



Evaluation of a social-emotional competence programme for African unemployed male youth in a rural area

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DECLARATION

I, Kgomotso Norah Seleke, states that the work contained in this research, *Evaluation of a social-emotional competence programme for African unemployed male youth in a rural area*, is my own, original work, and that all the sources I have used or quoted have been indicated and acknowledged by means of references. I also declare that I have not previously submitted this dissertation or any part of it to any university in order to obtain a degree. This dissertation is submitted for the degree, Master of Social Work.

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20th November 2019

FOREWORD

This study is presented in a dissertation format in accordance with the guidelines as set out in the Manual for Postgraduate Studies – 2008 of the North-West University. The technical editing was done within the guidelines and requirements as set out in Chapter 2 of the manual.

This dissertation was edited by Jenny Stacey, Educational and Academic Editor.

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SUMMARY

Youth unemployment is a major problem in South Africa as indicated in the Quarterly Labour Report (StatsSA) and the February 2018 State of the Nation Address. Literature indicates that prospective job seekers often lack the soft skills necessary to find employment. This study used a qualitative descriptive design to evaluate an existing social-emotional competence programme. The programme promoted intrapersonal, interpersonal and self-management competencies. Two participant groups were involved in this research, namely Participant group 1, which consisted of social workers at the Department of Social Development in Thabo Mofutsanyana district. Participant group 2 was unemployed African male youths, between the ages of 18-24 in a rural area (QwaQwa). These young persons had at least grade 8 level of education but had not completed grade 12.

The researcher is a social worker employed by the Department of Social Development in QwaQwa. QwaQwa is a rural area with a high rate of unemployment. There is a large number of youth who approach the Department of Social Development to ask for assistance and social relief such as food parcels or donations. Through staff development meetings and discussions amongst colleagues the researcher identified a need for soft skills development for unemployed youth.

The social workers (Participant group 1) attended a workshop on social-emotional competence where they completed semi-structured questionnaires aimed at refining the programme content. Participant group 2 consisted of eight unemployed youths who completed a semi-structured questionnaire before involvement in ten sessions on social-emotional competence. There was a short focus group discussion on the content after each session. After completion of the ten sessions each participant completed a semi-structured questionnaire. Content analysis was used to link findings to the different sections of the social-emotional competence programme.

The study explored the social-emotional competence programme based on the theory of social-emotional competence outlined by Hughes, Terrell and Patterson (2005) and Hughes and Terrell (2012). The aim of the study was not to create job opportunities for the young persons who participated in the study, but to equip young unemployed males with social-emotional competencies to enable them to function positively while looking for employment.

The findings revealed that participants from both participant groups evaluated and responded positively to the programme. In this research, leaving school before completing matric was found to be an essential factor with a direct link with unemployment.

Some core words and terms were translated into Sotho with the help of all participants. It was also clear that there were no words in Sotho for some of the words related to emotion. Some of the icebreakers and techniques were also adapted to fit the target group. It was clear that the young unemployed male participants generally understood the content and took part in the techniques. The research generated a wealth of data including line drawings. The dissertation concluded with a chapter which evaluated the progress concerning objectives and answering the research questions of the study, methodology, ethical aspects, limitations, dissemination and recommendations.

It is recommended that further studies should be conducted focusing on the dangers of unemployment of long duration, and linking other client groups to the social-emotional competence programme. These recommendations were made with the aim of empowering individuals, families and societies with constructive coping skills for the many social issues faced, unemployment being one of them.

TABLE OF CONTENTS

Foreword	4
Acknowledgements	5
Summary	6
Table of contents	8
List of tables	12
List of figures	12
Preface	13

CHAPTER 1

Background and orientation to the research

1.1. Introduction	15
1.2. Orientation and problem statement	16
1.3. Research context	19
1.4. Contribution of the study	20
1.5. Research question	20
1.6. Aim and objectives	21
1.7. Central theoretical statement	21
1.8. Scientific paradigm	22
1.9. Methodology	23
1.10. Description of concepts	24
1.11. Limitations of the study	25
1.12. Report layout	26
1.13. Conclusion	26

CHAPTER 2

Literature review

2.1 Introduction	28
2.2 Theoretical paradigms	28

2.2.1	Strengths perspective	28
2.2.2	Resource theory – Conservation of Resources (COR)	30
2.2.3	Cognitive behavioral therapy (CBT)	32
2.3	Indigenous knowledge	34
2.4	Unemployment	35
2.4.1	Reasons for youth unemployment	35
2.4.2	Effects of unemployment	36
2.4.3	Population growth	37
2.5	Human development: Developmental stage of youth	38
2.5.1	Developmental tasks	39
2.6	Social-emotional competence	44
2.6.1	Emotional intelligence	44
2.6.2	Different models of EI	46
2.6.3	Competencies of emotional intelligence	49
2.7	Conclusion	58
CHAPTER 3		
Method of investigation		
3.1	Introduction	60
3.2	Research question	60
3.3	Methodology	60
3.3.1	Design	62
3.3.2	Sampling	63
3.3.3	Literature review	66
3.3.4	Data collection method	67
3.3.5	Data analysis	69
3.3.6	Participants	71
3.4	Ethical considerations	74
3.5	Trustworthiness	75

3.6 Conclusion	77
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CHAPTER 4

Findings

4.1 Introduction	79
4.2 Background to the competence programme	79
4.3 Ice-breakers	81
4.4 Intrapersonal competencies	86
4.4.1 Self-regard	87
4.4.2 Self-awareness	91
4.4.3 Self-actualisation	104
4.4.4 Flexibility	110
4.4.5 Reality testing, coping with change	111
4.4.6 Independence	112
4.5 Interpersonal competencies	113
4.5.1 Empathy	114
4.5.2 Interpersonal relationships	115
4.5.3 Social and civic responsibility	120
4.6 Self-management	123
4.6.1 Assertiveness	124
4.6.2 Stress tolerance	125
4.6.3 Problem-solving	126
4.6.4 Impulse control	131
4.7 Evaluation of participant group 2 after the programme	133
4.8 Translation of suggested Sotho words into English	135
4.9 Summary of core refinements	136
4.10 Conclusion	136

CHAPTER 5

Evaluations, conclusions and recommendations

5.1 Introduction	139
------------------	-----

5.2 Evaluation of the research	139
5.2.1 Research question	139
5.2.2 Aim and objectives	141
5.2.3 Methodology	142
5.3 Ethical aspects	144
5.4 Trustworthiness	144
5.5 Limitations	145
5.6 Dissemination	146
5.7 Recommendations	146
5.7.1 Recommendations for the competence programme	146
5.7.2 Recommendations for social work practice	147
5.7.3 Recommendations for further research	148
5.7.4 Recommendations for policy	149
5.7.5 Recommendations for social work education	150
5.8 Conclusion	150
ADDENDA	
A. Permission to conduct research	153
B. Consent to participate in research study	159
C. Semi-structured questionnaires	172
D. Original social-emotional competence programme	184
E. Final programme and workbook (with hand-outs)	193
F. Drawings of participant group 2	218
G. Suggested Sotho words by participants group 1	241
LIST OF REFERENCES	244

LIST OF TABLES

1.1 Research methodology	23
2.1 Ability model of EI	47
2.2 Mixed model of EI	48
2.3 Domains of Trait EI	48
2.4 Three categories of competencies	51
2.5 Interpersonal competencies	53
2.6 Self-management competencies	56
3.1 South African socio-demographic characteristics	63

LIST OF FIGURES

2.1 The CPR of strengths	30
2.2 Multiple intelligences	46
2.3 Gestalt cycle	53
3.1 Outline of research process	61
4.1 Graph on healing and hurting trees	95

PREFACE

In this study, recent and older literature was used for the discussions on social and emotional competence. This is due to the fact that the discourse on emotional intelligence stems from at least the 1980s'. The roots of theory on social competence are even earlier. Older literature clarifies the development of the theoretical grounding of social-emotional competency. The origins of the social-emotional competence programme are in the work of van der Merwe around 1996.

The Quarterly Labour Force survey was monitored since the beginning of the study. The survey was discussed throughout up until the latest which was released in October 2019, hence the reference of QLFS 2017 to 2019.

Information is presented in a table format in many places for clarity. Not all those tables are numbered as such, especially not in Chapter 4, as almost the whole chapter is in such a format.

Only a few images and drawings of participant group 2 (unemployed youth) were used as examples in the chapters. The rest were added as Addenda as there were quite a lot of drawings. The original social-emotional competence programme and the final workbook as well as the translation of English terms into Sotho have all been added as Addenda

This research report is presented in full format and set out in five chapters.

CHAPTER 1

BACKGROUND

AND ORIENTATION

TO THE

RESEARCH

1.1 INTRODUCTION

In the past years youth unemployment has been a focus in the State of the Nation address by the President, Cyril Ramaphosa. In the 2018 State of the Nation address President Cyril Ramaphosa (2018:n.p) said: 'Our most grave and most pressing challenge is youth unemployment. It is therefore a matter of great urgency that we draw young people in far greater numbers into productive economic activity'. It is also acknowledged in the Executive Summary of the National Development Plan (2012:20) that young people 'bear the brunt of unemployment'. The President referred to the imminent launch of the Youth Employment Service initiative, which entails that unemployed youth, will be placed in paid internships (Mkhwanazi & Mtyala, 2018:1). From this State of the Nation address it seemed as if youth unemployment would get considerable attention at the macro level and that more opportunities for employment would be created for the youth across the country. However, when looking at the Quarterly Labour Force report (StatsSA QLFS Q3, 2019), the situation looks grim with unemployment in South Africa at an all-time high of 29.1%. Sesoko (2018:273) refers to the fact that there is little improvement in youth unemployment and that it actually seems as if existing programmes and legislative frameworks are failing.

The findings of the Quarterly Labour Force Survey for the third quarter of 2019 were released on 29 October 2019 and indicate that unemployment is the highest since the first quarter in 2008 (Omarjee, 2019: n.p). According to Omarjee (2019: n.p.) 6.7 million South Africans are unemployed. It is of concern that the numbers of unemployed people grew by 78 000 since the second quarter of 2019. In Quarter 3 of 2019 a percentage of 32,3 young South Africans between 15 and 24 were in the so-called NEET group (Not in employment, education or training) (StatsSA QLFS Q3, 2019:8). The youth is the biggest group of South Africans seeking employment (Cloete, 2015:513; Stadler, 2017:7). Youth unemployment is a major problem that obstructs the country's economic growth (Barker, 2007:172–173; Cloete, 2015:513; Graham & De Lannoy, 2017:n.p.; National Treasury, 2011:5; Roux, 2017:51; Stadler, 2017:7; StatsSA, 2017; Yu, 2013:545).

To delineate this research, the focus was on males as traditionally they are seen as the providers for families. If they are not employed in the long term, there is a bigger

probability that their children will be caught up in a continuing cycle of poverty (Graham & De Lannoy, 2017:n.p). Furthermore, males are seen as family heads and breadwinners for their families which intensifies the pressure on them to find employment (Ismail & Kollamparambil, 2015:306). The research focused specifically on African males as they are more prone to be unemployed (over 40%) than white (11%) or Indian (23%) youth (Graham & De Lannoy, 2016:n.p; Ngcaweni, 2016:3). Therefore, this study has focused on young African male persons between 18 and 24 years who were unemployed. One of the factors that decreases young African male persons' qualification and opportunities for employment is not completing their school education. Persons without matric education constitute 57.4% of unemployed persons in South Africa (StatsSA QLFS Q3, 2017). The research was conducted in a rural area as living in such areas can be a spatial barrier to finding employment due to the lack of employment opportunities and the amount of time and money needed to travel to other places to find employment (Graham & De Lannoy, 2016:n.p). Ismail and Kollamparambil (2015:306) cite Roberts (2009) who stated that there is a greater opportunity for social networking in more urbanized locations than in rural locations. Such networking in urban areas could put young persons more in contact with work opportunities than in rural areas. Hopefully this will change with more job creation in rural areas after the State of the Nation (2018) address.

1.2. ORIENTATION AND PROBLEM STATEMENT

Incidence: Statistics South Africa (StatsSA) provides quarterly statistics on unemployment through the Quarterly Labour Force Survey. According to this survey, (StatsSA, QLFS Q1, 2019), poverty is increasing in South Africa, with the number of persons living on less than R441 per person per month growing from 11 million in 2011 to 13.8 million in 2015. The statistics further showed that more than 30.4 million of the 55 million people in this country live in poverty. It is of concern that youth unemployment (between ages 15 and 34) comprises approximately 58% of the 233 000 unemployed people who have joined the ranks of the unemployed (Quarterly Labour Force Survey, StatsSA, QLFS Q3, 2017). It is clear that youth unemployment in South Africa is increasing with about 30% of the 10.3 million people between the ages 15 and 24 not employed or busy with education or training (StatsSA QLFS Q3, 2017; Trading Economics, 2017:n.p). This trend continued as noted in the Quarterly

Labour Force Report of the 4th term of 2017: 'Compared to adults the unemployment rate was highest among the youth irrespective of educational level. Approximately 3,1 million (29,7%) of the 10,3 million young persons (15-24 years) were not in employment, education or training'. Unemployment is intricately linked to poverty (Ngcaweni, 2016:3; Nonyana & Njuho, 2018:70). Important for this study is the observation by Lombard (2019:179) that development approaches directed to well-being and survival are driven by poverty, unemployment and inequality as is also the case in this study.

Effects of unemployment: According to Mousteri, Daly and Delaney (2018:155) 'unemployment is a psychologically detrimental event'. Youth unemployment complicates the transition to adulthood of many South African youths, since this complex change is then typified by stagnation and slipping into resource loss (Dawson, 2014:864). Unemployed youths are caught in a space of waiting, where age-appropriate life events such as marriage, economic independence, and living independently in their own households are postponed. De Wet (2017:694) talks about the economic insecurity linked to family formation when such young persons do marry, or have children without being married, when they are still 'economically unfit' (De Wet, 2017:695). Youth is the most vulnerable group for chronic unemployment, poverty and social exclusion, as they are not improving their skills through education nor gaining the necessary work experience needed to progress in the labour market (Dawson, 2014:869; StatsSA, 2015:n.p). Unemployment can affect the sense of confidence, dignity, self-respect and sense of personal agency which are needed to participate in broader society (Barker, 2007:172; Cloete, 2015:522; Yu, 2013:545). The negative effect of unemployment on the psychological well-being of young unemployed persons cannot be disregarded (Sabaityte & Dirzyte, 2016:50). Furthermore, Ngcaweni (2016:3) refers to social problems such as health problems, crime, drug abuse and teenage pregnancy linked to youth unemployment. Ultimately, when all these factors are taken into account, it is reasonable to assume that unemployment can lead to anger and resentment towards a system that has led to people's inability to find meaningful jobs (Roux, 2017:51). There is special concern about the so-called NEET category as they typically become more and more disengaged from the formal economy the longer they stay unemployed (Ngcaweni, 2016:3).

Social and emotional competence: According to Kraft (2019:4) social-emotional competence is ‘a broad umbrella term used to encompass an interrelated set of cognitive, affective, and behavioral abilities that are not commonly captured by standardized tests.’ Literature indicates that one of the possible contributing factors to unemployment is that youth lack the so-called soft skills (such as effective communication) (Crane, 2019:71; Yu, 2013:545). These skills are of key importance when persons, for example, young African men, present themselves to prospective employers, i.e. go for job interviews. Matteson, Anderson and Boyden (2016) describe soft skills as “a set of non-technical abilities such as communication and interpersonal skills”. They further indicated that individuals who possess soft skills are likely to overcome obstacles. The National Development Plan is aimed at poverty alleviation and stresses the importance of building capabilities (2012). The National Development Plan stresses that community-based programmes are needed that offer youth, amongst others, life skills training (2012:20). Moustari et al. (2018:158) allude to the importance of skills development to make unemployed persons more determined and to compensate for the negative effects on well-being caused by being unemployed. Social-emotional competence is seen as a way to contribute to these soft skills by enabling unemployed youth to develop competencies (also called well-being skills) in three categories, namely intrapersonal, interpersonal, and self-management (Hughes & Terrell, 2012:35). Stronger social-emotional competence should lead to a greater sense of personal agency where the person has the sense of having control over his/her life and can shape the direction of his/her life (Moore, 2016:1). Social-emotional competence provides skills to understand and regulate emotions, make good decisions, manage impulse control and interpersonal relations (de Klerk-Weyer & le Roux, 2008:29; Carrizales-Engelmann, Feuerborn, Gueldner & Tran, 2016; Hughes & Terrell, 2012). The social-emotional competence programme which was evaluated in this research has been developed by the study supervisor, Dr Mariette van der Merwe. It has been applied in settings such as the clothing industry, Child and Youth Care centres and schools. She has also presented it in workshops for social workers, child care workers and psychologists. The programme is based on the competencies outlined by Hughes, Terrell and Patterson (2005) and in their later work (Hughes & Terrell, 2012). The programme consists of activities and techniques aimed at the broad categories and competencies of social-emotional competence. The study supervisor presented the programme to the social work participants of this study and the

researcher (student) presented it to the unemployed youth. It was an interest of this research to discuss the techniques and concepts with professionals who work in the rural community where the study was done and to invite their input on making the techniques, concepts and language more applicable to the specific community and target group. Added to this, it was important to unlock local knowledge and wisdom from the recipients of the programme and to invite their input during and after implementation of the programme on aspects relevant to social-emotional competence such as the icebreakers, the techniques, concepts, the relevance for them and also how the language could be adapted. The interest was therefore to build indigenous knowledge on social-emotional competence.

1.3. RESEARCH CONTEXT

According to Mapara (2017:4), indigenous knowledge is rooted in the 'local bio-physical and social environment'. Context is therefore important in research. Geographic location can be a barrier to finding employment. Young people living in rural areas have to spend more time and money on looking for a job. QwaQwa (Phuthaditjhaba as it is commonly known) is a rural area with a large population in the Eastern Free State. It is on the border of Kwa-Zulu/Natal province with Lesotho. It was clear from the researcher's case load and work experience that there was a high rate of unemployment among the youth. There is also a large number of legal and illegal immigrants who flock into QwaQwa and who also compete for employment. QwaQwa serves as the seat of Maluti a Phofung Local Municipality, consisting of two other towns which are Harrismith and Clarens. According to Wikipedia, these three places combined have a population of 385 413, and 80% of that population reside in QwaQwa. This study focused specifically on Turffontein Village, an isolated, rural village in QwaQwa. Turffontein Village is far from resources and work opportunities and is a typical area where geographic location is a barrier to finding employment. It was important to contain the research to a specific area as a programme with ten sessions was implemented.

1.4. CONTRIBUTION OF THE STUDY

Clearly, youth unemployment is a complex phenomenon affecting and affected by all the systems outlined by Bronfenbrenner (Rosa & Tudge, 2013). No studies could be

found on youth unemployment in QwaQwa and no studies that focused on a social-emotional competence intervention. South African studies focused on various aspects of youth unemployment but no research could be found where a social-emotional competence programme was evaluated. Recent South African studies focused on a youth wage subsidy as a possible solution for youth unemployment (Kasongo, 2013); encouraging self-employment for youth (Manyande, 2006); socio-economic characteristics and implications of youth unemployment in the Kimberley area (Ndhlovu, 2010); the impact of unemployment in Pietermaritzburg (Gwala, 2007) and a youth development programme for local economic development in Belhar, Western Cape (Kazadi, 2015). It is hoped that this study will generate information on social-emotional competence in the context of youth unemployment which could be used by social workers to equip this vulnerable group of people with soft skills.

1.5. RESEARCH QUESTION

In line with the discussed literature, the primary **research question** directing the study is:

How will a social-emotional competence programme for African unemployed male youth in a rural area be evaluated by participants?

Subsidiary questions:

- What will social workers contribute to the refinement of a social-emotional competence programme for African unemployed male youth in a rural area?
- How will African unemployed male youth in a rural area adapt the icebreakers, techniques, concepts and language of a social-emotional competence programme from their own cultural and contextual grounding?

1.6. AIMS AND OBJECTIVES

The **aim** of this study was to use a qualitative descriptive design to evaluate a social-emotional competence programme for African unemployed male youths in a rural area in QwaQwa.

Objectives

- To do an on-going literature review on the theoretical paradigm and aspects related to social and emotional competence and youth unemployment.
- To get the input of social workers (Participant group 1) and unemployed male youths (Participant group 2) on a social-emotional competence programme.
- To refine the programme with emphasis on making it applicable to the specific context.
- To compile findings in a research report.

1.7. CENTRAL THEORETICAL STATEMENT

This study evaluated a social-emotional competence programme focusing on youth unemployment in a rural area with the inclusion of local knowledge and wisdom. The competencies outlined by Hughes, Terrell and Patterson in their 2005 book were used, based on the premise that if people grow in terms of the competencies, this will lead to a general mood of optimism and happiness or well-being, while also helping people to be more motivated and to manage relationships and stress better (Hughes & Terrell, 2012:6, 113). In Chapter 2 the seven vectors (developmental trajectories) of identity development as outlined by Chickering in 1969 (Ashe-Eric, Higher Education report, 2002; Choate, 2017:378-385; Coe-Meade, 2015:2; Liversage, Naudé & Botha, 2018:64; Paladino; & DeLorenzi, 2017:350-351) will be discussed. The seven vectors are linked to Erikson's stage of identity achievement versus identity confusion. As young people move through these vectors, the sense of achievement and mastery grow. Importantly, Choate (2017:391) indicates that it can be problematic when the optimal growth and the development of young persons are not supported by the environment and conditions. According to Choate (2017:389, 391) interventions can include strategies to enhance emotion regulation, social support, general development of identity and a sense of direction. Furthermore, it is imperative for identity development that young people reflect on their sense of self and develop more self-awareness. The social-emotional competence programme can help to promote developmental vectors in young unemployed males as it focuses on competencies such as self-awareness. In summary, the central theoretical statement for this study is that if unemployed male youths are involved in a social-emotional competence

programme, it is hoped that they will develop soft skills, and that they will be better equipped to face a challenging job market.

1.8. SCIENTIFIC PARADIGM

Philosophical paradigm: There are underlying philosophical paradigms within qualitative research such as interpretative, constructivist and critical. Marlow (2001:7) states that: 'Paradigms function as maps, directing us to the problems that are important to address, the theories that are acceptable, and the procedures needed to solve the problems. Paradigms reflect changing values, countering the idea that a fixed reality exists out there to be objectively observed'.

This research adopts the interpretivist paradigm as it focuses on people's subjective experiences, and how they interact with and construct their social world (Jansen, 2016:22). The interpretivist paradigm implies that to gain an understanding of people they need to be placed within their social contexts (Merriam & Tisdell, 2016:12). Nieuwenhuis (2016:62) further clarifies the purpose of the interpretivist paradigm by explaining that this philosophical paradigm is based on the assumption that by exploring the richness, depth and complexity of the phenomenon, one can begin to understand the meanings people give to their experiences and the phenomena within their social world. In this research, the interest was in how participants would give meaning to a specific programme from their own experiences and context.

Theoretical paradigm: The aligned theories of the strengths perspective and the Conservation of Resources theory (COR) as described by Hobfoll (1998) were used as theoretical paradigms. While this study acknowledges the sad and hard realities of unemployment in the participation group, it supports the strengths perspective that recognises that all people have strengths and capacities which they harness to address adversity (McMillen et al., 2004; McCashen, 2005; Saleebey, 2009; Gray, 2010).

The cognitive behavioral approach guided the work on the think-feel-do triangle that was part of the social-emotional competence programme, as well as the work on problem-solving, impulse control, internal dialogue and reality testing and perspective taking. The theoretical paradigms will be discussed in more depth in Chapter 2.

1.9. METHODOLOGY

Methodology will be described in detail in Chapter 3. Leavy (2017:vii) recommends that two questions should be considered in research namely ‘What do we want to achieve? and How do we execute that goal?’ The research methodology provides the supporting structure to answer these questions. In this regard the research approach, design, data collection strategies and data analysis strategies are fundamental in providing direction for a study. In Table 1.1 a brief outline is given to provide a summary of methodology used in this study.

Table 1.1: Research methodology

Approach	Qualitative
Design	Qualitative descriptive (Colorafi & Evans, 2016; Sandelowski, 2010).
Data collection strategy	<p>Participant group 1 (Social workers)</p> <ul style="list-style-type: none"> • Workshop with social workers where they complete semi-structured questionnaires after each section of the social-emotional competence programme has been presented. <p>Participant group 2 (Unemployed male youth)</p> <ul style="list-style-type: none"> • Semi-structured questionnaires with unemployed youth • Presentation of ten sessions of the social-emotional competence programme • Focus groups with unemployed youths after presentation of each session of the social-emotional competence programme • Semi-structured questionnaire after completion of the programme
Data analysis	Content analysis (Hsieh & Shannon, 2005)

The chosen methodology is in line with the interpretivist approach which, according to Leavy (2017:262), is interested in ‘how people engage in processes of constructing and reconstructing meanings through daily interactions.’ In this research there was

prolonged contact with a group of unemployed male youths. A lot was learned about how they interpreted their world in the context of unemployment and social-emotional competence.

1.10. DESCRIPTION OF CONCEPTS

Some of the concepts will be described in more detail in Chapter 2.

Indigenous knowledge

The inclusion of local knowledge and wisdom was an important aspect in this study to ensure that the concepts and competencies of social-emotional competence do not remain foreign to the participants. The aim was to make the social-emotional competence programme applicable to African unemployed male youths in a rural area. Romm (2017:34) stresses the importance of indigenous knowledge-building with a strong culture-based foundation. According to Masoga (2017:310) indigenous knowledge includes traditions, local and community knowledge and cultural aspects.

Social-emotional competence

The term 'emotional intelligence' has been in existence at least since 1995 based on the work of Goleman (Bar-On, 2006:1). Since then the word intelligence has mainly been replaced with competencies and the term 'social' has been added to 'emotional'. Bar-On (2006:1) uses the term 'emotional-social intelligence', Hodzic, Ripoll, Lira and Zenasni (2015:28) talk about 'emotional competence' in the context of unemployment. Chain, Shapiro, LeBuff, Bryson and the American, Indian and Alaska Native Advisory committee (2017:1); Low, Cook, Smolkowski and Buntain-Ricklefs (2015:463), Donahue-Keegan, Karatas, Elcock-Price and Weinberg (2017) and Thomson and Carlson (2017) all use the term '*social-emotional competence*'. In this study the term social-emotional competence was used as it seemed as if more recent literature gave preference to this term above the older term, emotional intelligence. It is also the opinion of the researcher that the word 'intelligence' could have negative connotations as it can be linked mainly to cognitive intelligence while discounting practical and other forms of intelligence. Social-emotional competence is the ability to understand and regulate emotions, have good relationships and civic responsibility and the ability for self-management with effective impulse control and problem-solving skills (Hughes & Terrell, 2012:35).

Unemployment

The definition of unemployment is when persons between 15 and 64 are without work; however, they look for work and are available to take up employment or open a business (Roux, 2017:56; StatsSA, 2013:n.p.). This links with Cloete's (2015:315) definition of unemployment, namely: '... those who are available for work and are looking for work, but cannot find paid work.' In essence, persons are unemployed if they desire employment but cannot find jobs.

Youth

The conceptualisation of the term, youth, differs from country to country. Van Aardt (2012:55) refers to the United Nations (UN) definition namely that the category 'youth' includes people between 15 and 24 years (United Nations, 1992). In South Africa, the National Youth Policy, 2009-2014 (NYP, 2009:12) describes youth as persons in the age group 14 to 34 years. However, when it comes to labour force participation, 15 is the age at which children are permitted to formally enter the labour market in South Africa according to the Basic Conditions of Employment Act, 75 of 1997 as amended (s 43(1)(a)). In this study youths between 18 and 24 were included. The top age of the UN definition for youth was used. The lower age of 15 was deemed as too young for this study as such children should ideally still be in school, which is why 18 is the lower cut-off age.

1.11. LIMITATIONS OF THE STUDY

- Participants withdrew from the study when they learned what the study was about, as they were initially hoping for job opportunities based on their participation in the study. It was emphasised in the informed consent form (Addendum B) and discussions that the aim was not job placement. However, it seems that they were so desperate to get work that they still hoped that it could be an outcome of participation in the study.
- This misconception resulted in fewer participants than anticipated. Only eight participants from the second participant group (unemployed males) were involved in the study.

More limitations will be discussed in Chapter 5 based on the progress of the research.

1.12. REPORT LAYOUT

Chapter 1	The first section of this report provides an introduction to the study. The orientation and problem statement, aim and objectives, scientific paradigms, brief overview of research methodology and description of concepts are set out within this section.
Chapter 2	Literature review.
Chapter 3	Overview of methodology.
Chapter 4	Findings of the study.
Chapter 5	Evaluation, conclusions and recommendations.

1.13. CONCLUSION

In conclusion, Chapter 1 has provided an introduction to the study. The fundamental reasons and purposes for the research were outlined. It has been indicated that data will be collected from two participant groups, namely social workers (Participant group 1) and unemployed male youths (Participant group 2). In the next chapters literature and findings based on the inputs of participants will be delineated.

CHAPTER 2

LITERATURE

REVIEW

2.1. INTRODUCTION

It was made clear in the previous chapter that youth unemployment is a high priority in the Southern African socio-political landscape. Worldwide, youth unemployment is higher than adult unemployment. Youth unemployment has numerous negative socio-economic implications from macro to micro levels. In this chapter a brief overview is provided of the theoretical paradigms that guided this study. It must be noted that there are many other underlying social work paradigms that guided the researcher's thinking, but only the main ones are outlined here. There is a discussion on unemployment and indigenous knowledge, after which the developmental tasks of youth are outlined with an indication of how being unemployed can hamper the completion of such developmental tasks. There is also an overview of social-emotional competence with a discussion of the historical roots in social and emotional intelligence.

2.2 THEORETICAL PARADIGMS

Research is typically informed by theoretical paradigms which provide direction to the inquiry and the understanding of findings (Bertram & Christiansen, 2014:13). Social work has a rich legacy of theories (Turner, 2018). For this study the strengths perspective was especially relevant as the study was focused on developing soft skills in a group of unemployed youths. These social-emotional competencies build on existing skills and strengths. In the context of unemployment, resource loss and gain were also significant aspects to consider. Social-emotional competence focuses especially on non-tangible resource acquisition such as facilitating impulse control, problem-solving, awareness and realism. Cognitive behavioural theory provides a foundation for conceptualisation of the competencies. The link between thinking, feelings and behaviour is a core part of many of the competencies.

2.2.1 Strengths perspective

The strengths perspective was an obvious choice in this research where the focus was on developing competencies. In short, the strengths perspective moves away from a singular focus on deficiencies, problems and negative labels to a language of coping, ability, resources and achievements (Kondrat, 2014:39).

