social work profession is only one such discipline that can gain from and offer much to the development of adventure-based programmes as intervention strategy for youth-at-risk.

With regard to adventure-based programmes the researcher initially favoured the term “adventure-based learning”. At the end of the research, however, the term “outdoor learning” is most appealing to the researcher. This term is wide enough to include a wide array of activities that take place out doors in any natural environment. The term “learning” is preferred rather than “education”, because it shifts the responsibility to the participant to learn, rather than the outdoor leader to educate.

There is no simplistic solution to addressing the current differences on the issue of commonly recognized terminology for adventure-based programmes in an un-coordinated, divided field.

#### **4.12.2 RECOMMENDATIONS**

The Dept. of Environmental Affairs, acting as “umbrella” organization for all outdoor programmes, can play a significant role in unifying a divided field and co-ordinating adventure-based programmes, but it needs to recognize the different methods and diverse aims in outdoor programmes. It is regrettable that there is a contingent amongst them that is not open for any discussion on the subject of terminology.

### **4.12.3 GUIDELINES**

- It will be of great benefit to the adventure-based field to have the different outdoor educational programmes more clearly and accurately defined in terms more commonly accepted amongst outdoor leaders.
- The notion of many environmental educationists to group everything under the umbrella of environmental education should be avoided. This notion fails to recognize and value the immense wealth, value and diversity of adventure-based programmes.

## **4.13 AIMS OF ADVENTURE-BASED PROGRAMMES**

### **4.13.1 SUMMARY AND CONCLUSIONS**

It is evident that the aims of adventure-based programmes are diverse and quite extensive. An adventure-based programme is much more than a mere combination of activities in the outdoors to keep youth occupied and provide a fun time. It is apparent from studying **Table 5** that the five most important aims, i.e. those which received the highest ratings in the “Very Important” column, are:

- to achieve self-discovery (69%);
- to develop the child as a whole (67%);
- to build character (62%);
- to achieve spiritual awareness and growth (58%); and
- to promote the development of desirable personality traits, e.g. self-discipline (55%).

The above five aims are all related to the development of the “inner person” of the participant, compared to the acquisition of physical skills or the awareness of environmental issues. The outdoor leader faces many challenges in his quest to achieve the aims and objectives of a programme, e.g. knowing the target group,



meeting the needs of the target group and having realistic expectations about the outcomes.

#### **4.13.2 RECOMMENDATIONS**

Before an organization can develop aims and objectives for participating groups, it should have a clear vision, mission aims and objectives.

To qualify as an intervention strategy in the lives of youth-at-risk, aims and objectives should be formulated for each group participating in an adventure-based programme and these should comply with the following requirements:

- They should be based on a needs assessment and comprehensive knowledge base of the client group.
- They should be realistic, clearly and specifically defined in measurable terms.
- First the aim, then the activity, i.e. activities are a means to an end and not the end in itself.
- Aims and objectives should be formulated with the input of all key role players and should be communicated to all staff.
- All the resources – human, physical, natural and financial – should be critically evaluated to determine whether the aims will be achieved.

#### **4.13.3 GUIDELINES**

- Any organization offering adventure-based programmes should have a clearly defined vision and mission statement; and the aims of the specific adventure-based programme should be a reflection of this statement.
- The specific aims and objectives of an adventure-based programme vary, but most are aimed at personal development (self-esteem, character-building, spiritual awareness) and or group development (inter-personal skills, conflict management, team work).

- Be realistic and specific on the outcomes to be achieved and how the results of the programme will be measured.
- Aims and objectives need to be formulated for each participating group with the assistance of all the key role players, based on a needs assessment and thorough knowledge of the client group.
- All staff should be aware of and have a clear understanding of the aims and objectives of the adventure-based programme and how these will be achieved.

## **4.14 TRAINING OF OUTDOOR LEADERS**

### **4.14.1 SUMMARY AND CONCLUSIONS**

The majority of respondents (96.66%) agreed with the statement that outdoor leaders should receive special training to work with youth-at-risk. There is a need for training guidelines that make provision for both theory and practical experience. Equipping outdoor leaders to work with youth-at-risk through adventure-based programmes is an ongoing process. There are no “short-cuts” and programme leaders should train younger outdoor leaders through the same processes participants experience during an adventure-based programme.

There are a few tertiary institutions and other private organizations in South Africa that offer training courses and/or modules to prospective outdoor leaders. Unfortunately, there is no separate module on working with youth-at-risk.

### **4.14.2 RECOMMENDATIONS**

A training module or course for facilitating adventure-based programmes for youth-at-risk should be developed by an accredited training institution or organization. Topics that could be included are child and youth development; delinquency; developmental assessment; goal-setting; special problems like enuresis, sleeping problems, eating disorders, stealing, hyperactivity, homesickness, suicidal

behaviour, sexual behaviour, abuse, vandalism; stress and burn-out in staff; behaviour management and discipline.

Organizations offering adventure-based programmes to youth-at-risk can and should train staff in the above mentioned topics during pre-camp training, in-service training and at staff meetings. Professionals with experience and knowledge can assist with training. Training should be grounded in a solid theoretical framework and be based on experiential learning practices, utilizing role-play, simulations and other methods to maintain a strong practical emphasis.

A staff manual is a valuable orientation and training tool to the outdoor leader and should include:

- personnel policies;
- operational and emergency procedures and policies;
- a job description;
- an organizational chart and description of the governing body (management); including the philosophy and aims of the organization;
- guidelines on issues such as behaviour management, games and ice breakers, risk management, general ideas for outdoor leaders; and
- a list of useful material.

It is also important to outdoor leaders to have access to literature and other material, e.g. videos on issues, topics and programme ideas. Organizations need to recognize the value of continuous training of outdoor leaders and create a climate of learning for staff. Guiding the development of the outdoor leader through mentorship and continuous support, is one of the most productive functions of the programme leader.

#### **4.14.3 GUIDELINES**

- In the absence of a degree or national certificate, module or course on facilitating adventure-based programmes for youth-at-risk, organizations should

ensure that every staff member receives training prior to and during the course of a programme.

- Objectives for training include:
  - informing and infusing outdoor leaders with the philosophy and objectives of the adventure-based programme;
  - fostering a sense of pride in being an outdoor leader;
  - moulding the outdoor leaders and all staff into a harmonious team;
  - teaching skills necessary for the programme and allowing opportunity to practice those skills, e.g. facilitation skills;
  - guiding and encouraging the development of personal attributes and qualities expected from the outdoor leader as role model;
  - developing an awareness of the developmental characteristics of the different age groups and increasing the insight into working with the particular age group or special population;
  - understanding working policies and procedures within the organization and how they relate to the outdoor leader in particular; and
  - training outdoor leaders in behaviour management.
- Every staff member should receive a staff manual with comprehensive guidelines and information on the aforementioned topics.
- Topics to be addressed in training outdoor leaders to work with youth-at-risk include: child and youth development; delinquency; developmental assessment; goal-setting; special problems like enuresis, sleeping problems, eating disorders, stealing, hyperactivity, homesickness, suicidal behaviour, sexual behaviour, abuse, vandalism; stress and burn-out in staff; behaviour management and discipline.
- Training is an ongoing process and, although costly, it is the best investment in the programme; develop the participant by developing the outdoor leader.

## **4.15 COST-EFFECTIVENESS OF ADVENTURE-BASED PROGRAMMES**

### **4.15.1 SUMMARY AND CONCLUSIONS**

Although adventure-based programmes are costly, the majority of outdoor leaders (65.16%) regard it as a cost-effective way of teaching life-skills to youth-at-risk.

### **4.15.2 RECOMMENDATIONS**

It is a huge challenge to organizations offering adventure-based programmes to youth-at-risk to determine the cost-effectiveness of their programmes, i.e. to justify the high cost against the results obtained. Due to the high costs of adventure-based programmes outdoor leaders should be effective and efficient in providing services, making the most of their facilities, resources and technology.

### **4.15.3 GUIDELINES**

- Programme leaders and outdoor leaders are challenged to provide effective and efficient adventure-based programmes, making the most of all resources, i.e. human, physical and natural.
- Adventure-based programmes cannot be everything to everyone; programme leaders should identify and focus on the two or three programme areas that they can do best, considering the resources available for the programme.

## **4.16 BENEFITS OF ADVENTURE-BASED PROGRAMMES FOR YOUTH-AT-RISK**

### **4.16.1 SUMMARY AND CONCLUSIONS**

Adventure-based programmes extend beyond the mastery of a narrow set of specific skills. Adventure-based activities are vehicles to achieve both psycho-social outcomes (self-esteem, sense of belonging, spiritual awareness, independence, generosity) and competency outcomes (skill mastery, social skills, physical health and fitness). Adventure-based programmes for youth-at-risk, when well executed, is a powerful complementary child care service.

### **4.16.2 RECOMMENDATIONS**

Examining the efficacy of the adventure-based programme should remain a high priority to outdoor leaders. Carefully designed outcome studies provide an opportunity to compare and improve intervention models. The outcomes and processes of adventure-based programmes for youth-at-risk should be determined and articulated to the public. Outdoor leaders need to identify the unique contribution adventure-based programmes make in meeting the needs of youth-at-risk in particular.

To intervene successfully and to gain maximum benefits, an adventure-based programme should be directed at where the young adolescent is, i.e. the developmental needs experienced by the person, and where they want to be, i.e. the developmental tasks they need to accomplish. Adventure-based programmes should be strength-based, focussing on promoting positive behaviour rather than preventing negative behaviour. This emphasis is of particular importance for adolescents who need to have positive future expectations that will help them avoid risk-taking behaviour that could jeopardize their expectations.

### **4.16.3 GUIDELINES**

- Evaluate and articulate the outcomes and processes of adventure-based programmes for youth-at-risk to the public.
- Identify the unique contribution adventure-based programmes make in meeting the needs of youth-at-risk.
- The timing of intervention is critical; to promote personal growth is of greater value than to wait until youth are at a high risk. To be maximally effective and preventative in impact, children from an early age need to participate in adventure-based programmes.
- Specific learning objectives need to be formulated with clear outcomes that will be achieved; focus on promoting positive behaviour rather than preventing negative behaviour.
- The real effectiveness of the adventure-based programme is determined by how learning derived from the adventure-based experiences is transferred or relayed into the participant's everyday life. Outdoor leaders need to ensure that the learning which the participant experienced is successfully transferred into the future.

