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JOINT RESEARCH PROGRAMME

Final Research Project Report

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Title of Project:

**Implementing and Evaluating a Programme to Promote Resilience
amongst Out-of-School Youth in Cape Town**

Researchers:

Professor Shaheed Soeker

Professor Lisa Wegner

Research Assistants:

Jean van der Berg

Minkateko Wicht

Department of Occupational Therapy

Faculty of Community and Health Sciences

University of the Western Cape

Cnr of Cross and Blankenberg Road, Bellville, 7535

Tel: 021 959 9339

Email: msoeker@uwc.ac.za

Email: lwegner@uwc.ac.za

City of Cape Town Partner:

Mrs Abigail Jacobs-Williams

Head: Youth Development and Early Childhood Development Programmes

Community Services and Health Directorate

Social Development and Early Childhood Development Department

2nd Floor | 44 Wale Street | Cape Town

Tel: 021 444 0197

Email: Abigail.Jacobs-Williams@capetown.gov.za

ABSTRACT

INTRODUCTION: Youth who leave school prematurely and are out-of-school are at risk. However, despite out of-school youth being vulnerable, there is very little literature regarding this group, most likely due to difficulties accessing youth once they leave school. Furthermore, there are limited evidence-based interventions for these youth. In the current study, the researchers addressed this problem by using intervention mapping to implement and evaluate a relevant community programme to reduce risk and build resilience amongst out-of-school youth in Cape Town.

METHODOLOGY: The aim of the study was to develop and implement a positive youth development, community-based programme that aimed to build resilience and reduce risk in out-of-school youth in Cape Town, and conduct a qualitative process evaluation to establish the perceived usefulness and value of the programme. We used a qualitative approach and a descriptive research design. The programme was implemented with two groups of participants in Bellville South and Fisantekraal. These areas were selected in partnership with the research project's partner from the Department of Social Development, City of Cape Town. The programme began in February and March of 2020, and was then interrupted by the Covid-19 lockdown, and resumed in October and November 2020.

FINDINGS: In total, 45 young people participated in the programme across the two areas. The main outcome of the study is a comprehensive community intervention programme that focused on improving the participants' leisure skills, life skills and work related skills, ultimately enhancing their resilience in order to overcome challenges in their community. The findings of the study revealed that the participants were generally positive about the usefulness and value of the programme in their life. Facilitatory factors included the utilisation of COVID safety protocols and the flexibility to adapt the programme in order to meet the needs of the participants, which contributed to the success of the programme. Factors such as the lockdown regulation related to the COVID pandemic, challenges related to community entry and a need to adapt the programme may have negatively affected the success of the programme.

CONCLUSION: The study resulted in the development and evaluation of a relevant programme that specifically focuses on reducing risk and building resilience in out-of-school youth as well as youth that are currently attending school. There is clearly a need for

programmes such as this to be implemented in Cape Town, to address the needs of this vulnerable group of young people.

INTRODUCTION

Out-of-school youth who have left school prematurely and who are not working may be considered at-risk and are a vulnerable part of South Africa's population (Wegner & Kasu, 2018). Less than three out of every ten South African adults have a Matric (Grade 12) qualification and around half of all learners entering the school system do not complete Matric. In the Western Cape, around 17% of 16 year-olds are out of school, and 32% of youth fall into the category known as NEETS – a term used to indicate youth who are Not Educated, Employed or Trained (NEETS) (Western Cape Youth Development Strategy, 2013: 6). There are relatively higher rates of unemployment and substance use amongst out-of-school youth, and many are involved in gangs, which results in increasing rates of crime, violence and potential time in prison (Wegner, Behardien, Loubser, Ryklief, & Smith, 2016). The National Development Plan 2030 (2011:30) highlights the importance of building a future for South Africa's youth and indicates the need to “Strengthen youth service programmes and introduce new, community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development programmes”. The problem is that little is known about out-of-school youths' perspectives of the type of programme that would be relevant for their needs. This is partly due to difficulties for researchers to access these youth once they leave school. Furthermore, we do not know what community-based programmes would be useful in addressing their needs, and how youth would respond to these programmes.

Therefore, in this study, the researchers addressed this need by using intervention mapping (Bartholomew et al., 2016) to implement and evaluate a community-based programme to build resilience and reduce risk amongst out-of-school youth in Cape Town. The majority of programmes targeting out-of-school youth focus on re-entry into school, ignoring youth who have no plans of returning to school. Rather than approaching youth from the perspective of re-engaging them educationally, we focused on strengthening life skills to promote healthy behaviour and reduce risk behaviour. The focus of the programme was on improving the youths' knowledge about finding and maintaining employment in the open labour market. In turn, we anticipated that this would enhance resilience and reduce risk.

Research question

The study addressed the following research question: what is the usefulness and value of a positive youth development programme that broadly aims to build resilience and reduce risk in out-of-school youth in Cape Town?