The literature indicates that unemployment, especially when it has a long duration, wears away the self-confidence and self-esteem of unemployed people (Verbruggen, 2016:729). It is also a concern that skills are either not developed, or existing skills are lost. As will be seen in the findings, young people can also escape by using harmful substances e.g. alcohol, or continually engage in seemingly mindless activity on their cell phones or watching television. While job placement seems more and more difficult in the context of growing unemployment, one action is within the scope of the social workers' input, namely the development of programmes to develop soft skills, such as social-emotional competence. In doing so, the strengths of the unemployed youth will be augmented.

Saleebey (2011:478) and Kondrat (2014:40) importantly state that strengths are not limited to intrapersonal aspects, but are also embedded in the environment in the form of resources, social support, relationships, networks and culture. On the individual or intrapersonal level, strengths can incorporate aspects such as self-esteem, self-confidence and self-awareness which are competencies of social-emotional competence.

In his earlier work Saleebey (2006) outlines the CPR outlook (named for relevant letters of the alphabet) on strengths as indicated in Figure 2.1. It is important to note that all people have C-qualities such as competencies, courage and capacities; P-qualities in the form of promise, possibility, potential and positive expectation; and R-qualities including resilience, reserves, resources and resource-fullness. The competencies which form part of the social-emotional programme fall firmly within this CPR of strengths. It is also essential to understand how strengths are defined and valued in terms of specific cultures (Kondrat, 2014:50). In this research, culture and context were two important variables which were consistently part of the enquiry.

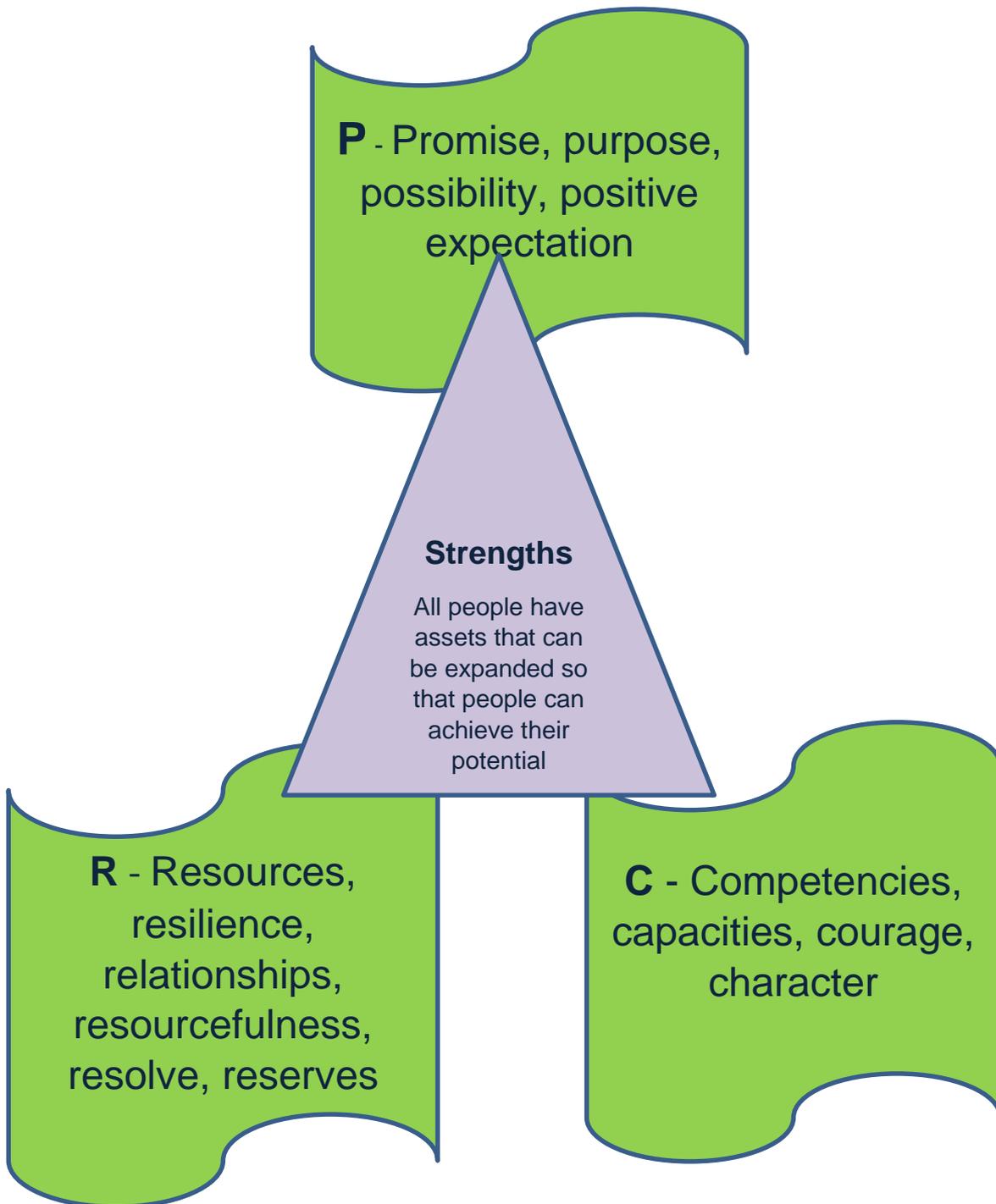


Figure 2.1: The CPR of strengths (Saleebey, 2006)

2.2.2 Resource theory – Conservation of Resources (COR)

A core feature of the strengths perspective is to find and sustain resources (Saleebey, 2011:482). This aspect of the strengths perspective links with Hobfoll's (1989) COR theory which is an influential stress theory that has been applied in many contexts and

countries (Chen, Westman & Hobfoll, 2015:95). For example, Lin, Scott and Matt (2019) applied COR in the context of leadership while Mousteri, Daly and Delaney (2018:147) link unemployment with resource loss as do Gajewski and Zhukovska (2017:1038) who refer specifically to the loss of material and social resources due to unemployment. Resource loss is a constant feature in the context of unemployment when people are unable to provide for their own and their family's basic needs. (Nonyana & Njuho, 2018:76). COR theory offers a framework for a theoretical understanding of resource loss and gain in the context of unemployment.

COR postulates that there are four resource categories, namely tangible resources categorised as energy resources and object (material) resources, and non-tangible resources categorised as (intra)personal and interpersonal resources. Chen et al. (2015:96) prefer the categories, social, personal and material resources. They combine energy and object resources into one category of material resources. Hobfoll (1989) used the term personal resources, but for this study it seems apt to refer to intrapersonal resources in line with the category of intrapersonal competencies.

People typically hoard or “shepherd” (Chen et al., 2015:97) their resources to build resource reservoirs. People must invest resources to protect against the loss of resources. An example of this would be skills development to obtain employment, or paying for medical aid to cover medical expenses in case of illness. It causes stress when there are limited resources to invest, or when invested resources do not have the hoped for results. COR postulates that where resource loss is prominent ‘negative consequences will outweigh positive outcomes’ (Chen et al., 2015:96). Unemployment can erode and deplete tangible and non-tangible resources and in this study the participants did not have many tangible resources to start with. Resource gain is a slower and more energy-consuming process than resource loss which is typically rapid and far-reaching in terms of the different resource categories. Van der Merwe and Kassan-Newton (2007:352-353) link resource gain with the building of social capital such as social networks, reciprocity and ubuntu. Intrapersonal resources are linked to individual properties in the form of human capital such as sense of personal agency, internal locus of control, self-esteem and awareness. Importantly, Kondrat (2014:50) refers to ‘blocks to resources’ in the form of stigma, oppression and other socio-political aspects. In the long run it will be more and more important to take note of such resource blocks which obstruct the job placement of the youth. Such resource blocks

can impede the development of social and human capital and also the progression of social-emotional competence.

There is a link between fundamental human needs and COR. Max-Neef (1991:32-33) outlined nine fundamental human needs, which he believes are consistent over most cultural groups. These needs are not hierarchical but rather cyclical and interconnected.

Material resources	Subsistence
Intrapersonal resources	Identity, recreation/idleness, freedom, leisure, safety/protection
Interpersonal resources	Understanding, participation, affection

Max-Neef (1991) postulates that if one of these fundamental human needs is not met, the person is affected in total and experiences poverty in one or more of the needs dimensions. If fundamental needs are not met, it has a negative impact on the growth and development of the person. Important for this study is Max-Neef's (1991:19) view on unemployment which is that it 'will totally upset a person's fundamental needs system.'

2.2.3 Cognitive behavioral therapy (CBT)

Some of the techniques used in the social-emotional competence programme are grounded in CBT. According to Guest (2016:15) and Knell (2016:119) CBT is aimed at helping people to understand the link between thoughts (for example errors in logic) and thinking patterns and behaviour, feelings and physical aspects. It is helpful when people live with awareness of the think-feel-do triangle, while also linking it to reactions and symptoms in the body.

Thomlison and Thomlison (2017:55) and Stallard (2019:2-5) refer to three waves in the development of CBT. CBT concepts were originally developed in the 1960s by Beck (Guest, 2017:15). Stallard (2019:2) takes the origins right back to the work on learning theory of Pavlov, Wolpe and Skinner. In the second wave of development in the 1960s the work of Beck and Ellis (Guest, 2017:15) was especially prominent with emphasis on the relationship between thoughts and emotions. The well-known A-B-C idea came from this phase. This implies that there is an Activating event (A), which

leads to Beliefs (B) which then leads to Consequences (C) (Guest, 2017:16, Stallard, 2019:3). The importance of knowing and understanding core beliefs is stressed, especially as such beliefs find an outlet in internal dialogue which can become fixed, faulty and ultimately be damaging to self-esteem (Guest, 2017:16; Stallard, 2019:133). The focus on internal dialogue in the social-emotional competence programme is grounded in this second wave of the development of CBT. Automatic thought is the so-called 'inner, running commentary often described as self-talk' (Guest, 2017:17). These habitual ANTS (Automatic Negative Thinking) can influence emotions and behaviour (Stallard, 2019:4). Beliefs can be rational or irrational. This links with the focus on the relationship with reality (RwR) in the older work of Baylis (2005) as included in the social-emotional competence programme. Baylis (2005:241) outlines how well-being is influenced by 'cognitive-behavioural strategies of dealing with everyday life.' Baylis (2005:241) then describes three strategies for dealing with reality, namely reality-investing, reality-evading (relief from reality by, for instance, playing games on a cell-phone, when the person should actually be studying) or quick-fixes (i.e. using drugs or alcohol to escape reality). Reality-investing is usually seen as positive, whereas reality-evading or quick-fixes can be unhelpful. Reality-investment would imply good problem-solving, including step-by-step planning based on solid reasoning (Baylis, 2005:242). Importantly, Baylis (2005:245) emphasises that some fantasy or daydreaming can be of value, even though it is reality-evading, but concludes with the following: 'RwR theory only advocates that we be more aware of our characteristic patterns and ratios of investing, quick-fixing, and evading, and be versatile in deploying our mental and behavioural tools to meet different life-demands more adaptively.' RwR is seen by Baylis (2005:252) as an important cognitive behavioural dimension.

The third wave of development in CBT includes mindfulness-based interventions (Thomlison & Thomlison, 2017:55; Stallard (2019:6) where the focus is more on being aware of and accepting thoughts and feelings rather than changing them. In essence, CBT within social-emotional competence should help the person to 'think about thinking' (Baylis, 2005:245) and to be able to make the link between thinking, emotions, behaviour and body reactions. Such competence should be empowering and enable the person to be more aware of his own processes and relationship with reality.

2.3 INDIGENOUS KNOWLEDGE

This study did not have a pure indigenous knowledge pursuit as it had Western programme as the basis. Maybe it would be more accurate to say that it was aimed at making a programme culturally appropriate. However, there is such a need for indigenous knowledge from a social work perspective that it was deemed that even though this study merely touches on indigenous knowledge, it was probably worthwhile to mention it here. It is also true, that there are many different definitions of and viewpoints about what indigenisation actually entails (Ibrahima & Mattiani, 2019:803).

Haight, Waubanasum, Glesener, Day, Bussey and Nichols (2019:158) say that social workers should become 'culturally responsive ... to make room for diverse understandings of social issues and helping practices.' Ibrahima and Mattiani (2019:799) call for 'culturally relevant' social work practice that is 'responsive to local realities' (Ibrahima & Mattiani, 2019:801). Chilisa (2012:14) and Romm (2017:34) emphasise that marginalised populations should give input to develop indigenous knowledge systems even though marginalised populations often face economic exclusion and social fragmentation (Barolsky, 2012:140). Haight et al. (2019:158) use the term 'community guided interventions' which form a basis for indigenous social work, including indigenous worldviews and practices. Admittedly, this study did not explore indigenous knowledge so deeply, and although there was probably room for indigenous worldviews, that was not a specific point of enquiry.

It is important to take heed of the realism of Ibrahima and Mattiani (2019:801) especially given the context of the study, namely that people from collectivist cultures can face different challenges in the work environment where performance appraisals, expectations and competition require more individual approaches. They must be prepared for these challenges.

It is important to attend carefully to indigenous voices, and to value such expert opinions as carriers of local wisdom and knowledge (Sherwood, 2010). Indigenous worldviews are vital to indigenous existence and, thus, must be given primacy (Moreton-Robinson & Walter, 2011). Haight et al. (2019:160) refer to a strong link between indigenous knowledge and the strengths perspective. Indigenous knowledge exists in a local context, anchored to a particular social group in a particular setting at

a particular time. In this study the primary social group is unemployed African male youths in a rural area.

2.4 UNEMPLOYMENT

Saunderson-Meyer (2019:7) views unemployment as ‘South Africa’s gravest problem’. He further points out that: ‘Every social ill that plagues the country thrives in unemployment.’ Employment opportunities in South Africa have been anything but favourable over the last almost 25 years since the change to the new democracy. While the numbers of jobs in South Africa have increased over the last decade, unemployment has rapidly expanded, far exceeding South Africa’s economic growth rate. Whether judging employment by the narrow or broad definition, between 25% and 40% of the working-age population is without employment. In the age group under 35, almost six out of ten persons are unemployed (Saunderson-Meyer, 2019:7). Sesoko (2018:272) refers to the National Youth Policy (2020) aimed at what she calls the ‘triple challenge of poverty, unemployment, and inequality’ faced by youth in South Africa.

2.4.1 Reasons for youth unemployment

Youth unemployment is a social phenomenon affected by socio-political and educational systems on the macro level (Dawson, 2014:864; Graham & De Lannoy, 2016:n.p.) as well as micro level dynamics in households and communities (Graham & De Lannoy, 2016:n.p). There are many reasons for youth unemployment (Cloete, 2015:514; Ngcaweni, 2016:3):

- Ineffective ways of finding employment.
- Population growth.
- Slow economic growth which limits employment opportunities (Nonyana & Njuho, 2018:70).
- Lack of or mismatch of skills. Research findings indicate that a key difficulty for young work seekers is the fact that South Africa’s labour market favours skilled employees (Banerjee et al. 2007; Cloete, 2015:515; De Lannoy et al., 2015:51-52; Nonyana & Njuho, 2018:70).

- Lack of experience.
- Geographic locality of young persons (De Jongh, 2017:1).
- Lack of career guidance.
- Lack of employed role models (Verbruggen, 2016:729). An analysis of 2011 census data showed that 43% of the youth between the ages of 15 to 24 live in households without any employed adults (StatsSA, 2011).
- Lack of networks or social capital to assist them financially and emotionally to find employment (Verbruggen, 2016:729; Yu, 2013:545).
- Insufficient financial resources to fund expenses such as travelling to look for work or adequate access to the internet (Dawson, 2014:871; Graham & De Lannoy, 2016:n.p.; Yu, 2013:545).
- Lack of official documents such as ID documents or birth certificates.
- Early school drop-out (Dawson, 2014:870, Ncgaweni, 2016:3).
- Competition with legal or illegal immigrants from other countries for jobs (Schippers, 2015:8).
- Rigidities or regulations in the labour market (Ncgaweni, 2016:3).
- Limited employment opportunities in many communities (Cloete, 2015:514).

2.4.2 Effects of unemployment

Mousteri et al. (2018:146-148) talk about the ‘scarring effects of unemployment on psychological well-being’. They point to the link between unemployment and poor mental health. In this regard Gajewski and Zhukovska (2017:1038) refer specifically to the link between unemployment and suicide. Mousteri et al. (2018:148) also refer to the negative ‘welfare consequences’ of unemployment as well as the long-term effects of unemployment on well-being with negative effects still prevalent years after unemployment has ended. The sad reality is that it does not look good on a curriculum vitae if there has been a period of unemployment (Verbruggen, 2016:731) which could limit the chances of finding employment. Nonyana and Njuho (2018:70) refer to the duration of unemployment as an important variable in on-going unemployment.

According to Mousteri et al. (2018:147) unemployment can affect social identity. There are also clear indications of resource loss in all the categories of resources. In this regard Max-Neef (1991:19) says the following about the effects of unemployment on

fundamental human needs: 'Due to subsistence problems, the person will feel increasingly unprotected, crisis in the family and guilt feelings may destroy affections, lack of participation will give way to feelings of isolation and marginalization and declining self-esteem may very well generate an identity crisis'.

Unemployed youth often do not have many skills to start out with. It is therefore of concern that unemployment can wear down human capital (Gajewski & Zhukovska, 2017:1038; Nonyana & Njuho, 2018:70; Verbruggen, 2016:730). Harvey, Cher-Ann, Shichen, Nancy and Matthew (2018:906) highlight that achievements as an adult or competencies on a personal level can be linked to status changes in the transition to adulthood. If a young person is unemployed it is difficult to demonstrate competencies or to have a sense of achievement. Unemployed people miss out on the daily routine and structure inherent in working. They also lack the sense of social control, responsibilities and self-esteem generally linked to employment (Verbruggen, 2016:729). The connection between unemployment and criminal involvement in youth is especially worrying (Nonyana & Njuho, 2018:76; Verbruggen, 2016:729).

2.4.3 Population growth

Although highly controversial and politicised, there is a link between unemployment and population growth. Saunderson-Meyer (2019:7) points out that the SA population now stands at 58.78 million people, which are 20 million more people than in 1994. This growth curve is driven by illegal immigration, declining infant mortality, expanding life expectancy, and a high birth rate. A pure population replacement level is a birth rate of 2.1%, but in South Africa it is 2.4%. Given that the economy shrunk by 3.2% it is no wonder that unemployment remains such a huge and almost insurmountable challenge. Since the beginning of this study the Quarterly Labour reports have been studied. From these it is clear that unemployment is ever-increasing (StatsSA QLFS Quarter 3, 2019). Saunderson-Meyer (2019:7) refers to a UN estimate that by 2050 the population in sub-Saharan Africa will double which will add one billion people to the world population. Clearly, unemployment in South Africa is multi-faceted and complex.

2.5 HUMAN DEVELOPMENT: DEVELOPMENTAL STAGE OF YOUTH

The United Nations (UN, 1992) definition of youth, cited by Van Aardt (2012:55), states that the category 'youth' includes people between 15 and 24 years (United Nations, 1992). In South Africa, the National Youth Policy, 2009-2014 (NYP, 2009:12) describes youth as persons in the age group 14 to 34 years. However, when it comes to labour force participation, 15 is the age at which children are permitted to formally enter the labour market in South Africa according to the Basic Conditions of Employment Act 75 of 1997 as amended (s 43(1)(a)). For this reason, in this study, the upper age range of the UN definition for youth has been used and youth between 18 and 24 have been included. The lower age of 15 is deemed as too young for this study as such children should ideally still be in school, which is why 18 is the lower cut-off age.

Choate (2017:373) and Arnett (2017:487) use the term, emerging adults, for young people in the age group 18 to 21, stating that a new life cycle stage is emerging between adolescence and young adulthood. Arnett (2017:487) points out that people in this life stage should ideally be independent and self-sufficient, before starting their own families. However, according to Arnett (2017:488) instead of entering a stable job market in this age group, it is often a time of instability in terms of income and employment.

Arnett (2017:488-489) proposes five core features of emerging adulthood namely:

- *Identify exploration related to self, relationships and work* – the person should ideally be able to try out various possibilities for the future while gradually moving toward a well-defined identity. Arnett (2017:493) states that possibilities are limited for those with low education. Identity development is an important psychosocial developmental task in this age group when a person should be able to function independently but also in relation to others (Choate, 2017:378).
- *A time of instability and anxiety* – the emerging adult can experience anxiety about an uncertain and unknown future. Choate (2017:375) mentions the restrictions placed by financial constraints and other life circumstances. Arnett (2017:490) says that emerging adulthood has become a stage of 'extreme instability.'

- *A period of being self-focused* – generally persons in this life stage are self-focused and mainly concerned about themselves and their own needs, such as fun and leisure (Arnett, 2017:494). However, living in situations of extreme poverty can force them to care for younger siblings or older relatives, while being restricted in terms of their resources.
- *Caught between adolescence and adulthood* – Choate (2017:375) indicates that young people strive to take responsibility for themselves, be financially independent and make their own autonomous decisions. This will be difficult for young unemployed males in resource-poor communities where there are limited resources and opportunities.
- *Age of possibilities* – Choate (2017:375) refers to the ‘perceived unlimited future potential’ experienced in this life stage. Again, in conditions of poverty and unemployment with very limited access to further education, young people may feel disheartened, with few possibilities of becoming self-sufficient.

2.5.1 Developmental tasks

There is a series of developmental tasks that young people must accomplish to attain adulthood, including establishing independence from parents and preparing for an occupation, marriage, and family life. Jensen (2017:5) importantly states that no individual is culture-free, and that this aspect influences human development. People are embedded in multi-faceted cultural milieus. Jensen (2017:4) also states that there is no one-size-fits-all developmental theory. Young people across all races and gender in South Africa adhere to several ‘markers of adulthood’ including entering into a relationship and starting their own family. Young people should also be responsible for their actions and emotions. These markers may not be complete until well after the age of 30 because of the lack of or delayed education and poor employment opportunities (Richter & Panday, 2007:294).

Teipel (No date) outlines the following developmental tasks typical to the age group included in this study:

- Adjustment to new physical sense of self
- Adjust to sexually maturing body and feelings
- Development and application of abstract thinking

- Defining personal sense of identity
- Adopting a personal value system
- Renegotiate relationship with parents or caregivers
- Development of stable and productive relationships with peers
- Meet the demands of evolving mature roles and responsibilities

Harvey et al. (2018:906) refer to the work of Erikson (1968) where identity achievement is outlined as a central task of adolescence, followed by intimate relationships in young adulthood. Authors commonly refer to the vectors of identity development as outlined by Chickering in 1969 (Ashe-Eric, Higher education report, 2002; Choate, 2017:378-385; Coe-Meade, 2015:2; Liversage, Naudé & Botha, 2018:64; Paladino & DeLorenzi, 2017:350-351). The seven vectors are linked to the stage of identity achievement versus identity confusion of Erikson. The term, vector, implies a non-linear, spiraling process (Liversage et al., 2018:64) in which the different vectors (developmental trajectories) are interrelated and impact each other (Choate, 2017:378). As young people move through these vectors, the sense of achievement and mastery grows. These developmental trajectories are important in the context of this study as will be outlined below. In the third column the vectors are discussed in the context of young unemployed males living in a resource-poor area:

<p>Vector 1: <i>Develop competence</i></p>	<p>This implies, amongst others, having confidence in own coping abilities and ability to handle demands of life. There is special reference to intellectual competence, physical and manual skills and interpersonal competence (Choate, 2017:378; Coe-Meade, 2015:15; Paladino & DeLorenzi, 2017:351).</p>	<p>The development of competence can be compromised when young persons have low education levels, live in a resource-poor community and have limited options for employment. This can ultimately affect their confidence in their own abilities.</p>
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<p>Vector 2: <i>Manage emotions</i></p>	<p>Young persons must learn to deal with emotions and to regulate their emotions. They should not be controlled or overwhelmed by strong emotions. They should also not repress and deny such emotions (Choate, 2017:379; Liversage et al., 2017:65).</p>	<p>Young unemployed males in resource-poor areas may be governed by cultural views on masculinity and dealing with emotion. Due to overcrowded living conditions they may lack privacy to deal with emotions.</p>
<p>Vector 3: <i>Autonomy to interdependence</i></p>	<p>Individuals must learn to be independent, while connecting with others. They should be able to maintain relations with significant others, while being able to function independently. They should progress from autonomy to interdependence (Choate, 2017:379).</p>	<p>Unemployment and low education levels can make it difficult for young persons to achieve independence. It is possible that this may negatively impact their relationships with significant others as they may experience feelings of shame and inadequacy due to their inability to contribute to tangible resources in the home. Choate (2017:385) cautions that challenges in the context of young people could obstruct the achievement of developmental tasks.</p>
<p>Vector 4:</p>	<p>Individuals should be able to develop and maintain significant</p>	<p>For young, unemployed males it can be difficult</p>

<p><i>Develop mature interpersonal relationships</i></p>	<p>relationships with peers, family of origin and long-term romantic relationships typified by tolerance and recognition of differences.</p>	<p>to maintain long-term romantic relationships as they put the transition to their own family life on hold as they cannot provide for a wife and children. It is also possible that they might be in long-term relationships and have children, without the means to provide for them. Their peers may include other unemployed males who could offer support or on the other hand pull them into negative habits and behaviour.</p>
<p>Vector 5: <i>Establish identity</i></p>	<p>According to Chickering (1969) as cited by Choate (2017:379) the development of positive identity is linked to the first four vectors. Choate (2017:380) refers to identity as 'a coherent collage of all aspects of one's self-concept' including body and appearance, gender, ethnicity, sexuality, race, religion, social class, and family.</p>	<p>It is of concern that young unemployed males could get stuck in their development if they do not progress well with the first four vectors. Working on the competencies of social-emotional competence could help them with development of general competence, managing emotions and developing</p>

		interdependence and mature relationships.
Vector 6: <i>Develop and clarifying purpose</i>	This implies that there will be a sense of direction supported by personal, job-related and relational commitments (Coe-Meade, 2015:16; Liversage et al., 2017:65).	It will be difficult for unemployed male youth to develop a sense of purpose without the ability to generate an income or be involved in skills development. Volunteerism may help to develop some sense of purpose although it will not provide a much needed income.
Vector 7: <i>Develop integrity</i>	Integrity will be supported with social and civic responsibility and strong morals (Coe-Meade, 2015:17; Choate, 2017:382).	Fortunately the seven vectors are not linear and a sense of integrity can be supported with volunteer work and civic responsibility.

Choate (2017:391) states that problems can develop when the environment and conditions of young persons do not support optimal growth and development. Choate (2017:389, 391) is of the opinion that interventions can include strategies to enhance emotion-regulation, social support, general development of identity and a sense of direction and purpose. Reflection on their sense of self and more self-awareness are also important parts of identity development for young persons.

2.6 SOCIAL-EMOTIONAL COMPETENCE

Di Fabio and Kenny (2015:50) illuminate the value of emotional intelligence (EI) in the context of the unstable global economy. They also point out that the inherent stress linked to seeking employment can be increased in an environment where there are limited employment opportunities. For this research the opinion of Di Fabio and Kenny (2015:56) is important namely that youths 'need to develop competencies and

resources that will empower them to design their lives within current societal constraints'. Social-emotional skills are linked with life and educational outcomes (Low, Cook, Smolkowski & Buntain-Ricklefs, 2015:463) and are an important part of positive mental health (Nielsen, Meilstrup, Nelausen, Koushede & Holstein, 2015:340).

In this study the term social-emotional competence will be used as it seems as if more recent literature gives preference to this term above the term, emotional intelligence. It is also the opinion of the researcher that the word intelligence can have negative connotations as it can be linked mainly to cognitive intelligence while discounting practical and other forms of intelligence. Furthermore, a social work perspective stresses the importance of relationships, which makes the term, 'social' an important focus. Crane (2019:7) views emotion-related competencies as a 'narrow focus' and elaborates on the importance of social competencies. Social-emotional competence is the ability to understand and regulate emotions, have good relationships and civic responsibility and the ability for self-management with effective impulse control and problem-solving skills (Hughes & Terrell, 2012:35).

2.6.1 Emotional intelligence

The foundation of the term, social-emotional competence can be found in the work on emotional intelligence. It seems as if work on social intelligence pre-dated work on emotional intelligence. Crane (2019:6) and Keefer et al. (2018:3) found early origins of the term 'social intelligence' in the 1920s work of Thorndike who wrote about 'the ability to understand and manage people'. The work on social intelligence was obscured by the prolific work on emotional intelligence from the 1990s onwards.

The term 'emotional intelligence' is mainly attributed to the 1990 work of Salovey and Mayer (cited by Keefer, Parker & Saklofske, 2018:2), based on the earlier 1995 work of Goleman (Bar-On, 2006:1; Crane, 2019:19). According to Caruso, Mayer and Salovey (2002:61): 'Emotional intelligence is considered a special class of mental attributes, either cognitive capacities parallel but separate from traits, or a distinct class of traits referred to as ability or cognitive traits.' Chowdhury (2019:1) points out that the term 'emotional intelligence' had already been used in a research paper by Beldoch in

1964. (Older literature will be used in this discussion as it is necessary to trace the historical origins of the terms. Also, some of the older literature provides good background to the terms.) Salovey and Mayer (Caruso, Mayer & Salovey, 2002) outlined the ability to appraise and express emotion; as well as the ability to regulate emotion and to use emotion for motivation and planning. Importantly, Crane (2019:22) and Keefer et al. (2018:5) found common core elements in the later and earlier work on EI, where the focus was on the competencies underlying perceiving, using, understanding and managing emotions.

Di Fabio and Kenny's (2015:49) view of emotional intelligence resonates with the views of many other authors, namely that EI entails '... the ability to accurately perceive, understand, express, and regulate emotions.' Low et al. (2015:463) add problem-solving and the ability to engage in pro-social behaviour to the repertoire of social and emotional skills that underlie social-emotional competence.

Since then the word intelligence has mainly been replaced with competencies and the term 'social' has been added to 'emotional'. Bar-On (2006:1) uses the term 'emotional-social intelligence', Hodzic, Ripoll, Lira and Zenasni (2015:28) talk about 'emotional *competence*' in the context of unemployment. Chain, Shapiro, LeBuff, Bryson and the American, Indian and Alaska Native Advisory committee (2017:1), Low, Cook, Smolkowski and Buntain-Ricklefs (2015:463), Donahue-Keegan, Karatas, Elcock-Price and Weinberg (2017) and Thomson and Carlson (2017) all use the term 'social-emotional competence'. According to Berg, Nolan, Yoder, Osher and Mart (2019:20) social-emotional competence develops over the lifespan and includes knowledge, skills, values and perspectives which are adjusted to diverse contexts. Interesting for this study is the view of Berg et al. (2019:2) that social-emotional competencies are sometimes called 'employability skills.' The work of Hughes and Terrell (2005) was especially relevant for this study as their categories of interpersonal, intrapersonal and self-management were used to structure the social-emotional competence programme.