## **4.17 OBTAINING SPONSORSHIPS FOR ADVENTURE-BASED PROGRAMMES**

### **4.17.1 SUMMARY AND CONCLUSIONS**

Obtaining sponsorships for youth-at-risk to participate in adventure-based programmes is difficult and time-consuming, and there is no guarantee that all sponsored youth will participate or complete the programme.

Non-profit organizations offering adventure-based programmes to youth-at-risk in particular face many fiscal challenges and need to obtain adequate funding for these programmes from limited funding resources.

#### **4.17.2 RECOMMENDATIONS**

Organizations offering adventure-based programs to youth-at-risk need to determine and articulate the benefits of such programmes in an attempt to motivate the allocation of funds for the programme.

#### **4.17.3 GUIDELINES**

Non-profit organizations need to:

- adapt and operate their programmes according to sound business and effective marketing principles and practices;
- be the best provider of the programme that needs to be sponsored;
- measure and articulate outcomes of the adventure-based programme to prospective sponsors.

### **4.18 ROLE OF A SOCIAL WORKER**

#### **4.18.1 SUMMARY AND CONCLUSIONS**

A social worker can play a valuable role as a member of staff during an adventure-based programme for youth-at-risk in the following areas:

- the programme: assisting with facilitation and group dynamics; goal formulation for participants;
- the participant: developmental assessments, behaviour management, referrals to outside agencies when appropriate, assisting with socialization problems; and



- the staff: objective assessments of campers, guidance and feedback, e.g. regarding group dynamics.

Social workers are highly suitable to develop models and skills needed to organize, maintain and evaluate adventure-based programmes for youth-at-risk. Adventure-based programmes are a viable intervention alternative, compared to traditional approaches.

#### **4.18.2 RECOMMENDATIONS**

Social workers have a valuable role to play in the whole process of developing and offering adventure-based programmes for youth-at-risk. Social workers should assist with the referral and assessment of client groups; follow-up and after-care; establishing and measuring aims and objectives; training outdoor leaders in the topics highlighted in 4.3.13; being a part of the staff during the programme and assisting with evaluations and observations of group dynamics, behaviour management, staff motivation.

Welfare organizations offering adventure-based programmes should develop intervention models and guidelines for programmes to youth-at-risk. The social work profession should also provide leadership for inter-disciplinary interventions and approaches such as adventure-based programmes.

#### **4.18.3 GUIDELINES**

- A social worker can play a valuable role as staff member during an adventure-based programme for youth-at-risk:
  - assisting with the management of participants, i.e. behavioural challenges, e.g. aggressive behaviour, hyperactivity, learning disorders, etc; cases of abuse and neglect; socialization problems;
  - compiling developmental assessments of individual participants;
  - supporting staff, i.e. assisting with inter- and intrapersonal issues affecting their work; providing objective assessments of participants; referring

- families for outside assistance; observing and assisting with group dynamics; reviewing interventions;
- documenting incidents and compiling reports that include recommendations.
- Social workers are often the persons referring youth-at-risk to participate on adventure-based programmes and they are the vital link from whom information about the target group can be obtained, and who can assist with follow-up and after-care once the participants return to their home environments.
  - Social workers are well trained in many aspects pertaining to adventure-based programmes to youth-at-risk, e.g. group dynamics, child and youth development and delinquency, and could therefore be valuable resources in staff training.
  - Social work and other community organizations should reach out to current organizations that offer adventure-based programmes to children and youth, and vice versa, and foster collaboration that will enhance service delivery to these target groups.
  - Field placements of social work students at organizations offering adventure-based programmes should be encouraged.

#### **4.19 TESTING THE RESEARCH GOAL**

The goal of the research was to develop guidelines for intervention through adventure-based programmes for youth-at-risk. The guidelines formulated and reflected in 4.4 is a direct result of this research study. The researcher wishes to emphasize that the goal was not to formulate a “cook-book” style “D.I.Y.” guide to adventure-based programmes, but rather to develop a tool that can be used to aid the programming practices in the adventure-based field in South Africa. Many facts, ideas and propositions for possible consideration or possible action are

offered in the compiled guidelines. These guidelines are presented with confidence and many recommendations are viewed by the researcher as highly advisable and expedient.

## **4.20 TESTING THE RESEARCH OBJECTIVES**

Three objectives were formulated for this research study:

### **4.20.1 To compile a theoretical framework for adventure-based programmes for youth-at-risk by means of a literature study.**

In Chapter 2 a theoretical framework for adventure-based programmes for youth-at-risk is provided, based on a review of the literature and related research. Many literature resources are not readily available in South Africa and the researcher had to obtain books and magazines during visits to the USA. The theoretical frame work in Chapter 2 provides substantial information for the reader to gain more insight into the nature, requirements and needs of adventure-based programmes for youth-at-risk, laying the foundation for the consequent important research.

### **4.20.2 To explore and describe the nature, requirements and needs of adventure-based programmes for youth-at-risk by means of a literature study and empirical research.**

The literature study and empirical research undertaken as part of this research clearly indicate the nature, requirements and needs of adventure-based programmes for youth-at-risk. Through the research report the reader can develop an understanding of the dimensions, possibilities and complexities of this alternative, but under-utilized intervention strategy for youth-at-risk.

The research was undertaken on a national level and data was obtained from 93 completed questionnaires and 28 interviews. To date no other research on adventure-based programmes in South Africa had such an extensive base of

respondents distributed over such a large geographical area. This is of particular importance to the reliability and validity of data obtained.

#### **4.20.3 To develop guidelines for intervention through adventure-based programmes for youth-at-risk, based on the research findings.**

Guidelines regarding many aspects of adventure-based programmes for youth-at-risk were formulated, based on the research findings. Data obtained from interviewees in particular, have been extremely beneficial and informative, allowing for far greater detail on different issues. The guidelines proposed in this study are an important contribution to all involved with adventure-based programmes. It is a starting point for future expansion and will hopefully stimulate future in depth research.

### **4.21 RESEARCH QUESTION**

The collected and processed data reflected in this study address the research question formulated at the onset of the research study: “What is the nature, requirements and needs of adventure-based programmes for youth-at-risk?”.

### **4.22 FORMULATION OF HYPOTHESES**

The formulation of the following hypotheses, based on the research findings, can serve as indications for further research:

- If social workers participate as staff members during adventure-based programmes, then both the participants and other staff will benefit from the professional experience and training of the social worker.
- If an adolescent participates in an residential adventure-based programme, then that individual will experience personal growth at different levels.

- If outdoor leaders receive training to deal with youth-at-risk (including aspects of behaviour management), then they will be able to deal effectively with challenging behaviour during an adventure-based programme.
- If a co-ordinating body for adventure-based programmes in South Africa is established, then the adventure-based field will benefit by increased professionalism and collective action.
- If more persons in the caring professions are trained to facilitate adventure-based programmes for youth-at-risk, then more diverse client groups will benefit from adventure-based interventions.

#### **4.23 CLOSING STATEMENTS**

There is far more to an adventure-based programme than a few activities in the outdoors. Adventure-based programmes offer much as intervention strategy with youth-at-risk, but it is no quick-fix solution. Behavioural change is a process and adventure-based programmes should form part of a comprehensive service to youth-at-risk, rather than function as an isolated programme.

To realize their full potential as partners in the development of youth-at-risk, outdoor leaders need to be adequately trained, first as outdoor leaders and then to deal with specific populations such as youth-at-risk. The intervention potential of adventure-based programmes, specifically in relation to life-skills development in adolescents, is an area that requires greater understanding as well as action on the part of all the role players. Outdoor leaders need to reflect and interpret more on their practices, in order to stimulate more interest and support for this understated intervention strategy, with significant benefits for all concerned.

Social workers, because of their broad, value based approaches and extensive training, are well equipped, if not best equipped of all professions, to play an active role in the development of adventure-based programmes for youth-at-risk, be it in developing and offering programmes, training staff to work with youth-at-risk or as

staff member during an adventure-based programme. Adventure-based programmes as model of experiential education offer the social worker an alternative intervention strategy to achieve psycho-social and competency outcomes with youth-at-risk.

The researcher was impressed and encouraged with the efforts of some individuals and organizations that offer programmes of exceptional quality that can compete with the best in the world. From personal experience and the results obtained through this research, the researcher confidently declares that adventure-based programmes constitute one of the most exciting and effective intervention strategies that can influence adolescents to make the right choices, guiding their development while simultaneously exposing them to values modelled by excellent people.

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## CARE PLAN (CP) AND REVIEW

THE INDIVIDUAL DEVELOPMENT PLAN (IDP) IS INCLUDED

<b>NAME OF YOUNG PERSON:</b> Nkosiyethu Ntloko
--

<b>DATE OF BIRTH</b> : 15.03.90
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**DETAILS OF THE YOUNG PERSON:**

**SURNAME** : Ntloko

**FIRST NAMES** : Nkosiyethu (Sizwe)

**GENDER** : Male

**DATE OF BIRTH** : 15 March 1990

**Date when the young person first came into contact with the CYC system:**

Admitted to St. Christopher's Shelter on 22 February 2001

**Date of this Care Plan:** 3 March 2003

**Young person's previous address:**

S 34269 Soweto-on-Sea

**Name of principal caregiver at this address:**

Thozama Cynthia Ntloko

**Relationship to young person:** Biological Mother

**Has the young person (and family) been engaged with the CYC system prior to this intervention:**

YES / NO

**If yes, give reasons for the involvement and indicate what support and capacity building was offered to the young person and family:**

N/A

2.

**Indicate the legal basis of current work with this young person (and family):**

.



**Why does the young person (and family) need to be within the Continuum of Care now?**

Child is in St. Christopher's Shelter for longer than six months, pending the Children's Court Inquiry.