Aim and objectives

The aim of the study was to develop and implement a positive youth development, community-based programme that aimed to build resilience and reduce risk in out-of-school youth in Cape Town, and conduct a qualitative process evaluation to establish the perceived usefulness and value of the programme.

The objectives of the study were to:

1. Implement and document the programme (goals, activities and principles of the programme);
2. Explore and describe the youths' perceptions of the usefulness and value of the programme;
3. Explore and describe the enablers and barriers that influence youths' attendance and involvement in the programme;
4. Formulate recommendations to the City of Cape Town regarding future implementation of programmes for out-of-school youth, and inform policy development.

RESEARCH APPROACH AND METHODS

The study was conducted using a qualitative research approach and a descriptive research design to conduct a process evaluation of the programme. Intervention mapping (Bartholomew et al., 2016) was used to guide the study including step 3: Programme design, step 4: Programme production, step 5: Programme implementation, step 6: Programme evaluation.

Participant selection and recruitment

Purposive, snowball sampling was used to select participants for the study. The research team approached various community organisations in the two communities - Bellville South and Fisantekraal – and requested them to assist with recruiting youth. Inclusion criteria were youth

aged 15 to 24 years living in either of the communities who were not in school or training, and not employed. The researchers contacted the youth telephonically and invited them to attend orientation sessions, and bring along with them youth in a similar situation to them. This process was fairly challenging and lengthy; however, a total of 45 young people eventually took part in the study (Table 1).

Table 1: Demographic breakdown of participant sample

Feb/March 2020:	Community	Total	Gender	Age range	Highest grade
	Fisantekraal	5	5 Males	18 - 25 years	G9 – 12 (1 G12)
	Bellville South	12	6 Males 6 Females	19 – 24 years	G7 – 12 (1 G12)
October/December 2020	Fisantekraal	10	3 Males 7 Females	15 – 24 years	G8 – 12 (3 G12)
	Bellville South	18	7 Males 11 Females	15 – 32 years	G4 – 12 (1 G12)
Totals		45	21 Males 24 Females	15 – 32 years	G4 – 12 6 G12)

Procedure and data collection

In June 2019, the researchers were informed about the success of the application and the availability of funding. In August 2019, the researchers met with the City of Cape Town partner (Ms Abigail Jacobs Williams) to discuss the settings in which the research would take place,

and it was agreed that the settings would be Fisantekraal and Bellville South in the Northern Suburbs of Cape Town. In September and October 2019, the research proposal was submitted and obtained ethics approval from the Humanities and Social Sciences Research Ethics Committee (HSSREC) at the University of the Western Cape (Ethics Reference Number: HS19/10/4). Two research assistants who were both occupational therapists were appointed to assist with programme development and implementation. In November and December 2019, the researchers began recruiting participants for the study. This proved to be a challenge as not many individuals were willing to participate in the study at that time. This meant that the research team was only able to secure a cohort of interested participants in February 2020. The programme was initiated in the two identified communities i.e. Fisantekraal and Bellville South in February and March 2020. However, on the 18 March 2020, the University of the Western Cape took the position of all researchers suspending research-related activities in hospitals and communities due the COVID 19 pandemic. In October 2020, the study was resumed in accordance with the guidelines of the Department of Health and the University of the Western Cape. The programme was implemented from October to December 2020. Thus, we have data from a pre-Covid stage (February, March 2020) and a Covid stage (October to December 2020) of the project.

The steps of Intervention Mapping (Bartholomew et al., 2016) were used in the study to guide the procedure and data gathering (Appendix 1). In a previous study by Wegner and Kasu (2018), intervention mapping steps one to three were utilised to develop a logic model (Appendix 2). The logic model informed the design of the programme for the current study.

Intervention mapping steps three and four include the design and production of the programme. The programme has been documented in detail and is available as a separate document. A summary of the programme is presented in Table 2 below. The programme includes session themes, outcomes, materials, and activities for a three-month period (one session a week x 12 weeks = 12 sessions). We adapted the programme to be eight sessions for a two-month period, and five sessions for a five-week period. These adaptations were made as we were being proactive in trying to complete the programme during the Covid-19 level restrictions. The programme comprises a combination of life skills, for example: communication skills, decision- making skills, work related skills, conflict management skills,

relationship skills, and self-leadership skills. The work skills specifically focused on job seeking skills, CV writing, preparing for an interview and application to learnerships offered by the Department of Labour. Each session included journal time at the end for the participants to reflect on their experiences of the session.

Intervention mapping step five focuses on the implementation of the programme. Each session lasted approximately three hours – two 1.5 hour sessions with a 15 minute break in between. Lunch packs were provided to participants after the day’s programme for at-home/off-site consumption (due to Covid-19). Sessions took place from 10:00 to 13:15 one day/week. Sessions included a skills component, and if time allowed, a recreation component. The programme was implemented by two research assistants who were qualified occupational therapists. Sessions were held in two community centres in the specific communities.