Gardner (2006) outlined eight intelligences in the early 1980s, namely verbal/linguistic, logical/mathematical, musical, naturalistic (people who care for their environment, are aware of ecological issues and their actions show that they want to preserve the environment), spatial/visual, bodily/kinaesthetic, interpersonal and intrapersonal.

Gardner added a ninth possible intelligence or modality namely existentialist intelligence and a tenth one, moral intelligence.

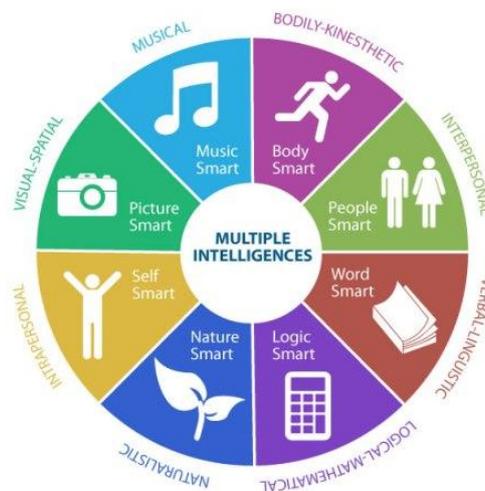


Figure: 2.2 Multiple intelligences wordpress.com/2013/09/03/

Lombard (2015) is known for her work on sensory intelligence. Livermore (2015) writes about cultural intelligence. Darling-Hammond (2015:xi) makes the following important statement about social and emotional intelligence and the importance of holistic development: ‘I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence as it does on the development of technical knowledge and skills.’

2.6.2 Different models of EI

There are different models of EI according to Hughes, Patterson and Terrell (2005) and Boyatzis (in Ciarrochi & Mayer, 2007).

The ability model of EI (Caruso, Mayer & Salovey, 2002). This skill-based model is focused on how emotions can facilitate thinking and adaptive behaviour, focusing on how people think, decide, plan and create. Huynh et al. (2018:112) say that ability models see EI as a form of intelligence. There are four categories in the initial ability model as indicated in Table 2.1, namely identifying emotions, facilitating emotions, understanding emotions and managing or regulating emotions. Later ability models merged the facilitation and regulation of emotions (Huynh et al., 2018:113).

Table 2.1: Ability model of EI

Identifying emotions/Perceiving
<ul style="list-style-type: none"> • Identify emotions in thoughts and in other people, i.e. non-verbal cues • Express emotions accurately • Discriminate between accurate and inaccurate feelings/real and fake emotional expressions
Using/facilitating emotions
<ul style="list-style-type: none"> • Use emotion to redirect attention to important events • Generate emotion that facilitates decision-making/judgment • Use mood swings to consider multiple points of view or to change perspective • Use different emotions to encourage different approaches to problem-solving (i.e. a happy mood to create new creative ideas)
Understanding emotion
<ul style="list-style-type: none"> • Label emotions and recognize links between them • Interpret meaning conveyed by emotion • Understand complex feelings • Be able to recognize the cause of emotions • Understand relationship among emotions and transitions in emotion
Managing/regulating emotions
<ul style="list-style-type: none"> • Awareness of own emotions (also unpleasant ones) • Being open to feelings • Being able to determine whether emotion is clear or typical • Being able to engage or detach from emotion • Being able to solve emotion-laden problems without necessarily suppressing negative emotions; reflectively monitor emotions

Mixed model of EI: Caruso et al. (2002:57-61) outline a mixed model of EI based on the ability model, but adding more psychological attributes. In this mixed model emotional abilities as well as the product of those abilities were combined:

Table 2.2: Social-Emotional Competencies

COMPETENCY
Self-awareness: Emotional awareness, accurate self-assessment, self-confidence
Self-regulation: Self-control, trustworthiness, conscientiousness, adaptability, innovation
Motivation: Achievement, drive, commitment, initiative, optimism
Empathy: Understanding the feelings of others, developing others, service orientation, diversity, political awareness
Social skills: Influence, communication skills, conflict management, leadership, change analyst, building bonds, collaboration/cooperation, team capabilities

The TRAIT model

Table 2.3: Domains of Trait EI (Petrides & Mavroveli, 2018:25)

Facets/elements	High scores indicate:
Adaptability	Flexibility and adaptability
Self-motivation	Driven and can move on even in difficult times
Assertiveness	Can stand up for rights (<i>sociability</i>)
Emotion management (others)	Can influence the feelings of others (<i>sociability</i>)
Social awareness	Good networkers with strong social skills (<i>sociability</i>)
Expression of emotion	Can communicate feelings to others (<i>emotionality</i>)
Relationships	Can maintain satisfying personal relationships (<i>emotionality</i>)
Emotion perception (self and others)	Have clarity about own feelings and the feelings of others (<i>emotionality</i>)

Trait empathy	Can take the perspective of another person (<i>emotionality</i>)
Emotion regulation	Can control own emotions (<i>self-control</i>)
Impulse control	Are reflective and can control impulses and urges (<i>self-control</i>)
Stress management	Can manage pressure and regulate stress (<i>self-control</i>)
Self-esteem	Are successful and have self-confidence (<i>well-being</i>)
Trait happiness	Generally satisfied with their lives and mainly cheerful (<i>well-being</i>)
Trait optimism	General positive outlook on life (<i>well-being</i>)

The different facets can be grouped in terms of emotionality, sociability, self-control and well-being (Petrides & Mavroveli, 2018:27) as indicated in italics in Table 2.2. Crane (2019:22) also refers to the Trait model and the focus on intrapersonal and interpersonal competencies, adaptability and stress management.

2.6.3 Competencies of emotional intelligence

Hughes, Patterson and Terrell (2005:15) state that the competencies: ‘... combine to provide a tremendously powerful lens through which human behaviour and motivation can be seen and understood as never before.’ Hughes et al. outline the 15 competencies of which 13 form the basis of the social-emotional competence programme. These competencies link with the facets outlined by Petrides and Mavroveli (2018:25). Importantly, Berg et al. (2019:1) add intercultural competence and understanding, which they list as forming part of interpersonal competencies. Berg et al. (2019:1) further state that the competencies are ‘malleable, meaning that they change depending on context and culture.’ The malleable nature of the competencies implies that culture and context, community and social context will determine which competencies people value, apply and how they apply them. Huynh et al. (2018:112) stress the important role of culture in processes such as emotion-regulation and appraisal. These authors stress that cultural sensitivity should be built into programmes aimed at emotional competence; an aspect that was mainly ignored up to now. It was part of the aim of this study to adapt a programme so that it is more

culturally appropriate. Important too is the view of the researcher that social-emotional programmes should also take individual differences and needs into account. It is also pertinent to note the debates around biculturalism. Biculturalism occurs when a person grows into a more mainstream culture while holding on to some parts of their original culture. In so doing a person can identify with a collective identity while also embracing and valuing an individualistic identity (Huynh et al., 2018:115). Huynh et al. (2018:117) allude to the influence of socio-economic aspects and social orientation which can also influence the perceptions of people, with research indicating that people living in lower socio-economic groups (such as the unemployed male participants in this research) sometimes are forced to be more group-oriented and interdependent in their thinking, to ensure survival. In contrast, those with better socio-economic situations can afford to be more individualistic in their thoughts and behaviour. It is also interesting that Huynh et al. (2018) refer to the 2010 research of Kraus et al who found that people with a more collectivist approach were able to identify emotions in others better than those with a more individualistic approach. While Huynh et al. (2018:126) call for cultural sensitivity, they also caution against cultural stereotypes.

The study is based on the premise that if people grow in terms of the competencies, it will lead to a general mood of optimism and happiness or well-being, while also helping people to be more motivated and to manage relationships and stress better (Hughes & Terrell, 2012:113). Happiness and optimism are therefore seen as a result of the other competencies. This links with the competencies outlined by Crane (2019:24) where the social and emotional competencies are arranged in five categories, and not the three categories outlined by Hughes and Terrell (2005). The five categories are:

- *Self-perception* (sub-divided into self-regard, self-actualization and emotional self-awareness)
- *Self-expression* (sub-divided into emotional expression, assertiveness and independence),
- *Interpersonal skills* (sub-divided into interpersonal relationships, empathy and social responsibility)
- *Decision-making* (sub-divided into problem-solving, reality testing and impulse control)

- *Stress management* (sub-divided into flexibility, stress tolerance and optimism). The aim of this study was to apply and refine the competencies in a specific context where young persons faced poverty and structural inequality. The techniques to promote the competencies will be discussed in more detail in Chapter 4 with the findings of the research. The competencies have been discussed here in the three categories of intrapersonal, interpersonal and self-management competencies (Jones & Flowers, 2019:17).

2.4 Three categories of competencies

Intrapersonal	Theoretical background
Self-regard	<p>‘Self-regard is a critical competency because, without a well-integrated identity that allows you to know and respect yourself, there is no way you can ever participate authentically in life, be truly reliable in work or love, or fully express all the gifts you have to give.’ (Hughes, et al., 2005:42.) If the other competencies develop, it can be expected that self-regard will also develop. Greenberg (2017:36) refers specifically to the stress regarding unemployment and the negative effect on the core self.</p> <p><i>Possible techniques:</i> Internal dialogue and messages to self. Write down two good things about themselves and two good things that other people have said about them (Affirmations)</p>
Self-Awareness	<p>According to the older work of Lynn (2002:3) self-awareness requires intimate and accurate knowledge of one’s self and one’s emotions, and also the ability to understand and predict one’s emotional reactions to situations. When this competency has been mastered there will be good awareness of one’s own values and core beliefs.</p> <p><i>Possible techniques:</i> Rainbow technique, Healing and hurting trees, Body map of feelings, Healing hurting alphabet, Volcano activity, the pit technique</p>

Self-actualisation	It is important to note that in some communities, competencies such as self-actualisation are seen in a collective context (Ibrahima & Mattiani, 2019:800). <i>Possible techniques:</i> Discuss fundamental (basic) human needs
Independence	Ibrahima and Mattiani (2019:800) use the term 'existence-in-relation' which typifies many African cultures. In such cultures independence could refer to a quality of a whole family where the family system functions as an independent whole in terms of food provision, housing, income etc.
Flexibility	Flexibility includes cognitive and mental flexibility (Berg et al., 2019:1). Berg et al. (2019:11) states that individuals should be able to 'navigate different contexts, and express competencies differently across contexts and over time.'

Although Gestalt theory is not a primary theoretical paradigm in this study, the theory has a lot to offer in the context of social-emotional competence where self-awareness is so important. Awareness is seen as one of the pillars of Gestalt theory (Yontef, 1993:402). Awareness also takes a central role in the Gestalt cycle of awareness.

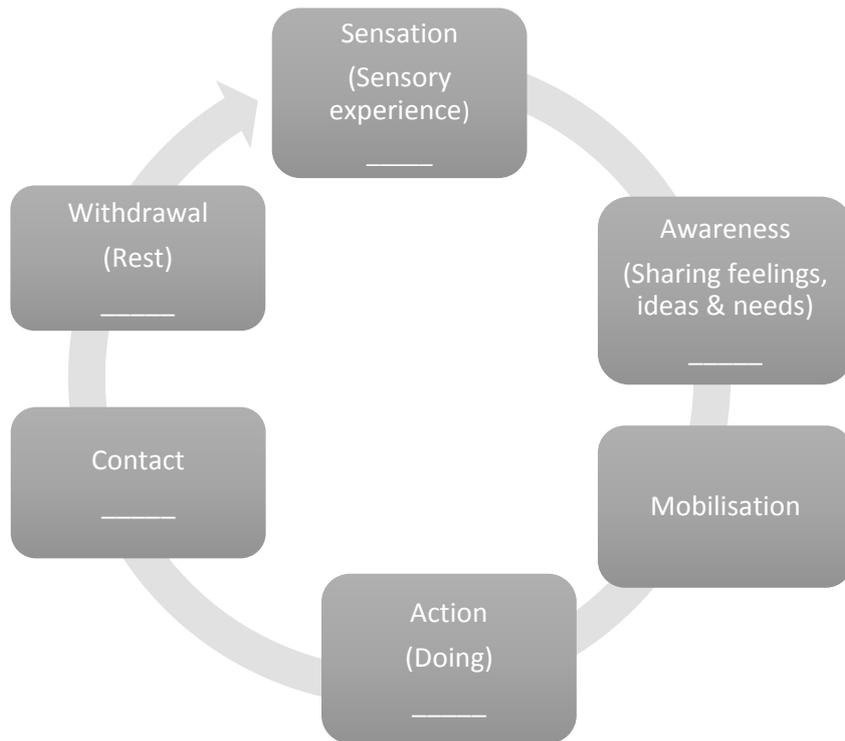


Figure 2.3: Gestalt cycle based on the work of Clarkson (1989:29) – adapted from Gibson (2017:163)

In Figure 2.3 it is shown how a person goes through a process from sensation to withdrawal to make contact with a need. There are also a variety of possible defence mechanisms or disturbances to the contact-boundary on the way to contact with the need (Yontef, 1993:137). Bronfenbrenner’s theory (Rosa & Tudge, 2013) is also influential for this study as the influence from the macro system is so clear in the context of youth unemployment. Lack of employment opportunities can prevent young people from mobilising and taking action to move into employment.

2.5 Interpersonal competencies

Interpersonal	Theoretical background
Empathy	Crane (2019:19) describes empathy as the ability to connect with others. Crane (2019:38) further says that empathy entails ‘the presence of a collage of abilities that pertain both to the self and to others’. In older work which is still relevant, Lynn (2001:3) says that empathy constitutes the ability to be fully

	<p>absorbed in someone's point of view, while simultaneously being able to stay fully apart.</p> <p><i>Possible techniques:</i> Empathy stories</p>
Social and civic responsibility	<p>The term 'social awareness' is also sometimes used for this competency (Paga, 2015). The researcher's understanding is that there could be two forms of civic responsibility: a more formal involvement which could be through formal neighbourhood groups which can be linked to municipalities and ward councillors and which can be aimed at building and improving civil society; and informal civic responsibility where a group of people could, for instance, be informally mobilised by someone to clean a specific area in a neighbourhood. The #ImStaying movement on Facebook is a good example of mobilisation of a big group of people to share positive stories. Bird, Bowling and Ball (2019:128) use the term <i>civic engagement activities</i> to refer to the building blocks of civic responsibility. Voting is an example of a civic engagement activity. According to Paga (2015:25) civic involvement can lead to more personal awareness, as well as a sense of identity, ability to work with others and trust in one's own efficacy. This links with the suggestions of Sesoko, (2018:274) about the value of volunteerism for unemployed youth especially to counteract the negative aspects of prolonged unemployment. Greenberg (2017:36) advises that unemployed persons should keep to some sort of a routine and some kind of project involvement. The National Development Plan (Executive summary, 2012:25) refers to the importance of nation building, 'generating a virtuous circle' in terms of social cohesion. According to the researcher, adherence to civic responsibility is an integral part of nation building.</p> <p><i>Possible techniques:</i> Get a project, community maps</p>
Interpersonal relationships	<p>Interpersonal relationships include social connectedness and communalism with focus on social networks, social duties,</p>

	<p>collective well-being and inter-dependence (Berg et al., 2019:1, 6). Greenberg (2017:36) refers to the value of connections with friends and family to keep the core-self intact during times of unemployment. Ibrahima and Mattiani (2019:800) talk about ‘collectivist societies’ where collective community values are respected although this should not be detrimental for the individual. Individual qualities are therefore not totally discounted in a collectivist society. Importantly, Berg et al. (2019:60) include respect for diversity and fairness as important components of interpersonal relationships. Crane (2019:19, 45) mentions the importance of a pro-social attitude including interest in the well-being of other people as well as social agency where a person feels comfortable in social situations. If the competency of interpersonal relationships is enhanced in people, it should contribute to the following vision stated in the Executive summary of the National Development Plan (2012:7) namely: ‘We are a web of relationships, fashioned in a web of histories, the stories of our lives inescapably shaped by stories of others.’ Ibrahima and Mattiani (2019:801) cite the work of a number of authors on the important concept of Ubuntu, notably that of Midgley who also played a role in the development of the White Paper on Social Development. Midgley’s 2008 view (cited by Ibrahima and Mattiani, 2019:801) might not be totally true today, but is still worth considering: ‘Western social work practice, heavily focused on individuals, profoundly fails to adequately recognize cultural, communal, and spiritual values central to indigenous African communities.’</p> <p><i>Possible techniques:</i> Eco-maps, home maps, heartstrings</p>
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2.6 Self-management competencies

Self-management	Theoretical background
Assertiveness	<p>Hughes and Terrell (2012:60) outline assertiveness as follows: 'Assertiveness is the emotional strength that allows us to confidently tell others what we like and want more of, what we dislike and will not accept, and what we stand for.' Berg et al. (2019:4) caution that socio-cultural differences should be kept in mind when enhancing social-emotional competencies. With a competency such as assertiveness it is important to steer close to what is seen as appropriate in specific cultures. While in some cultures, eye contact and a forceful voice-tone can be seen as assertiveness, it can be seen as disrespect in others.</p> <p><i>Possible techniques:</i> Role play depicting assertiveness versus aggression and lack of assertiveness</p>
Stress tolerance	<p>According to Hughes, Patterson and Terrell (2005:39) stress tolerance: '... is the coping skill we use to keep unavoidable pains, threats, and intrusions of life from weakening our physical and emotional health'. Greenberg (2017:309) highlights the importance of being able to manage stress successfully and links this ability with being content and happy.</p> <p><i>Possible techniques:</i> Abdominal breathing, progressive muscle relaxation, stress toolkit</p>
Impulse control	<p>Storoni (2017:1) outlines two responses to stress, namely a calm and rational approach versus being hasty and impulsive. It is often necessary to recognize the hot buttons that will trigger an impulsive response. Hughes, Patterson and Terrell (2005:87) refer to the 'primal urgency' fuelled by internal or external aspects and which can lead to impulsive behaviour. Ideally impulse control would entail that a person will be able to think before acting. This competency is strongly linked to cognitive behavioural theory which accentuates that the</p>

	<p>connection between body reactions, thinking, feeling and behaviour should be understood.</p> <p><i>Possible techniques:</i> Working with the think-feel-do triangle</p>
<p>Problem-solving</p>	<p>Noyes (2001:81) points to the necessity of being able to define and understand a problem. In terms of the ICANDO problem-solving model the following sequence should be followed, more than once if necessary:</p> <ul style="list-style-type: none"> • Identify the problem • Look at choices • Pay attention to the detail of each choice • Narrow choices down to one or two • Do it (implement what was decided on) • Look at outcome (if the problem persists, go back to step one.) <p><i>Possible techniques:</i> ICANDO problem-solving, Life apple with bother worms, snakes and ladders game as metaphor for problems and coping, BASICPh coping</p>
<p>Reality testing and perspective taking</p>	<p>Crane (2019:5) writes about the importance of using other people as sounding boards for reality testing, when thoughts, feelings and motivation are authenticated or discounted by others. Crane (2019:4) suggests that one's own interpretation of reality is inherently subjective. Without correction from others there can be 'wildly inaccurate interpretations of the world around us.' In his older work on the relationship with reality (RwR) Baylis (2005:244) refers to three cognitive behavioural processes of coping, namely:</p> <p><i>Reality investing:</i> Making decisions and taking actions based on a realistic appraisal of situations. Being pro-active is part of this i.e. studying hard for an exam to succeed.</p> <p><i>Reality-evasion:</i> This could entail actions such as excessive cell phone activity or television watching which keep a person away from positive actions which can change circumstances for the better.</p>

	<p><i>Quick fixes:</i> Quick fixes entail using strategies such as alcohol abuse or comfort eating to get relief from stress or problems (Baylis, 2005:246).</p> <p><i>Possible techniques:</i> Discuss different scenarios and possible reality checks</p>
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The competencies can be enhanced by an array of possible techniques and processes. Social workers can adapt techniques that they use for aspects such as problem-solving, impulse control and stress management and include such techniques when applying the social-emotional competence programme. Jones and Flowers (2019:17) refer to the intricate link between intrapersonal and interpersonal competencies, saying that ‘intrapersonal competence is on call every waking minute and whenever we deal with relationships of any kind’. The researcher wants to add that the self-management competencies are core features which determine how individuals function and feel about themselves and how they manage their relationships. If competencies such as impulse control and problem-solving are well-developed, the intrapersonal and interpersonal competencies will reap the benefit.

2.7 CONCLUSION

These competencies will be discussed in more detail in Chapter 4 with specific focus on how the competencies were applied and refined with the help of social workers and young unemployed males. In this research the following direction of Berg et al. (2019:4) was taken into account namely to ‘... consider the complexities of young people’s experiences within different contexts in which they grow and learn.’ Throughout this research it was important to keep socio-cultural aspects in mind. Finally, Berg et al. (2019:7) say: ‘All youth—not just those who experience marginalization—can benefit from explicit teaching of competencies that help them adapt to their contexts and connect with their communities. These competencies contribute to a more respectful, culturally competent, and thoughtful culture.’

CHAPTER 3

METHOD OF

INVESTIGATION

3.1 INTRODUCTION

In this chapter the research process is outlined. Hesse-Biber (2017:37) rightly states that there are many ways in which people understand the world. She emphasizes the value of knowledge passed from generation to generation. Such 'societal knowledge' has particular value and is increasingly recognised in formal research when local knowledge and wisdom is sought. In addition to such societal knowledge, formal research adds to the so-called 'rational mode of knowledge building' (Hesse-Biber, 2017:37). In qualitative studies it should be indicated how trustworthiness has been ensured. A clear outline of the research process is therefore necessary which is why the research methodology, such as the research design, literature review, sampling, data collection, participants and data analysis, is explained in this chapter. Ethical aspects are also described. The chapter concludes with the indication of how trustworthiness is met in the study.

3.2 RESEARCH QUESTION

Jansen (2016:2) highlights the importance of the research question as a core feature of research. He states that research 'stands or falls by the quality of the research question'. With this in mind the research questions are included in this chapter even though they were also stated in Chapter 1:

How will a social-emotional competence programme for African unemployed male youth in a rural area be evaluated by participants?

Subsidiary questions:

- What will social workers contribute to the refinement of a social-emotional competence programme for African unemployed male youth in a rural area?
- How will African unemployed male youth in a rural area adapt the icebreakers, techniques, concepts and language of a social-emotional competence programme from their own cultural and contextual grounding?

3.3 METHODOLOGY

D'Cruz and Jones (2004:59) cite the work of Blaikie (1993:7) who defines methodology as "...the analysis of how research should or does proceed. ... It includes discussions of how theories are generated and tested – what kind of logic is used, what criteria

they have to satisfy, what theories look like and how particular theoretical perspectives can be related to particular research problems”. As mentioned in Chapter 1, this research is guided by an interpretive paradigm which implies that research methodology was constructed to invite the perspectives of participants (Hesse-Biber, 2017:6).

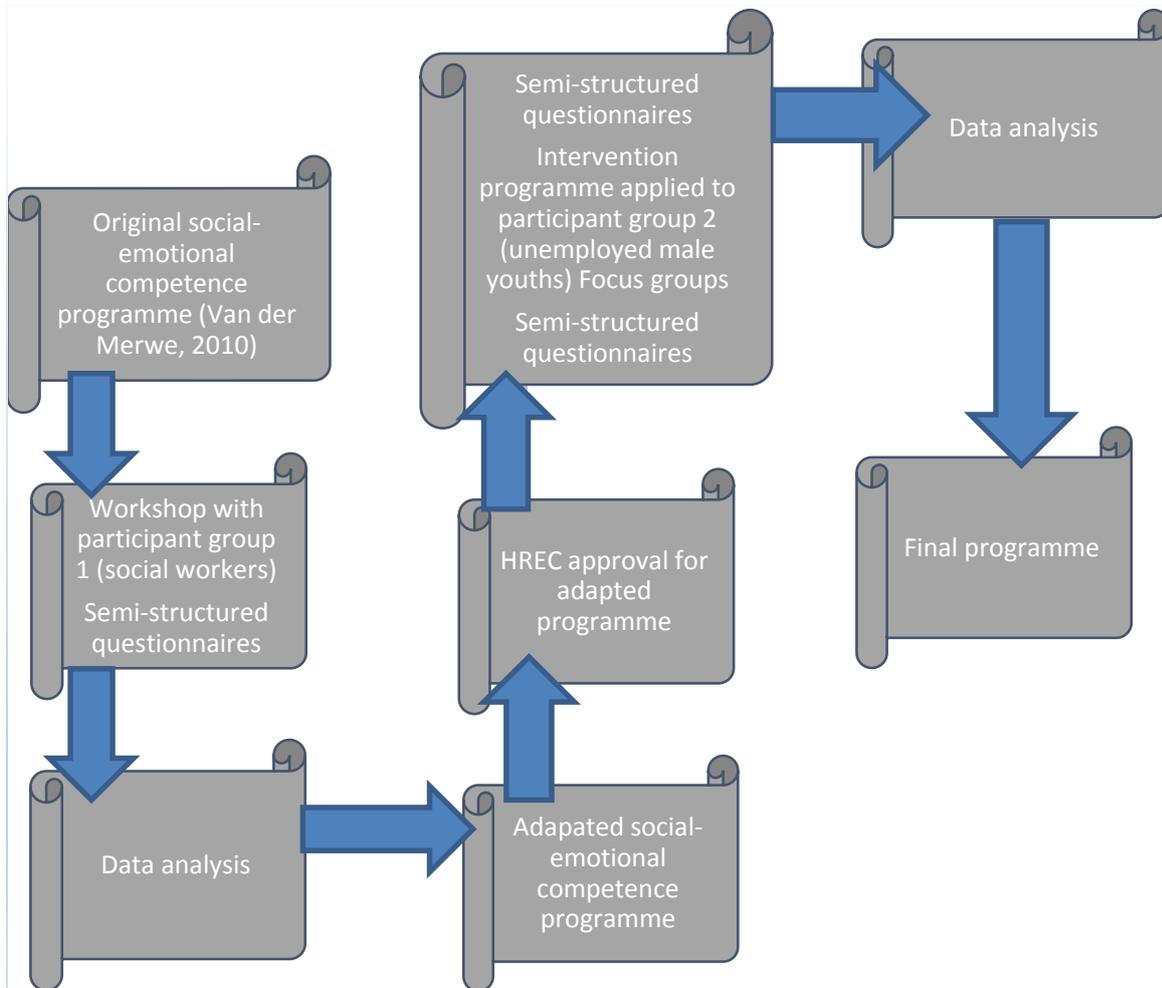


Figure 3.1: Outline of research process

In Figure 3.1 the research process is outlined to give an overview of the flow of the study. The process started out with an existing social-emotional competence programme developed and applied in practice by van der Merwe (2010). This programme was presented by van der Merwe to a group of social workers in QwaQwa, who formed participant group 1. These participants completed a semi-structured questionnaire after different sections of the programme were presented. This data was analysed using content analysis and the programme was refined for the specific context (a rural area in QwaQwa) and target group (African unemployed male youths

in a rural area). The refined programme was submitted to the North-West University Health Research Ethics Committee (NWU-HREC) for approval. Then participant group 2 (African unemployed male youths) completed semi-structured questionnaires. Thereafter they were involved in ten sessions of the social-emotional competence programme. After each session there was a brief focus group discussion based on the specific session. After completion of the programme each participant of participant group 2 again completed a semi-structured questionnaire. Content analysis was done and final changes were made to the social-emotional competence programme.

3.3.1 Design

The research design is the strategy for how the research problem will be investigated (Hesse-Biber, 2017:347). A research design is linked to the research question and indicates the plan for the study (Hartell & Bosman, 2016:35).

This research study implemented a qualitative research approach for both participant groups. This was used to understand and describe a phenomenon from the participants' point of view, including many different understandings and experiences (Fouché & Delport, 2011:64-65; Hesse-Biber, 2017:4; Neergaard, Olesen, Andersen & Sondergaard, 2009:2).

Qualitative description is based on the principles of naturalistic inquiry which indicates that the researcher should study phenomena in their ordinary state (Bradshaw, Atkinson & Doody, 2017:2; Colorafi & Evans, 2016:18). Neergaard et al. (2009:4) and Sandelowski (2000:337) indicate that the qualitative descriptive design is suitable for the development or refinement of interventions based on the evaluations of participants, which was the case in this study. This research design has allowed the researcher to obtain information from participants about the social-emotional competence programme which was used in this study. The study was deductive as the data collection was aimed at the evaluation of a specific social-emotional competence programme. The input of the social workers was valuable as they know the community and the culture and were able to use their professional knowledge and skills to evaluate the planned techniques and to make suggestions for changes or refinements.

3.3.2 Sampling

According to Fox and Bayat (2007:54) a sample is 'any subset of the elements of the population'. For this research, for participant group 1, the population refers to social workers working at the Department of Social Development, QwaQwa office. There are about thirty male and female social workers including supervisors at the QwaQwa office, some with twenty years of work experience.

For participant group 2 the population was African unemployed male youths, between ages of 18 and 24 in Turffontein village in QwaQwa, who have not completed Matric, but who have completed grade eight. According to statistics released in October 2017 (StatsSA, 2017:78), South African socio-demographic characteristics related to education and unemployment are as follows:

Highest level of education of the unemployed (Jul-Sep 2017)	Thousand
No schooling	76
Less than primary completed	354
Primary completed	252
Secondary not completed	2881
Secondary completed	2095

3.1 South African socio-demographic characteristics

From the above table it is apparent that the highest incidence of unemployment is in that group of the youth who have not completed their secondary education. Youths with matric are still at risk of not finding jobs but their opportunities are better than those without matric certificates.

The broad category of non-probability sampling has been used for both participant groups. Within this category purposive sampling was used. Sandelowski (2000:338) uses the term 'information-rich' to refer to the qualities looked for in participants for qualitative descriptive studies. Elo, Kääriäinen, Kanste, Pölkki, Utriainen and Kyngäs (2014:4) indicate that purposive sampling is the most common form of sampling with content analysis.

Participant group 1 (Social workers): Purposive sampling was used for the social workers. The researcher relied on the readiness of the participants to volunteer to complete semi-structured questionnaires during a workshop where the social-emotional competence programme was presented. All the social workers working for the Department of Social Services in QwaQwa had the option to take part in the workshop. Bradshaw et al. (2017:3) suggest that sampling in qualitative descriptive research should focus on participants with specific experience needed for the study.

Inclusion criteria: Participant group 1 (Social workers)

All social workers working for DSD in QwaQwa who were prepared to attend the workshop and complete a semi-structured questionnaire. The social workers could add knowledge from their experiences as well as help to make the techniques and language culturally appropriate. There were no exclusion criteria for participant group 1.

Participant group 2 (Unemployed African males living in a rural area): Purposive sampling was used as the researcher had to identify participants who adhered to the inclusion criteria and who could contribute to answering the research question (Lombard, 2016:104). The researcher did not know the target population and relied on the area social worker, the ward councillor and his assistant to identify possible participants. Participants who adhered to the inclusion criteria and who could contribute to answering the research question were invited to take part in the research.