**What attempts have been made for the young person to live with a relative or close family friend?**

Family reunification services were rendered since Sizwe was admitted to St. Christopher's Shelter, but were unsuccessful. It did not prevent him from functioning as a street child.

**What resources, supports and capacity building have been offered so far to the young person in the community (Please be specific)?**

- Assistance with material needs.
- Counselling services
- Life-skills Programmes

**If it is inappropriate or impossible to keep the young person in the community / family - indicate the reasons.**

Sizwe's mother is not able to take care of him on a long-term basis. He still has difficulties in dealing with his home circumstances.

**Which organisations, relatives and practitioners have been consulted concerning the young person's situation and the formulation of this plan?**

ACVV Baakens Valley Centre: Case Manager, Coordinator &  
Child Care Staff  
Concerned child & family  
Elumanyeni Primary School

3.

**What is the overall CP for this young person?**

(refer to the long-term "permanency" plan for the young person. not the present care placement within the continuum)

- Remaining with the family / friends with support / capacity building services
- Return to the family within time-limited period. Specify proposed time frame and family member

*Two years, Biological Mother*

- Return to the community (eg foster care, adoption, independent living) within time-limited period  
Specify proposed time-frame and community-based option
- Special residential care (eg facility for the disabled)
- Other (specify) .....

**Explain the reasons for the choice of this plan**

It is recommended that Sizwe be designated to Baakens Valley Centre (Children's Home)

**What broad outcomes need to be achieved before this plan is fulfilled?**

OUTCOMES	WHO	TARGET DATE
1. Family reunification - Improved relationship Between Sizwe and Family	Case Manager & Staff	Two years
2. Enable Sizwe to reach his potential through life-skills programmes & counselling services, etc.	Case Manager & Staff	
3. Regular developmental Assessments	Case Manager & Staff	Six Monthly

4.

**What long term developmental and / or therapeutic needs does the young person have which the continuum of care plan placements must meet?**

SEE IDP

**What type of placement within the Continuum of Care is proposed at this point?**

Place at a Children's Home - Baakens Valley Centre

**For how long?**

Two Years

**What is the contingency plan if the preferred placement is not available or breaks down?**

Appropriate placement which must be in the best interest of the child.

**If the young person is under statutory care, for how long is this likely to be?**

Two years.

**What is the agreement with the young person and family with regard to ending this intervention and fulfilling the Care Plan?**

Reviews will be held every six months.

**What steps will be taken if the young person, family or staff wishes to alter this plan?**

Consultation with all relevant parties.

**The first review of this plan will take place at**  
Baakens Valley Centre

**Month** September **Year** 2003 **Venue**

**The initial IDP will be in place by** 3 March 2003

**Responsible organisation** ACVV PE Central

## **CASE MANAGEMENT SHEET**

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**Date :** 3 March 2003

<b>Name</b>	<b>Organisation/Address</b>	<b>Started/completed</b>
Ms J. Hansen	ACVV Port Elizabeth Albany Gardens 24 Albany Road Port Elizabeth 6001	

**Signature :** \_\_\_\_\_

---

University of Pretoria etd – Hansen, J (2002)

Date : \_\_\_\_\_

Name                      Organisation/Address                      Started/completed

Signature : \_\_\_\_\_

---

Date : \_\_\_\_\_

Name                      Organisation/Address                      Started/completed

Signature : \_\_\_\_\_

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# INDIVIDUAL DEVELOPMENT PLAN (IDP)

**BASED ON CARE PLAN DATED:** 3.03.03

**DATE:** 3.03.03

**YOUNG PERSON:** Nkosiyethu (Sizwe) Ntloko

Signature of young person  
If over 12 years:

**AGE:** 12 Years

**CASE MANAGER:** Ms J. Hansen      **Signature:**

**CAREGIVER:** Ms J. Hansen      **Signature:**

## BELONGING

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Return to parental care within time-limited period	Regular contact with mother and family  Established friendships	Weekend/ Holiday Placements	Screening of home circumstances	Case manager & Social Auxiliary worker assisted by coordinator & staff	2 x per month
			Transport arrangements		
			Complete weekend/holiday placement forms		
			Holiday supervision services	Parent	Quarterly
			Material assistance		
			Evaluation of placements		
		Parental guidance	Counselling services: - Monthly home visits - Parental guidance workshops - Attendance & cooperation		Weekly/Monthly
		Lifeskills programmes e.g. relationship skills, Conflict management	Coordinating programmes  Regular attendance	Case Manager/Coordinator & staff Sizwe	Weekly/Monthly

## MASTERY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Sizwe to reach appropriate psychosocial developmental stages.	Intelligent	Formal education	Regular school attendance	Sizwe	Daily
	Creative		Assistance with homework	Child Care Worker/Volunteers/Library staff	Daily
	Problem-solving skills		Regular study hours	Sizwe	Daily
	Leadership skills		Attendance of school meetings	Social Auxiliary Worker	Quarterly
	Communication skills		Progress reports	School	Quarterly
	Reliable		Life skills programmes: <ul style="list-style-type: none"> <li>• Relationship skills</li> <li>• Decision making</li> <li>• Conflict management etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Regular attendance</li> <li>- Coordinating programmes</li> <li>- Programme funding</li> <li>- Education of programmes</li> </ul>	Sizwe Case Manager Coordinator & Staff Management Committee All staff

## INDEPENDENCE

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Sizwe to reach independence congruent with his chronological age	Able to express needs	Life skills programmes	Regular attendance	Sizwe	Weekly / monthly
	Able to take initiative	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Leadership development etc</li> </ul>	Coordinating programmes	Case Manager/Coordinator * staff	
	Competence tasks and responsibilities	Behaviour Management programmes	Programme funding	Management Committee	All staff
	Responsible re: handling of money		Evaluation of programmes		
Leadership potential			Daily interaction between child & staff	Sizwe & Staff	Daily
			<ul style="list-style-type: none"> <li>• Adherence to house rules</li> <li>• House meetings</li> <li>• Referral to resources</li> </ul>	Sizwe & staff	Monthly
				Case management	When appropriate



## GENEROSITY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Sizwe to develop a sense of generosity	Appreciative Able to share Return favours	Life-skills programmes: Relationship skills, etc.  Community involvement programmes	Regular attendance  Coordinating programmes  Evaluation of programmes  Identify appropriate programme  Programme activities  Attendance	Sizwe  Case/Coordinator & Staff Case manager/coordinator & staff  Sizwe	Weekly/ Monthly    First quarter of next year

## CARE PLAN (CP) AND REVIEW

THE INDIVIDUAL DEVELOPMENT PLAN (IDP) IS INCLUDED

<b>NAME OF YOUNG PERSON:</b> Thamsanqa Dlamini
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<b>DATE OF BIRTH</b> : 10 November 1985
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**DETAILS OF THE YOUNG PERSON:**

**SURNAME** : Dlamini

**FIRST NAMES** : Thamsanqa

**GENDER** : Male

**DATE OF BIRTH** : 10 November 1985

**Date when the young person first came into contact with the CYC system:**

10 March 2000: Admitted to St. Christopher's Shelter for the first time

11 April 2002: Opening of Children's Court Inquiry

**Date of this Care Plan:** 25 September 2002

**Young person's previous address:**

926 Nobatana Road, Kwazakhele, Port Elizabeth, 6000

**Name of principal caregiver at this address:**

Nomagaga Dlamini

**Relationship to young person:** Biological Mother

**Has the young person (and family) been engaged with the CYC system prior to this intervention:**

YES / NO

**If yes, give reasons for the involvement and indicate what support and capacity building was offered to the young person and family:**

N/A

2.

**Indicate the legal basis of current work with this young person (and family):**

Opening of Children's Court Inquiry on 11 April 2002.

**Why does the young person (and family) need to be within the Continuum of Care now?**

Child is in place of safety at Baakens Valley Centre, pending the Children's Court Inquiry.

**What attempts have been made for the young person to live with a relative or close family friend? Explain**

Family Reunification services were rendered since he was admitted to St. Christopher's Shelter. He returned to his family on two occasions, but was finally readmitted to the shelter after his home circumstances deteriorated.

**What resources, supports and capacity building have been offered so far to the young person and family / friends to keep the young person in the community? (Please be specific)**

Regular weekend/holiday placements

**If it is inappropriate or impossible to keep the young person in the community / family - indicate the reasons.**

Miss Dlamini (biological mother) is unable to provide adequate care and material support.

**Which organisations, relatives and practitioners have been consulted concerning the young person's situation and the formulation of this plan?**

ACVV Baakens Valley Centre: Senior Social Worker,  
Coordinator, Child Care Staff  
Zinedeni Technical High School  
Concerned Child  
Biological Mother

3.

**What is the overall CP for this young person?**

(refer to the long-term "permanency" plan for the young person. not the present care placement within the continuum)

- Remaining with the family / friends with support / capacity building services
- Return to the family within time-limited period. Specify proposed time frame and family member
- Return to the community (eg foster care, adoption, independent living) within time-limited period

Specify proposed time-frame and community-based option

*December 2003, Biological mother*

- Special residential care (eg facility for the disabled)
- Other (specify) .....

**Explain the reasons for the choice of this plan**

Thamsanqa will be 18 years old next year and consequently be discharged from the Child Care Act.

**What broad outcomes need to be achieved before this plan is fulfilled?**

	<b>OUTCOMES</b>	<b>WHO</b>	<b>TARGET DATE</b>
1.	Strengthening of parent/child relationship	Case Manager & Therapeutic Team	December 2003
2.	Family must be able to provide more support and adequate care.	Case Manager & Therapeutic Team	December 2003
3.	Empower Thamsanqa to reach age appropriate to Psychosocial developmental stages and subsequent independence.	Case Manager & Therapeutic Team	December 2003
4.	Regular developmental assessments.	Case Manager & Therapeutic Team	Six monthly

4.