Intervention mapping step six: evaluate the programme. As part of the process evaluation, two focus groups were conducted with the participants in each setting (i.e. a total of four focus groups were conducted). In the focus groups we explored the perceived usefulness and value of the programme and activities using a semi-structured interview guide (Appendix 5). In addition, participants kept written journals of their perception and experiences of the programme. The two research assistants also kept detailed journals of their experiences and reflections on programme implementation. The research assistants kept a record of participants’ attendance of the programme sessions. Workshop materials and fieldwork notes were photographed as part of data collection (available on request).

Data analysis

Focus groups were audiotaped and later transcribed by one of the research assistants. The participants hand written journals were transcribed and where necessary, Afrikaans was translated into English. Data were analysed thematically following the process outlined by Braun and Clarke (2006). A cross-content thematic analysis was then conducted of the four focus groups, the participants’ journals and the research assistants’ journals by identifying codes, grouping these into categories and then developing themes that related to the usefulness and value of the programme.

FINDINGS AND RECOMMENDATIONS

The findings in this section are presented according to the objectives of the study.

Objective 1: to implement and document the programme (goals, activities and principles of the programme)

The programme was developed, implemented and documented, and is available as a separate report. An outline of the programme is presented in Table 2 below. The researchers drew on their previous work as well as theory to develop the programme. Soeker and Pape (2019) investigated enhancing work skills of unemployed individuals to enable them to transition to the open labour market. The Model of Occupational Self Efficacy (Soeker, Van Rensberg & Travill, 2012) was used to guide the development of the programme (Appendix 4). This contributed to building the self-efficacy beliefs of the youth who were the study participants. The intention was to improve the potential of unemployed youth to see that they can control their ability to find employment or to improve their work related skills. Once an individual's self-efficacy improves so does his/her resilience. The researchers applied the steps as advocated by the Model of Occupational Self Efficacy in order to enhance the work related skills of unemployed youth. The Model of Occupational Self Efficacy (Soeker, et al., 2012) consists of a four stage strategy: Stage 1, known as "A strong belief in functional ability", is to facilitate self-reflection and introspection and the feelings surrounding the individual's life situation. Stage 2 is known as the "Use of Self" stage. According to Soeker et al. (2012), once self-efficacy is established the person can start to regain control of his/her life circumstances. Stage 3 is the "Creation of competency through occupational engagement". Here, the individual is steadily improving and evolving into a more motivated and independent individual. Stage 4 is where the individual can view him/herself successful in work-related occupations. The person's self-efficacy is improved to the extent that he/she actively attempts to engage in healthy and meaningful occupations.

We also drew on previous work by Wegner and Kasu (2018) who conducted a CHEC study in 2017/18 to develop a logic model of a programme for out-of-school youth, using a community participatory approach to gain an understanding of the identified needs and challenges of out-of-school youth. In addition, the researchers utilised a positive youth development approach

(Lerner, Almerigi, Theokas & Lerner, 2005); the intention was not to view out-of-school youth as being problematic, but rather to harness their potential through enabling them to identify assets in themselves and their contexts, develop agency to address issues, and make a valuable contribution to society. Positive youth development principles were incorporated into the programme, including building competence, confidence, connection, character, and caring. These outcomes are associated with navigating one's environment to access necessary resources (e.g., social, physical) required for resiliency (Unger & Liebenberg, 2011).

Table 2: Programme Outline (8 Session, adapted for Covid-19)

Session	Topic	Skills Focus
1	<p>Introduction and Reconnection</p> <ul style="list-style-type: none"> ● Introduction to adapted programme ● New members: completion of forms/consent etc ● Reconnecting as a group ● Check-in around COVID-19 and group contracting around COVID, safety protocols ● Recap of what has already been covered in the programme ● Reflect on the last few months and impact of COVID-19 ● Review community maps - what has changed during the Lockdown 	<ul style="list-style-type: none"> ● Reflection ● Communication ● Self-expression ● Building group cohesion
2	<p>CVs, Cover letters and job applications</p> <ul style="list-style-type: none"> ● Writing / Updating your CV ● Writing Cover Letters ● Looking for/applying for jobs 	<p>Life skills</p> <ul style="list-style-type: none"> ● Communication ● Problem solving <p>Work Skills</p>

		<ul style="list-style-type: none"> ● Written communication: Writing CV/updating CV ● Looking and applying for jobs/learnerships/skills training: identifying a problem and what needs to be done in order to solve the problem
3	<p>Communication and Interview Preparation</p> <ul style="list-style-type: none"> ● Becoming aware of verbal and non-verbal communication ● General Interview Preparation ● Preparation of Interview questions ● Practicing interviews 	<p>Life Skills</p> <ul style="list-style-type: none"> ● Verbal and non-verbal communication skills ● Interpersonal skills ● Developing awareness of the impact of speech/verbal communication <p>Work Skills</p> <ul style="list-style-type: none"> ● Preparing for the interview ● Interviewing skills and interviewing etiquette
4	<p>Budgeting & managing finances</p> <ul style="list-style-type: none"> ● Understanding income and expenditure ● Understanding components of a budget ● Drawing up a budget ● Reviewing savings options and financial goals ● Bank account set-up 	<p>Life Skills</p> <ul style="list-style-type: none"> ● How to manage finances and savings ● Understanding components of budget ● Drawing up a budget <p>Work skills</p> <ul style="list-style-type: none"> ● Banking set-up