Inclusion criteria: Participant group 2 (Unemployed African males living in a rural area)
For limitation purposes in this research study only males took part as the researcher could not work with everyone. Furthermore, males are culturally seen as family heads and providers for their families.

- Unemployed African males who have not completed Matric, but who have completed at least Grade eight (to ensure that they can read and write)
- Living in the rural area of QwaQwa, Turffontein village.
- Between the ages 18 to 24.
- Sesotho and English speaking. (Sesotho is the main language of the area).
- South African citizens

Exclusion criteria

For participant group 2, no former clients of the researcher were included. Inclusion of former clients could cause a power imbalance when such persons are required to make the shift from client to participant and the researcher to shift from social worker to researcher. It could also create confusion about the roles of the researcher. Only South African citizens were included as different dynamics are at play with legal and illegal immigrants, such as cultural differences, language barriers, educational levels and illegal immigrants, some with no proper documentation.

Recruitment

Legal permission to conduct the study was obtained from the Department of Social Development (DSD) and goodwill permission from the tribal chief of Turffontein Village (See Addendum A). The researcher had the assistance of the area social worker, the auxiliary worker, the ward councillor and his administrative assistant as well as a pastor (independent person). The office head was the mediator. The researcher orientated them all together regarding the background to the research, recruitment, sampling, informed consent and general ethics. The procedures in terms of recruitment of social workers and unemployed youth were also discussed.

The District Director of DSD was the gatekeeper, who was fully informed about the research and the implications for the personnel. According to Creswell (2014:188) the gatekeepers are persons 'at the site who provide access to the site and allow or permit the research to be done.'

After ethical clearance from the North-West University Health Research Ethics Committee (NWU-HREC: Ethics number: NWU-00033-18-S1), all social workers working for DSD in QwaQwa received information about the research and an informed consent form via email from the mediator (the office head). In this information sheet an overview of the study was given including a short rationale and problem statement, research question, research aim and objectives. They received information about the planned workshop and completion of the semi-structured questionnaire. Ethical aspects such as informed consent and voluntary participation and their right to withdraw were outlined. It was emphasised that they did not have to take part in the research if they chose not to; however they could still attend the workshop. They had

to let the mediator know within a week if they were willing to take part in the research and attend the workshop.

Those who indicated that they were willing to participate were informed that they would sign the informed consent on the date of the workshop, just before the workshop started, in the presence of the independent person (pastor) who would co-sign. The independent person handled the informed consent and emphasised voluntary participation and withdrawal without consequences.

For participant group 2 the area social worker, auxiliary worker and ward counsellor made the first contact with prospective participants by visiting them at their homes. They each signed a confidentiality agreement before engaging with participants. The study was explained to prospective participants by the social worker and social auxiliary worker with emphasis on the needed commitment to ten sessions and semi-structured questionnaires. An informed consent form was left with them and they had a week to decide about participation. After a week the area social worker and auxiliary worker visited the potential participants again to ask about their decision. When potential participants indicated the intent to participate, the informed consent form was signed in the presence of the auxiliary worker. Ten participants were identified for the group, but two dropped out immediately when they realised that they would not get employment. The participants knew before the informed consent that they would need to commit to taking part in two semi-structured questionnaires and ten sessions of about an hour each with a 30 minute focus group directly after each session.

3.3.3 Literature review

A literature review refers to 'the process of finding, summarizing, and synthesizing existing literature on a topic of interest' (Hesse-Biber, 2017:43). The literature review permits a researcher to access and integrate information and knowledge already available on the research topic (Merriam & Tisdell, 2016:91). Literature review is an iterative process which continues after data collection when there is literature control (Hesse-Biber, 2017:347). Researchers can decide how they conceptually frame their work (Alston & Bowles, 2018:64). For this study literature was assembled from a variety of books and journal articles on the relevant topic, together with a presentation of data collected from the following sources, relevant articles, the subject specialist at the NWU library and EBSCOhost.

3.3.4 Data collection method

Sandelowski (2000:338) indicates that ‘data collection in qualitative descriptive studies is typically directed to answer the who, what, and where of events or experience’. Neergaard et al. (2009:2) say that in the qualitative descriptive design interview guides are typically more structured and can be based on ‘expert knowledge’ to focus on areas that are not well understood.

Data collection for this study used the following strategies:

Participant group 1: Social workers	Took part in a workshop on a social-emotional competence programme (Developed by and presented by Dr Mariette van der Merwe) (Addendum D) Semi-structured questionnaire completed after different sections of the presentation (Addendum C)
Participant group 2: Unemployed male youth	Semi-structured questionnaire (Addendum C) Focus group after each session (Addendum C) Semi-structured questionnaire after completion of the programme (Addendum C)

Participant group 1: Social workers

The social workers who volunteered to take part in the study (25 people) were invited to a workshop where the social-emotional competence programme was presented to them. The workshop took eight hours. During the workshop, after discussion of each session of the programme, each social worker completed a semi-structured questionnaire based on the content of that specific session of the programme. Input from participants was obtained on the following:

Intrapersonal category with competencies of self-regard, self-awareness, independence, self-actualisation and emotional expression – the focus was also on supporting techniques and language.

Interpersonal category with competencies of empathy, interpersonal relationships, social responsibility and civic responsibility – the focus was also on supporting techniques and language.

Self-management category with competencies of problem-solving, impulse control, assertiveness, stress tolerance, reality testing and flexibility - the focus was also on supporting techniques and language. (Addendum D)

Participant group 2: African unemployed male youths

D’Cruz and Jones, (2004) indicate that sometimes questionnaires are given to informants to complete in the presence of the researcher; however the researcher would not directly mediate or engage with participants during the completion of questionnaire as it would be seen as bias. A semi-structured questionnaire was completed by each participant in this participant group individually. Initially the researcher considered including one of the many quantitative measurements of EI. However, after a general uneasiness about this from reviewers of the proposal the directive of Huynh (2018:114, 124) was followed, namely that there is insufficient research on the cross-cultural application of EI measurements. It was decided to work only qualitatively as discussed here.

This participant group was then involved in ten sessions of the social-emotional competence programme which was presented by the researcher. After each session a focus group discussion of about 30 minutes was conducted on the content of that specific session, the techniques, the concepts of emotional-competence used in the session and the language used in the session. According to Whittaker (2009:119), a focus group allows a group of selected individuals the opportunity to give their opinions on a specific subject, with the facilitation of a person who provides them the opportunity of sharing ideas in a comfortable setting. The focus group discussions were aimed at the programme content and not at personal issues.

Semi-structured questionnaires were completed by participants after the intervention programme to collect qualitative data. Six of the questionnaires were completed by participants on their own and two of the questionnaires were completed by the researcher on behalf of the participant. This was done at the participants’ request. All the questionnaires were completed at the local hall in Turffontein. The semi-structured

questionnaire was structured to obtain the input of the participants about the effects on them intrapersonally, interpersonally and in terms of self-management. They also had an opportunity to write a paragraph on the programme.

3.3.5 Data analysis

Data analysis is a process of making sense of the answers received as a result of using various methods of data generation. Importantly, Neergaard et al. (2009:2) state that the aim of data analysis in qualitative descriptive research is not to create ‘thick descriptions’ but rather to give ‘rich, straight descriptions’ while keeping close to the data.

Colorafi and Evans (2016:17) and Sandelowski (2000:338) recommend that qualitative content analysis should be used in qualitative descriptive studies. As mentioned, in this research the content analysis had a deductive nature as it was linked to the categories and competencies of a specific social-emotional competence programme. According to Hsieh and Shannon (2005:1281) and Elo et al (2014:1) qualitative content analysis can be applied inductively or deductively. An inductive approach will typically be followed when little is known of a topic or phenomenon. Bertram and Christiansen (2014:117) indicate that deductive reasoning initiates with set categories which guide the data analysis. In this research the focus was on an existing programme which made deductive content analysis more suitable. Hsieh and Shannon (2005:1277) outline three approaches to qualitative content analysis, namely conventional, directed and summative analysis. Qualitative content analysis does not merely entail that key words are counted and categorised (Hsieh & Shannon, 2005:1277). For this research directed content analysis was used, aimed to deductively ‘... validate or extend conceptually a theoretical framework or theory’ (Hsieh & Shannon, 2005:1281).

Elo et al. (2014:1) and Vaismoradi, Turunen and Bondas (2013:402) outline a broad process for content analysis, namely preparation, organisation and reporting of findings.

Preparation phase: <i>Planning and data collection</i>	Planned sampling strategies. Reflected on best data collection strategies, pertinent questions to include in semi-structured questionnaires,
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<i>Theoretical framework of the social-emotional competence programme provided organising structure for data analysis</i>	preparation for workshop for social workers and data collection there. Semi-structured interviews with unemployed male youth Application of ten sessions of the social-emotional competence programme with unemployed youth Semi-structured interview with unemployed male youth after completion of the programme
<i>Organisation phase Data was organised according to the categories of social-emotional competencies, the specific competencies in each category and the techniques to enhance each competency.</i>	Data analysis of semi-structured questionnaires completed by social workers according to social-emotional competence programme. Adaptations to programme and HREC approval for adapted programme. Analysis of data obtained from participant group 2
Reporting phase	Make decisions on how to report findings systematically and logically

Answers to semi-structured questionnaires (Participant group 1) were linked specifically with the programme content. The researcher grouped comments according to the different sessions of the programme. The semi-structured questionnaires (completed before the start of the sessions) and focus group discussions (transcribed by the researcher) of participant group 2 were also analysed by using content analysis as outlined by Colorafi and Evans (2016:19-21) and Vaismoradi et al. (2013:398-405).

Answers to semi-structured questionnaires were translated by the researcher into English where the youths chose to write in their home language. Attention was given to information aimed at refining the different categories of social-emotional competence and especially refining the techniques for the South African context and

African males (this particular selected population). Data was also analysed on how participants view the concepts and techniques of the programme.

3.3.6 PARTICIPANTS

Profile of participants

Participant group 1 (Social workers)

All social workers working for DSD in QwaQwa who were willing to attend the workshop and complete a semi-structured questionnaire. A total of 25 social workers was included.

Participant number	Years' experience	Gender
P1	2	F
P2	2	F
P3	10	M
P4	7	M
P5	8	M
P6	8	M
P7	8	M
P8	6	F
P9	7	F
P10	7	F
P11	3	F
P12	3	F
P13	15	F
P14	20	F
P15	1	F
P16	15	M
P17	25	F
P18	4	F
P19	3	F
P20	6	F

P21	20	F
P22	4	M
P23	6	M
P24	9	M
P25	19	F

Profile of Participant group 2 (Unemployed males)

Participant number, home language	Profile
Y1 Sesotho	<p>Age: 23 years</p> <p>Children: One</p> <p>Grade: Left school in 2013 during grade ten</p> <p>Reason for leaving school: Family matters</p> <p>Living situation: Stays alone</p> <p>He did some general work before. He is looking for work and faxes his CV to places</p>
Y2 Sesotho	<p>Age: 22 years</p> <p>Children: None</p> <p>Grade: Left school in 2016 during grade eight</p> <p>Reason for leaving school: Substance abuse</p> <p>Living situation: Lives with his mother and little brother</p> <p>He has done some electrical work before, fitting pipes, installing plugs and distribution boards. He is not looking for work</p>
Y3 Sesotho	<p>Age: 19 years</p> <p>Children: None</p> <p>Grade: Left school in 2017 during grade ten</p> <p>Reason for leaving school: Grandmother was sick; behavioural problems at school</p> <p>Living situation: Stays with his grandmother</p>

<p>Y4 Sesotho</p>	<p>Age: 24 years Children: None Grade: Left school in 2009 during grade ten Reason for leaving school: No specific reason Living situation: Stays with both his parents He has worked before as a petrol attendant. He is looking for work, and prints his CV whenever he has some money</p>
<p>Y5 Sesotho</p>	<p>Age: 18 years Children: None Grade: Left school in 2016 during grade nine Reason for leaving school: Poverty Living situation: Lives alone. Both parents deceased He is not looking for work because he does not have a matric certificate</p>
<p>Y6 Sesotho</p>	<p>Age: 16 years Children: None Grade: Left school in 2017 during grade nine Reason for leaving school: Failing grade repeatedly Living situation: Lives with his mother and two sisters He is not looking for work</p>
<p>Y7 Sesotho</p>	<p>Age: 24 years Children: None Grade: Left school in 2012 after grade 11 Reason for leaving school: Poverty, no school uniform, no shoes Living situation: Lives with parents He is looking for work, and must still take his CV to possible places of work</p>
<p>Y8 Sesotho</p>	<p>Age: 22 years Children: None Grade: Left school in 2016 during grade ten Reason for leaving school: Poverty, no transport money, mother lost her job</p>

	<p>Living situation: Lives with his mother</p> <p>He is looking for work, sends his CV to companies, but had no success so far</p>
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3.4 ETHICAL CONSIDERATIONS

Bradshaw et al. (2017:4) outline ethical considerations in the context of qualitative descriptive research. These authors mention that anonymity and confidentiality are affected by the face-to-face nature of data collection. Although the social work participants attended the workshop together and knew each other, they completed semi-structured questionnaires which ensured confidentiality as all participants indicated their views privately. In this study anonymity was maintained in the managing and presentation of all data. All data was anonymised or de-identified, by taking names off semi-structured questionnaires and focus group discussion transcripts and using numbers to identify participants. For social work participants the letter P was used in front of a number and for the unemployed male youths the letter Y with their numbers. For the unemployed male youths confidentiality was partial but it was part of group rules that participants would not discuss the content of the sessions with others. Respect was always emphasised throughout the implementation of the programme and the focus group discussions.

Possible harm to participants was considered carefully and the study was guided by the NWU-HREC who also regularly monitored this study. The intervention may have resulted in emotional responses in the unemployed youths who participated and in this regard the area social worker of Turffontein was available to assist with counselling. There was concern about one of the unemployed participants and he was referred for follow-up services. In general it seemed as if there was some benefit for participants due to their participation in ten sessions of the social-emotional competence programme.

Voluntary participation, as described by Bless Higson-Smit and Sithole (2013:32) and Bradshaw et al. (2017:4), was emphasised to both participant groups by the independent person, a pastor in the community. It was also captured in the informed consent forms. It was emphasised that every participant had the right to withdraw, without any negative consequences to them.

Conflict of interest could have been an issue as the researcher was also an employee of the Department of Social Development at the QwaQwa office. However, the researcher was a junior social worker with no managerial position; hence the researcher could not have had any power or influence. The participation of colleagues was purely voluntarily.

The researcher is a professional, registered social worker who adheres to the South African Council for Social Service Professions' code of ethics. This fact ensured that ethical considerations were followed properly. The researcher had an ethical obligation to protect all participants from any form of discomfort that might have emerged from the research project. All participants were continuously treated with respect since the research could be a sensitive matter in this context. No information was withheld and participants were not misled.

The (NWU-HREC) approved the research study which ethically deals with the concerns of no harm, informed consent and confidentiality. Six-monthly monitoring reports were provided to the HREC (NWU) and focused on data collection with the different participant groups. No adverse events occurred during the data collection.

The participants have a right to see the results of the research. Social workers who attended the workshop, received emails of the refined programme based on their inputs. After completion of the research, a short written summary of findings will be taken by the researcher to the homes of each participant, where it will also be discussed with each participant.

3.5 TRUSTWORTHINESS

The quality criteria for trustworthiness outlined by Lincoln and Guba (1985:301-306) are credibility, transferability, confirmability and dependability. For this research trustworthiness was ensured by maintaining high credibility and objectivity by ensuring the true and correct interpretation of data. The researcher has considered whether the findings reflect the reality of participants (Bertram & Christiansen, 2013:191).

Credibility refers to how interrelated findings are with reality (Nieuwenhuis, 2016:123). In this research qualitative methods were used to answer the research

questions. The researcher was guided in the research process with frequent study supervision as suggested by Nieuwenhuis (2016:123). Reported findings are supported with rich descriptions and participant quotes.

Transferability indicates that findings can be generalised to use with other populations. However, Bradshaw et al. (2017:4) are of the opinion that there should not be an expectation of generalisability in qualitative descriptive research. The term, extrapolation (Merriam & Tisdell, 2016:255), is preferred to transferability or generalisation as extrapolation implies that readers will think about other ways to apply the findings in similar contexts and situations. Social workers will have to read the social-emotional competence programme and then adapt it as needed to be applied to their client populations. To enable them to do this, or to enable them to repeat the study, a good description is provided of the research process and the programme.

To enhance the **dependability** of the research a good step-by-step description is provided of data collection strategies and analysis to indicate how findings were reached. The so-called 'operational detail' of data collection (Nieuwenhuis, 2016:124) is described.

Confirmability entails that it must be possible that the findings of the study can be confirmed by other researchers, should they do a similar study. The researcher provides evidence of the research process by describing procedures clearly and providing data analysis strategies so that the process is transparent.

Triangulation was enhanced by the use of different methods of data collection (Nieuwenhuis, 2016:121; Merriam & Tisdell, 2016:245), two participant groups and a combination of qualitative strategies.

Prolonged engagement was ensured with the unemployed males. There were 11 contacts with them. This added to the trustworthiness of the study as rich data was generated within a relationship of trust between participants and researcher.

3.6 CONCLUSION

A qualitative descriptive design was used and in this case it was definitely not the so-called 'poor cousin of health research' which is often a perception in research, a perception which has been disproved in the article of Neergaard, et al. (2009). The design provided good direction for the data collection and data analysis. Directive content analysis of a deductive nature supported the refinement of the social-emotional competence programme. The design, data collection strategies and content analysis all contributed to the trustworthiness of the study.

The findings guided by the research methodology outlined in this chapter are presented in the next chapter.

CHAPTER 4

FINDINGS

4.1 INTRODUCTION

All over the world young people have to contend with an unstable and rapidly changing job market. Di Fabio and Kenny (2015:48) refer to the 'global economic downturn' where even academically strong and well-skilled young people struggle to find employment. It is necessary to equip young persons with the so-called soft skills by enabling them to use social-emotional competencies when looking for employment. As said before, this research focuses on the qualitative evaluation of a social-emotional competence programme for African unemployed male youths in a rural area in QwaQwa. Concurring Ibrahima and Mattiani (2019:801) say that: 'Social work practice in Africa therefore needs to shift focus to accommodate the needs of rural populations ...'

In this chapter the social-emotional competence programme is discussed as well as findings based on data collection with two participant groups. The following view of Sandelowski (2000:338-339) guided the presentation of data in this chapter: 'The expected outcome of qualitative descriptive studies is a straight descriptive summary of the informational contents of data organized in a way that best fits the data.' Sandelowski (2000:339) further said that 'There is no mandate to produce anything other than a descriptive summary of an event, organized in a way that best contains the data collected and that will be most relevant to the audience for whom it was written'. Lambert and Lambert (2012:256) say that in qualitative descriptive studies data should be presented logically, straightforwardly and based on informational content. Bradshaw et al. (2017:5) suggest that data can be presented in tables to display it more clearly and 'true to participants' accounts' as is needed when using a qualitative descriptive design. In the following paragraphs many tables are used mainly for organisational purposes and clear outlines. These tables will not all be numbered, as there are simply too many to number.

4.2 BACKGROUND TO THE SOCIAL-EMOTIONAL COMPETENCE PROGRAMME

Van der Merwe (2010; 2013) has developed and applied a social-emotional competence programme in a variety of settings (child and youth care workers, social workers, adolescents with risk-taking behaviour). This programme was also accredited with Continuing Professional Development (CPD) points and presented to social

workers and child and youth care workers to apply in their work. Initially the focus in these workshops was on a combination of self-care and emotional intelligence (Van der Merwe, 2013, 2015). In practice and in workshops the focus gradually shifted to emotional competence (Van der Merwe, 2018a) and then to social-emotional competence (van der Merwe, 2018b). The original social-emotional competence programme is attached as Annexure D.

The researcher wanted to contribute by trying to help find possible solutions and skills that would be relevant in assisting her clients to cope with many social issues, unemployment being one. Most people, especially from rural areas, lack necessary skills in coping with life stressors. The researcher then requested permission from Dr Van der Merwe, who is the developer of the programme, to adapt and apply the programme for African male unemployed youths in a rural area. The focus of this research was to present the original programme to social workers (participant group 1) in a workshop to adapt and refine it for application to unemployed male youths in a specific rural area. The input of the social workers was valuable as they know the community and the culture and were able to use their professional knowledge and skills to evaluate the planned techniques and to make suggestions for changes or refinements.

As discussed in Chapter 3, the social workers completed semi-structured questionnaires after each section of the programme. The adapted social-emotional competence programme was sent to HREC for approval to ensure that it adhered to ethical principles and would not cause harm to the participants (unemployed male youths). After ethical clearance the programme was presented to unemployed male youths (ten sessions). The final programme in workbook format with hand-outs is attached as Annexure E. The programme was evaluated by the unemployed male youths.

The two participant groups generated a wealth of information. The discussion of the findings will be based on the categories of competencies in the programme. Illustrative quotes of participants will be used where relevant. This way of working also linked with the interpretivist paradigm, as it was important in this study to give a clear voice to participants and to indicate how they made sense of the social-emotional competence programme.

The icebreakers will be discussed separately from the programme as they are supportive to the programme but not really part of the competencies. The findings will then be discussed within the three broad categories of intrapersonal, interpersonal and self-management. The specific techniques that were used within each category will be discussed with the specific category where each fits best, although some techniques may have some bearing on other categories.

4.3 ICEBREAKERS

The placement of the icebreakers in specific sessions should not be rigid although some fit with the beginning of the process such as the ‘Get to know activity’.

Icebreaker	Comments: Participant group 1	Conclusion
<p>Session 1</p> <p>Get to know activity (icebreaker)</p> <p>Getting to know the participants by exploring sensory preferences – group members each received a coloured round piece of paper. They had to look for the only other person in the group with the same colour. They then asked questions to determine each other’s favourite smell, sound, taste, touch and colour. They then gave feedback to the group.</p>	<p>P12 Ask more specific questions about what music they like, what clothing and food they like. P16 Likes and dislikes. P18 Discuss their names and where they are from.</p>	<p>This icebreaker can be expanded beyond questions about sensory preference. Questions can be asked about general preferences and also more basic identifying information.</p>

<p>This enabled them to get to know each other.</p>		
<p>Icebreaker to reduce intensity of discussion – throw a soft ball around in the group. Tell them that they do not have to say anything if they do not want to. Everyone who catches the ball can give an expectation for the rest of the sessions. The person who catches the ball can also talk about what music he likes, what clothes and food or any other likes or dislikes as well as where they are from. End the session by simply throwing the ball around.</p>	<p>P25 had this concern: what if the person who catches the ball does not want to volunteer an answer?</p>	<p>After the first session participants already had a clearer idea of what to expect and to indicate expectations towards the end of the session. If someone caught a ball but did not want to say anything, they could just stay silent and pass the ball to the next person. Only one participant indicated that he had nothing to say as he seemed to be shy.</p>
<p>Put positive word/short sentence (feeling or action/behaviour) to match first letter of name or surname i.e. Marvellous Melvyn. Put negative word/short sentence (feeling or action/behaviour) to match first letter of name or surname i.e.</p>	<p>P8 suggested: “Use it on the whole full name e.g. SARAH S=Shy; scared; A=Afraid; R=Rough; A= Awesome; H=Hurtful” Some participants mentioned the limited vocabulary of Sotho in terms of feeling language i.e. P13; P23.</p>	<p>It was decided not to follow the suggestion of P8 to use the full name as it would be too time-consuming. In African language it might require more of a sentence rather than one word. They can also give a word or short sentence</p>

<p>Depressed Daniel. Discuss how feelings can influence thinking and how thoughts can affect feelings and behaviour.</p>		<p>linked to behaviour such as Active Archie.</p>
<p>Icebreaker to reduce intensity of discussion - Pretend that you are a leaf blowing in the wind. Then the wind stops and you settle somewhere in a special place. Rest there for a few minutes.</p>	<p>P3 and P6 found it difficult to understand the icebreaker, but most participants (P4, P7, P9, P11, P13, P15, P17, P19, P24, P29) indicated that the icebreaker is good. P10 said that it will enhance deep thinking and calmness. P15 said it links with meditation, while also helping people to focus on the here and now. P20 said that the icebreaker will facilitate relaxation</p>	<p>The icebreaker was not adapted, but it is important to note that some people may have difficulty understanding it as it is somewhat abstract. It would need to be explained well.</p>
<p>Icebreaker to reduce intensity of discussion – Divide into two groups and play snakes and ladders on big board.</p>	<p>The game will be discussed later when the technique is discussed. Generally participants just mentioned that it can take quite some time to play this game. P9 is of opinion that “this icebreaker will be effective because it’s a relaxation exercise.”</p>	<p>This ice-breaker was popular amongst the youths. The icebreaker can remain the way it is, linked to the discussion of snakes as problems and ladders as good things. The time consuming nature of the icebreaker must just be taken into account. The value of the game could be enhanced by using big snakes and</p>

		ladders boards (about 1m x 1m). Then the groups could be bigger and the learning experience could be shared more.
Icebreaker to reduce intensity of discussion – Kick soccer ball	<p>P1 said that kicking the ball is a good idea for males so that they can vent emotions. In a similar vein P3 said that kicking will reflect the emotions in the gravity/tense kicking of the ball. P9 said that kicking the ball will help reduce intensity of emotions after an emotional session.</p> <p>P4, P6, P7, P16, P19, P20 indicated that it is a good and relevant icebreaker.</p>	The icebreaker took place outside the hall. It was a great exercise as participants ended up dribbling the ball. Some of them have indicated that they play soccer and are fans of known soccer teams. Both participant groups indicated that this was a good icebreaker.
Icebreaker to reduce intensity of discussion: Abdominal breathing (Stallard, 2019:52).	<p>Social work participants mentioned the value of relaxation as well as release of stress and tension (P1, P2, P4, P6, P8, p10, P11, P15, P16, P17, P18, P20 and P22).</p> <p>P3 and P7 cautioned that youth might find it difficult to understand the breathing and that good explanation and practice is necessary.</p>	Participants (participant group 2) giggled as the ice-breaker was explained. This was possibly due to the fact that they did not realise the importance of the activity. However as the activity progressed they became more focused on their breathing. Y7 explained that he did not know the importance of

		<p>abdominal breathing and that he feels calmer.</p> <p>This icebreaker is linked with stress management and stress tolerance as discussed later.</p>
<p>Icebreaker to reduce intensity of discussion: Progressive muscle relaxation exercise</p>	<p>P1 talked about the importance of keeping calm, while P4 said that progressive muscle relaxation is a good way of enabling youths to learn how to relax. P3 importantly said that the body and emotional link has not been very rooted in their particular culture.</p> <p>Many participants valued the icebreaker by indicating that it is a good and effective activity (P4, P6, P7, P8, P9, P12 P19 P15, P16, P17).</p>	<p>In this ice-breaker participants seemed not to understand the difference between abdominal breathing and progressive muscle relaxation. This may be due to lack of Sotho terminology to describe the difference. More appropriate terms could help participants to understand the difference and practically do the breathing techniques appropriately.</p>
<p>Icebreaker to reduce intensity of discussion: Double bubble – one person is the start of a bubble. As others are touched they form part of the bubble and chase the others until everyone is part of the bubble.</p>	<p>P4 said that the activity would ideally be done on a lawn/grass.</p> <p>P6, P7, P8, P9, P11, P12, P18 and P19 all indicted that this is a good and fun-filled icebreaker.</p>	<p>This ice-breaker seemed not to have been appropriate for the participant group. Low energy and effort was showed by the unemployed youth during the activity. The activity also needs a big space.</p>

Icebreakers can be adapted according to the target group, taking into account aspects such as available space and the age of the participants. The snakes and ladders game, abdominal breathing and progressive muscle relaxation link directly with competencies and techniques and should be retained as part of the programme.

CATEGORIES, COMPETENCIES AND TECHNIQUES

In the following discussion of findings, the techniques for each competency will be discussed by looking at rationale and method, input from participant group 2 (African unemployed male youths, input from participant group 1 (social workers) and a conclusion. Where relevant an example has been included of the practical application of the technique. The rest of the work of the participants has been included in Annexure F. The discussion is not organised according to the sequence of the sessions, but according to the category of competence i.e. intrapersonal, interpersonal or self-management. The hand-outs that were used with each technique have also been included in Annexure E. This Annexure contains the workbook which was used for implementation of the social-emotional competence programme.

4.4 INTRAPERSONAL COMPETENCIES

The intrapersonal competencies were discussed in Chapter 2. In this chapter the focus is more on the practical application and the feedback from participants. Some aspects were taken from the semi-structured interviews with the unemployed youths before and after the programme. The following aspects will be the focus of the discussion of intrapersonal competencies:

Intrapersonal competencies	
Competency	Techniques
Self-regard	Self-talk Sunshine bag
Self-awareness	Rainbow technique Healing and hurting trees Body map of feelings Healing hurting alphabet Volcano Pit

Self-actualisation	Fundamental human needs Resources
Flexibility	ICAN DO Problem solving (Also see at self-management)
Reality testing	Discuss relationship with reality
Independence	Snakes and ladders aimed at coping

4.4.1 Self-regard

Self-regard plays a significant role in managing emotions, and refers to the individuals' perceptions of themselves. A high self-regard relates directly to a higher emotional competence level. People who are self-directed in their beliefs, feelings and actions are emotionally independent. They tend to be autonomous and do not depend emotionally on others. Emotional independence relates openly to high levels of emotional competence (van Rooyen, 2018: 51).

Self-talk (Internal dialogue and messages to self)	Comments of unemployed youth
<p>Rationale: Discussing self-talk was relevant for the unemployed youth as it potentially could enforce positive thinking. Internal dialogue or self-talk is a process that helps to resolve the conflict between external and internal needs. Stallard (2019:58) talks about the "critical inner voice".</p> <p>Method: Write down two good things about themselves and two good things that other people have said about them (Affirmations)</p>	<p>Participants indicated good aspects of themselves which can support positive self-talk:</p> <p>Y1: Singing/playing drums. I am a good guy.</p> <p>Y2: I respect other people and I try to live a decent life. I have dreams of brighter days.</p> <p>Y3: "<i>ke rata batho, ke bapala bolo</i>" meaning I love people and I can play soccer. I try to come up with solutions on how to change situations.</p>

	<p>Y4: I mix with good people I have thoughts in my head. I am a reserved person, but loves to mix with my peers. I mix with good people. Other people say that I am nice and a good person and I am always happy.</p> <p>Y5: I can cook. I am clean. I want to finish my studies.</p> <p>Y6: I am a kind person I am thinking I want to find a job for myself. I take life serious. Other people do not say good things about me.</p> <p>Y7: Playing soccer and a loving person. I like helping others. Other people say I look attractive and that I have a good heart.</p> <p>Y8: Positive thoughts, I always think for the future in whatever I get a chance to do. I'm a person who accommodates other people. I'm a person who wants to see people around me feel happy all the time. Other people told me that I'm a good, kind person. I'm always clean.</p>
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Input of social workers:

P1 said the following could be asked of the youths - How do you describe yourself. What positive things can you do on your own?