**What long term developmental and / or therapeutic needs does the young person have which the continuum of care plan placements must meet?**

SEE IDP

**What type of placement within the Continuum of Care is proposed at this point?**

Placement at a Children Home

**For how long?**

Target date: December 2003

**What is the contingency plan if the preferred placement is not available or breaks down?**

Return to parental care.

If the young person is under statutory care, for how long is this likely to be?

December 2003

What is the agreement with the young person and family with regard to ending this intervention and fulfilling the Care Plan?

Commitment to fulfillment of Care Plan and IDP.

What steps will be taken if the young person, family or staff wishes to alter this plan?

Care Plan & IDP will be reviewed.

The first review of this plan will take place at Baakens Valley Centre

Month April Year 2002

The initial IDP will be in place by 4 October 2002

Responsible organisation ACVV PE Central

## CASE MANAGEMENT SHEET

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Date : 25 September 2002

Name	Organisation/Address	Started/completed
Ms C. Vosloo	ACVV Port Elizabeth Albany Gardens 24 Albany Road Port Elizabeth 6001	

Signature : \_\_\_\_\_

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Date : \_\_\_\_\_

University of Pretoria etd – Hansen, J (2002)

Name                      Organisation/Address                      Started/completed

Signature : \_\_\_\_\_

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Date : \_\_\_\_\_

Name                      Organisation/Address                      Started/completed

Signature : \_\_\_\_\_

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# INDIVIDUAL DEVELOPMENT PLAN (IDP)

**BASED ON CARE PLAN DATED:** 25 September 2002

**DATE:** 4 October 2002

**YOUNG PERSON:** Thamsanqa Dlamini

Signature of young person  
If over 12 years:

**AGE:** 16 Years

**CASE MANAGER:** Ms C. Vosloo                      **Signature:**

**CAREGIVER:** Ms J. Hansen                      **Signature:**

IDP Page 1

Name : Thamsanqa Dlamini

Age : 16 Years

Date : 4 October 2002

## BELONGING

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Return to parental care within time-limited period	Regular contact with parents	Weekend/Holiday placements  Parental guidance  Life-skills programmes	<ul style="list-style-type: none"> <li>• Screening of home circumstances</li> <li>• Transport arrangement</li> <li>• Complete weekend/holiday placement forms</li> <li>• Holiday supervision services</li> <li>• Material support</li> <li>• Evaluation of placements</li> <li>• Counselling services: <ul style="list-style-type: none"> <li>- Monthly home visits</li> <li>- Parental guidance workshops</li> <li>- Attendance &amp; cooperation</li> </ul> </li> <li>• Relationship skills</li> <li>• Conflict management</li> </ul>	Social Worker & Social Auxiliary Worker assisted by Project Coordinator and Child Care Team          Parent  Parent & Programme presenters	2 x per month   Quarterly  Continuous  Weekly/ Monthly  Weekly/ Monthly



IDP Page 2

Name : Thamsanqa Dlamini

Age : 16 Years

Date : 4 October 2002

## MASTERY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Thamsanqa to reach age appropriate to psycho-social developmental stages	Competency re: communication skills  Interest in sport  Leadership potential	Formal education	<ul style="list-style-type: none"> <li>Regular school attendance</li> </ul>	Thamsanqa	Daily
		Life-skills programmes: <ul style="list-style-type: none"> <li>Relationship skills</li> <li>Decision-making</li> <li>Conflict Management, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Assistance with homework</li> </ul>	Child Care Worker/Volunteers	Daily
			<ul style="list-style-type: none"> <li>Regular study hours</li> </ul>	Library services	Daily
			<ul style="list-style-type: none"> <li>Attendance of school meetings</li> </ul>	Social Auxiliary workers	Quarterly
			<ul style="list-style-type: none"> <li>Quarterly progress reports</li> </ul>	School Thamsanqa Project Coordinator & staff	Quarterly
			<ul style="list-style-type: none"> <li>Regular attendance</li> </ul>	Management Committee	Weekly/ Monthly
			<ul style="list-style-type: none"> <li>Coordinating programmes</li> </ul>	Social Worker & Staff	

## INDEPENDENCE

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To enable Thamsanqa to reach independence congruent with his chronological age	Self confidence Leadership Potential	Life-skills programmes: <ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Leadership Development, etc.</li> </ul> Behaviour management programmes	<ul style="list-style-type: none"> <li>- Regular attendance</li> <li>- Coordinating programmes</li> <li>- Programme funding</li> <li>- Evaluation of programmes</li> <li>- Daily interaction between staff and child</li> <li>- Adherence to house rules</li> <li>- House meetings</li> <li>- Referral to alternative resources when necessary</li> </ul>	Thamsanqa Project Coordinator Management Committee Social Worker & Staff  All staff  Thamsanqa  All staff  Social Worker	Weekly/ Monthly  Daily   Monthly  When appropriate

IDP Page 4

Name : Thamsanqa Dlamini

Age : 16 Years

Date : 4 October 2002

## GENEROSITY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Thamsanqa to develop a sense of generosity	<ul style="list-style-type: none"> <li>• Cooperative</li> <li>• Willing to share</li> </ul>	<ul style="list-style-type: none"> <li>- Life skills programmes</li> <li>• Relationship skills, etc</li> </ul> <p>Community involvement programmes</p>	<ul style="list-style-type: none"> <li>• Regular attendance</li> <li>• Coordinating programmes</li> <li>• Evaluation of programmes</li> <li>• Identify appropriate programme</li> <li>• Programme activities</li> <li>• Attendance</li> </ul>	<p>Thamsanqa</p> <p>Project Coordinator &amp; Staff</p> <p>Social Worker &amp; staff</p> <p>Social Worker/Coordinator &amp; Staff</p> <p>Thamsanqa</p>	<p>Weekly/ Monthly</p> <p>First quarter of next year</p>

## CARE PLAN (CP) AND REVIEW

THE INDIVIDUAL DEVELOPMENT PLAN (IDP) IS INCLUDED

<b>NAME OF YOUNG PERSON:</b>	Luyanda Ngaka
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<b>DATE OF BIRTH</b>	: 6 March 1990
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**DETAILS OF THE YOUNG PERSON:**

**SURNAME** : Ngaka

**FIRST NAMES** : Luyanda

**GENDER** : Male

**DATE OF BIRTH** : 6 March 1990

**Date when the young person first came into contact with the CYC system:**

Admitted to St. Christopher's Shelter on 1 October 2001

**Date of this Care Plan:** 1 October 2002

**Young person's previous address:**

1832 Mandela Village, Kwazakhele

**Name of principal caregiver at this address:**

Esther Nontuthuzelo Ngaka

**Relationship to young person:** Biological Mother

**Has the young person (and family) been engaged with the CYC system prior to this intervention:**

YES / NO

**If yes, give reasons for the involvement and indicate what support and capacity building was offered to the young person and family:**

N/A

2.

**Indicate the legal basis of current work with this young person (and family):**

Opening of Children's Court Inquiry on 11 April 2002

**Why does the young person (and family) need to be within the Continuum of Care now?**

Child in place of safety at Baakens Valley Centre pending the Children's Court Inquiry.

**What attempts have been made for the young person to live with a relative or close family friend?**

Attempts were made to reconcile Luyanda with his family, but were unsuccessful, due to negative social circumstances.

**What resources, supports and capacity building have been offered so far to the young person in the community (Please be specific)?**

- Counselling services
- Life-skills programmes
- Developmental Assessments

**If it is inappropriate or impossible to keep the young person in the community / family - indicate the reasons.**

Luyanda's mother is unable to provide adequate care. He went to the streets to beg for food and become involved in gang activities. A Children's Court Inquiry was opened to provide alternative care and an opportunity to improve his circumstances.

**Which organisations, relatives and practitioners have been consulted concerning the young person's situation and the formulation of this plan?**

ACVV Baakens Valley Centre: Case Manager, Coordinator & Child Care Staff  
Concerned Child & Biological mother  
Elumanyanweni Lower Primary School

3.

**What is the overall CP for this young person?**

(refer to the long-term "permanency" plan for the young person. not the present care placement within the continuum)

- Remaining with the family / friends with support / capacity building services
- Return to the family within time-limited period. Specify proposed time frame and family member

*Two years, Biological Mother*

- Return to the community (eg foster care, adoption, independent living) within time-limited period  
Specify proposed time-frame and community-based option
- Special residential care (eg facility for the disabled)
- Other (specify) .....

**Explain the reasons for the choice of this plan**

Family reunification services will be rendered to assist Luyanda and his family.

**What broad outcomes need to be achieved before this plan is fulfilled?**

	<b>OUTCOMES</b>	<b>WHO</b>	<b>TARGET DATE</b>
1.	Improved relationship between Luyanda and his mother	Case Manager/Staff & Luyanda/Miss Ngaka	Two Years - October 2004
2.	Miss Ngaka to be involved in parental guidance programme	Case Manager/Staff & Luyanda/Miss Ngaka	Two Years - October 2004
3.	Improved social circumstances of family	Case Manager/Staff & Luyanda/Miss Ngaka	Two Years - October 2004
4.	Regular weekend/holiday placements	Case Manager/Staff & Luyanda/Miss Ngaka	Two Years - October 2004
5.	Regular developmental assessments	Case Manager/Staff & Luyanda/Miss Ngaka	Six monthly

**What long term developmental and / or therapeutic needs does the young person have which the continuum of care plan placements must meet?**

SEE IDP

4.

**What type of placement within the Continuum of Care is proposed at this point?**

Placement at Children's Home - Baakens Valley Centre

**For how long?**

Two Years

**What is the contingency plan if the preferred placement is not available or breaks down?**

Appropriate alternative placement to be investigated.

**If the young person is under statutory care, for how long is this likely to be?**

Two years.

**What is the agreement with the young person and family with regard to ending this intervention and fulfilling the Care Plan?**

Regular reviews will be held to discuss progress of fulfilling the Care Plan.