		<ul style="list-style-type: none"> ● Income and expenditure ● Drawing up a budget
5	<p>Alternatives to employment</p> <ul style="list-style-type: none"> ● Brainstorming opportunities for alternative to employment ● Exploring helpful resources ● Exploring learnerships/skills development ● Exploring further education/completing of schooling ● Exploring small business development and entrepreneurship 	<p>Life Skills / Work Skill</p> <ul style="list-style-type: none"> ● Exploring learnerships, skills development, tertiary education and colleges ● Developing a business plan ● Understanding Contracts / salary / wages
6	<p>Managing stress and conflict</p> <ul style="list-style-type: none"> ● Understanding the stress response and regulation ● Reflection on personal stressors and physical and mental impacts ● Regulation as a strategy to manage stress ● Understanding conflict using the Fire and Conflict Tool (Source: Through the Wall by Nic Fine) ● Application of tool to scenario 	<p>Life Skills</p> <ul style="list-style-type: none"> ● Understanding stress and its impact both physically and psychologically ● What are existing stress management techniques being used ● Exploring healthy stress management ● Understand how conflict evolves and various role

		<p>players in conflict (using Fire and conflict tool)</p> <ul style="list-style-type: none"> ● Exploring methods of resolving conflict <p>Work Skills</p> <ul style="list-style-type: none"> ● Stress management ● Conflict management application in the workplace ● Practical skills/steps to resolve conflict
7	<p>Leisure/Boredom</p> <ul style="list-style-type: none"> ● Exploring leisure vs boredom ● Understanding the impact of boredom and participation on leisure activities ● Experiential Activity ● Leisure exploration 	<p>Leisure skills</p> <ul style="list-style-type: none"> ● Understanding leisure during the pandemic ● Exploring Leisure Boredom ● Leisure exploration
8	<p>Programme reflection and termination</p> <ul style="list-style-type: none"> ● Recap on programme ● Reflecting on the entire programme ● Planning the way forward ● Certificate ceremony ● Collection of participant journals ● Evaluating the overall programme 	<p>Life Skills</p> <ul style="list-style-type: none"> ● Reflection ● Self-expression ● Planning

Objective 2: to explore and describe the youths' perceptions of the usefulness and value of the programme

The participants indicated that there were some factors that influenced their participation in the programme. They indicated that the COVID related lockdown regulations affected their ability

to engage in many community related activities. It could therefore be argued that the lockdown negatively influenced their ability to engage in the current project, and therefore, had an impact on their ability to enhance their life skills and work related skills. One participant felt that some of the sessions were too short and that he would have liked the sessions to be longer.

There were many positive factors related to the usefulness of the programme. They participants felt that the programme enabled them to learn about new topics that helped them get to know themselves better. They learnt, and were able to apply, many life skills such as communication skills, conflict management and problem solving skills in their daily lives. This ultimately contributed to an enhanced feeling of self efficacy. The participants also indicated that they learnt about healthy leisure related activity and what particular community related resources they could use to improve their work related skills. The participants found the programme to be inspiring and that it opened their eyes to the various work related options, and this ultimately contributed to their resilience.

The participants in the study felt that the programme helped them to identify resources in their community that could aid them in developing their leisure and work related skills. They felt that the current programme should be administered to individuals in the community on a regular basis. Some of the participants indicated the following:

“Today i learned alot stuff i did not even thick off we talked about. I really enjoyed this session and its my first session” (Participant BS9)

“We learn about free-time and what to do in your free time” (Participant BS5)

“I learn about how to apply at different places and how to be a employee” (Participant BS4)

Objective 3: to explore and describe the factors that influence youths’ attendance and involvement in the programme

Factors that negatively affected the youth’s participation in the programme:

- ***Period of time between Pre COVID and COVID programmes:*** As there was at least seven months between the two programmes, re-recruiting the original group of participants was

challenging as their contact numbers had changed, some participants had found employment and others no longer showed interest in joining the programme.