P2 said: 'Self-regard is absolutely on point, more so for an unemployed youth. Because these days money seems to determine who you are and how you feel about yourself.' In a similar vein P3 said: 'Self-regard is often associated with material availability each person possesses.'

P13 cautioned: 'Youth who are not well educated will not understand what self-regard is. The social worker will need to explain the concept in detail in order for them to understand.'

P25 outlines what she views as self-regard: 'Self-regard – a person is aware of his emotions and feelings and treats themselves as priority'.

Conclusions: The unemployed youth struggled to think of good things about themselves, but could come up with one or two answers. It was clear that there is internal dialogue which was mainly positive, although the answers could have been influenced by their knowledge that they were getting involved in a social-emotional competence programme.

The suggestion from P21 and P24 should be considered, namely, that there should rather be a discussion and not writing as some participants might be illiterate or not comfortable with writing. Participants generally agreed that this technique can work well.

Sunshine bag	Comments of unemployed youth
<p>Rationale:</p> <p>As mentioned before, the competencies of optimism and happiness cannot as such be promoted on their own. They are a result of the growth of the other competencies. To capture some aspects of hope and optimism, participants made a sunshine bag in the last session.</p> <p>Positive emotions bring out the best in people. People with positive emotions become more optimistic about their ability to reach their goal. Their creativity is</p>	<p>Participants indicated what made them happy and what they want to put in their sunshine bags:</p> <p>Y1, Y2, Y7: Playing soccer and having fun with friends</p> <p>Y2: Mother, smoking and his sister. When looking in the mirror, his message was: Dear me – I should have stayed in school</p> <p>Y4: Seeing my parents everyday Looking in the mirror I tell myself: Be good to you and people around you. Always work hard and make my parents proud.</p> <p>Y5: There is no sun in my life; photos of my parents. When I look in the mirror I tell myself to respect your parents when you have them.</p> <p>Y6: Soccer, TV, books, cell phone</p>

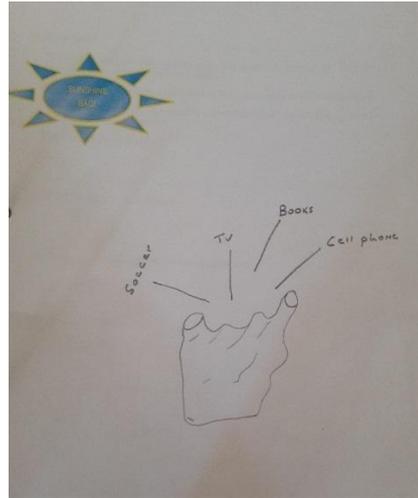
enhanced. They become more helpful.

Method: Discuss flourishing, languishing, floundering, and struggling. Draw a sunshine bag and indicate what good things about yourself and your life you can put in the sunshine bag. Look in a mirror and discuss what you see; write a letter or tell others what message you will give yourself a year from now (This was suggested by P8)

From the drawings of Participant group 2 of their sunshine bag, one participant (y5) indicated that besides photos of his (deceased) parents there's no sunshine in his world.

Y7: Looking at the mirror I have only one message to myself – Never give up!

Example of a sunshine bag (Y6)



Input of social workers:

The social workers generally evaluated this technique as good. They made the following comments:

P1: Happiness is possible; every cloud has a silver lining.

P2: It [the sunshine bag] helps them to be optimistic.

P3, P14: The technique gives hope.

P4: Very good creative way of evaluating and reflecting. P6, P8, P11, P13, P15, P17 and P19 indicated that it is a good and relevant activity.

P12: This fosters them to focus on the positive, on what is going right in their lives.

Suggestions for change or additions to programme:

P 8 suggests that youth can look in a mirror and discuss what they see; write a letter or tell others what message they will give themselves a year from now

P9 cautioned that young males might not like this exercise.

Conclusion: The evaluation of the technique by the unemployed males did not generate much information. They typically indicated that everything was fair or good and could not provide Sotho words for the concepts. The conclusion here is that the terminology and abstract aspects should be simplified as much as possible. There

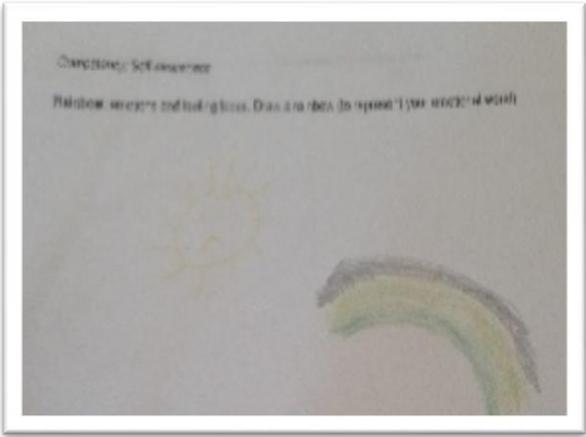
was concern about Participant Y5 who indicated that there was no sun in his life. He also showed a sad and negative pattern during the other sessions. In Chapter 5, when ethical aspects will be discussed, what strategy the researcher followed regarding this participant will be indicated.

The suggestion of P8 to incorporate a mirror with a message to the self, worked well as can be seen for instance from the response of Y7. It is important to take into account that not all males might like this activity (see P9) as they might see it as childish. In this study it seemed as if the males enjoyed the activity.

4.4.2 Self-awareness

P10 from participant group 1 explained self-awareness as self-introspection, knowledge of self and that it helps individuals to discover who they are and to accept themselves as they are. De Klerk-Weyer and le Roux (2008:30) outline awareness as follows: ‘... awareness is a pre-requisite for any change you want to make in yourself and is the basis of social relationships.’ Clearly, awareness plays an important role in intrapersonal and interpersonal competencies.

Rainbow technique	Comments of unemployed male youth
<p>Rationale: The rainbow is a metaphor for the feeling world of the person. A rainbow with limited colour signifies negative emotion and a colourful rainbow points to positive emotion.</p> <p>Method: The technique was introduced with a discussion of how creative techniques use a different part of the brain and help people to look at their lives in a different way. Although it may feel strange initially to draw and work with clay it is an important part of human functioning to still be playful even though we</p>	<p>Most participants in group 2 used bright colours to demonstrate their emotional position through the rainbow.</p> <p>Y1 explained why his rainbow was colourful: ‘My child makes me to smile.’</p> <p>Only two participants showed feelings of sadness. Y4 used dark colours, symbolising no colour/rainbow in his life, and associating himself with the clown without a smile. Y5 also used darker shades with the sun having a sad face, facing away from the rainbow, ‘I always feel sad because I think of my parents, other children are still lucky to have parents and I do not have both’.</p>

<p>are older. Every young person in the group had to draw a rainbow (to represent their emotional world). They received hand-outs of feeling faces and a drawing of a clown without a smile and a rainbow with no colours to initiate the discussion. The hand-outs have been included in Addendum E.</p>	<p>Example of a rainbow –drawing (Y5)</p> 
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Input of social workers:

Participants generally agreed that this technique can work well. Many participants were positive about the rainbow technique i.e. P17, P19).

P3 cautioned that participants might not be honest as they may experience difficulty in drawing the emotions.

P2, P13 and P22 had some reservations. They felt that the technique would not be appropriate for youths especially for those above 20 years of age.

Conclusion: People should ideally adjust to the challenges in the internal and external environment in a creative manner. Only one participant indicated initially that he enjoys drawing and is creative. It was kept in mind that the technique might be more suitable for a younger age group. It seemed as if the explanation of the creative part of the brain was helpful to engage participants in the creative activity. Generally participants were positive about the rainbow technique.

Healing and hurting trees	Comments of unemployed male youth
<p>Rationale: Different type of trees are used here as metaphor. An ordinary tree depicts someone who is in a good place in their lives, a comfortable tree is an extra option (which will now be deleted – see later). The main interest is in the healing versus</p>	<p>Y1, Y3, Y7, Y2, Y4 and Y5 positioned themselves under hurting trees.</p> <p>Y3 said: ‘I am hurting because of my grandmother’s sickness. I always wonder what will happen if she dies because she’s the breadwinner and I only depend on her’.</p>

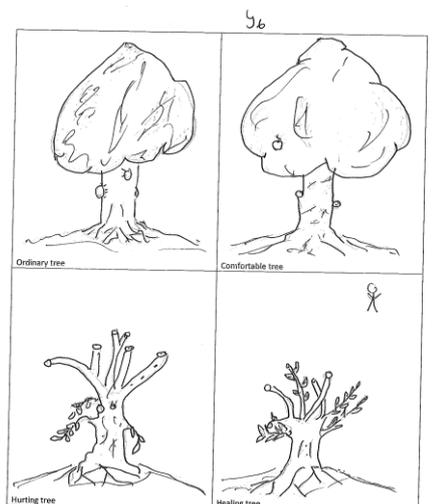
the hurting trees. People can also position themselves somewhere in the middle of all the trees as it is probably realistic to think that there might be some healing and some hurting. This technique is aimed at increased awareness and a way to open the discussion on the emotional state of the person.

Method: Draw an ordinary tree in the first block, a comfortable tree in the second block, a hurting tree in the third block and a healing tree in the fourth block. Let them reflect on their placement in terms of their functioning and emotions. With which tree do they relate most and where would they like to be. They can share some of their reflections with the group if they want to.

Y5 I am a hurting sister because I got cut by a knife during a gang fight.

Y1 is an ordinary tree. He explained why he placed himself under an ordinary tree: 'I feel that I am ordinary not because I am better but because I feel that there are other people who suffer more than me, and I believe that one day I will be fine to provide for my child'. Participants Y6 and Y8 positioned themselves under healing trees.

Example of a tree drawing (Y6):



Input of social workers:

P3 indicated that the drawing of the trees might be time-consuming and might be difficult for not so learned youth.

P6 said the technique is good but the metaphor can be done in another form that can relate to youth. P6 did not make any suggestions in this regard

P18 suggested that the concepts could be too complex and suggested that perhaps only an ordinary tree and hurting tree could be used

P22 was not sure if it will be age appropriate

Conclusion: Most participants associated with hurting and healing trees as their emotional placement (See drawings in Addendum F). Yontef (1993:183) says that

awareness goes hand in hand with ownership. That is the process of understanding ones actions and taking responsibility for one's feelings and behaviour. It is suggested that only three trees are used namely an ordinary tree, a healing tree and a hurting tree. This will simplify the technique. The concept of a comfortable tree is also vague. The suggestion of P18 was to use only two trees, healing and hurting, however not everyone will associate with those two positions and it is important to have some kind of middle ground.

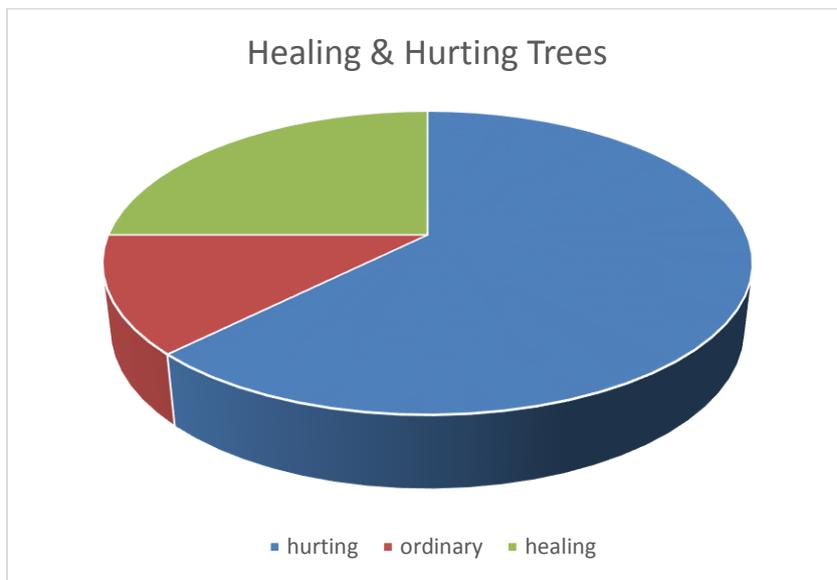


Figure 4.1

The graph above in figure 4.1 indicates how participants in group 2 placed themselves in terms of their emotional world. This shows significantly more hurting than healing in this small participant group.

Body map of feelings	Comments of unemployed male youth
Rationale: This technique was used to indicate that individuals experience different feelings and emotions in different parts of their bodies. If an individual knows how he feels and possibly knows the cause of that specific feeling	Y1 indicated that he feels stress in his head. Y2 had flu and showed that in his nose. He showed unhappy feelings in blue in his heart. Y3 was thinking in his head about being broke/no money. He showed in red in the heart area on the body map that he was in love

(mainly negative) it can lead to greater awareness. The link between feelings, behaviour and thoughts is an important concept based on cognitive behavioural therapy as indicated in Chapter 2. It can be helpful to understand the link between feelings and thoughts and the body. Sometimes feelings such as anxiety can first be felt in the body, i.e. with stomach ache, shortness of breath etc. It is therefore important that awareness should extend to being aware of cues given by the body and to learn to understand the body's specific stress markers.

Method: Provide a worksheet of body outline on A4 Paper. Discuss how we feel feelings in many different parts of our bodies. Refer to worksheet with feeling faces. Ask them to choose a colour for their most prevalent feelings, to make small blocks next to the gingerbread figure and to colour the blocks in colours representing their feelings. They can then write the feeling next to the block. Give them time to reflect on where they feel the different feelings in their bodies and to draw that on the body map. Discuss the link

Y4 said that he is a 'stressful' person. He indicated a stress headache in his head. On a physical level he showed back pain and aching joints on his body map

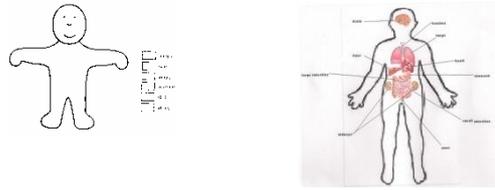
Y6 showed sadness and pain in the area of the heart

Y8 indicated a headache in the head area and happy feelings across the heart

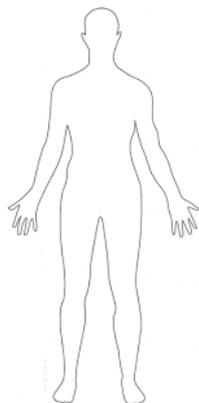
between thoughts, feelings, behaviour and external events. Link think, feel, do and body reactions and responses.

Input of social workers:
 P8 and P19 suggested that a body figure should be used showing organs etc. so that participants can indicate e.g. the heart clearly.
 P18 and P23 suggested that the technique should be explained very clearly in a practical way.

Suggestions for change or additions to programme: Not a gingerbread figure but an outline of the body with organs etc.



Conclusion: The unemployed youth generally did not show much involvement with this technique. It is suggested that a middle ground should be found between a gingerbread figure and a body with all the organs and body parts. An empty human figure drawing could be used or even a full body map of their own bodies. Maybe the technique was not explained clearly enough or the time could have been inadequate. A full body map of their own bodies on big pieces of paper can also be used.



Healing hurting alphabet:	Comments of unemployed male youth
<p>Rationale: In this technique participants had to discuss how people can have good and bad feelings and experiences.</p> <p>Method: This was a group activity. Participants gave hurting words and</p>	<p>Y1: Stupid, clever, bad luck, lucky</p> <p>Y3 : Witchcraft, Holy spirit</p> <p>Y4: Dirty, clean</p> <p>Y5: Powerless, powerful</p>

<p>short sentences related to feelings, thoughts or behaviour for each letter of the alphabet, i.e. angry, back-stabbing, cruel, depressed, envy, furious, gender-violence etc. They then did the same with healing words i.e. appreciate, blossom, care, dear etc. The group then discussed how they can move from the hurting tendencies to the healing tendencies.</p>	<p>Y7: You will never have money; you will get a job one day. Y7 used the fact that he does not have money as a hurting sentence and substituted it with a positive sentence indicating that he would find employment one day and have money to provide in his own basic needs.</p>
<p>Input of social workers:</p> <p>P3, P4, P11, P12 and P13 indicated that the technique could be difficult due to language limitations in Sesotho. P6 added that the words can be a problem if youth are illiterate.</p>	
<p>Conclusion: The importance of language and culture was discussed. Participants were from a village where they believe that witchcraft does exist. Y2, Y7 and Y5 indicated that some days they feel like they are cursed as they deal with so many unpleasant issues in their lives and the curse is part of the reason they cannot find employment. Y8 indicated that culture is very important for Sothos. He believes that things are not working out for him as there was never a ritual done for him from his father's side, but he is keeping faith that things will work out as he feels that there is nothing he can now do because he does not have a father anymore.</p> <p>Note was taken of the concerns of the social workers, but the technique worked well and elicited good discussions with the youth.</p>	

Volcano	Comments of unemployed male youth
<p>Rationale: Participants were encouraged to engage in a personal process where they reflected on their prominent feelings and how strong the feelings were. They were allowed to reflect on how they typically release feelings.</p>	<p>During the sessions carried out for this research, participants indicated unhealthy and unconstructive ways of dealing with challenges and negative emotions. Constructive ways to release pent-up emotions were discussed.</p>

Method: Discuss how volcanoes work. Show video of erupting volcano on cell phone. Provide salt clay to each participant. Give them time to make a volcano with the clay. Discuss feelings guided by feeling faces worksheet. Give them each a small container with Bicarbonate of soda and a small container with vinegar. Encourage them to engage in a personal process where they reflect on their prominent feelings and how strong the feelings are. They can then put Bicarbonate of soda in the volcano to represent their feelings. Let them reflect on how they typically release feelings. They can then pour some vinegar in the volcano. The chemical reaction will cause the Bicarbonate of soda to burst forth from the volcano. Discuss in group their reflections on the activity and ways to release pent-up emotions. A balloon can also be used additionally to illustrate build-up of feelings as suggested by a P6.

Input of social workers:

Show and release feelings:

P1: It shows clearly the eruption of feelings.

P7: It shows how a person feels inside.

P9: This can give a good expression of feelings.

P13, P14 and P25 said the technique will help youth to ventilate and off-load their bottled up emotions.

P16 said: ‘You concentrate on a specific feeling e.g. anger and how to release that feeling in a healthy healing way.’

P19 said that youth ‘must also be taught about working on those negative ways of releasing their emotions, and constructive ways recommended.’

Good technique

P5 gave high praise to the technique saying: ‘It is an exceptional activity, it will teach the participants to let out all their emotions or feelings without internalising them’.

P3, P4, P8, P11, P18, P22, P23 and P24 indicated that this technique is very good, brilliant, relevant and simple to execute.

P8 said the volcano technique is good and excellent. This participant suggests that the technique should be used when group dynamics have improved, e.g. ‘trust to disclose everything in a group setting’. P10 said the technique is ‘good and will work better with individuals as it will be time consuming for group work’. P12 referred to the therapeutic value of clay. According to P15 ‘the technique is good for assisting members to use their thinking ability as they add up ideas which they never explored’. P17 said that the technique will show the depth of hurting and stress levels.

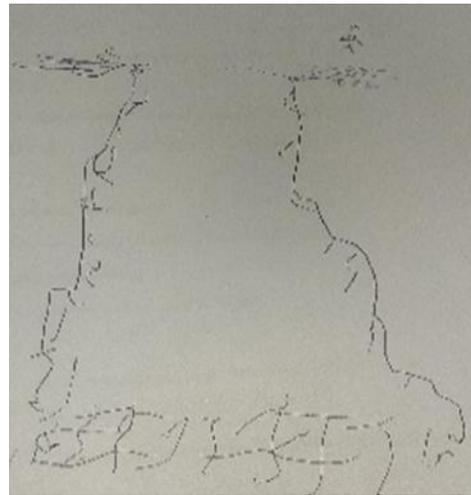
P21 cautions that it is a very good activity depending on their state of mind. She says ‘it will be a bit difficult to let go of their stressors when they have nothing touchable’.

Conclusion: Many participants were positive about this activity and indicated that the volcano clearly shows feelings captured inside. It is important to note that P2 had misgivings about the age appropriateness of the technique. Despite these misgivings, the male youths were very involved and enjoyed the activity. It is however true what P21 said, that stress cannot be superficially released if the situation and fulfilment of fundamental human needs do not change for the better. The volcano technique is useful in that it adds to awareness of feelings about the situation and positive ways of dealing with emotions and stress.

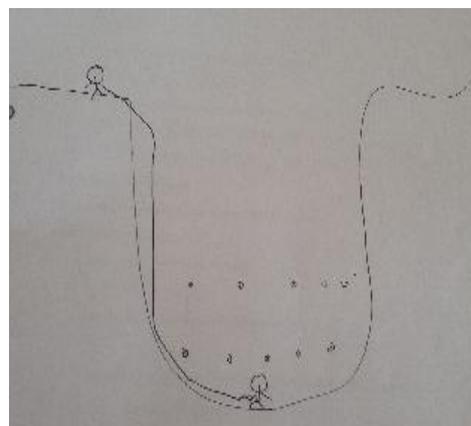
The pit	Comments of unemployed male youth
Rationale: This technique was originally described by Hobday and Ollier (1998:49). In clinical interviews people	Participant group 2 discussed how people can flourish, languish, struggle or flounder.

have contextualised their situations as being in a 'pit, hitting rock-bottom or slipping' (Van der Merwe, 2005:42). The term flourishing was introduced by Keyes (2002:210) he defined it as '[a]dults with complete mental health... with high levels of well-being... filled with positive emotion and... functioning well psychologically and socially.' Keyes then distinguished the term languishing as the absence of flourishing (Keyes, 2002). When mental illness is present, people will typically struggle and flounder. It is useful to use these concepts to explain that a flourishing person is metaphorically far away from the edge of the pit. Someone who is languishing is moving closer to the edge of the pit. Those who are struggling and floundering are typically inside the pit. Van der Merwe (2005:43) says that the concept of a pit utilised to designate difficulties is a concept well-known and applied to ordinary speech. 'The pit metaphor allows movement from being stuck in the pit to seeing opportunities for growth and change. People often follow destructive patterns and metaphorically fall into the same holes' (Van der Merwe, 2005:43). The pit metaphor can raise awareness about typical pitfalls and help people think

Y1 indicated that he is on the edge away from the pit as there are some aspects in his life that are good, because his family is supportive and will throw in the ropes should he find himself in the pit.



Y2 said that he is inside the pit and there are no aspects that are good in his life. He further indicated that his mother will throw in the ropes, as his mother is forever supportive and understanding of his situation. He further said that he is at the bottom of the pit as he uses dagga to help him cope.



Participant Y3 placed himself at the edge of the pit and there are no aspects that are

about new paths to take to avoid such pitfalls.

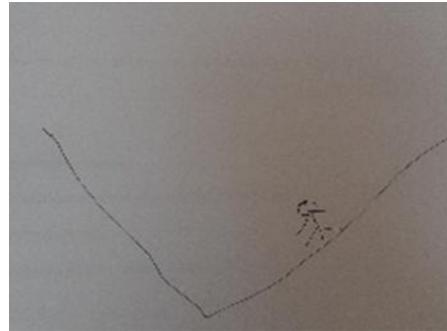
Method: Discuss the concept of a pit using visual material. In this study the pit was used as one of the techniques to measure the depth of worry and despair when young male persons think about their unemployment status as well as their lives in general.

Participants had to draw their own pits and indicate their positions around or in the pit. Those who were in the pit had to indicate whether there were stones, stepladders or someone to throw in ropes for them to get out of it. This refers back to COR and being aware of what resources and support systems are available to help the young unemployed males to move out of the pit.

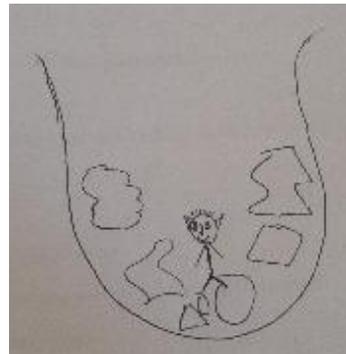
The following aspects were discussed: Are there aspects of their lives which were so good that they were not in the pit regarding those aspects? When in their lives were they inside the pit and what did they do to get out?

The story can be used of a donkey who fell into a pit. The farmer felt sorry for the donkey and wanted to kill it quickly by throwing sand onto it. The donkey scraped the sand together every time another load hit him; he made a sand heap and eventually climbed out of the pit.

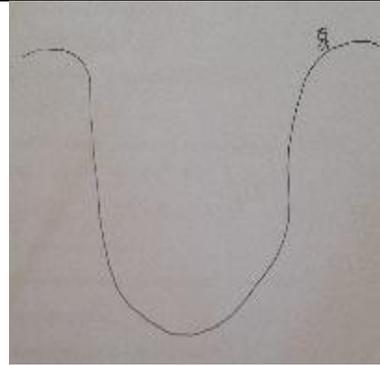
good in his life. His grandmother is the one he trusts will throw in the ropes whenever he is inside the pit.



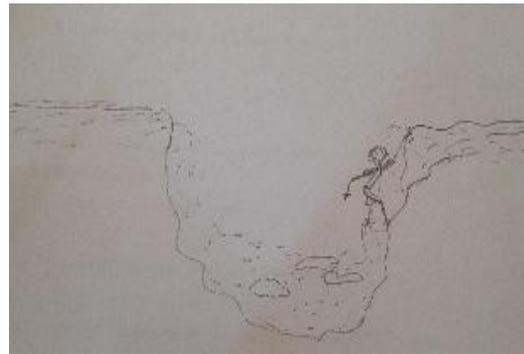
Y4 is inside the pit as he seems not to find employment, and does not have any good aspects in his life currently.



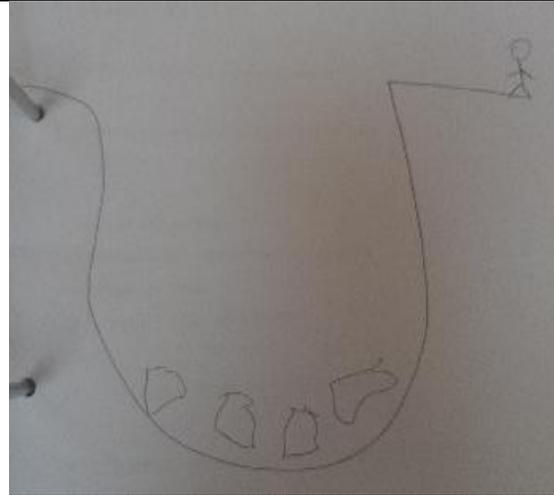
Y5 placed himself on the edge of the pit. He disclosed that he has been in the pit before, when he lost both his parents due to death. He explained that he had to be strong and accept the situation as it was and be the man of the house with all the responsibilities left on his shoulders. His friends were the ones who threw in the ropes to help him out of the pit; a position which was caused by grief.



Y6 is inside the pit just under the edge. He said there are no stones to help him out of the pit. He feels that he is inside the pit when he does not have money to buy food and sometimes people will refuse to give him odd jobs to do in return for something e.g. money or food.



Y7 is away from the edge and there are good aspects in his life as he has a good relationship with his family members. His girlfriend and uncle are the ones who he believes would throw in the ropes should he find himself inside of the pit.



Input of social workers:

P2 said: 'The pit will help understand the intensity of their emotions. Also identify how close someone is to depression or suicide'. P9 said something similar: 'This can measure how deep the person is feeling' P10 said in this regard: 'brilliant as it will help the facilitator to see of how deep the client is with their current situation'. P14 said 'it measures the extent at the problem'.

P3 said the technique is 'relevant as each individual has once been at/in a pit'

P4 said 'It is a good technique for a solution-based approach and will assist them with social-emotional competency.'

P5 indicated that the technique 'will be effective as members will be able to visualise on how they actually are doing or where they are in their life currently, are they helping themselves or are they adding more difficulties in their situation.'

P7 said that 'their family might be some people who will help them from the pit.'

P11 found the technique 'workable, it is good and can explain why they position themselves there. Possible coping techniques and possible helpers'.

P12 links the technique with the resource loss and gain spirals of the COR theory 'this also links with the spiral concept so the interlink is good.'

P13 said that 'this is an excellent and practical technique which will motivate participants to think beyond their situation. Stories like the donkey will help them to have deeper understanding.'

P15 indicated that the technique is for exploring the individual's surroundings. 'It can also assist them to note their lives situation. Narrate life stories.'

P16 says: 'It talks about coping and reaching up. They can also discuss things that pull them down and going up.'

For P17 the technique typifies that ‘out of your difficulties you can flourish.’
P22 says that the technique is a ‘good, problem-solving strategy in terms of being aware your issues and how intense they are.’
According to P23 the technique is ‘age appropriate, give time for brainstorm.’
Finally P26 said that the pit technique ‘makes participants aware that if one does not have motivation on themselves, they can remain down.’

Conclusion: The youths were quite involved in this technique and it elicited deep discussions. Social work participants evaluated the technique positively, by referring to the awareness it will create, the link with resources and social support, and also the value of judging the depth of the despair of participants. If the social-emotional programme should be shortened for some reason into fewer sessions it seems as if this is one of the techniques that should stay.

4.4.3 Self-actualisation

Many of the other competencies feed into self-actualisation such as problem-solving, assertiveness and self-regard.

Maslow’s triangle of human needs and Max-Neef’s fundamental human needs	Comments of unemployed male youth
<p>Rationale: Participants are young people who are at the stage of transition to adulthood. They need to move through and master the developmental trajectories (vectors) outlined in Chapter 2. Wubbolding (2015:193) refers to five needs that motivate human behaviour and this links with the work of Max-Neef (1991). It is important that people know of these needs or motivators of human</p>	<p>Y3 indicated that he is forever in conflict with his siblings as they blame him for eating too much and not providing for them. Participant Y2 indicated that he feels like he is missing out on life as his peers are now completing their degrees and working, he feels that he should be owning a car and house now., ‘I feel useless as I cannot provide for my child.’ Y5 said: ‘Everyday is the same - hustle sister, my body is forever tired from sleeping as I do not have a plan or hope for the day.’</p>

behaviour as it can influence their choices in terms of behaviour and actions. The five needs are: on basic level, survival or self-preservation, love or belonging (including love), power and achievement, freedom or independence, and lastly fun or enjoyment. Importantly, Wubbolding (2015:194) says that 'Human beings do not collect wants or desires and freeze them in place in their quality worlds. When specific wants or desires are unsatisfied, it is as though a mental scale is tilted or out of balance. It is this discrepancy between a desire and the perception that the want is unsatisfied that sets the behavioral system in motion.' Max-Neef (1991) views the nine fundamental human needs (FHNs) as part of the human being as a whole and, if one dimension of the FHNs is not met, the person is affected holistically and experiences poverty in one or more of the dimensions. Max-Neef's main contribution is the distinction he makes between needs and

satisfiers. The different satisfiers were also discussed.