**The first review of this plan will take place at Baakens Valley Centre**

**Month** April **Year** 2003

**The initial IDP will be in place by** 4 October 2002

**Responsible organisation** ACVV PE Central

## CASE MANAGEMENT SHEET

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Date : 1 October 2002

Name	Organisation/Address	Started/completed
Ms C. Vosloo	ACVV Port Elizabeth Albany Gardens 24 Albany Road Port Elizabeth 6001	

Signature : \_\_\_\_\_

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Date : \_\_\_\_\_

Name	Organisation/Address	Started/completed
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Signature : \_\_\_\_\_

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Date : \_\_\_\_\_

Name	Organisation/Address	Started/completed
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Signature : \_\_\_\_\_

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# INDIVIDUAL DEVELOPMENT PLAN (IDP)

**BASED ON CARE PLAN DATED:** 1 October 2002

**DATE:** 4 October 2002

**YOUNG PERSON:** Luyanda Ngaka

Signature of young person  
If over 12 years:

**AGE:** 12 Years

**CASE MANAGER:** Ms C. Vosloo                      **Signature:**

**CAREGIVER:** Ms J. Hansen                      **Signature:**

## BELONGING

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Return to parental care within time-limited period	Fond of his mother. Able to maintain positive relationships with staff	* Regular contact with parent & family members * Developing a meaningful relationship with a staff member whom he trusts * Strengthening of the relationship between Luyanda & his mother * Life-skills programmes: - Relationship skills - Self esteem, etc.	<ul style="list-style-type: none"> <li>Weekend/Holiday placements</li> <li>Screening of home circumstances</li> <li>Transport arrangements</li> <li>Holiday supervision services</li> <li>Material relief (food parcels)</li> <li>Evaluation of placements</li> <li>Counselling services</li> <li>Developmental Assessments</li> <li>Counselling services</li> <li>Parental Guidance</li> <li>Coordinating programme</li> <li>Evaluation</li> </ul>	Case Manager & Social Auxiliary Worker Driver Social Auxiliary Worker Case Manager/Coordinator, Social Auxiliary Worker Social Auxiliary Worker/Case Manager Case Manager & Staff Coordinator/Volunteers & Staff	2 x per month Quarterly Continuous Monthly Weekly/ Monthly

## MASTERY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Luyanda to reach appropriate psychosocial developmental stages	Creative skills  Able to express emotions	Formal education	<ul style="list-style-type: none"> <li>Regular school attendance</li> <li>Assistance with homework</li> <li>Regular study hours</li> <li>Attendance of school meetings</li> </ul>	Luyanda  Child Care Worker/Volunteers	Daily  Quarterly
		Life-skills Programmes:	<ul style="list-style-type: none"> <li>Progress reports</li> <li>Regular attendance</li> <li>Coordinating Programmes</li> <li>Evaluation</li> </ul>	Library Services Social Auxiliary Worker/Coordinator & Case Manager	Quarterly
		<ul style="list-style-type: none"> <li>Relationship skills</li> <li>Conflict management</li> <li>Practical skills</li> <li>Training, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Progress Reports</li> <li>Programme funding</li> <li>Set dates</li> <li>Complete schedule</li> <li>Discussion with staff</li> </ul>	Luyanda/Case Manager/Coordinator & staff	Weekly/ Monthly
		Developmental Assessment	<ul style="list-style-type: none"> <li>Planning</li> </ul>	Management committee  Case Manager & staff	Six monthly

IDP Page 3

Name : Luyanda Ngaka

Age : 12 Years

Date : 4 October 2002

## INDEPENDENCE

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Luyanda to reach independence congruent with his chronological age.	Assertive skills	Life skills Programmes:	- Regular attendance	Luyanda	Weekly/ Monthly
		- Self esteem	- Coordinator programmes	Coordinator /Case Manager & Staff	Daily
		- Relationship skills (Peer group, etc.)	- Evaluation	Management Committee	Monthly
		- Behaviour management programmes	- Programme funding	Social Auxiliary Worker	Weekly Monthly
		- Developmental Assessment	- Daily interaction between staff and child	All Staff	Six monthly
			- Progress Reports	Luyanda & All staff	
			- Staff meetings	Case Manager & staff	
			- House meetings		
			- Set dates		
			- Complete schedule		
	- Discussion with staff				
	- Planning				

## GENEROSITY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
<p>To empower Luyanda to develop a sense of generosity appropriate to his age.</p> <p>Maintaining positive relationships with family &amp; friends &amp; community</p>	<ul style="list-style-type: none"> <li>• Caring behaviour</li> <li>• Loyalty to peer group</li> </ul>	<p>- Life skills programmes:</p> <ul style="list-style-type: none"> <li>• Relationship skills (e.g. peer group pressure)</li> <li>• Team building etc.</li> </ul> <p>Community involvement programme</p>	<ul style="list-style-type: none"> <li>• Regular attendance</li> <li>• Coordinating programme</li> <li>• Evaluation</li> <li>• Identify appropriate project</li> <li>• Regular attendance</li> <li>• Transport Arrangement</li> </ul>	<p>Luyanda Case Manager/ Coordinator &amp; staff</p> <p>Case Manager/ Coordinator &amp; staff</p> <p>Luyanda Coordinator</p>	<p>Weekly/ Monthly</p> <p>February 2003</p>

## CARE PLAN (CP) AND REVIEW

THE INDIVIDUAL DEVELOPMENT PLAN (IDP) IS INCLUDED

<b>NAME OF YOUNG PERSON:</b> Nathan Joël
<b>DATE OF BIRTH</b> : 14 Julie 1985

**DETAILS OF THE YOUNG PERSON:**

**SURNAME** : Joël  
**FIRST NAMES** : Nathan Elton  
**GENDER** : Male  
**DATE OF BIRTH** : 14 July 1985

**Date when the young person first came into contact with the CYC system:**

1996: Aanvanklike opname by St. Christopher's Skuiling

**Date of this Care Plan:** 1 Oktober 2002

**Young person's previous address:**

Voisenstraat 136, Helenvale

**Name of principal caregiver at this address:**

Victoria Joël

**Relationship to young person:** Biological Mother

**Has the young person (and family) been engaged with the CYC system prior to this intervention:**

YES / NO

**If yes, give reasons for the involvement and indicate what support and capacity building was offered to the young person and family:**

Dit het geblyk dat Nathan tydelik by Erica Veiligheidsplek opgeneem was. Hy het teruggekeer na sy moeder se sorg.

2.

**Indicate the legal basis of current work with this young person (and family):**

Opening van Kinderhofondersoek: 11 April 2002

**Why does the young person (and family) need to be within the Continuum of Care now?**

Volgens Nathan was hy blootgestel aan voortdurende alkoholmisbruik en konflik met familieledede. Terugplasing by sy moeder was onsuksesvol.

Datum van Kinderhofondersoek: 4 Oktober 2002

**What attempts have been made for the young person to live with a relative or close family friend?**

Sien bo.

Nathan is twee keer teruggeplaas by sy moeder, maar het weggeloop van die huis en as straatkind gefunksioneer.

**What resources, supports and capacity building have been offered so far to the young person in the community (Please be specific)?**

- Beradingsdienste
- Assessering van huislike omstandighede
- Ontwikkelingsassessering

**If it is inappropriate or impossible to keep the young person in the community / family - indicate the reasons.**

Nathan se moeder is nie in staat om 'n veilige tuiste vir hom te skep nie.

Inskakeling by programme wat die sentrum aanbied kan sy toekomsvooruitsigte bevorder.

**Which organisations, relatives and practitioners have been consulted concerning the young person's situation and the formulation of this plan?**

ACVV Baakensvallei Sentrum: Gevallebestuurder,  
Koördineerder & Kindersorgpersoneel  
Betrokke kind & Biologiese moeder  
Missionvale Primêre skool

3.

**What is the overall CP for this young person?**

(refer to the long-term "permanency" plan for the young person. not the present care placement within the continuum)

- Remaining with the family / friends with support / capacity building services
- Return to the family within time-limited period. Specify proposed time frame and family member

- .....
- Return to the community (eg foster care, adoption, independent living) within time-limited period  
Specify proposed time-frame and community-based option
  - Special residential care (eg facility for the disabled)
  - Other (specify) .....

**Explain the reasons for the choice of this plan**

Nathan word volgende jaar 18 jaar oud en sal dus onthef word van die bepalings van die Wet op Kindersorg. Sy agterstand met betrekking tot sy skoolloopbaan sal onafhanklike funksionering belemmer.

**What broad outcomes need to be achieved before this plan is fulfilled?**

	<b>OUTCOMES</b>	<b>WHO</b>	<b>TARGET DATE</b>
1.	Verbetering van moeder se maatskaplike omstandighede ten einde 'n veilige tuiste vir Nathan te skep.	Mej. Joël Gevallebestuur der	Desember 2003
2.	Inskakeling van Nathan by lewensvaardigheidsprogramme ten einde onafhanklike funksionering te bevorder.	Nathan/Gevallebestuurder Koördineerder & personeel	Weekliks/ Maandeliks
3.	Gereelde kontak met moeder deur middel van naweek/vakansieplasings	Nathan/Gevallebestuurder Koördineerder & personeel	2 x per maand 1 x per kwartaal
4.	Gereelde ontwikkelingsassessering ten einde vordering te bepaal	Nathan/Gevallebestuurder Koördineerder & personeel	Ses maandeliks

4.

**What long term developmental and / or therapeutic needs does the young person have which the continuum of care plan placements must meet?**

SIEN INDIVIDUELE ONTWIKKELINGSPLAN

**What type of placement within the Continuum of Care is proposed at this point?**

Kinderhuisplasing: Baakensvallei Sentrum

**For how long?**

Twee jaar



What is the contingency plan if the preferred placement is not available or breaks down?

'n Geskikte alternatiewe plasing sal ondersoek word.

If the young person is under statutory care, for how long is this likely to be?

Twee jaar

What is the agreement with the young person and family with regard to ending this intervention and fulfilling the Care Plan?

Die versorgingsplan sal deurlopend geëvalueer word.

What steps will be taken if the young person, family or staff wishes to alter this plan?

'n Paneelvergadering sal gereël word.