- ***COVID 19 restrictions in the communities:*** Due to the restrictions and precautions taken during the COVID-19 programme it was challenging to obtain external organisations to come and talk about various topics such as learnerships, entrepreneurship, opening bank accounts etc. The talks by experts in the communities would have been extremely useful.
- ***Community entry:*** Community entry allows researchers to build trust with community members. A longer time period was required by the researchers in order to recruit participants for the project. The recruitment process negatively affected the amount of participants in the project.
- ***Adapted programme could not focus on all the topics of the original programme:*** The original programme was planned to run from 10:00 - 14:30 with lunch and tea break included. This was adapted to 10:00 - 13:30 with one break and lunch packs handed out at the end of the day to be consumed at home (due to COVID-19 protocols). Thus the adapted programme did not focus in detail on some of the planned aspects, for example, parenting skills. The presentation of the programme was also negatively affected by the fact that many participants arrived late and that new participants attended each new session (thus requiring time for orientation and completing of forms). This resulted in some of the planned skills not being covered.
- ***Poor attendance of sessions:*** The weather often affected attendance - on days that it was raining or very hot fewer people joined the groups, for example the first group in Fisantekraal was scheduled on a stormy day with very heavy rainfall, and despite having confirmed attendance for up to 6 participants, no participants showed up, presumably due to the weather. Also many participants confirmed attendance of the groups then just did not arrive on the day of the programme session.
- ***COVID regulations:*** No physical contact between participants and the need to maintain social distancing meant that the researchers were not able to use many participatory games/exercises, which had worked well in the pre-COVID programme. Icebreaker/warm-up activities proved to be very effective in the pre-COVID programme and had a social aspect to it that was enjoyed by the participants. However with COVID regulations in mind activities were less interactive,

not only physically but also in the resources that were used, which were taken out to avoid unnecessary sharing or touching of equipment, thus adding a ‘formal’ element to the programme.

- ***Limited participation in leisure component of programme:*** The presence of COVID affected the leisure component of the programme - team sports or activities where equipment or resources were shared could no longer be used to abide by COVID regulations. Pre-COVID, participants suggested many activities that could be done in the leisure part of the sessions, including sports such as soccer and exercise classes. With mask-wearing, vigorous exercise was also avoided to ensure that participants were at all times wearing masks.
- ***Limited participation in administrative work related tasks:*** Setting tasks between sessions e.g. writing up CVs, accessing the internet at the library, was challenging due to COVID-19 restrictions, this meant that many participants could not complete tasks such as completing their CV’s and complete their journal entries as well as reflection notes.

Factors that contributed to the youth’s participation in the programme:

- ***Attending COVID safety regulations aided participants in feeling safe in attending the programme:*** The researchers ensured that the COVID regulations were in place at all time - this included regular hand sanitizing, reminding participants of proper mask wearing, and screening upon entry, all of which was necessary but time-consuming.
- ***Accommodating participants who were attending school during the programme:*** Due to COVID-19, and the opening and closure of schools, some of the participants were school-going youth who wanted to attend the programme. The programme was conducted in October and November 2020, during which most school-going children write examinations. School was to be prioritised at all times for those attending and they were allowed to participate in sessions after they completed school in the afternoons.

Objective 4: to formulate recommendations to the City of Cape Town regarding future implementation of programmes for out-of-school youth, and inform policy development.

Recommendations for programme implementation

- Partnering with community organisations who are already working with youth to develop and run the programme, this may also assist with recruiting participants, ensuring consistency in attendance as well as post-programme support for those who attended.
- Journaling is an excellent way to facilitate reflection and development of self-awareness in young people. Regarding the challenges described above with the journaling process, it is suggested that more time is spent during the programme on developing the skill of journaling and possibly reviewing this/providing feedback throughout the programme.
- The Community map could be developed further in the programme and used in each session to build on what the participants are learning about their community. This can also be developed into a resource for the youth in the community. The activity can be used to enable young people to identify risky versus safe places and spaces in their communities.
- Creating a workbook for participants with all the content, activities, tips etc described in the sessions as well as with space for journaling and reflecting. This would assist participants so that they do not need to write down content/questions and provide a reference book for participants once the programme is over. Additionally if participants missed a specific day, this would help them to recap what they had missed.
- While recruitment was often successful amongst friend groups, this did impact attendance in some instances e.g. if one person did not attend the group (for various reasons) then their friends also did not attend resulting in poor to no attendance for that day. It is suggested that recruitment also focuses on ensuring a range of “friend circles” are present in order to account for this.
- It would be ideal for groups to be run with a facilitator and co-facilitator, both to manage larger groups (as was intended for the pre-COVID programme) and to assist with all of the paperwork and screening during the COVID programme. Co-facilitators could also assist with the set-up, implementation of group task, and general facilitation of the group.
- Additional methods for advertising the programme should include advertising on community social media groups (Facebook/WhatsApp), advertising in shops, library notice boards and local newspapers.

Recommendations for policy development

- Youth development policy should incorporate a strong element that focuses on life skills such as conflict management, self-esteem/self-concept/self-awareness development, effective communication skills and managing one's health especially health in the time of the COVID pandemic.
- Youth development policy should incorporate a strong vocational rehabilitation component. Vocational skills should focus on enhancing, for example, an individual's job interviewing skills, work negotiating abilities, entrepreneurship skills, networking skills and partnering with stakeholder in the business community.
- Youth development policy should be integrated with policies related to the Department of Labour, and Basic/Higher Education as ultimately the focus of all these policies should be on income generation and creating employment and training opportunities for the youth.