Method: Explain Maslow's triangle of human needs. Discuss Max-Neef's basic human needs in a practical way by giving examples and asking for examples.

Input of social workers:

Thirteen participants from participant group 1 (social workers) agreed that the technique is important, educational and good as it leads to responsible functioning. P8 and P17 suggested that Maslow's hierarchy/structure can be used in addition to the fundamental human needs of Max-Neef (1991).

P3 said that fundamental needs play an important role in shaping our social, behaviour and functioning. P10 said spirituality, affection and protection is needed to build social-emotional competency.

P16 stressed the importance of helping the participants (unemployed male youth) to find their sense of belonging and link them with the available resources. P24 rightly stated that to simplify the language the term *fundamental* could be replaced with the term *basic* and the terms *self-actualisation* could be replaced with the term *self-fulfilment*.

Conclusion: Maslow's hierarchy of needs has been included as suggested by social work participants. Maslow's theory provides a good visual image of needs. It is however important to explain to participants that fulfilment of needs is more of a circular, iterative process than a hierarchy. It was also obvious that the participants were metaphorically almost 'glued to the floor' by their quest for basic needs fulfilment in terms of food, shelter and other basic survival needs. It was clear from the next section that the identities of the participants were mainly based on positive thinking. Spirituality played a big part in their lives as an anchor, not only in their belief system but also in practical activities such as praying and going to church. It can be expected that religious involvement can also lead to a feeling of belonging. Another pertinent aspect was the over-availability of time. If this resource could be transformed into skills and maybe initially (before employment can be found) into

volunteerism, it should have an overall positive effect on needs fulfilment. It was already clear from their answers regarding creativity that they have some skills. This session elicited good discussions on fundamental human needs, it gave insight into the worlds of the participants and it helped them to clarify and categorise their needs, which is a first step into making plans and finding solutions for needs fulfilment.

Fundamental human needs

Identity	<p>Y1: I am a good person</p> <p>Y3: I view myself as a positive person and I love my grandmother</p> <p>Y4: I see myself as a happy person. I don't get angry</p> <p>Y5: I am a good person</p> <p>Y6: I like to read and interact with other people</p> <p>Y8: Always take care to other people and help them to some of the things they need</p>
Spirituality	<p>Y1: I go to church and I pray</p> <p>Y3: I go to church every Sunday with my grandmother to worship God</p> <p>Y4: I worship Allah</p> <p>Y5: Nothing</p> <p>Y6: I only believe in God</p> <p>Y7: I am a Christian who goes to church regularly</p> <p>Y8: I believe in God</p>
Rest and recreation	<p>Y1: I sleep a lot</p> <p>Y3: I get enough rest because I do not have anything to do</p> <p>Y4: I get more rest because I don't work</p> <p>Y5: I sleep a lot. I do nothing with my time</p> <p>Y6: I read book. I sometimes become idleness when I have nothing to keep me busy</p> <p>Y7: Rest is required so you can gain strength for another day and so you can think clearly</p> <p>Y8: I give myself enough time by sleeping, when there is nothing I can do</p>
Subsistence	<p>Y1: I smoke a lot</p>

	<p>Y5: It makes me sad because I have no food</p> <p>Y6: I don't get anything from anyone</p> <p>Y7: Living off what you have; that is planting in your yard</p> <p>Y8: I must look after myself</p>
Freedom	<p>Y1: I do have freedom because I can make things that makes me happy at any time.</p> <p>Y3: I don't really have freedom because I don't have money to do things that makes me happy.</p> <p>Y4: I don't have freedom because I am living with my parents.</p> <p>Y5: Makes us take wrong choice.</p> <p>Y8: I quited school because of freedom I had.</p>
Creativity	<p>Y1: I can make things like wire car with my hands.</p> <p>Y3: I make my own music beats.</p> <p>Y4: I know how to make toy cars.</p> <p>Y5: I never play or done anything to show my talent.</p> <p>Y8: I love soccer and cricket.</p>
Participation	<p>Y1: I don't do anything.</p> <p>Y6: I never participate to anything.</p> <p>Y8: I can participate through soccer.</p>
Protection	<p>Y1: Sometimes protect people care about.</p> <p>Y5: No job, no protection.</p> <p>Y8: I don't have any protection.</p>
Affection	<p>Y1: I love children.</p> <p>Y3: I live and care for my grandmother.</p> <p>Y4: I love people I live with.</p>
Dignity	<p>Y1: I am a respectful person and respect other people.</p> <p>Y6: If you don't have job you won't have dignity.</p> <p>Y8: I don't feel having dignity because I didn't finish school.</p>

Resources	Comments of unemployed male youths
Rationale: This discussion is about what the unemployed youth value as	<ul style="list-style-type: none"> Object resources: I need a car, clothes, house

<p>resources in their personal lives, from the four resource categories of objects (car, bed, stove, fridge, house etc.), energy (electricity, food, water, petrol for car etc.), intrapersonal (own strength, knowledge, wisdom, hope etc.) and interpersonal (family, friends, relationships, connections, network etc.) In terms of the strengths perspective the environments and contexts where people live are full of resources (Kondrat, 2014:41).</p> <p>Method: Initiate a discussion about what people value as resources, explain the categories of resources and let them talk about what they have and need in the four resource categories.</p>	<ul style="list-style-type: none"> • Energy resources: I have sun, food, water • Intrapersonal: I have time on my own • Interpersonal: I like communicating with other people (Y1) • Object resources: I need a house and affordable clothes • Energy resources: I have food and rest • Intrapersonal: I try having time on my own and listen to music • Interpersonal: Being with my friends and talking about the future (Y3) • Object resources: House • Energy resources: I need sleep and to eat • Intrapersonal: I love sitting alone • Interpersonal: I talk with my family. I have friends (Y4) • Object resources: I need clothes • Energy resources: Need a heater hen it is cold • Intrapersonal: I sleep too much; I am shy (Y5) • Interpersonal: I have friends and good relationships • Energy resources: I need water and electricity • Intrapersonal: Coping, health and patience
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	<ul style="list-style-type: none"> • Interpersonal: Trust and being loved (Y6) • Object resources: Soccer ball • Energy resources: Electricity • Intrapersonal: My own thinking • Interpersonal: Relationships (Y7) • Object resources: I need a house and affordable clothes • Energy resources: Food and water • Intrapersonal: Listening skills and problem-solving, being responsible • Interpersonal: Family and friendship, team work (Y8)
<p>Input of social workers:</p> <p>P1 and P2 said that the discussion of resources will help the youth to realise the resources they have and P13 added that it will help youth to 'think outside the box when looking for resources.' P3 importantly states that this discussion will increase self-awareness and identify strengths. P6 made a practical suggestion by saying that the discussion of resources could be combined with the eco-map. P9 cautioned that the discussion of resources 'can be too personal especially for males.' P18 said the technique is 'effective and efficient. Can also include non-visual resources and also include resource they may be able to create even if they don't already exist, e.g. encourage to go apologise to granny so that the relationship maybe restored and a resource to be created.' The suggestion of P23 can be followed namely to place the discussion of resources directly after the discussion of fundamental needs in the programme.</p>	
<p>Conclusion: It is clear that there is a considerable need on material levels. The unemployed youths could however identify some non-tangible resources on intra- and interpersonal levels such as some skills and networks.</p>	

4.4.4 Flexibility

To be able to self-regulate means to be flexible and adopt changes more easily. Flexibility refers to an individual's skill to adapt to change and forms part of a person's ability to manage their emotions. Hughes et al. (2005:95) describe flexibility as the ability 'to bend when the wind starts to blow in a surprising direction.' This competency was not addressed on its own, but was combined with the problem-solving techniques and also with the discussion on the relationship with reality.

Input of social workers:

P3 sees flexibility as the ability to move with whatever the day requires. Participants suggested the following ways of explaining the term, flexibility:

P1: able to change

P3: be adaptable

P10: adjusting to cope in every situation without being stagnant

P16: the quality of bending easily without breaking

4.4.5 Reality testing, coping with change

Rationale: The relationship with reality or reality testing is an important competency as being out of touch with reality can lead to a variety of problems (Hughes & Terrell, 2012:87). Knell (2016:119) refers in this regard to 'errors in logic.' The term, reality check, has a lot to offer. If people take decisions, without a good relationship with reality or, in other words, being realistic, they will most probably make decisions with all sorts of implications for which they will be unprepared. Glasser developed reality therapy in 1965. This approach is grounded in a strengths perspective and is about the need for people to make

Y7 and Y5 did not understand the concept and rather gave information on the reality of unemployment in South Africa. None of the other participants contributed much about this.

<p>realistic choices to give direction to their lives (Wubbolding, 2015:192).</p> <p>Method: This competency was addressed in conjunction with the ICANDO problem-solving, Snakes and ladders coping and life apple with poison plan. There was also a discussion on the relationship with reality with emphasis on reality evading, quick fixes and reality investing as outlined in Chapter 2.</p>	
<p>Conclusion: Reality testing is an important competency. It can help with solid and realistic decision-making and problem-solving. Reality testing is an abstract concept and more time can be spent on making this understandable for unemployed youth. The ICANDO problem-solving process and especially the part where choices are considered and also the developing of a plan (poison plan) for problems can be used more to emphasise the importance of being realistic.</p>	

4.4.6 Independence

Independence is a competency that is ingrained with the other competencies. Independence receives attention in many of the other techniques.

Snakes and ladders in terms of coping	Comments of unemployed male youth
<p>Rationale: Stone (2016:309) discusses the value of board games in therapeutic intervention. When Snakes and Ladders was played as part of the icebreaker it fulfilled what Stone (2016:313) suggests as 'having fun while connecting with others.' As part of the programme, the game was used to illustrate coping (ladders) in the face of adversity and difficulty (snakes).</p>	<p>Participants indicated the following aspects as snakes</p> <ul style="list-style-type: none"> • Dagga, bad friends (Y1) • Dropping out of school (Y2) • Being angry (Y3) • Negative comments (Y4) • Hunger (Y6) • Drinking (Y7) • Unemployed (Y8)

<p>Method: Discuss with the group that the snakes are difficulties pulling a person down and ladders are positive aspects helping a person up</p>	<p>The following were mentioned as ladders</p> <ul style="list-style-type: none"> • Family (Y1) • Supportive family and going back to school (Y2) • Talking to the right people (Y3) • Church (Y4) • Money (Y6) • Spending time with my girlfriend (Y7): • Getting a job (Y8)
<p>Input of social workers:</p> <p>P2 said: ‘Snakes and ladders will help them understand that at times things go well, other times not, e.g. you might get on interview but not get the job.’ P3 says the game ‘brings reality closer to home; it is so relevant to life experiences, you can’t always have things going your way.’ P4 said that snakes and ladders is a ‘great idea because they not only play but relate the game in their daily activity.’ P14 links the technique to the strengths approach saying that ‘there is hope in every bad situation’. P17 indicated that ‘the individuals will be able to weigh in on their strengths and weaknesses; enough time will be needed to allow each member to participate and have share in discussions.’ P6, P8, P11, P18, P19, P22, P23 and P25 said that it is a good activity.</p>	
<p>Conclusion: The technique worked well as participants understood the logic behind the concept. Participants were able to identify snakes and ladders in their own personal lives with ease. They understood that life is unpredictable and that it could take a wrong or good turn, but all that matters is to keep a positive attitude and work hard. As participants in group 1 indicated it seems as if the technique gave the youth hope and confidence about the future and helped to address challenges at hand. The technique links well with the strengths perspective in that it focuses on strengths, plans and solutions (ladders). Playing snakes and ladders also incorporates the interplay of resources and links with the cognitive behavioural approach in that the discussion can focus constantly on the control people have over thoughts and behaviour even when they cannot control their situations. It should be</p>	

taken into account that snakes and ladders can be a long game to play. It is however a good idea to use it as part of the discussion with the necessary lessons or psycho-education and then to play the game while reinforcing the messages of coping.

4.5 INTERPERSONAL

Interpersonal competencies	
Competencies	Techniques
Empathy	Empathy stories
Interpersonal relationships	Heartstrings Eco-map Home map
Social and civic responsibility	Loss and gain spirals Get a project Community maps

4.5.1 Empathy

Empathy stories and responding with empathy (De Klerk-Weyer & le Roux, 2008:153).	Comments of unemployed youth
Rationale: Empathy is a person's capability to recognise other people's views and feelings. Persons who have this skill, can maintain stronger and more worthy relationships and tend to be more successful in life. High levels of empathy normally relate with high levels of EI (van Rooyen, 2018: 51). (De Klerk-Weyer & le Roux, 2008:152) outline empathy as an 'attempt to put yourself in the world, thoughts and feelings of another person	As support networks mothers, sisters and cousins were mentioned by Y1, Y2 referred to his mother, Y3 to his grandmother and Y5, whose parents have both died, indicated support from neighbours.

<p>as he experiences them and not as you want to see them.’</p> <p>Method: Participants were asked to tell stories of when they have reached out to others with empathy and also to talk about their support networks. This technique was combined with the eco-maps and more information will be provided when eco-mapping is discussed.</p>	
<p>Input of social workers:</p> <p>According to P1, the message of empathy stories and networking is that ‘you are not alone.’ P6 made a useful suggestion, namely, that an appropriate short clip can be played evoking empathy and participants can then respond to it. P7 said that ‘this technique is useful because the person will see how many people will support him and if he is not working how many people are affected by that situation.’</p>	
<p>Conclusion: Family, friends and neighbours play a significant role in the lives of the unemployed youth as they rely on them to meet basic needs. They have indicated that they get their support from neighbours, friends and family members. The telling of the stories yielded disappointing content, maybe due to lack of time.</p>	

4.5.2 Interpersonal relationships

Heartstrings	Comments of unemployed youth
<p>Rationale: This technique clarifies the availability of support for unemployed youth. It can also help them acknowledge previously unappreciated support and show them where they can strengthen relationships.</p> <p>Method: The technique was described by Hobday and Ollier (1998:30). The</p>	<p>Y1: The people closest to me are my child, mother. People I want outside of my circle are my friends.</p> <p>Y2: Mother and dad. Further, from middle circle - neighbours”</p>

instruction is to draw self in a small circle in the workbook. Add another circle and make stick figure drawings of people close to your heart. In another circle around the last circle, make stick figures of people who are slightly further from your heart drawing in workbook. In the last circle, make stick figures of people with whom you are not close. Draw a box outside the circles where you can draw stick figures of any persons whom you do not want contact with. This is a private activity and names of people in your lives will not be shared with group members.

Y3: A person that is closest to me is my grandmother and people that I want further from me are my ex-girlfriends.

Y4: "I do not have friends". He placed his parents close to him in the middle circle.

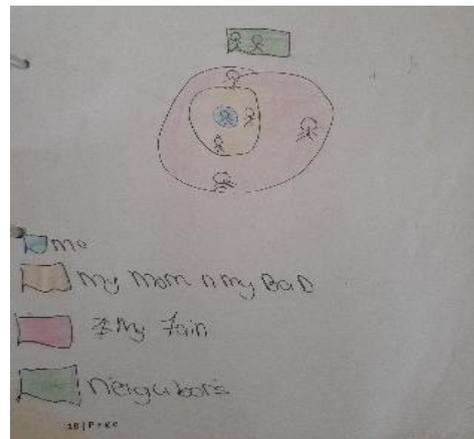
Y5: He placed his friends and neighbours close to him. His grandmother was placed in the next circle and an uncle even further away in the last circle.

Y6: He placed family close to him and friends a little bit further away.

Y7: He placed a girlfriend close to him

Y8 made boxes instead of circles and placed family close to him and friends and neighbours slightly further away.

Example Y2:



Input of social workers:

Participants indicated that this is a good and practical technique (P10, P11, P13, P18, P19, P23).

P1: Youth must be aware of what people push them up and pull them down.

P3: Can explain relationships and their relevance.

P4: The heartstrings technique evaluates the reciprocal relationships they exhibit and helps to “establish significant others in their lives.” (P22)

P5: The technique assists by evaluating the social relationships that the young person has with people close to him and those who are not close as to why.

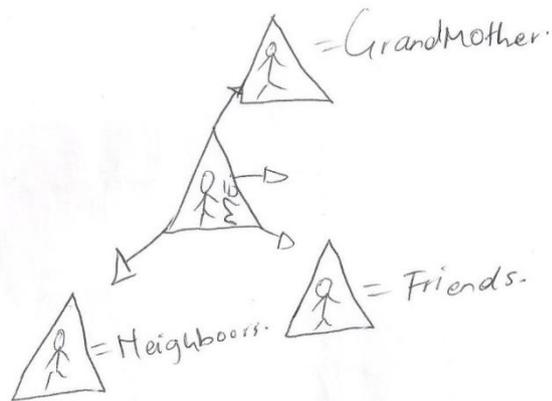
P8: Perfect link to genogram and eco-map.

Conclusion: A sense of loss and bereavement was obvious when participant Y5 indicated that he is an orphan and stays alone. He also mentioned that he misses his parents and that maybe things would have been different if they were still alive. McConnell (2009) states that unemployment stimulates powerlessness, meaninglessness and social isolation. This has been indicated by participant 4, when he highlighted that he does not associate himself with his peers as he feels that he does not fit in. Ernst (2008:26) talks about ‘a vicious cycle of intergenerational poverty and social exclusion.’ Unemployment affects the youth, specifically in an already poor family where this can be financially overwhelming. The feedback from the social workers on the technique was positive and no recommendations for change were made.

Eco-map	Comments of unemployed youth
<p>Rationale: In 1978 Hartman wrote a seminal article on diagrammatic assessment of family relationships where eco-maps and genograms were described. Mattiani (1994) followed in 1994 with a significant article on visualising practice with children and families. Eco-maps were also described by van der Merwe (1999:311) as an ‘ecological way of identifying strengths and weaknesses in the environments.’ Van der Merwe (1999:312) also said that eco-maps show protective</p>	<p>Y1 Placed himself in a triangle in the middle and showed relationships in other triangles and blocks with his mother, his sister and cousins and friends. The relationships seemed to be without strain.</p> <p>Y2 indicated a good relationship with his mother.</p> <p>Y3 showed contact with his grandmother, neighbour and friends (see example).</p>

aspects in the life spaces of people, while also pointing to aspects which can increase vulnerability. Frequency and quality of contact can also be determined by eco-maps.

Method: Draw a map of the people who are important in your life. Place yourself in a circle and place other people in your life in circles around you. You can show how the relationship is by drawing specific lines.



Y4 also indicated relationships with his parents and friends in different blocks.

Y5 who is an orphan showed a connection with the church.

Y6 used small drawings of people on the eco-map and indicated his mother and friends as significant people.

Y7 showed himself in the middle, surrounded by his girlfriend, soccer team, uncle and church.

Y8 indicated his mother, girlfriend and friends.

Input of social workers:

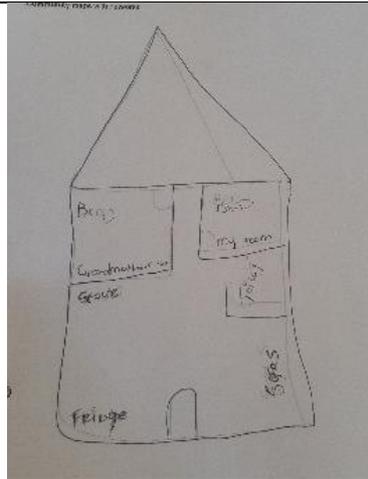
It seemed as if the social workers generally knew how to work with eco-maps. They made some comments. P1 referred to the important role of family and friends when a person is unemployed. P2 said that the 'eco-map will assist to identify where they fit in since due to unemployment they tend to lose themselves.' According to P5 the eco-map 'demonstrates the importance of a relationship amongst a member and his associates.' P7 views the eco-map as useful 'because the person will see how many people will support him and if he is not working how many people are affected by that situation.' P10 importantly states that the eco-map will assist them to know the self within the network map.' P12 says the eco-map will help the person 'realise the importance of family relationships and resources in the community.' P14 said that 'mapping shows where you are in terms of your problems.' P15 said the 'eco-

map is good for showing people who are important in your life cycle.' P17 indicated that 'the participants will be able to know who is important in their lives.' P11, P13, P18, P19 and P23 indicated that this is a good technique.

Conclusion: The unemployed youths were involved in drawing and the discussion prompted by the eco-maps. It is a good, visual technique that can lead to more awareness of the self within the environment, while indicating support and vulnerabilities. This technique bridges the intrapersonal and interpersonal competencies. It was evaluated positively by the social workers.

Home maps	Comments of unemployed youth
<p>Rationale: Home maps provide information on the life space by looking at object and energy resources. Non-tangible intrapersonal and personal resources can also be explored. It also offers an opportunity to ask about strengths and assets.</p> <p>Method: Home maps do not have to be works of art. Draw a simple outline of the home as if the roof has been taken off and you can look in from the top. Draw all the rooms in the home such as kitchen, bathroom, living room etc. If there is only one room, draw it like that. Write the names of all the people who live there. Discuss every person living there briefly. The social worker can ask about furniture, how many beds, do they have a stove, washing machine, television etc. Ask them to indicate on the drawing where different people sleep. Ask about the routine in the home. Where does he sleep? Who cooks the</p>	<p>From the participants' drawings it was apparent that seven participants share an RDP house with other family members. Only one participant indicated he resides in a one room shack alone. Participants have basic resources such as beds, televisions, stoves and sofas. Some have indicated that they sleep on the floor due to lack of available beds. Y1 also indicated a television and couch prominently on the home map. It seems as if there are adequate sleeping spaces and beds. Y2 sleeps on a carpet. He indicates some basic furniture on the home map. Y3 has his own space to sleep. He indicated an indoor toilet and also furniture such as a fridge, sofas and a stove. Example of a home map (Y3):</p>

food? Do they always have food? Ask about television habits. What programmes do they watch? Most favourite parts of home life; least favourite parts of home life. Remember to ask about backyard dwellers. Try to get an indication of good things and bad things in the life space. Listen for aspects such as addiction, unemployment, violence and poverty in the home. Write good things in one colour and bad things in another. Stickers of people and feelings can be used to elaborate more.



Y4 also sleeps in his own bedroom. He indicated a kitchen and a toilet.

Y5 made a very basic home map indicating one room with a bed, stove and television.

Y6 drew a neat home map indicating two sleeping spaces with beds and another room with a table, cupboard and television.

Y7 indicated a lounge, two bedrooms, a television, stove and basic furniture on the home map.

Input of social workers:

P10 said that the home map is 'excellent for live space assessment'; P2, P22 and P23 also indicated that the technique can work well for information gathering and understanding the life spaces of the youth. P11 said that the home map is a good technique because it is holistic and focuses on external relations and the environment. P4 is of the opinion that the technique will enable youths to identify resources. P11 cautions that the time frame may be insufficient for implementation of the technique. P6, P13, P18, P19 said the home map is a relevant, good and useful technique and P17 described it as a resourceful technique.

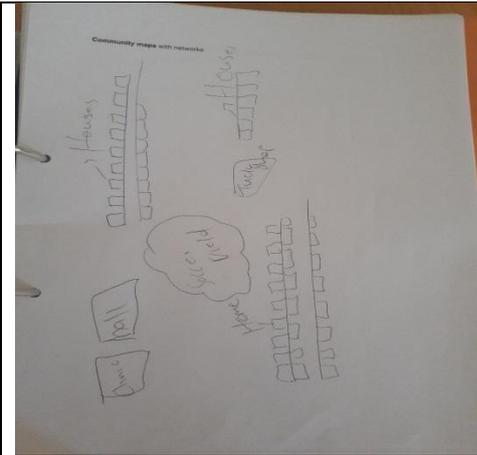
Conclusion: It is important to take heed of the opinion of P11 that this technique will be time-consuming. With all the questions and discussions this technique can actually take one whole session. The technique is a method of visual data collection

which can help with assessment and information gathering. Mapping the home can also enhance the awareness of the youths of their situation in their life spaces as well as the interplay of resources. With many of the techniques it is hoped that the youths will become aware of their non-tangible resources.

4.5.3 Social and civic responsibility

This competency has been discussed in Chapter 2. The techniques used to enhance civic and social responsibility were strongly linked with the competency: interpersonal relationships. The application of the techniques, eco-maps, and home maps has been discussed under the heading, interpersonal relationships. The techniques of community maps, 'Get a project' and community resource loss and gain spirals will be discussed here.

Community maps	Comments of unemployed male youth
<p>Rationale: To understand what resources there are in the community. This could enhance civic responsibility and other form of social engagement</p> <p>Method: Participants were asked to draw a basic map of their community and to indicate resources.</p> <p>Example of community map (Y2):</p>	<p>Participants indicated on drawings:</p> <p>Clinic (Y2, Y3, Y4, Y6, Y7)</p> <p>Church (Y6, Y7)</p> <p>Community hall (Y2, Y4)</p> <p>Hospital (Y1)</p> <p>Houses and RDP houses (Y1, Y2, Y7)</p> <p>Shops, mall, Somalian shops, tuck shops (Y1, Y2, Y3, Y6)</p> <p>Soccer field (Y7)</p> <p>Sport grounds and soccer field (Y1, Y2, Y6, Y7)</p> <p>Tavern (Y4)</p> <p>Y5 talked about gangs and how the poor suffer. Participants reacted with humour during the implementation of the programme. For instance they were laughing at their community (Turffontein), when they had to draw up the community map. Y3 said its only dust around the community and jokingly asked the researcher if</p>



he can just draw dust, and laughed. Y6 said he is going to build a huge mall right at the middle of Turffontein.

Input of social workers:

P1 said that 'being helpful in the community leads to being recognised and can lead to job opportunities. Volunteering.' In this regard P11, P14 and P15 indicated that the technique will make youth aware of opportunities and resources in their environment. P2 indicated that 'community maps with network are brilliant for an unemployed individual.' P3 says the technique 'taps into community dynamics' and P10 indicates that the technique will 'assist them to identify dynamics that influence their social economic competence'. P16 alludes to the fact that community mapping can be part of the 'planning process for meaningful service learning.' P17 suggested that the technique 'could help them to link to the important community members'. P18, P19 and P22 indicated that the technique should be relevant, appropriate and effective.

Conclusion: It is supported in literature that volunteering can be one answer in the context of unemployment. It will prevent the loss of skills which is often a feature of a long period of unemployment. It will also help to limit the loss of intra-personal resources such as self-esteem. Opportunities for volunteering could be indicated on the community maps with specific plans for projects. Social work participants evaluated the technique positively. The youths were involved in the discussion and showed humour in terms of the bad situation.

Loss and gain spirals	Comments of unemployed male youth
Rationale: Loss and gain spirals in the community links directly to	Loss spirals: Y1, Y7: Lack of sense of unity; people are not united anymore

<p>Conservation of Resources theory.</p> <p>Method: The spirals are a visual representation of loss and gain and psycho-education about the rapid momentum of gain spirals can be included. Information can also be given about the slow movement into gain spirals with brainstorming about creative ways to enhance gain spirals.</p>	<p>Y3: Burnt schools</p> <p>Y4: No old people homes</p> <p>Gain spirals</p> <p>Y1: "Being able to cope under unable [sic] conditions"</p> <p>Y3: "Community clinic"</p> <p>Y4: Community hall</p> <p>Y5: Freedom</p> <p>Y7: Community forums</p>
<p>Input of social workers:</p> <p>P8: Balloons can be used with writing on or pieces of paper in to represent loss in the community and the balloons can be let go in sky.</p> <p>P9, P10, P11, P13, P15, P18 and P19 said that it is a good and useful technique</p> <p>P18 made a good suggestion namely that youth can ask elders at home about the history of the community with losses and gains and bring the information to the session.</p>	
<p>Conclusion: Many communities have histories of intergenerational trauma and pain. P18 made a good suggestion in terms of including elders in the community to bring forward information on historical loss and gain. The participants gave basic answers here. It could be more helpful to work on big pieces of paper, in a group to brainstorm regarding the community loss and gain spirals. They could also use newspaper clippings and pictures from magazines to facilitate their thinking. Practical aids such as stickers with feeling faces can be used to enhance the depth of each spiral. They can also be prompted to work more in the four resource categories namely energy, object, personal and interpersonal resources. These resources have been explained to them, but it could have been done more practically with pictures explaining the categories.</p>	

Get a project	Comments of unemployed male youth
<p>Rationale: To help participants to start thinking about reaching out to do something in their community, in line with the value of volunteerism.</p> <p>Method: Ask youth to think of possible projects they could do. Explain the value of volunteering in terms of skills and self-esteem.</p>	<p>Y1: Teaching kids how to play drums. Y2: Washing cars. Y3: Go clean at clinic Recycling. Y4: Help older people and help clean the clinic Y5: Open market, and fix potholes with mud. Y6 and Y8: No response Y7: Helping kids with their homework.</p>
<p>Input of social workers:</p> <p>P1 and P8 suggested that youth should volunteer at community organisations or homes. P2: 'I think it is important that youth who are unemployed be part of a project as to keep busy and not idle.' P4 referred to the value of being involved in a project for civic duty. P10 suggested a focus on their talents for a sustainable project. P11 links project involvement with the development of independence and initiative; whereas P12 said that 'everybody has something to give. This can help them feel empowered.' P15 said project involvement can lead to skills improvement and P17 said that a community project will help with skills development.</p>	
<p>Conclusion: From the participants' responses this concept was an eye-opener for them. Instead of idling they can keep busy by doing some good in their community. Participants have grasped the sense that when you do well, you feel good and proud.</p>	

4.6 SELF-MANAGEMENT

Self-management is the ability to regulate distressing effects like anxiety and anger and to inhibit emotional impulsivity. To manage one's emotions means to think before acting, especially in difficult situations and can also be termed being emotionally independent.