The first review of this plan will take place at  
Baakensvallei Sentrum

Month April Year 2003

The initial IDP will be in place by 4 Oktober 2002

Responsible organisation ACVV Port Elizabeth

## CASE MANAGEMENT SHEET

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Date : 1 Oktober 2002

Name	Organisation/Address	Started/completed
Mej C. Vosloo	ACVV Port Elizabeth Albany Gardens Albanyweg 24 Port Elizabeth 6001	

Signature : \_\_\_\_\_

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University of Pretoria etd – Hansen, J (2002)

Date : \_\_\_\_\_

Name                      Organisation/Address                      Started/completed

Signature : \_\_\_\_\_

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Date : \_\_\_\_\_

Name                      Organisation/Address                      Started/completed

Signature : \_\_\_\_\_

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# INDIVIDUAL DEVELOPMENT PLAN (IDP)

**BASED ON CARE PLAN DATED:** 1 Oktober 2002

**DATE:** 4 October 2002

**YOUNG PERSON:** Nathan Joël

Signature of young person  
If over 12 years:

**AGE:** 17 Jaar oud

**CASE MANAGER:** Mej. C. Vosloo

**Signature:**

**CAREGIVER:** Mej. J. Hansen

**Signature:**

IDP Page 1

Name : Nathan Joël

Age : 17 jaar

Date : 4 Oktoter 2002

## BELONGING

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Terugplasing in ouer se sorg wanneer Nathan die ouderdom van 18 jaar bereik.	Geheg aan moeder.  Handhaaf positiewe verhoudings met personeel en mede-inwoners wat aanvaarding toon.	Gereelde kontak met moeder & gesinslede  Ouerleidingsprogramme  Lewensvaardighedsprogramme: <ul style="list-style-type: none"> <li>• Verhoudingsvaardighede</li> <li>• Selfbeeld</li> <li>• Konflikhantering, ens.</li> </ul>	<ul style="list-style-type: none"> <li>• Naweek/Vakansieplasings</li> <li>• Vakansieverlofkeuring</li> <li>• Vervoerreelings</li> <li>• Vakansietoesigdienste</li> <li>• Noodhulp wanneer benodig.</li> <li>• Evaluering van plasings.</li> <li>• Beradingsdienste</li> <li>• Ontwikkelings-assessering</li> <li>• Werkswinkel</li> <li>• Samewerking/Bywoning</li> <li>• Koördinering van programme</li> <li>• Evaluering</li> <li>• Vorderingsverslae</li> </ul>	Gevallebestuurder  Koördineerder/Matskaplike hulpwerker  Bestuurskomitee  Gevallebestuurder/Koördineerder & personeel  Mej. Joël  Koördineerder/Gevallebestuurder & personeel	2 x per maand  Kwartaal-likes  Deurlopend  Ses maandeliks  Teen Oktober 2003

## MASTERY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Om Nathan te bemagtig om toepaslike psigo-sosiale ontwikkelingsstadiums te bereik.	Vertrou personeel.  Vasberadenheid om sy omstandighede te verbeter.	Formele skoolonderrig.  Lewensvaardighedsprogramme: <ul style="list-style-type: none"> <li>• Selfbeeldontwikkeling</li> <li>• Konflikhantering</li> <li>• Verhoudingsvaardighede, ens.</li> </ul> Ontwikkelings-assessering.	<ul style="list-style-type: none"> <li>• Gereelde skoolbywoning</li> <li>• Hulp met tuiswerk</li> <li>• Gereelde studietye</li> <li>• Bywoning van skoolvergaderings</li> <li>• Vorderingsverslae</li> <li>• Gereelde bywoning</li> <li>• Koördinering van programme</li> <li>• Evaluering</li> <li>• Vorderingsverslae</li> <li>• Befondsing</li> <li>• Beplan datums</li> <li>• Voltooi skedules</li> <li>• Bespreking met personeel</li> <li>• Beplanning/Opvolging</li> </ul>	Nathan/Kinder-versorger/Vrywillers/Biblioteekdienste  Hulpwerker  Hulpwerker/Skool  Nathan  Gevallebestuurder/Koördineerder & personeel  Bestuurskommittee  Gevallebestuurder & personeel	Daaglik  Kwartaalliks  Kwartaalliks  Weeklik/ Maandeliks  Ses maandeliks

## INDEPENDENCE

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Om Nathan te bemagtig om onafhanklikheid te bereik in ooreenstemming met sy chronologiese ouderdom.	Deursettingsvermoë	- Lewensvaardigheidsprogramme:	- Gereelde bywoning	Nathan/Gevallebestuurder/ Koördineerder & Personeel	Weekliks/ Maandeliks
		<ul style="list-style-type: none"> <li>• Selfbeeldontwikkeling</li> <li>• Verhoudingsvaardighede</li> <li>• Konflikhantering, ens.</li> </ul>	- Evaluering	Bestuurskomitee	Daagliks
	Gedragbestuurprogramme	- Befondsing	Nathan/Personeel		
		Ontwikkelings-assessering	- Daaglikse interaksie tussen betrokke kind en personeel	Hulpwerker Alle personeel	Weekliks
			- Vorderingsverslae		Maandeliks
			- Personeelvergaderings	Nathan/Personeel	Weekliks
			- Huisvergaderings		Maandeliks
			- Bepaal datums	Gevallebestuurder & Personeel	
			- Voltooi skedules		
			- Bespreking met personeel		
			- Beplanning/Opvolging		

IDP Page 4

Name : Nathan Joël

Age : 17 Jaar

Date : 4 Oktober 2002

## GENEROSITY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Om Nathan te bemagtig om uit te reik na ander en mededeel-saamheid te bevorder	Hulpvaardig Gee om vir ander	- Lewensvaardigheidsprogramme • Verhoudingsvaardighede • Spanbou, ens.  Gemeenskapsbetrokkenheid	• Gereelde bywoning • Koördinering van programme • Evaluering  Identifiseer toepaslike projek. Gereelde bywoning Vervoerreëlings.	Nathan Koördineerder Gevallebestuurder & Personeel  Gevallebestuurder Koördineerder Nathan Koördineerder	Weekliks/ Maandeliks  Februarie 2003 & Personeel

## CARE PLAN (CP) AND REVIEW

THE INDIVIDUAL DEVELOPMENT PLAN (IDP) IS INCLUDED

<u>NAME OF YOUNG PERSON:</u> Sakhumzi Johnson
<u>DATE OF BIRTH</u> : 24 February 1987

### DETAILS OF THE YOUNG PERSON:

**SURNAME** : Johnson  
**FIRST NAMES** : Sakhumzi  
**GENDER** : Male  
**DATE OF BIRTH** : 24 February 1987  
**OR AGE ESTIMATE / DATE** :

Date when the young person first came into contact with the CYC system:

Date of this Care Plan: 11 December 2001

Young person's previous address:

Name of principal caregiver at this address:

Relationship to young person:



**Has the young person (and family) been engaged with the CYC system prior to this intervention:**

YES / NO

**If yes, give reasons for the involvement and indicate what support and capacity building was offered to the young person and family:**

N/A

**Indicate the legal basis of current work with this young person (and family):**

Opening of Children's Court Inquiry on 3 August 2001.

**Why does the young person (and family) need to be within the Continuum of Care now?**

Placement at children's home (Baakens Valley Centre) has been recommended. Parents not able to take care of the child. Sakhumzi left home and lived on the streets.

**What attempts have been made for the young person to live with a relative or close family friend?**

Weekend and holiday placements were arranged.

**What resources, supports and capacity building have been offered so far to the young person in the community (Please be specific)?**

- Regular contact with family members
- Life skills programmes

**If it is inappropriate or impossible to keep the young person in the community / family - indicate the reasons.**

Mother not able to care for the child on a regular / permanent basis.

**Which organisations, relatives and practitioners have been consulted concerning the young person's situation and the formulation of this plan?**

ACVV PE Central - Social Worker, Social Auxiliary Worker  
Youth for Christ - Project Co-Ordinator, Child Care Worker  
Staff  
Mother / Stepfather

**What is the overall CP for this young person?**

(refer to the long-term "permanency" plan for the young person. not the present care placement within the continuum)

- Remaining with the family / friends with support / capacity building services
- Return to the family within time-limited period.  
Specify proposed time frame and family member  
*Two years, Mother*
- Return to the community (eg foster care, adoption, independent living) within time-limited period  
Specify proposed time-frame and community-based option
- Special residential care (eg facility for the disabled)
- Other (specify) .....

**Explain the reasons for the choice of this plan**

Mother is willing to cooperate with social services.

**What broad outcomes need to be achieved before this plan is fulfilled?**

<b>OUTCOMES</b>	<b>WHO</b>	<b>TARGET DATE</b>
1. Monitoring and assessment of placement at Baakens Valley Centre.	Social Worker Baakens Valley Staff	Continuous
2. Continued efforts to secure parent-child-relationship	Social Worker Baakens Valley Staff	Continuous
3. Support services. Counselling and guidance Re: Problem situation / life skills	Social Worker Baakens Valley Staff	Continuous

**What long term developmental and / or therapeutic needs does the young person have which the continuum of care plan placements must meet?**

SEE IDP

**If not possible to meet al the above, which should be the priority goals and how should they be addressed?**

Relationship with mother.  
Re-unification with services.

**What type of placement within the Continuum of Care is proposed at this point?**

Children Home

**For how long?**

Two Years

**What is the contingency plan if the preferred placement is not available or breaks down?**

Placement with family - if possible.

**If the young person is under statutory care, for how long is this likely to be?**

Two years.

**What is the agreement with the young person and family with regard to ending this intervention and fulfilling the Care Plan?**

Regular monitoring of placement.