Recommendations for further research

- The results of the study indicated that there is a need for conducting a pre- post-experimental study that evaluates whether the performance and engagement of the research participants improves after participating in an out of school resilience programme. The outcome variables could focus, for example, on the youth's resilience factor, self-leadership/management, quality of life and work productivity.
- The study should be replicated in more rural communities of the Western Cape to evaluate the usefulness and value of similar programmes for young people living in rural communities.
- It is also suggested that further research be conducted with community stakeholders such as small business development organisations and education facilities such as TVET colleges in order to determine how members in communities could better access business development, training and employment opportunities. This may be even more important in more rural communities.
- Finally it is suggested that the current youth resilience programme that has been developed be implemented after the COVID pandemic lockdown levels have been reduced, with a larger

sample of research participants and in other communities. If a programme that models the intervention programme as outlined in this study is conducted possibly by the Department of Social Development in Fisantekraal and the Bellville South Community with dedicated community workers, then there is a greater possibility that more community members would benefit from the out-of-school youth programme.

CONCLUSION

The current study evaluated the barriers and facilitatory factors related to the implementation of a resilience programme for out-of-school youth. Some of the barriers related to the effects of the COVID lockdown regulations on the programme implementation, problems related to community entry and a limitation related to initiating leisure related activities related to the resilience programme. Facilitatory factors included the use of COVID safety regulations in order to reduce community COVID 19 transmission and the development of an adapted resilience programme in order to accommodate individuals during the COVID lockdown period. This study provided much-needed insight into how a community-based programme for out-of-school youth was received and how the programme could support youth resilience, particularly focusing on developing skills to enable youth to find employment. The stakeholders that benefited from the programme include the City of Cape Town, out-of-school and unemployed youth. The study clearly highlighted that there were many benefits that were identified by the research participants. For example the participants indicated that their communication skills, problem solving skills and their ability to develop CV's and identify work related opportunities were enhanced after participating in the programme. Although it is acknowledged that the COVID pandemic reduced the amount of programme sessions as well as the level of participation by community members, there is qualitative evidence that indicates that the individuals who participated found the programme valuable and useful as the programme contributed to skills development and enhanced their resilience.

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Prof Shaheed Soeker and Prof Lisa Wegner

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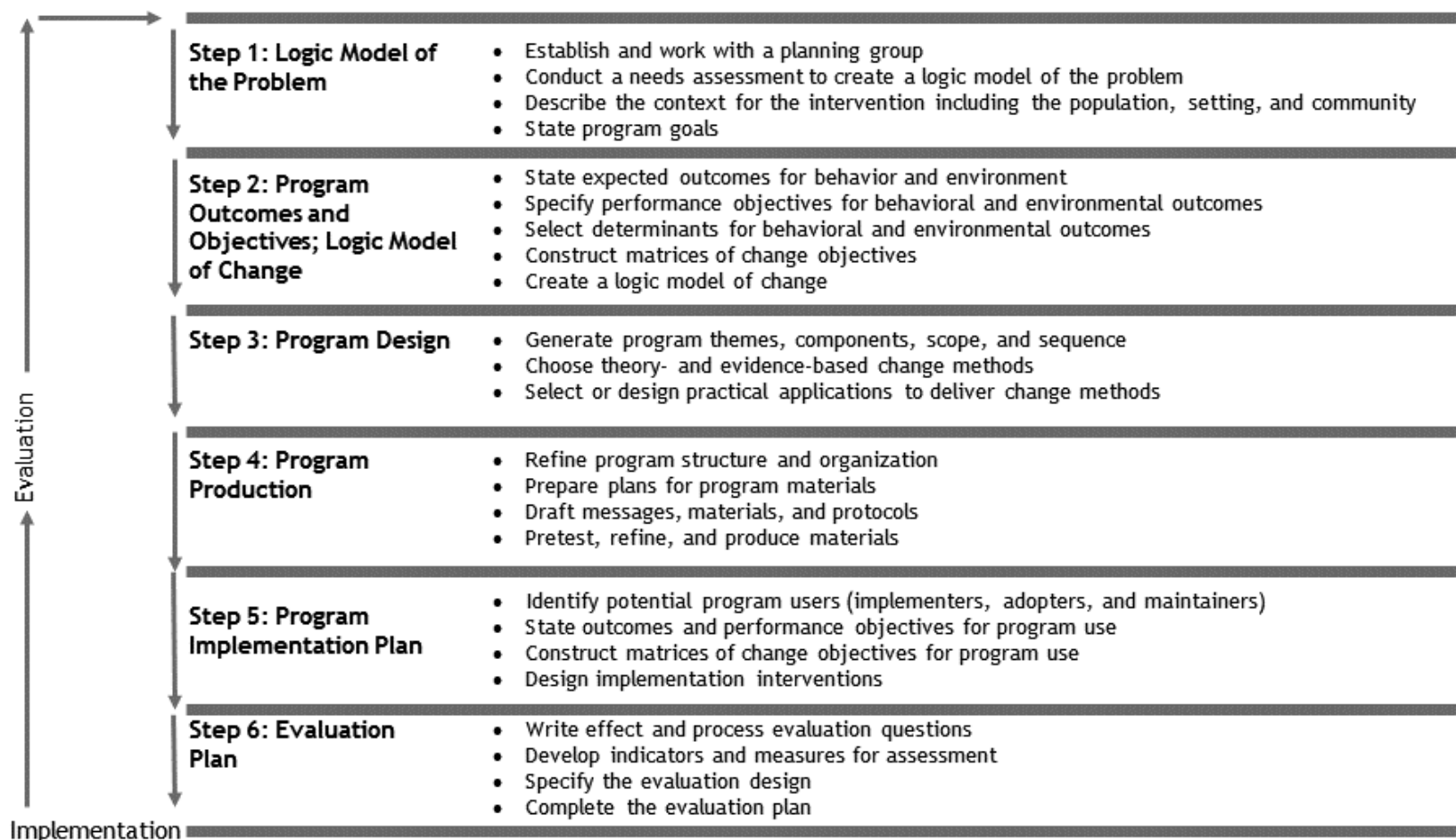
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APPENDIX 1: Steps of Intervention Mapping (Bartholomew et al).