Self-management competencies	
Competencies	Techniques
Assertiveness	Role play
Stress tolerance	Stress toolkit
Problem-solving	ICANDO problem-solving Life apple, bother worms and poison plan BasicPh coping
Impulse control	Think-feel-do with car metaphor

4.6.1 Assertiveness

Role play	Comments of unemployed male youth
<p>Rationale: The purpose of the role play was to practically show the difference between assertiveness, aggressiveness and passiveness, which is something a lot of young people cannot distinguish.</p> <p>Role play – How to be assertive instead of being aggressive or passive-pleading</p>	<p>The following comments were made on what the term <i>Passive</i> means</p> <p>Y1: Going along with every plan Y4: Agree with everything people say Y5: Being quiet Y7: Going along with every plan without question</p> <p>The following comments were made on what the term <i>Assertive</i> means</p> <p>Y1: Not following blindly Y3: I tell people who did something wrong Y4: Not yell at people Y5: I don't believe everything Y7: Making my opinion known</p> <p>The following comments were made on what the term <i>Aggressive</i> means</p> <p>Y1, Y7: Controlling; being overly controlling Y5: Being stubborn</p>

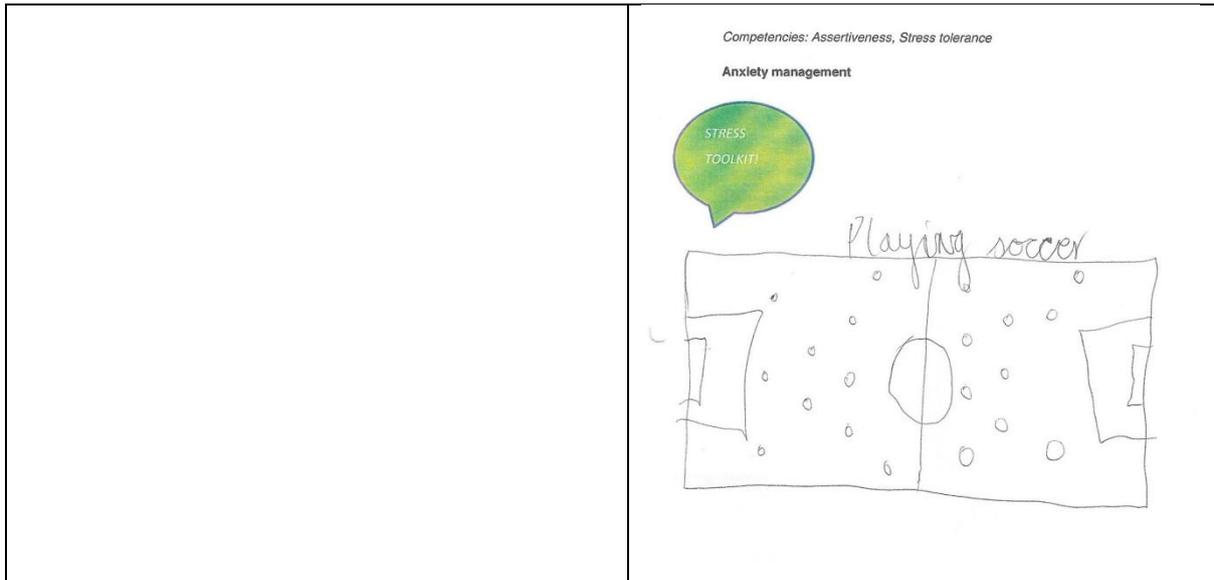
Input of social workers:

P2 and P5 liked the idea of a role play as youth often like to engage in arts and could act out their emotions. P4 said 'it would be essential to use it as a role-play to demonstrate how one is assertive or aggressive.' P6 expressed the opinion that a role play will be helpful to help youth unpack and understand the concepts, assertive, aggressive and passive. Importantly P12 said that 'once again, vernacular language has limited vocabulary therefore, the social worker will have to explain these concepts.' P15 made a valuable suggestion that a video clip could be used to show the different ways of reacting. P17 said that the role play relates well to the competency, self-management. P3, P7, P9, P11, P13, P19, P23 indicated that it is a good and relevant technique.

Conclusion: At first the participants were sceptical about their ability to engage in role play, but as they got more comfortable they engaged and seemed to enjoy it. It seems as if the participants generally had a good idea about what the three different terms mean. For this technique all participants were positive and had indicated that this technique is good and relevant. Good suggestions were made by the social work participants in terms of the inclusion of a video clip and also regarding the use of sentences instead of words in Sesotho.

4.6.2 Stress tolerance

Stress toolkit	Comments of unemployed male youth
<p>Rationale: Anxiety management was also attended to in some of the icebreakers where participants did abdominal breathing and progressive muscle relaxation. A stress toolkit will help them to externalise stress and make plans for stress management.</p> <p>Method: Youth were asked to draw a stress toolkit and to indicate what they will put in their stress toolkit.</p>	<p>Y1; Y3; Y7: Playing soccer Y2: Drinking beer, smoking, drinking Grandpa pills, eating pizza Y3: Weed Y4; Y6: Television Y4; Y5: Cell phone Example of stress toolkit: Y7</p>



Input of social workers:

P4 says that the stress toolkit 'is an important element that enables them how to cope with anxiety.' P6 likes the visual aspect of the technique. P8 suggested that: 'A blanket with stones in can be used as metaphor for stressors. They can write down their stress management tools on small pieces of paper and put it in a jam jar and they can pretend to blow their stress into a balloon which they can then leave outside to see it fly away.' P15 said that they can also burn pieces of paper with their stress written on and indicated that this technique can be linked to the ICANDO problem-solving technique. P16 views the toolkit as a 'remedy that helps to reduce stress.' P17 said that 'the toolkit will help them to deal with anxiety at all levels' while P18 indicated that 'it is appropriate and facilitates practical solutions to dealing with anxiety.' P7, P9, P11, P13, P19 and P25 all said the toolkit is a good technique that will help the youths to manage stress.

Conclusion: It seems as if the participants did not have a strong repertoire of coping to put in their metaphorical stress kits. They apparently find escape in their cell phones and televisions and two find escape in more harmful ways which can lead to addiction. This has been followed up with referrals (Also see ethics)

4.6.3 Problem-solving

ICANDO problem-solving	Comments of unemployed male youth
Rationale: This technique was linked to the pit exercise as it helped with	The responses of the youths are linked here with responses to the life apple

brainstorming regarding finding plans to move out of the pit or to prevent the person from falling into the pit. It is also linked with the life apple technique where brainstorming is an important part of coming up with possible plans. Stallard (2019:201-209) discusses the process of problem-solving from a cognitive behavioural perspective. He emphasises the importance of recognising negative thinking patterns such as automatic negative thoughts as these could obstruct problem-solving efforts.

Method: Discuss and practice the ICANDO problem-solving process

- I** Identify the problem - define the problem
- C** Look at choices / possible plans / solutions (even silly ones)
(Stallard, 2019:203)
- A** Pay attention to detail or consequences of each possible choice (Also look at values)
(Stallard, 2019:204)
- N** Narrow choices down to one/two / decide on strategy and work on skills i.e. being assertive
- D** Do it (Stallard, 2019:207)
- O** Evaluate otcome

technique where they brainstormed about problems and plans. These responses will also be reflected in the discussion on coping.

Input of social workers:

P1 said that ‘there are daily problems and needs to be solved; everybody can solve problems if given the skills.’ P2 said that ‘problem solving ICANDO is definitely relevant for them. To show them that they need to keep trying instead of doing

nothing and just complaining.’ P3 rightly stated that ‘It [problem-solving] is a skill that needs constant tuning. The technique can be easily applied and transferred.’ P4 referred to the link with strengths. P7 liked the brainstorming part of the technique. P10 said that problem-solving is the ‘ability to find strategy before they can act, have time alone to think and identify possible ways to solve.’ P15 suggested that the problem-solving strategy is so relevant that posters should be developed with the content and the social worker should also talk about it on local radio stations. P16 linked problem-solving to the competency of independence. P18 indicated that problem-solving is an ‘essential skill and relates greatly to unemployed youth.’ ”.P18 further said that problem-solving is relevant, ‘keep reminding the participants that if they fail to do self-management then they are further causing trouble that will make them less employable.’ P22 ‘these will help them come up with creative ways of creating jobs opportunities for themselves.’ P6, P8, P9, P11, P13, P15, P19, P22,P23 indicated that the technique will work well, that it is practical and relevant.

Conclusion: Participants reflected and identified their personal mistakes, challenges and possible solutions. Each realised the implications of their actions, which was mostly leaving school, and how they can rectify and avoid making the same mistakes again. Problem-solving is a core competency which linked with reality testing and stress tolerance can be a powerful force in changing thinking and actions.

Life apple with bother worms and poison	Comments of unemployed male youth
<p>Rationale: The life apple technique is a metaphor for problems experienced (worms). The size of the problem can be indicated by showing on a drawing of an apple how big the bite is. A plan (poison plan) can then be developed, using the ICANDO problem-solving process (van der Merwe, 1999:308).</p>	<p>Y1: Worms: Alcohol Poison plan: Stop drinking.</p> <p>Y2: Worms: Violence Poison plan: Stay away from abusive relationships</p> <p>Y3: Worms: My grandmother’s sickness</p>

<p>Method: Link with ICANDO problem-solving. Remind them of overall aim of sessions, namely to enhance social-emotional competence and how it can help them cope with and manage unemployment. Each person draws an apple and indicates the bother worms eating the apple. The size of each bite is indicated. It can also be mentioned that the back of the apple is full of strengths and that sustains the apple (person). Solutions or plans are then sought for each worm, by looking at a metaphorical poison plan.</p>	<p>Poison plan: Find a job, so that I can help her as she has been helping me”</p> <p>Y4: Worms: Smoking</p> <p>Poison plan: Stop smoking</p> <p>Y5: Worms: Poverty and missing parents</p> <p>Poison plan: I talk with friends</p> <p>Y6: Worms: Being hungry</p> <p>Poison plan: Be with friends</p> <p>Y7: Worms: Leaving school</p> <p>Poison plan: Going back to school</p> <p>Y8: Worms: My neighbours as they always talk bad about me</p> <p>Poison plan: Staying away so that I don't hear their talks</p>
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Input of social workers:

P2 said that the ‘poison plan is relevant to help them understand self-destruction.’ P3 indicated that the life apple technique is ‘very relevant in identifying problems and possible solutions.’ P4 said the technique ‘enables them to be aware of what worms maybe and how to manage them.’ P5 is of the opinion that ‘this is an effective descriptive technique which leads to ownership.’ P6 said it is a ‘good metaphor activity.’ P9 indicated that ‘this is a good technique because a worm makes an apple bad so it will help in measuring their feelings.’ P12 is of the opinion that the life apple ‘is a practical technique that can be applied to human life.’ P13 suggested that ‘the social worker will need to give an example which the participants are familiar with or ask the participants to pick examples familiar to them to use with this technique.’ According to P16 the technique ‘is relevant as it helps him to identify his problem and how he feels about the problem he is facing.’ P22 said ‘it allows participants to

come up with ways/solutions to better their situations (there's light at the end of the tunnel).' P24 concluded that the technique is 'brilliant, it will help clients identify their blind spots.'

Conclusion: Some participants identified poverty as a worm in their lives. The roots of poverty are deep and it is a structural problem which needs input from macro to micro levels. Problems, such as substance abuse are probably a symptom, or maybe in some instances, a cause of other problems. The cycle of awareness can be brought into the discussion to help the youths realize which problems need mobilisation and action. The ICANDO problem-solving technique with the life apple technique can be empowering in terms of taking control over a difficult life situation. This technique was evaluated as positive by both participant groups.

BasicPh coping	Comments of unemployed male youth
<p>Link with ICANDO problem-solving and life apple technique. Lahad (2017:27) outlines the following coping modalities as part of the BasicPh coping model. Lahad is of opinion that all people have habitual coping styles, but that it is possible to add to the coping repertoire by including more of the modalities.</p> <ul style="list-style-type: none"> • Belief • Affect (emotion) • Social contact • Imagery (creativity) • Cognition (thoughts) • Physical activity 	<p>Y1</p> <p>Belief: Reading bible</p> <p>Affect: Hanging with family</p> <p>Social: Attending social events”</p> <p>Imagery: Always imagine where I want to be in life.</p> <p>Physical: Play soccer sometimes</p> <p>Y3</p> <p>Belief: I believe in God</p> <p>Affect: I don't usually show people how I feel</p> <p>Cognition: I have positive thoughts</p> <p>Physical activity: I play soccer</p> <p>Y4</p>

<p>Method: The coping modalities were discussed and participants indicated which modalities they use and how. Coping was linked to the problem-solving process, including the life apple technique.</p>	<p>Belief: Go to church every Sunday</p> <p>Affect: I love my parents</p> <p>Cognition: I think positive every day</p> <p>Y7</p> <p>Belief – Read the Bible every day</p> <p>Social contact: Hang out with my friends. I love attending social events</p> <p>Imagery: I Imagine where I want to be in future</p> <p>Cognition: Channel my thoughts to the positive</p> <p>Physical activity: Play soccer during weekends</p>
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Input of social workers:

Social workers evaluated the BasicPh coping modalities as a good (i.e. P19) and added aspects regarding the modalities.

- Belief - P1: believe in yourself, you are capable. P10: believe in God, in themselves.
- Affect (emotion) – P1: It is right to have an emotion. P2: attending your emotions.
- Social contact – P1: Keep good contact. P10: share your thoughts.
- Imagery (creativity) – P1: Do something creative. P10: baking or drawing.
- Cognition (thoughts) – P1: Have good thoughts to keep you happy.
- Physical activity – P1: work out. P10: exercise or clean the house.

Conclusion: Every participant inspected their lives and identified their coping mechanisms. They discussed constructive and destructive coping skills. The unemployed youth realized that for every problem there is a plan. This also depended on the individual's strengths, available resources, support system and the individual's outlook on life itself.

4.6.4 Impulse control

Think, feel, do	Comments of unemployed male youth
<p>Rationale: As mentioned in Chapter 2 the think-feel-do triangle linked to body reactions is a core feature of cognitive behavioural interventions. It was a focus right through the programme but in this session it was the main focus, while also referring back to other relevant techniques. Impulse control is an important competency as it can help a person to reach personal goals if they can for instance postpone instant gratification (party with friends) to longer term commitment (studying). Impulse control can also keep youth out of trouble.</p> <p>Method: Think, feel, do and body reactions is discussed. The concept of putting on brakes to thinking and behaviour is discussed as part of the competency, impulse control. The concept of hot buttons (aspects that causes anger or impulsive behaviour) is discussed. It is also important to have an understanding of body markers for strong emotion. P8 suggested the metaphor of a car with a clutch, brake and accelerator. This metaphor was incorporated with this technique.</p>	<p>Y1 said: 'I think before I act'.</p> <p>Y2 showed anger and said 'I accelerate; I put hate on people. I smoke when I get angry.'</p> <p>Y3 identified with the accelerator of the car and said 'I feel angry when people take advantage of me.'</p> <p>Y4 said he is like the clutch of a car as he becomes shy when people stare at him. He also has good brakes and does not like shouting at people.</p> <p>Y5 said: 'I am a clutch- I get slow to get angry.'</p> <p>Y7 indicated that: 'I think before I act (clutch). I spent time with friends and socialise and I send my CV to apply for jobs (accelerate).'</p>
<p>Input of social workers:</p>	

P1 stressed the importance of understanding and listening to the body. P4 said the think, feel, do discussion 'is a way to encourage them [youth] to continuously be aware of their thoughts, feelings and behaviour.' The technique was evaluated as positive by P6, P7, P9, P10, P13, P15, P17 and P19.

Conclusion: It was clear from the participation of the youths that they understood the car metaphor. The concepts think, feel, do and body reactions should possibly be discussed in the first session and then emphasised in all the other sessions. Such patterns of thinking should become part of the habitual functioning of young persons.

4.7 EVALUATION OF YOUNG UNEMPLOYED MALES AFTER THE PROGRAMME

What did you learn about yourself?

Y1: I am a good-hearted person

Y2: That I am very passive because I cannot make decisions on my own. One mistake I made was to leave school because of peer pressure

Y4: I have learnt that I am a loving person

Y5: That I'm strong

Y7: That I am not in this alone and I should be easy on myself

Y8: That I am short tempered

Conclusion: Not all participants answered this question. From the above it seems as if there was some awareness on important aspects of themselves.

What did you learn about your feelings?

Y1: I can control my feelings

Y2: I have learned that I do not have to bottle my feelings inside It helps to talk to friends, social worker or anyone I can trust

Y3: I have learnt that I am too emotional

Y4: I learned that I care about people around me

Y5: That I keep things to myself

Y7: That they [feelings] are not to be ignored

Y8: We feel feelings in different places due to different circumstances

Conclusion: There is some knowledge in the answers, which might point to more awareness of the importance of feelings. It is a pity that Y6 was not there to do the semi-structured questionnaire.

What did you learn about your relationship with other people?	
<p>Y1, Y2: I have a good relationship with other people</p> <p>Y3: I have learned that I have very good social skills and I get along with people around me</p> <p>Y4: I have learnt that it [relationship with other people] is okay</p> <p>Y5: I am always alone. I miss my parents</p> <p>Y7: That it is important to be in relationship with others; it helps</p> <p>Y8: I have learnt that I am an introvert as I always want to be alone. But I now know that it is OK to be around other people who care for me</p> <p>Conclusion: The response of Y5 remains dejected. It is clear that he is missing his parents. The other participants generally show insight into their own interpersonal situations and preferences.</p>	
What did you learn about:	
Problem-solving	<p>Y2: I normally let things sort themselves out as I feel helpless over situations</p> <p>Y3: I listen to music to escape all my problems</p> <p>Y5: You need to think first, before acting</p> <p>Y8: I did not have good problem-solving skills before. But now I have learned about the ICANDO and will try to implement it</p>
Impulse control	<p>Y2: I am a clutch [referring to the metaphor of a car that was used]. I do not react fast out of anger</p> <p>Y3: I spend some time on my own</p> <p>Y5: I don't know</p> <p>Y7: That thinking before you act, helps</p> <p>Y8: I am an accelerator – I get angry easily, but I have learned to think before I react</p>
Dealing with stress	<p>Y2: I go out and drink with friends when I am stressed but the programme taught me that there are more effective ways in dealing with stress</p> <p>Y3: I play soccer with my friend</p> <p>Y4: I just help people who need help around me</p> <p>Y5: I am quiet</p>

Conclusion: It was good to see that some of the participants referred to the metaphor used for impulse control of the different parts of a car. The ICANDO problem-solving is a practical way to deal with problem-solving and it seems as if the participants recalled parts of this acronym and incorporated it into their answers.

Finally participants were asked to describe the social-emotional programme in a short paragraph. The following core aspects emerged, linked to the three categories of social-emotional competence which will be supported with quotes.

Intrapersonal	<p>Y3, Y8: I have learned a lot about myself.</p> <p>Y5: I have learned that it is Ok sometimes to feel sad.</p> <p>Y8: I learned little things [about myself] I thought did not matter but they make a person who you are. Your attitude and behaviour could determine your success or failure in life.</p>
Interpersonal	<p>Y1: Connection with people</p> <p>Y7: The programme deals with being aware of yourself in light of your surroundings and how to respond positively towards them.</p>
Self-management	<p>Y1: Self-control</p> <p>Y2: The session on passive, aggressive and assertiveness helped me.</p> <p>Y4: Problem-solving – I have learned that I don't have to use violence to solve problems.</p> <p>Y5: The difference between being rude and a good person.</p>

General comments

Y2: 'The programme is good and I enjoyed it. At first I was not sure as I thought we are only playing but it made sense later on. It will be a good idea if the programme could be enrolled at different schools to motivate learners to make right choices about their lives especially remaining in school up to grade 12 and furthering their studies.'

4.8 TRANSLATION OF SUGGESTED SOTHO WORDS INTO ENGLISH

During the workshop the social work participants made a number of suggestions for Sotho words that can be used in the social-emotional competence programme. It was also clear that there was not one word in Sotho for some of the emotions but that more than one word had to be used to explain certain emotions. Sotho words were translated to English by Mr Jabulani Dhlamini a Grade 10 Sotho teacher at Dikwena Secondary School, who is also a Sotho honours student at the University of the Free State QwaQwa campus. These words are attached as Annexure G.

4.9 SUMMARY OF CORE REFINEMENTS

- Body mapping – A gingerbread figure is not age-appropriate. The final suggestion is to use an adult body map line figure with or without the organs included depending on the nature of the discussion. A full body outline of the person's own body can also be used. In such a case more time should be given to the technique. Paint can also be made available.
- Maslow's hierarchy of needs was included in the discussion of fundamental human needs and the term fundamental has been changed to basic.
- The term self-fulfilment can be used instead of the term self-actualisation.
- Some participants mentioned the limited vocabulary of Sotho in terms of the language of feelings. In African languages it might require more of a sentence rather than one word. The list of Sotho words added as Annexure G is a valuable outcome of this study.
- The metaphor of the car with the think, feel, do technique worked well. In general it seems as if stories and metaphor are a good way of communicating with the youth.

4.10 CONCLUSION

When exposed to significant hardship, individuals need the capacity to steer their way to the psychological, social, cultural and physical resources that could sustain their well-being. Resources need to be conserved for individuals to have enough resource capacity and resource reservoirs to meet their needs. In this regard, the resources acquired, such as confidence and positive thinking, were meaningful and useful to participants. The pit exercise also connects to COR by creating awareness of what

resources and support systems are available to help the young unemployed males inside or outside of their pits. It seemed as if the intrapersonal competency, self-regard, was enhanced when others gave positive affirmations to participants. They also mentioned good things about themselves, thus showing resilience under the difficult circumstances caused by unemployment that they had to face. Self-actualisation can be compromised for African males by the lack of identity as a working person, a lack of resources and a lack of dignity. It will be difficult to master the vectors indicated in Chapter 2 under conditions of poverty and unemployment. In general it seemed as if the programme content was appropriate. More time could be needed for sessions and especially for persons with low literacy - only one activity and enough time for discussion could be adequate. Transferability of the programme is in the eye of the reader. Social workers will have to decide how to use and adapt the social-emotional competence programme for their particular working contexts. The competencies and techniques that were described in this chapter were scrutinised by social workers and unemployed male youths. The programme worked well in practice in the rural area where it was applied.

In Chapter 5 the final conclusions and recommendations will be outlined.

CHAPTER 5

Evaluation, conclusions and recommendations

5.1 INTRODUCTION

Di Fabio and Kenny (2015:55) outline human and social capital as important resources and developmental assets in a difficult economic climate and job-related uncertainty. In essence, this study focused on human and social capital building by enhancing social-emotional competence in African, unemployed male youths in a rural area. It is acknowledged that the study could not focus on all the systems from macro to micro levels, and all the complexities linked to male unemployment. This research focused on a gap in research and practice and aimed to facilitate certain intrapersonal and interpersonal processes in unemployed male youths by implementing a social-emotional competence programme. This programme had been used in practice previously, and is based on the theory of Hughes, Terrell and Patterson (2005) and also Hughes and Terrell (2012).

The programme has not been used for research with young unemployed males in a rural area before. Their feedback indicated that the programme was helpful. This is a positive step in the direction of developing interventions to use for social-emotional competence in the South African context. It could be a tool for social workers to reach a marginalised group of people; it is essential to find programmes that can be used in the context of unemployment to oppose the cycle of poverty.

5.2 EVALUATION OF THE RESEARCH

5.2.1 Research question

The results and findings of the research study realistically answered the research question and the subsidiary questions in the following manner:

Research question
How will a social-emotional competence programme for African unemployed male youth in a rural area be evaluated by participants?
Participants from both participant group 1 (social workers) and participant group 2 (unemployed youths) responded to and evaluated the programme positively. It was indicated that the programme was relevant, effective and applicable to African unemployed male youths in a rural area. Some refinements could be made to the

programme based on the input of the two participant groups. Terms were also translated into Sotho, which is a special contribution of the research.

Subsidiary questions:

What will social workers contribute to the refinement of a social-emotional competence programme for African unemployed male youths in a rural area?

The researcher is a social worker employed by the Department of Social Development in QwaQwa, a rural area with a high rate of unemployment. Through staff development meetings and discussions amongst colleagues the researcher identified a gap in social work services for unemployed youths. It seemed that in the work load of the social workers there was a high number of youths who requested help from the Department of Social Development in the form of social relief such as food parcels or donations.

Social workers were specifically chosen to refine the social-emotional competence programme to be a better fit for the African unemployed male youths in QwaQwa. This was done with the understanding that social workers know the participants best as they work with them frequently. Furthermore, unemployment is a social issue. Social workers helped to refine the programme by assisting with techniques and terminology. The social-emotional competency programme was adapted after the valuable suggestions and inputs of 25 social workers based at the Department of Social Development, QwaQwa office.

How will African unemployed male youth in a rural area adapt the icebreakers, techniques, concepts and language of a social-emotional competence programme from their own cultural and contextual grounding?

The unemployed male youths in rural QwaQwa responded positively to the social-emotional programme. As indicated in Chapter 4 a group of eight unemployed young, male participants made suggestions for language changes. Their involvement is clear from their drawings and words.

Semi-structured questionnaires completed by the unemployed youths who participated in the research study indicated that the programme promoted awareness and assisted them to understand and gain competencies in self-regard, self-awareness and self-management. There was some positive growth in the development of soft skills, as was clear from participant quotes. Considering the evidence presented, it is judged that the subsidiary question was justifiably answered.

5.2.2 Aim and objectives

The **aim** of this study was to use a qualitative descriptive design to evaluate a social-emotional competence programme for African unemployed male youths in a rural area in QwaQwa. Based on what was presented in Chapters 2 to 4 it can be stated that this aim was achieved. The objectives were also attained.

Objectives	Evaluation of progress regarding objectives
<p>To do an on-going literature review on the theoretical paradigm and aspects related to social and emotional competence and youth unemployment.</p>	<p>The literature review yielded recent and older literature which supported the problem statement. It was clear that the literature on social-emotional competence, especially, was grounded in older work from the 1980s and literature on social competence went back even further.</p> <p>The social-emotional competence programme has its roots in the work of van der Merwe that was done in the 1990s. The philosophical paradigm of interpretivism was precise and gave direction to the study.</p> <p>The competencies and techniques were grounded in the relevant theoretical paradigm, namely the strengths perspective, Conservation of Resources and cognitive behavioural intervention. The overview of the human development of young persons helped the researcher to understand the milestones that should be reached by unemployed males and which could be compromised by</p>

	their life situations. The vectors of development were especially helpful. The literature review supported the aim of evaluating the social-emotional competence programme and helped to answer the main research question.
To get the input of social workers (participant group 1) and unemployed male youths (participant group 2) on a social-emotional competence programme.	Social workers were involved in a workshop where they completed semi-structured questionnaires. Unemployed male youths did a semi-structured questionnaire after which they were involved in a ten-session programme with evaluation of the programme content after each session and a semi-structured questionnaire after the last session. These data collection strategies provided a wealth of information. This objective was reached.
To refine the programme with emphasis on making it applicable to the specific context.	This was done based on the input from social work participants and unemployed male youths and has been described in Chapter 4.
To compile findings in a research report.	Findings have been compiled in this research report.

5.2.3 Methodology

Qualitative nature of the study: With hindsight the researcher might have included a quantitative measurement of social-emotional competence. This was planned originally, but not approved by the scientific panels where the proposal was reviewed. The concern was mainly that the existing measuring scales would not be suitable for young unemployed males in a rural area who might have low education and literacy skills. Looking back on the group of males who participated, the researcher is sure that they would have been able to complete such scales. One valid concern, however, was the duration of the Masters study which could limit the time available for adequate follow-up measurement a few months after the programme to see if any changes had been maintained.

Design: The qualitative descriptive design offered good structure and support for this research. Participants could comment from the vantage point of their own social settings. Some thought went into the deductive versus inductive nature of the study. Now, at the end of the study, it can truly be said that this was a deductive study that kept close to the categories and competencies of the social-emotional competence programme.

Participants: Sampling strategies worked well and 25 social work participants and eight unemployed youth were included. In the end eight was a good number for implementing the social-emotional competence programme, as all of them had adequate time to talk and take part,

Data collection strategies: Triangulation was enhanced by having two participant groups, the duration of contact with participant group 2 and the use of various data collection strategies, namely a workshop with semi-structured questionnaires for the social work participants, semi-structured questionnaires for the youths in participant group 2 as well as short focus group discussions after each session of the programme. In hindsight, the researcher would have conducted semi-structured interviews with the youths instead of using questionnaires. Some of them had limited literacy skills although they could all read and write. Some were also out of practice with writing. Discussions, especially supported with visual data collection strategies, would have yielded more information. During the sessions they were able to talk freely and to use line drawings and other drawings in addition to the discussions. These visual strategies worked well.

Data analysis: The qualitative descriptive design can be supported with either thematic or content analysis. The choice of content analysis was a good one, as there were many drawings and other forms of data to analyse.

According to Elo et al. (2014:2) researchers 'should put a lot of thought into how to collect the most suitable data for content analysis'. In this study the social-emotional competence programme provided categories on which questions were based. These categories also provided structure for the analysis of data. There was no search for themes although the researcher was open to look for themes, should there be suitable data. Most answers of both participant groups were linked to the categories and competencies of social-emotional competence and the supporting techniques.

5.3 ETHICAL ASPECTS

During the study regular monitoring reports were sent to NWU-HREC. The preliminary programme was also sent to HREC for approval before application with the unemployed male participants. In the HREC application and the proposal of the researcher it was indicated that there would be referral to the DSD area social worker as needed. All participants were informed of this. No one requested referral. Participant Y5 was referred to the area social worker as he had lost both parents and he indicated sadness and hopelessness during some of the techniques. The researcher will also follow up on how he is doing before the end of 2019. There were no adverse events during this study. The researcher adhered to what has been described and approved in the HREC application form.

5.4 TRUSTWORTHINESS

As discussed in Chapter 2 the interpretive paradigm focuses on personal experiences and how people perceive their social world. Participants for both participant groups were allowed to evaluate the social-emotional competency from the perspective of their own social world. Social workers gave inputs based on their social work experiences. The unemployed youths also gave meaning to the programme based on their social context, which is unemployment. Participants were engaged in settings that were familiar to them. Participant group 1 attended a workshop in their work space. The ten sessions were conducted with participant group 2 at Thabang community hall in Turffontein village. Both venues utilised for the purpose of the research were familiar to and accessible for participants.

Trustworthiness has been discussed in Chapters 1 and 3. The main aspects to be noted here are the value of prolonged engagement with participants from participant group 2. Even for the interaction with the social work participants a whole day was spent together as opposed to contact with research participants which can often be for 60-90 minutes only. Transferability is enhanced by the provision of the original social-emotional competence programme, the refined programme in the form of a workbook and the hand-outs which are included as Addenda. All the unemployed male participants were Sesotho-speaking and all the social work participants could speak Sesotho. It was therefore also important to incorporate translation of the core concepts and words into Sesotho. Hopefully this will make a special contribution when

the programme is applied to other Sesotho-speaking target groups. It is hoped that this will enhance transferability.

Credibility is enhanced in that the evidence of the study is available, including all the informed consent documents, the semi-structured questionnaires and the workbooks of each participant with line drawings. This data will be stored at the office of the Centre for Child, Youth and Family Studies for five years after completion of the study. The data is already in the possession of the study leader in a locked cabinet until after examination, when it will be stored according to the Standard Operating Procedure of the NWU research unit, Compres.

It is important to take note of the view of Bradshaw et al. (2017:2) that researcher objectivity cannot be claimed when using a qualitative descriptive design. This is actually true for much of qualitative research. As such the so-called 'value-neutral' stance (Bradshaw et al., 2017:2) was not possible in this study and the researcher had to reflect on her own reality during study supervision. This research had a transformative nature as the participants from participant group 1 (social workers) had an opportunity to learn, grow and change while also contributing their own knowledge and skills. Participant group 2 (unemployed male youths) had the chance to work on their social-emotional competencies. During all of this the researcher was present and involved in the interactions. This links with the opinion of Bradshaw et al. (2017:2) that during qualitative descriptive research, researchers cannot 'evade affecting the phenomenon under investigation.'