Discussion : Staff / Family

**What steps will be taken if the young person, family or staff wishes to alter this plan?**

See Above

**The first review of this plan will take place at .....**

**Day .....** **Month** June **Year** 2002 **Venue** Baakens Valley Centre

**Responsible organisation** ACVV PE Central

## BELONGING

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Return to the family within time limited period	<ul style="list-style-type: none"> <li>• Re-established contact with mother</li> <li>• Friendly &amp; respectful</li> <li>• Not shy</li> </ul>	<ul style="list-style-type: none"> <li>- Re-unification services</li> <li>- Counselling</li> <li>- Weekend / Holiday Placement</li> <li>- Monitoring of placement at Baakens Valley Centre</li> <li>- Positive identity and relationship skills developed through life-skills programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Screening of placements</li> <li>• Transport arrangement</li> <li>• Holiday supervision</li> <li>• Developmental assessment</li> <li>• Regular house meeting</li> <li>• Life skills programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Social Worker &amp; Social Auxiliary Worker</li> <li>• Driver</li> <li>• Social Auxiliary Worker &amp; Project coordinator</li> <li>• Social Worker &amp; Baakens Valley Staff</li> <li>• Sakhumzi &amp; Baakens Valley Staff</li> <li>• Baakens Valley Staff &amp; Sakhumzi</li> </ul>	<ul style="list-style-type: none"> <li>Continuous</li> <li>Out Weekend</li> <li>Holidays</li> <li>Six monthly</li> <li>Monthly</li> <li>Monthly</li> <li>Weekly</li> </ul>

IDP Page 2

Name : Sakhumzi Johnson

Age :

Date : 11 December 2001

## MASTERY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Sakhumzi to reach appropriate psycho-social stages.	<ul style="list-style-type: none"> <li>• Good school progress</li> <li>• Dancing</li> <li>• Good soccer player</li> <li>• Leadership abilities</li> </ul>	<ul style="list-style-type: none"> <li>- Formal education</li> <li>- Music &amp; Dancing skills development classes</li> <li>- Sport development skills</li> <li>- Life skills classes</li> </ul>	• Regular school attendance	• Sakhumzi	Daily
			• Arrange dancing classes	• Baakens Valley Staff	Weekly
			• Sport clinics	• Programme Coordinator	Weekly
			• Regular attendance of programmes	• Sakhumzi	Monthly
			• Coordinating	• Project Coordinator	Monthly
			• Evaluation	• Project Coordinator	
			• Social Worker		

IDP Page 3

Name : Sakhumzi Johnson

Age :

Date : 11 December 2001

## INDEPENDENCE

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Sakhumzi to reach independence	<ul style="list-style-type: none"> <li>• Assertive</li> <li>• School progress</li> </ul>	Life skills Programmes - Decision making - Self-esteem - Relationship skills - Conflict management Developmental assessments Behaviour Management Programmes	<ul style="list-style-type: none"> <li>- Regular attendance</li> <li>- Coordinating</li> <li>- Evaluation</li> <li>- Regular interviews</li> <li>- Daily interaction between staff &amp; child focussed on application of BQCC training</li> </ul>	<ul style="list-style-type: none"> <li>• Sakhumzi</li> <li>• Project coordinator</li> <li>• Social Worker &amp; Staff</li> <li>• All Staff</li> </ul>	Weekly Monthly Six monthly Daily

IDP Page 4

Name : Sakhumzi Johnson

Age :

Date : 11 December 2001

## GENEROSITY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
<p>To empower Sakhumzi to develop a sense of generosity</p> <p>Maintenance of positive relationship with family, friends and community</p>	<ul style="list-style-type: none"> <li>• Helpful</li> <li>• Able to share</li> </ul>	<p>- Life skills programmes</p>	<ul style="list-style-type: none"> <li>• Regular attendance</li> <li>• Coordination</li> <li>• Evaluation</li> </ul>	<p>Sakhumzi</p> <p>Project Coordinator</p> <p>Social Worker</p>	<p>Weekly</p> <p>Monthly</p>



## CARE PLAN (CP) AND REVIEW

THE INDIVIDUAL DEVELOPMENT PLAN (IDP) IS INCLUDED

NAME OF YOUNG PERSON: Siyabonga Mooi

DATE OF BIRTH :

### DETAILS OF THE YOUNG PERSON:

**SURNAME** : Mooi

**FIRST NAMES** : Siyabonga

**GENDER** : Male

**DATE OF BIRTH** :

**OR AGE ESTIMATE / DATE** : 12 years

**Date when the young person first came into contact with the CYC system:**

14 August 2000

**Date of this Care Plan:** 5 December 2001

**Young person's previous address:**

4972 Site and Service, Kwazakhere

**Name of principal caregiver at this address:**

Lena Mooi

**Relationship to young person:** Grandmother

**Has the young person (and family) been engaged with the CYC system prior to this intervention:**

YES / NO

**If yes, give reasons for the involvement and indicate what support and capacity building was offered to the young person and family:**

N/A

**Indicate the legal basis of current work with this young person (and family):**

Opening of Children's Court Inquiry on 3 August 2001.

**Why does the young person (and family) need to be within the Continuum of Care now?**

Referral to Baakens Valley Centre (Children's Home) had been recommended - Court Report. Grandmother were not able to take responsibility.

**What attempts have been made for the young person to live with a relative or close family friend?**

- Locating family members since admittance to St. Christopher's Shelter
- Weekend & Holiday Placements
- Developmental Assessments
- Regular contact with Grandmother.

**What resources, supports and capacity building have been offered so far to the young person in the community (Please be specific)?**

- Regular contact with family members
- Life skills programmes
- Grandmother involved in our life-skills classes

If it is inappropriate or impossible to keep the young person in the community / family - indicate the reasons.

Grandmother not able to care for him on a regular / permanent basis.

**Which organisations, relatives and practitioners have been consulted concerning the young person's situation and the formulation of this plan?**

ACVV PE Central - Social Worker, Social Auxiliary Worker  
Youth for Christ - Project Co-Ordinator, Child Care Worker  
Staff

Grandmother

**What is the overall CP for this young person?**

(refer to the long-term "permanency" plan for the young person. not the present care placement within the continuum)

- Remaining with the family / friends with support / capacity building services
- Return to the family within time-limited period.  
Specify proposed time frame and family member

*Two years, Mother*

- Return to the community (eg foster care, adoption, independent living) within time-limited period  
Specify proposed time-frame and community-based option
- Special residential care (eg facility for the disabled)
- Other (specify) .....

**Explain the reasons for the choice of this plan**

**What broad outcomes need to be achieved before this plan is fulfilled?**

<b>OUTCOMES</b>	<b>WHO</b>	<b>TARGET DATE</b>
1. Monitoring and assessment of placement at Baakens Valley Centre.	Social Worker Baakens Valley Staff	Continuous
2. Continued efforts to secure grandmother-child-relationship	Social Worker Baakens Valley Staff	Continuous
3. Support services. Counselling and guidance	Social Worker Baakens Valley Staff	Continuous

**What long term developmental and / or therapeutic needs does the young person have which the continuum of care plan placements must meet?**

SEE IDP

**If not possible to meet al the above, which should be the priority goals and how should they be addressed?**

Relationship with mother : re-unification services.

**What type of placement within the Continuum of Care is proposed at this point?**

Children's Home

**For how long?**

Two Years

**What is the contingency plan if the preferred placement is not available or breaks down?**

Placement with family - if possible.

**If the young person is under statutory care, for how long is this likely to be?**

Two years.

**What is the agreement with the young person and family with regard to ending this intervention and fulfilling the Care Plan?**

Regular monitoring of placement.

Discussion : Staff / Family

**What steps will be taken if the young person, family or staff wishes to alter this plan?**

See Above

**The first review of this plan will take place at .....**

**Day .....** **Month** June **Year** 2002 **Venue** Baakens Valley Centre

**Responsible organisation** ACVV PE Central

IDP Page 1

Name : Siyabonga Mooi

Age :

Date : 5 December 2001

## BELONGING

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Return to family within time limited period	<ul style="list-style-type: none"> <li>• Contact with maternal grandmother</li> <li>• Loving child</li> <li>• Friendly</li> <li>• Good relationship with others</li> </ul>	<ul style="list-style-type: none"> <li>- Re-unification services, contact with grandfather</li> <li>- Monitoring of placement at Baakens Valley Centre</li> <li>- Positive identity and relationship skills</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up - contact with family members</li> <li>• Developmental assessments</li> <li>• Life skills programmes: relationship skills</li> <li>• Supervision of programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Social Worker *</li> <li>• Social &amp; Auxiliary Worker</li> <li>• Social Worker &amp; Baakens Valley Staff</li> <li>• Siyabonga &amp; Child Care Worker Staff, Volunteers</li> <li>• Social Worker</li> </ul>	<p>Continuous</p> <p>Six monthly</p> <p>Weekly</p> <p>Weekly</p>

IDP Page 2

Name : Siyabonga Mooi

Age :

Date : 5 December 2001

## MASTERY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Siyabonga to master his skills	<ul style="list-style-type: none"> <li>• School progress</li> <li>• Drawing</li> <li>• Sport</li> <li>• Good Story teller</li> <li>• Good leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>- Formal education</li> <li>- Art programmes</li> <li>- Sport developmental programmes</li> <li>- Life skills programmes</li> <li>- Leadership camps</li> </ul>	<ul style="list-style-type: none"> <li>• Regular school attendance</li> <li>• Attend art classes, get an teacher</li> <li>• Attendance of all programmes</li> <li>• Attend at least once year</li> </ul>	<ul style="list-style-type: none"> <li>• Siyabonga</li> <li>• Siyabonga</li> <li>• Child Care Workers</li> <li>• Child Care Workers</li> <li>• Project Coordinators</li> <li>• Social Worker</li> </ul>	<p>Daily</p> <p>Daily / Weekly</p> <p>Weekly</p> <p>Once a year</p>

IDP Page 3

Name : Siyabonga Mooi

Age :

Date : 5 December 2001

## INDEPENDENCE

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Siyabonga to reach independence	School progress (dedication)	Life skills programmes <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Self esteem</li> <li>• Relationship skills</li> <li>• Conflict management</li> <li>• Developmental assessment</li> <li>• Behaviour management programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Regular attendance</li> <li>- Coordinating / Evaluation</li> <li>- Regular interviews</li> <li>- Daily interaction between staff and child focussed on the BQCC training received</li> </ul>	<ul style="list-style-type: none"> <li>• Siyabonga</li> <li>• Project Coordinator &amp; Social Worker</li> <li>• Social Worker &amp; Baakens Valley Centre Staff</li> <li>• All Staff</li> </ul>	Weekly Monthly Six monthly Daily