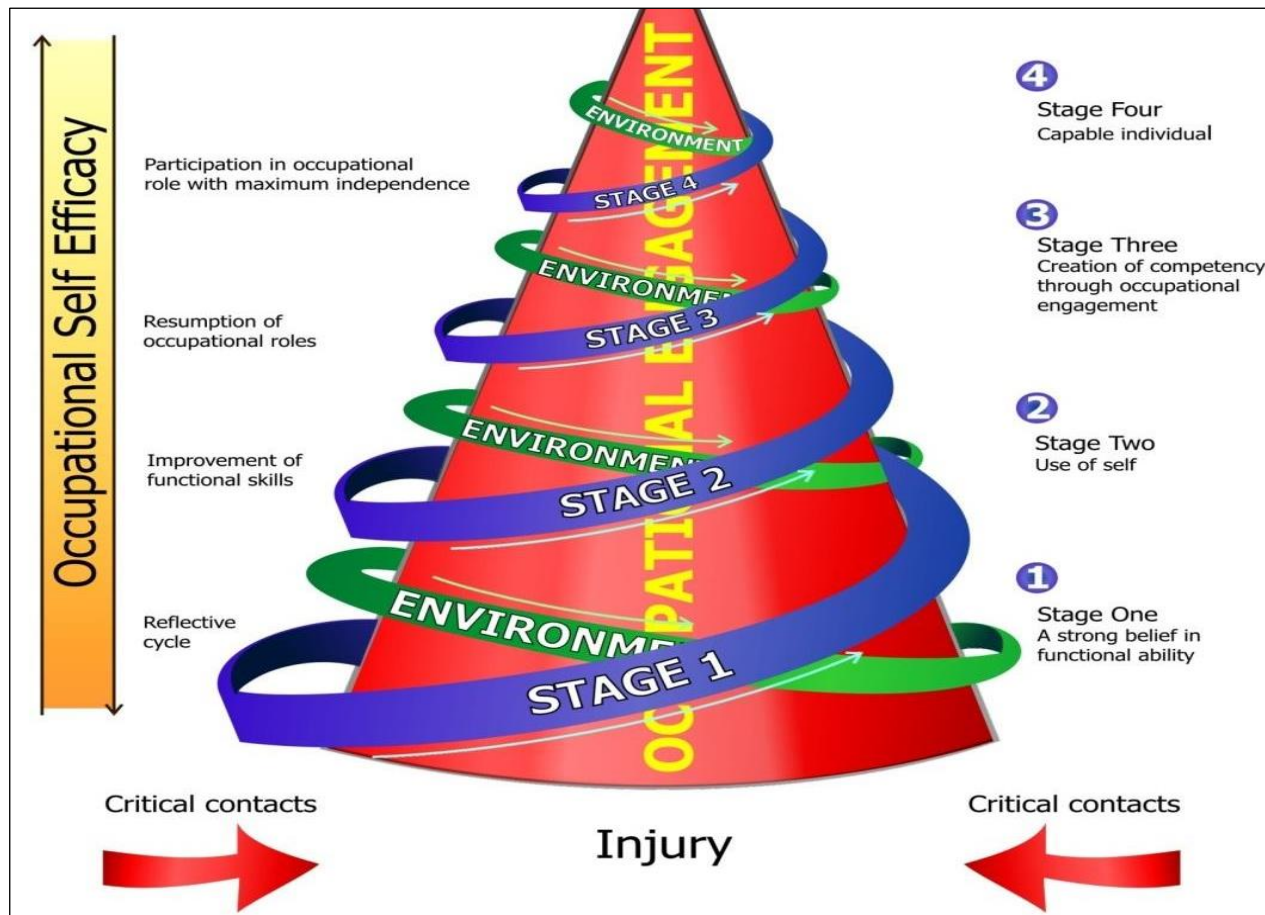


APPENDIX 2: Logic model of a community-based intervention for out-of-school youth (Wegner & Kasu, 2018)

Programme:	Programme for Out-of-School Youth in Cape Town: A Positive Youth Development Approach
Goal:	The goal to implement and evaluate a programme for out-of-school youth in Cape Town, South Africa.