IDP Page 4

Name : Siyabonga Mooi

Age :

Date : 5 December 2001

## GENEROSITY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Siyabonga to develop a sense of generosity	<ul style="list-style-type: none"> <li>• Helpful</li> <li>• Able to share</li> </ul>	- Life skills programmes	<ul style="list-style-type: none"> <li>• Regular attendance</li> <li>• Coordination</li> <li>• Attendance of house meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Siyabonga</li> <li>• Project Coordinator</li> <li>• Siyabonga * Staff</li> </ul>	Weekly Monthly Once a month

## CARE PLAN (CP) AND REVIEW

THE INDIVIDUAL DEVELOPMENT PLAN (IDP) IS INCLUDED

<u>NAME OF YOUNG PERSON:</u> Siviwe Zigogo
<u>DATE OF BIRTH</u> : 13 February 1985

### DETAILS OF THE YOUNG PERSON:

**SURNAME** : Zigogo  
**FIRST NAMES** : Siviwe  
**GENDER** : Male  
**DATE OF BIRTH** : 13 February 1985  
**OR AGE ESTIMATE / DATE** :

### Date when the young person first came into contact with the CYC system:

Admitted to St. Christopher's Shelter for the first time during 1999. Opening of Children's Court Inquiry took place on 3 August 2001. He was transferred to Baakens Valley Centre on two occasions.

**Date of this Care Plan:** 6 December 2001

### Young person's previous address:

81 Rolihlahla Village, Mission Vale, Port Elizabeth

### Name of principal caregiver at this address:

Mr Lindile Livingstone Zigoxo and Mrs Nokuzola Zigoxo

**Relationship to young person:** Parents

**Has the young person (and family) been engaged with the CYC system prior to this intervention:**

YES / NO

**If yes, give reasons for the involvement and indicate what support and capacity building was offered to the young person and family:**

N/A

**Indicate the legal basis of current work with this young person (and family):**

Children's Court Inquiry - 26 July 2001

**Why does the young person (and family) need to be within the Continuum of Care now?**

Referral to Baakens Valley Centre (Children's Home) had been recommended. See Children's Court Report.

**What attempts have been made for the young person to live with a relative or close family friend?**

- Weekend / Holiday placements
- Developmental assessments
- Contact with concerned family (maternal grandmother)

**What resources, supports and capacity building have been offered so far to the young person in the community (Please be specific)?**

- Establishing regular contact with family members
- Business training programmes (parent did not attend)

- Parent meetings
- Weekend / Holiday placements

**If it is inappropriate or impossible to keep the young person in the community / family - indicate the reasons.**

Parents are not able to care for the child. They are unemployed and is poverty stricken.

**Which organisations, relatives and practitioners have been consulted concerning the young person's situation and the formulation of this plan?**

ACVV PE Central - Social Worker/Programme Manager, Social  
Auxiliary Worker  
Youth for Christ - Project Coordinator, Child Care Worker  
Staff

Family

**What is the overall CP for this young person?**

(refer to the long-term "permanency" plan for the young person. not the present care placement within the continuum)

- Remaining with the family / friends with support / capacity building services
- Return to the family within time-limited period.  
Specify proposed time frame and family member

*Two years, Parents*

- Return to the community (eg foster care, adoption, independent living) within time-limited period  
Specify proposed time-frame and community-based option
- Special residential care (eg facility for the disabled)
- Other (specify) .....

**Explain the reasons for the choice of this plan**

**What broad outcomes need to be achieved before this plan is fulfilled?**

<b>OUTCOMES</b>	<b>WHO</b>	<b>TARGET DATE</b>
1. Monitoring and assessment of placement at Baakens Valley Centre.	Social Worker Baakens Valley Staff	Continuous
2. Continued efforts to secure bond with family	Social Worker Baakens Valley Staff	Development Assessment (6 months)
3. Support services. Counselling and guidance Re: Problem situations / life skills development	Social Worker Baakens Valley Staff	Continuous

**What long term developmental and / or therapeutic needs does the young person have which the continuum of care plan placements must meet?**

SEE IDP

**If not possible to meet all the above, which should be the priority goals and how should they be addressed?**

Relationship skills - Life skills programmes at centre.

**What type of placement within the Continuum of Care is proposed at this point?**

Placement at Children Home : Baakens Valley Centre

**For how long?**

Two Years

**What is the contingency plan if the preferred placement is not available or breaks down?**

Possible placement with family.

**If the young person is under statutory care, for how long is this likely to be?**

Two years.

**What is the agreement with the young person and family with regard to ending this intervention and fulfilling the Care Plan?**

Placement will be evaluated continuously.

**What steps will be taken if the young person, family or staff wishes to alter this plan?**

Panel discussion

**The first review of this plan will take place at .....**

**Day ..... Month June Year 2002 Venue Baakens Valley Centre**

**The initial IDP will be in place by** 6 December 2001

**Responsible organisation** ACVV PE Central

## BELONGING

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
Return to the family within time limited period	<ul style="list-style-type: none"> <li>• Contact with family</li> <li>• Relationship with staff and boys</li> <li>• Life skills programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Regular contact with family (weekend &amp; holiday placement)</li> <li>- Regular involvement with staff &amp; boys</li> <li>- Arrange life skills programme</li> <li>- Monitoring and assessment of placement at Baakens Valley Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of placement (home visit &amp; interviews)</li> <li>• Relationship skills (boys &amp; staff)</li> <li>• Life skills programmes attendance</li> <li>• Development assessment</li> <li>• Individuals interview</li> </ul>	<ul style="list-style-type: none"> <li>• Social Worker &amp; Social Auxiliary Worker</li> <li>• Project coordinator</li> <li>• Siviwe</li> <li>• Social Worker</li> <li>• Staff at Baakens Valley Centre</li> </ul>	<p>Continuous</p> <p>Daily</p> <p>Weekly</p> <p>Six monthly</p>



IDP Page 2

Name : Siviwe Zigoxo

Age : 13 February 1985

Date : 6 December 2001

## MASTERY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Siviwe to reach appropriate psycho-social stages	• School progres	- Formal education	• Regular school attendance,	• Siviwe	Daily
	• Relation-ships	- Relationship skills	regular study hours,	• Baakens Valley Centre Staff	Daily
	• Leadership skills	- Life skills programmes	home work assistance	• Siviwe	Weekly
	• Life skills	- Dance classes	• Regular attendance of programmes	• Project Coordinator	Monthly
	• Dancing		• Coordinating	• Social Worker	Monthly
			• Evaluation		

IDP Page 3

Name : Siviwe Zigoxo

Age : 13 February 1985

Date : 6 December 2001

## INDEPENDENCE

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Siviwe to reach independence in accordance with his chronological age	<ul style="list-style-type: none"> <li>• Ability to be independent</li> <li>• Leadership skills</li> </ul>	Life skills Programmes - Decision making - Relationship skills - Rights and Responsibilities etc.  Behaviour Management	<ul style="list-style-type: none"> <li>- Regular attendance</li> <li>- Coordinating</li> <li>- Evaluation</li> <li>- Daily interaction between child &amp; staff</li> </ul>	<ul style="list-style-type: none"> <li>• Siviwe</li> <li>• Project coordinator</li> <li>• Social Worker</li> <li>• All Staff</li> </ul>	Weekly  Monthly  Daily

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Name : Siviwe Zigoxo

Age : 13 February 1985

Date : 6 December 2001

## GENEROSITY

CP Goals	Strengths	Programme/s	Specific Tasks	Who?	Due Date
To empower Siviwe to develop a sense of generosity	<ul style="list-style-type: none"> <li>• Helpful</li> <li>• Community programme</li> </ul>	<ul style="list-style-type: none"> <li>- Life skills programmes</li> <li>- Relationship skills</li> <li>- Special programme presented by NACCW</li> </ul>	<ul style="list-style-type: none"> <li>• Regular attendance</li> <li>• Coordination</li> <li>• Evaluation</li> <li>• Attendance</li> <li>• Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Siviwe</li> <li>• Project Coordinator</li> <li>• Social Worker</li> <li>• Siviwe</li> <li>• Baakens Valley Centre</li> </ul>	<p>Weekly</p> <p>Monthly</p> <p>Six months</p>

## LIST OF INTERVIEWEES

The following list contains the names of persons, in alphabetical order, and the organization's they represent; with whom semi-structured interviews were conducted between April and May 2001.

<b>NAME</b>	<b>ORGANIZATION</b>
Blake, Sally	ROCK
Calitz, Dirk	Dept of Education: Kwa Zulu Natal
Chain, Brian	Youth For Christ
Dippenaar, Melinda	White Mountain Outdoor Centre
Duvenhage, & Joy Muller	Pointman Leadership Program
Friedel, George	Umgeni Valley Environmental Centre
Gumble, Mark	Private
Heunis, Chris	Team Building Institute of SA
Hobongwana, Bonga	Youth For Christ
Howes, Sigi	Dept of Education: Cape Province
Kirkman, Tracy	Private
Le Roux, Chrislen	Outward Bound
Malan, Jannie	University of Stellenbosch
Mtunzi	EDUCO
O'Donoghue, Rob	Kwa Zulu Nature Conservation
Robertson, Gavin & Yoav, van der Heyden	Wilderness Therapy Institute of SA
Schoeman, Nikkie	Wild Life Society of SA
Schroder, Philip	Youth For Christ
Spies, Lood	OAA and Technikon, Pretoria
Taylor, Jim	Wildlife Society of SA
Telfer, Andrew	Spirit of Adventure
Van der Spuy, Johan	"Verenigde Christen Studente Vereniging"
Van Dyk, Frikkie, Marinda and Rowallan	Keinmond Child and Youth Care Centre
Voord, Louis	"Aksie Alpha" Youth Ministry