Inputs	Activities	Beneficiaries	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
What is invested	What is done	Who is reached	Why is it done: Short-term results	Why is it done: Intermediate results	Why is it done: Long-term results
<p>Materials and resources (supplies)</p> <p>Community Centres (access to free and safe environment)</p> <p>Occupational Therapists to oversee and implement programs; also to assist with monitoring and evaluation</p>	<p>Life Skills and work skills groups</p> <p>Parenting skills including play – for young mothers</p> <p>Self Efficacy development for work skills development for out of school youth</p>	<p>Youth that are unemployed, not in education or training</p> <p>Youth that are prone to participate in risky behaviour</p> <p>The greater community benefits from overall programme established (e.g</p>	<ul style="list-style-type: none"> ● Improve health and wellness ● Raise critical consciousness about the programme and reason for it ● Improve knowledge (according to specific programme eg. making soup) ● Improve skills (according to programme) ● Improve life skills (eg. conflict management, anxiety management, communication skills, basic work skills and ethics) through participation in the programme activities ● Improve attitudes (developing commitment, motivation, accountability, responsibility, 	<ul style="list-style-type: none"> ● Youth who are ● Accountable ● Motivated ● Committed ● Skilled ● Caring, confident, competent, connected, contributing citizens ● Applying for a job ● CV writing ● Work Abilities (work habits, competence and work endurance 	<ul style="list-style-type: none"> ● Empowered youth who are resilient ● Decreased risk behaviour (substance use, sexual risk and violence) ● Established and functioning youth development programmes that are sustained through employing OOSY ● Improved skills development to build capacity in youth ● Youth who are contributing towards planning, implementing and evaluating the community development programme

Partnerships and collaborations with experts and/or university students who have relevant expertise eg. leadership skills, IT skills etc.	Recreational Activities; this includes sports, talent shows, performing arts (entertainment for the youth by the youth)	creche, soup kitchen, garden)	compassion, caring, confidence, competence, connection, contribution)		<ul style="list-style-type: none"> • Youth who are socially contributing members of society • Upliftment of communities
Assumptions			External Factors		
<p>Department of Social Development will employ occupational therapists in community development posts</p> <p>Networking and intersectoral collaborations</p>			<p>Establishment of posts</p> <p>Funding of posts</p> <p>Resources</p> <p>Sustainability</p>		



Appendix 3: Figure- Model of Occupational Self Efficacy: Returning Individuals with Mild to Moderate Brain Injury to Work. Source: Soeker (2012)

Appendix 4: Semi-structured interview guide for focus groups

Good morning everyone! We would really like to find out what you think of the sessions and activities you took part in during the past month. Can you remember the sessions and activities that we did during this past month?

[Reminder] We have done the following sessions and activities (name them)

1. What sessions/activities did you like most? Why?
2. What sessions/activities did you not like? Why?
3. What do you think was useful? Why?
4. What was not useful to you? Why?
5. What helped you take part in the programme?
6. What got in the way/made it difficult for you to take part in the programme?
7. What ideas do you have to improve the programme?

APPENDIX 5: BUDGET EXPENDITURE

DATE: 16 FEBRUARY 2021

BUDGET LINE ITEM	AMOUNT REQUESTED	ACTUAL SPEND
1.1) Stipend for research assistant. Sample 1 (Bellville South/Belhar) Stipend for research assistant (four months x 72 hours/month @ R125hour).	R30 000	R30 000
1.2) Stipend for research assistant. Sample 2 (City of Cape Town Partner) Stipend for research assistant (four months x 72 hours/month @ R125hour).	R30 000	R30 000
2.1) Fieldwork catering and refreshments: Sample1 (Bellville South/Belhar)- (12 sessions @ R390/session)	R4 600	R4 600
2.2) Fieldwork catering and refreshments: Sample 2 (City of Cape Town Partner)- (12 sessions @ R390/session)	R4 600	R4 600
3.1) Travelling (1000 km @ R3.60/km): Sample 1 (Bellville South/Belhar)	R3 600	R1 962.42
3.2) Travelling (1000 km @ R3.60/km) Sample 2 (City of Cape Town Partner)	R3 600	
4) Printing	R500	R500

5) Consumables and equipment (sports equipment, stationery and materials for workshops and groups)	R6 000	R3 716.33
6) Transcribing focus groups	R5 000	R2 805
7) Editing document	R2 000	R1950
8) Dissemination of results in local community media	R1 000	00
9) Administration costs		R3000