5.5 LIMITATIONS

- It was clear during the sessions with the unemployed youths and when data were analysed that participants were not very eloquent in terms of their evaluations of the techniques. They would generally indicate that everything was good. They also did not give many opinions on the words used often during the programme and how to translate these words to Sesotho. It could be, in part, a lack of self-confidence which was indicated in literature as one of the effects of unemployment. This could be linked to their low school education, duration of unemployment and levels of literacy.
- As mentioned above, the inclusion of quantitative scales and measurements could have enhanced triangulation in this study.

- This study was limited to a small part of a rural area. This could affect transferability.

5.6 DISSEMINATION

The researcher will give verbal feedback to social work colleagues at the Department of Social Development in QwaQwa at a meeting.

The unemployed male participants will be visited by the researcher at their homes. A summary of the findings will be discussed with them.

An abstract will be submitted to the Social Development conference in Rimini, Italy in 2020 which will be a good way of disseminating findings to social work colleagues.

The content of this study will be adapted into workshop format and submitted for CPD accreditation. It can then be presented to social work colleagues.

An article will be written based on the findings which will be submitted for review to a scientific journal.

A journalist who writes columns for newspapers will be asked to write an article on the findings for dissemination to the general public.

5.7 RECOMMENDATIONS

5.7.1 Recommendations for the social-emotional competence programme

- Fewer techniques could be included in a session. This was especially clear with the body mapping where participants showed limited involvement.
- For body mapping full body maps could be used with paint. Gingerbread figures should be avoided for adults and if A4 figures are used human figure outlines should be used.
- Metaphors as suggested by participants can be included.
- The pit technique, the ICANDO problem-solving, the life apple, bother worms and poison plan and the volcano techniques worked very well. These techniques should be kept in the programme even if the sessions should be condensed.
- More story-telling, activities such as drumming, drama and arts-based activities could be included.

- Participants can get involved in a real project in the community with some volunteering. This will be helpful for skills development and maintaining morale and self-esteem.
- There should be follow-up sessions to ensure maintaining the/any progress made during the implementation of the programme.

5.7.2 Recommendations for social work practice

- Authors refer to the problems associated with/negative effects of longer term unemployment. It is essential to develop strategies to limit the time of unemployment, especially as unemployed people stagnate in terms of human capital and even lose previously gained human capital including skills.
- Generalisation was not the aim of this qualitative study. As has been said before, transferability of such research findings to other areas is up to the reader. The social-emotional competence programme described in this study has been used in a number of contexts and with different target groups. It is hoped that social workers will adapt it for use with their client groups and also write about their observations so that the programme can be adapted more and more for different cultural groups and contexts.
- Social workers should be mindful when presenting this programme that some concepts are abstract and may be difficult for the target group, unemployed male youths. The programme can be simplified and adapted even more in terms of the Sotho language and culture.
- The list of translations of words and concepts into Sotho can be expanded to other language groups with the suggestion that social workers ask someone with good knowledge of a particular language to translate those words and concepts. For this study it was done by a Sotho-speaking English teacher.
- Early school-leaving, which had a direct link with unemployment, was a core dynamic in this research. Existing programmes that focus on maintaining children in school, such as the Khula Development Group's programmes, should be expanded to other areas. Programmes aimed at school readiness, where parents are equipped to assist their children with school readiness, can be included in such strategies. In this regard the programme developed by Brown (2016) - *A parenting*

skills programme to enhance the school readiness of Grade R learners in resource poor communities can be of value.

- One of the participants indicated that the programme is very good and that it should be rolled out in schools to assist the youth in making the right decisions about their lives.
- It was clear that extreme life events such as the death of parents had negative effects on participants in this study. It is suggested that individual social work intervention should be conducted along with participation in a social-emotional competence programme, so that participants can also work on unresolved issues in their lives.

5.7.3 Recommendations for further research

- Further research can focus on the dangers of long term unemployment and strategies to maintain human capital during such periods of long unemployment.
- Studies should be done linking other client groups such as single parents, at-risk learners, foster families, and also young, unemployed females to social-emotional competence programmes. The social-emotional competence programme that was used in this study will always be under construction, but it provides a basis that can be used for other client groups
- More research should be done on the ABET (Adult Basic Education and Training) system to ensure that it is sustainable – in other words that there is limited drop-out from the programme and that people are supported adequately while completing their basic education. They can also be equipped with social-emotional competencies while busy with ABET.
- More research can focus on the experiences and special challenges of the so-called NEET group who are not employed and not busy with further education. They seem to be in limbo and special strategies might be needed to prepare them to enter the job market.
- This research focused on unemployed male youths in a rural area and, as could probably have been expected, none of them has completed their school education. More research is needed on reasons for early school-leaving and, importantly, on strategies to keep learners in school. It is suggested that the reasons are traced back to even before the birth of a learner and that strategies should link with

research and programmes focused on the 'First 1000' days. It is crucial that children find attachment figures, social support and the fulfilment of basic needs in their home environment and research should focus on ways to achieve this.

- It is recommended that quantitative scales and measurements should be included in future studies on social-emotional competence. The help of a psychometrist can be sought to adapt existing scales scientifically to specific contexts. A good working relationship between colleagues in research psychology and the Statistical support services at universities can enhance the quantitative components of such research. More research in general is needed on the applicability of psychometric measurements in the South African context with different cultural and language groups.
- COR was a theoretical paradigm in this study. A basic principle of COR theory is that people strive to obtain, protect and retain resources. More research should be conducted from a COR perspective on contexts where people have on-going situations of extreme poverty with very limited tangible resources. Such persons have few resources to protect and retain as they are in a constant battle to survive. It is suspected that collective, sharing of limited resources and social networks might play a significant role in such contexts.

5.7.4 Recommendations for policy

- Sesoko (2018:274) is of the opinion that the lack of co-ordinated efforts from government, civil society and faith-based organisations leads to fragmentation and failure in terms of youth development. Youth unemployment and youth development should be high on the agenda of civil society, government and faith-based organisations and strategies should incorporate co-ordination and working together.
- It is recommended that policies such as the National Youth Policy (2020) should make specific provision for social-emotional competency programmes as part of their initiatives to enhance the capacity of youth to augment the South African economy.
- Sesoko (2018:274) refers to a lack of social cohesion and volunteerism in youth. In line with the competency of civic and social responsibility, young people should be encouraged to volunteer at homes for the aged, public spaces such as parks

and in conjunction with faith-based organisations so that they can build skills and expand their curriculum vitae. It was clear from the literature that the longer a person remains unemployed the less the chances of employment, partly because of the erosion of skills which are part of human capital. Clearly time spent volunteering could have multiple functions and benefits i.e. keeping the young person out of trouble, spending available time constructively, while building skill and experience and maintaining self-esteem in the process.

- It is clear from the National Development Plan – 2030, that there is a strong emphasis on youth unemployment and youth development. More research should be done to inform policies to ensure that this does not just remain words on paper. Joint research from disciplines such as social work, economics and education can aim at developing strategies to support policy.

5.7.5 Recommendations for social work education

- It was clear that significant efforts will be needed on the macro level to address the problem of youth unemployment in South Africa. It is suggested that curriculum content for undergraduate students should focus on unemployment and also on the development of social and emotional competence as a possible strategy to equip the unemployed with soft skills.
- CPD accredited workshops should focus on equipping social workers with knowledge and skills to reach out to unemployed youths with social-emotional competence programmes.

5.8 CONCLUSION

When this study was concluded in October 2019, the Quarterly Labour Force Survey for the third quarter of 2019 was released with headlines screaming that unemployment hit the highest level in more than 11 years (Omarjee, 2019.n.p.). Again it painted a bleak picture of limited progress and increasing unemployment statistics. During the study these Quarterly Labour reports were perused fastidiously by the researcher due to the interest of this study in unemployment. While working with the unemployed youth, their desperation was obvious. It was clear from the Quarterly Labour reports that there is limited if any progress on the macro level in terms of addressing unemployment in South Africa. This research never claimed to offer a

significant answer to the problem of youth unemployment. It was rather an effort to contribute something to a problem of such scope that it will probably take many years before significant success is seen in addressing it. It was however clear, that while bigger efforts are needed to create employment, social workers can work on the soft skills by enhancing social-emotional competence in unemployed youths. This will assist unemployed youths to at least make some strides in terms of reaching their developmental tasks within the developmental trajectories outlined in this study. It will also help them to have some intrapersonal, interpersonal and self-management competencies which could enable them to be innovative and develop strategies to generate some income, even if not in the formal job market.

ADDENDA

ADDENDUM A: Permission to conduct research study



2549 Mokae Str Utlwanang location

Christiana

2680

20 February 2018

To: HOD Social Development

Free State Provincial Office, Civilia Building

Bloemfontein

9300

REQUEST FOR PERMISSION

I am a social worker at the Department of Social Development and currently doing an MSW (Research Masters in Social Work). My research focus is youth unemployment in QwaQwa. The aim of the study is to evaluate the effectiveness of a social-emotional competence programme on African unemployed male youth. The study will entail a once off workshop on social-emotional competence with social workers followed by completion of questionnaires. The aim of the workshop is to train and obtain professional input from social workers to help refine a programme for the unemployed youth. Moreover the study will equip the youth to be better prepared to access employment by mastering 14 socio-emotional competencies toward positive functioning while looking for employment. Literature has indicated that youth often lack the so-called soft skills, such as self-awareness and problem-solving when applying for employment. It is hoped that the evaluation will show that the programme has facilitated self-development in terms of their social and emotional competencies.

I hereby request permission to work with social workers in QwaQwa FDC office, more especially the area social worker working at Turfontein village as this study will focus on this specific village. This will benefit the mentioned social workers as it will be part of staff development. I am in the process of applying for ethics clearance and will provide the ethics number and research proposal as soon as this process has been completed. For any enquiries please contact the researcher on 0837494216/0832952833. Your correspondence and cooperation will be highly appreciated.

Yours in service

Kgomotso Seleke



social development

Department of
Social Development
FREE STATE PROVINCE

TO : Me K. Seleke (Social Worker)

FROM : Me M.M. Mohaleroe (District Director)

SUBJECT : PERMISSION TO CONDUCT RESEARCH STUDY WITHIN THE DEPARTMENT (FDC OFFICE).

DATE : 20 April 2018

1. The above subject matter bears reference.
2. Kindly note that your request for a permission to work with social workers in conducting a Research study has been acknowledged.
3. The Department would like to congratulate and wish you a prosperous journey in your endeavors to pursue a Masters Degree in Social Work. Permission is hereby granted for you to proceed with your Research studies as per your request under the guidance and support of the social work supervisor.
4. Hoping that you will find the above in order.


M.M. Mohaleroe
District Director
058 718 7029/ 083 444 0275

23/04/2018
Date

FREE STATE PROVINCE

TRADITIONAL AFFAIRS

TSHEBELETSO YA MMUSO
LEKGOTLA LA SETSO
THABA-TSOEU TRADITIONAL
COUNCIL
TSHUPA/VERW.NR/Ref.
117
Botsa ho/Navrae/Enquiries
MOBU N.N/ MOHALE N.E

MOH/TEL NO:
MOKODUMELA
9868



REPABOLIKI YA AFRIKA BORWA
REPUBLIC OF SOUTH AFRICA

Kantoro ya/Office of the
Thaba-Tsoeu Traditional Council

P.O BOX 10060
0787326022/0735544671

DATE: 02/03/2018



Social Worker and Reseacher

North West University

2680

Re le lekgotla la setso la Thaba-Tsoeu re o tsebisa hore kopo ya hao ya ho etsa reseach motseng wa Turfontein e amohetswe. Re tla ngolla mokhanselara ho o kopela holo jwalo ka ha holo e ikarabella ho mokhanselara

Re a leboha

Ka boikokobetso

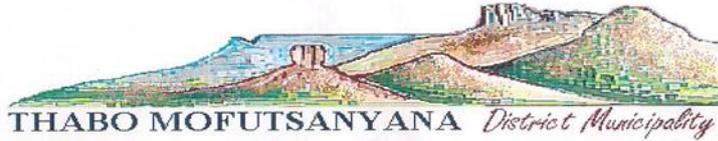
Mongodi: thaba-tsoeu traditiobnal council

Translation of goodwill letter from tribal chief of Turfontein.

We as the traditional council of Thaba-Tsoeu, notifies you that your request for permission to conduct a research study at Turfontein village has been approved. We will also write a letter to the ward counsellor to request that the community hall be available to you, as it is the responsibility of the ward counsellor.

Thank you

With humble



THABO MOFUTSANYANA *District Municipality*
MAMPOI STREET, OLD PARLIAMENT BUILDING, PRIVATE BAG X810, WITSIESHOEK 9870,
SOUTH AFRICA
☎: +27 (58) 718 1021/1084 ☎: +27 (58)718 1078 execmayor@tmdm.gov.za

OFFICE OF WARD 16 COUNCILLOR

To: Me Kgomotso Seleke
Social development

From: Nhlapo MA
Ward 16 Councillor

Date: 12 March 2018

Re: PERMISSION TO CONDUCT RESEARCH IN TURFFONTEIN VILLAGE

With reference to your letter dated 20th February 2018 requesting permission to doing a research in youth unemployment in Turffontein Village is granted.

Secondly, you are allowed to use any of facilities that would assist in your study including the community halls in my ward.

Lastly, our doors would always be opened should you need any further assistance other than the ones mentioned above. We also are keen to organize those young people whom you will be conducting your researches to in our ward.

Hope will find the above in order.

Yours sincerely

Cllr MA NHLAPO

CLLR A7AEL NHLAPO
WARD 16 COUNCILLOR
MALUTI-A-PHOKUNG MUNICIPALITY
SIGNATURE.....
DATE..... 12/03/2018



Private Bag X6001, Potchefstroom

South Africa 2520
Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

**Health Sciences Ethics Office for Research,
Training and Support**

Health Research Ethics Committee (HREC)
Tel: 018-285 2291
Email: Wayne.Towers@nwu.ac.za

Dr M van der Merwe
CCYFS
COMPRES

3 July 2018

Dear Dr van der Merwe

APPROVAL OF YOUR APPLICATION BY THE HEALTH RESEARCH ETHICS COMMITTEE (HREC) OF THE FACULTY OF HEALTH SCIENCES

Ethics number: NWU-00033-18-S1

Kindly use the ethics reference number provided above in all future correspondence or documents submitted to the administrative assistant of the Health Research Ethics Committee (HREC) secretariat.

Study title: Evaluation of a social-emotional competence programme for African unemployed male youth in a rural area

Study leader: Dr M van der Merwe

Student: K Seleke-21242089

Application type: Single study

Risk level: Medium (monitoring report required six-monthly)

Expiry date: 30 July 2019 (monitoring reports are due at the ends of February and July annually until completion)

You are kindly informed that after review by the HREC, Faculty of Health Sciences, North-West University, your ethics approval application has been successful and was determined to fulfil all requirements for approval. Your study is approved for a year and may commence from 03/07/2018. It, however, requires the following further conditions specific to *the progress* of the study:

a. The researchers should please submit the amended intervention to the HREC, after phase 1 of the study has been completed, for review and approval before implementation in phase 2 of the study.

As the study progresses the aforementioned conditions should be submitted to Ethics-HRECProcess@nwu.ac.za with a cover letter with a specific subject title indicating "Outstanding documents for approval: NWU-XXXXX-XX-XX." The letter should include the title of the approved study, the names of the researchers involved, that the documents are being submitted as part of the conditions of the approval set by the HREC, the nature of the document i.e. which condition is being fulfilled and any further explanation to clarify the submission.

The *e-mail*, to which you attach the documents that you send, should have a *specific subject line* indicating the nature of the submission e.g. "Outstanding documents for approval: NWU-XXXXX-XX-XX". The e-mail should indicate the nature of the document being sent. This submission will be handled via the expedited process.

Continuation of the study is dependent on receipt of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation. A monitoring report should be submitted two months prior to the reporting dates as indicated i.e. annually for minimal risk studies, six-monthly for medium risk studies and three-monthly for high risk studies, to ensure timely renewal of the study. A final report must be provided at completion of the study or the HREC, Faculty of Health Sciences must be notified if the study is temporarily suspended or terminated. The monitoring report template is obtainable from the Faculty of Health Sciences Ethics Office for Research, Training and Support at Ethics-HRECMonitoring@nwu.ac.za. Annually, a number of studies may be randomly selected for an internal audit.

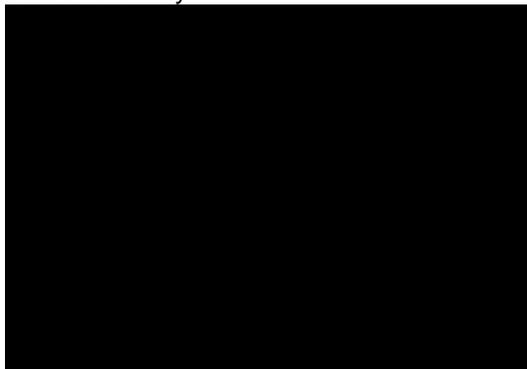
The HREC, Faculty of Health Sciences requires immediate reporting of any aspects that warrants a change of ethical approval. Any amendments, extensions or other modifications to the proposal or other associated documentation must be submitted to the HREC, Faculty of Health Sciences prior to implementing these changes. These requests should be submitted to Ethics-HRECApply@nwu.ac.za with a cover letter with a specific subject title indicating, "Amendment request: NWU-XXXXX-XX-XX". The letter should include the title of the approved study, the names of the researchers involved, the nature of the amendment/s being made (indicating what changes have been made as well as where they have been made), which documents have been attached and any further explanation to clarify the amendment request being submitted. The amendments made should be indicated in yellow highlight in the amended documents. The *e-mail*, to which you attach the documents that you send, should have a *specific subject line* indicating that it is an amendment request e.g. "Amendment request: NWU-XXXXX-XX-XX". This e-mail should indicate the nature of the amendment. This submission will be handled via the expedited process.

Any adverse/unexpected/unforeseen events or incidents must be reported on either an adverse event report form or incident report form to Ethics-HRECIncident-SAE@nwu.ac.za. The *e-mail*, to which you attach the documents that you send, should have a specific subject line indicating that it is a notification of a serious adverse event or incident in a specific project e.g. "SAE/Incident notification: NWU-XXXXX-XX-XX". Please note that the HREC, Faculty of Health Sciences has the prerogative and authority to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.

The HREC, Faculty of Health Sciences complies with the South African National Health Act 61 (2003), the Regulations on Research with Human Participants (2014), the Ethics in Health Research: Principles, Structures and Processes (2015), the Belmont Report and the Declaration of Helsinki (2013).

We wish you the best as you conduct your research. If you have any questions or need further assistance, please contact the Faculty of Health Sciences Ethics Office for Research, Training and Support at Ethics-HRECApply@nwu.ac.za.

Yours sincerely

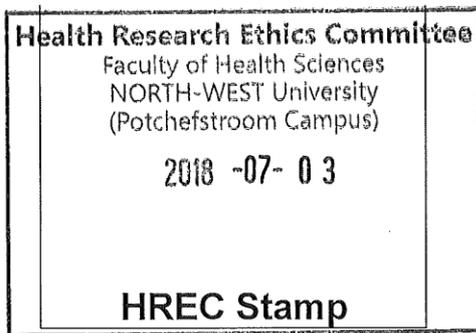


Prof Wayne Towers
HREC Chairperson

A handwritten signature in black ink, appearing to be 'M. Greeff', with two vertical lines to the right.

Prof Minrie Greeff
Ethics Office Head

ADDENDUM B: CONSENT FORMS



INFORMED CONSENT DOCUMENTATION FOR SOCIAL WORKERS

TITLE OF THE RESEARCH STUDY: Evaluation of a social-emotional competence programme for African unemployed male youth in a rural area

ETHICS REFERENCE NUMBER: NWU-00033-18-S1

PRINCIPAL INVESTIGATOR: DR MARIETTE VAN DER MERWE

POST GRADUATE STUDENT: KGOMOTSO SELEKE

ADDRESS: East Street 3, Wellington

CONTACT NUMBER: 083 2952833

You are invited to take part in a **research study** that forms part of my, Kgomotso Seleke's Master's degree. I am a social worker, who is now doing research for my studies. My supervisor is Dr Mariette van der Merwe. She is also a social worker, who now works at a researcher and lecturer at the North-West University.

Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is

about and how you might be involved. Also, your participation is **entirely voluntary** and you are free to say no to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to **withdraw** from the study at any point, even if you do agree to take part now.

This study has been approved by the Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00033-18-S1) and will be conducted according to the ethical guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (DoH, 2015) and other international ethical guidelines applicable to this study. It might be necessary for the research ethics committee members or other relevant people to inspect the research records.

What is this research study all about?

- *In his State of the Nation address in February this year, President Cyril Ramaphosa talked about youth unemployment. Many young persons in South Africa struggle to find jobs. This study is about the evaluation of a programme to help unemployed youth to work on their social-emotional competence. Unemployed youth will also be involved in the implementation and evaluation of the programme. Firstly, I would like to get the input of social workers on the programme content and how it can be adapted for the specific language and culture group.*

Why have you been invited to participate?

- *You have been invited to be part of this research because you are a social worker working for DSD in this area. We would like to refine the programme and make it more culturally and language appropriate and would like to tap into your knowledge and experience.*

What will be expected of you?

- *You will be expected to attend a once-off workshop where the social-emotional competence programme will be presented to social workers by Dr M van der Merwe. The workshop will take 8 hours. During the workshop you will be given time to complete a semi-structured questionnaire on the different parts of the programme. Completion of the semi-structured questionnaire will take approximately 100 minutes spread over the day after each session of the programme has been discussed. You will be asked not to talk to other participants while completing the different sections of the questionnaire and to not discuss your answers for the duration of the workshop. This is to ensure that we obtain your individual response. This study will be conducted in QwaQwa, Old FDC Building and will involve a full day (8 hour) workshop.*

Will you gain anything from taking part in this research?

- *The gains for you if you take part in this study will hopefully be reciprocal learning and being able to share your knowledge, skill and experience.*
- *The other gains of the study are to refine a suitable programme that can benefit African unemployed male youth in QwaQwa.*
- *Application has been submitted at the SACSSP for Continued Professional Development (CPD Points). You will receive an attendance certificate which you can keep in your CPD portfolio for in case the council do an audit of CPD points. The CPD points will be a very specific benefit which will help to compensate for your time.*

Are there risks involved in you taking part in this research and what will be done to prevent them?

- *There will be minimal risk for you, which is to give some of your time. We realise that you have a full workload and that time is precious. We hope that you will be able to use the techniques in your work. There will be no risks to you in being part of this study.*
- *We foresee that there will be more gains for you in joining this study than risks.*

How will we protect your confidentiality and who will see your findings?

- *Anonymity of your findings will be protected by using participant numbers. Your privacy will be partial as participants in this group all know each other. Your results will be kept confidential by not using names when discussing the findings.*
- *Findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected. (As soon as data has been transcribed it will be deleted from the recorders.) Data will be stored for 5 years.*

What will happen with the findings?

- *During the study paper work and findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and electronic data will be password protected. (As soon as data has been transcribed it will be deleted.) After the study data will be stored for five years in a safe at the offices of the Centre for Child, Youth and Family Studies, Wellington, Western Cape, after which it will be destroyed.*

How will you know about the results of this research?

- *We will give you the results of this research when two articles are submitted to scientific journals. These articles will be made available to you by email or hardcopy.*
- *You will be informed of any new relevant findings by email.*

Will you be paid to take part in this study and are there any costs for you?

- Unfortunately you will not be paid to take part in the study as this study is not funded.
- There should be no travel expenses as the workshop will be held at a work venue for participants. Lunch and refreshments will be served when breaks are taken. There will thus be no additional costs involved for you, if you do take part in this study as it will be on a normal working day. We hope that the time you give and any possible inconvenience will be compensated for by CPD points, exchange of knowledge and networking opportunities.

Is there anything else that you should know or do?

- You can contact Kgomotso Seleke at 0832952833 if you have any further questions or have any problems.
- You can also contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.
- You will receive a copy of this information and consent form for your own purposes.

Declaration by participant

By signing below, I agree to take part in the research study titled: **Evaluation of a social-emotional competence programme for African unemployed male youth in a rural area**

I declare that:

- I have read this information/it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person getting the consent from me, as well as the researcher and all my questions have been answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be handled in a negative way if I do so.
- I may be asked to leave the study before it has finished, if the researcher feels it is in the best interest, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

Declaration by person obtaining consent

I (*name*) declare that:

- I clearly and in detail explained the information in this document to
.....
- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

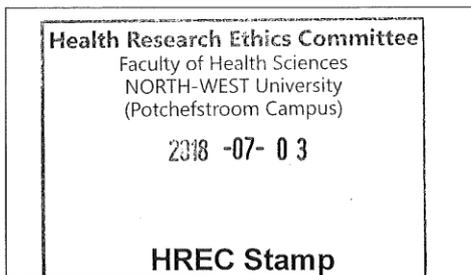
Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
or I had it explained by who I trained for this purpose.
- I did/did not use an interpreter
- I encouraged him/her to ask questions and took adequate time to answer them
or I was available should he/she want to ask any further questions.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she adequately understands all aspects of the research, as described above.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher



INFORMED CONSENT FOR UNEMPLOYED YOUTH

TITLE OF THE RESEARCH STUDY: Evaluation of a social-emotional competence programme for African unemployed male youth in a rural area

ETHICS REFERENCE NUMBERS: NWU-00033-18-S1

PRINCIPAL INVESTIGATOR: DR MARIETTE VAN DER MERWE

POST GRADUATE STUDENT: KGOMOTSO SELEKE

ADDRESS: East Street 3, Wellington

CONTACT NUMBER: 083 2952833

You are invited to take part in a **research study** that forms part of my, Kgomotso Seleke's Master's degree. I am a social worker, who is now doing research for my studies. My supervisor is Dr Mariette van der Merwe. She is also a social worker, who now works as a researcher and lecturer at the North-West University.

Please take some time to read the information in this form, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not understand. It is very important that you are satisfied that you fully understand what you will be doing in this research. Also, you will be taking part out of your freewill. You are free to say no if you do not want to be involved. If you say no, this will not affect you badly in any way whatsoever. You are also free to **change your mind** if you cannot continue, even if you have agreed to take part now.

This study has been approved by the **Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00033-18-S1)** and will be done according to the laws of Ethics in Health Research. It might be necessary for the research ethics committee members or other people (such as the Director of research at NWU) to check the research records.

What is this research study all about?

- *The youth in South Africa struggle to find jobs. This study is about a programme to help unemployed youth to improve their social-emotional competence. This means knowing yourself better, getting along better with others and managing yourself when solving problems, not reacting fast in some situations (impulse control) and handling stress. We would like you to help us to check if this programme is correct by looking at the content and techniques, but also how it can be changed to work for your language and culture.*
- *This study will be done in QwaQwa, Turffontein Hall, and we will ask that you come on your own right at the beginning to complete a questionnaire. You can write or tell me what to write. This will take about 30 minutes. Then you will be asked to attend ten 60 minute sessions (twice a week) with a group of other young persons who are unemployed. We hope there will be 14 people. After each session we will take a quick break and then discuss that day's session in the group. This will take about 30 minutes each time. After the ten sessions we will ask you to do another questionnaire.*

My study leader has been working with a similar programme for other groups and we would like to see what you think about the programme and if it can be helpful for other young persons who struggle to find jobs. The study leader knows the programme well and will train me to do the programme with you. I have done work with groups and as a social worker I like to work with groups of people, to put them at ease and I enjoy the contact with people.

Why have you been invited to participate?

- *You have been invited to be part of this research because you are unemployed at the moment and between the ages 18 and 24 years. You have completed Grade 8 but not Matric. We think that you can help us to see if the programme is helpful or not. We want to make sure that the programme will work for your cultural group and we would like to hear what you think and if you have plans to change the programme so that it can work better.*

What will be expected of you?

- *You will be expected to answer specific questions and take part in 10 sessions where you will learn about the social-emotional competence programme. After each session there will be a group discussion about what you have learned in that session and how the details can be changed to fit your language and cultural group. After finishing the programme you will do a questionnaire to get your ideas of the social-emotional competence programme in which you took part, and you will be asked to tell what do you think about (evaluate) the programme. We will ask you to complete 1 questionnaire where we will ask you to write about the following. We will need some information such as your age, home language, year of leaving school and reasons for leaving school. We would also like to know a little bit about your home situation such as where you live, if you have children or other dependants and if you have worked before. The other questions is about your feelings, how you react when people make you angry, how well you know yourself, how you handle stress and how you deal with problems. We would also like to know about any community actions that you take part in. I can also write if you just want to tell me what to write.*

I will then ask you to attend ten sessions of an hour each followed by a group discussion of 30 minutes after each session. The discussion will be on what we have discussed in the session and I will ask you to tell me if the techniques used worked for you, but also how we can change it so that it works better. I would also like to ask you about language of certain words used in the session and if it works in your culture. We will do two sessions per week.

After the ten sessions there will be another questionnaire where I will ask you about what you have learned about yourself, your feelings, your relationships, problem-solving and dealing with stress.

Will you gain anything from taking part in this research?

- *You will learn about the socio-emotional competencies that will help you understand yourself and the world better when you look for a job.*
- *Society at large should gain from this research. We should all help to work with the problem of youth unemployment and this research will be available to other social workers to use in their communities with unemployed youth.*

Are there risks involved in you taking part in this research and what will be done to prevent them?

- *There will be medium risk for you. The risks are that you might feel sad/angry about you not having a job at the moment. If you do feel upset for any reason during the study, you can be referred to a social worker for free counselling. We will talk about that in the group and I will give you the details of the social worker. I hope that you will gain from the study with new knowledge and skills so that you understand yourself and the world better.*
- *There are more gains for you in joining this study than there are risks.*

How will we protect your confidentiality and who will see your findings?

- *In the group everyone will know you and know your name. We will discuss group rules, but it is not to say that everyone will keep to those rules. I would therefore ask you to not share anything private/personal in the group.*
- *When I write up the results of the study, your name will be taken off from all reports of the sessions. I will record them all, but will write it down as soon as possible after the session and your name will not be mentioned anywhere. I will give you all numbers and those numbers will be used in the report and the articles I will write. The articles will be for other social workers and not published in a magazine such as You.*
- *My study leader will read my work, but will not know your names and who said what. Two other social workers will also read the work to see if they agree with what I have found. They will sign a form to say that they are not allowed to talk about what they read. They will not see your name as it will be removed from the papers provided to them.*

What will happen with the findings or samples?

- *During the study paper work and findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and electronic data will be password protected. (As soon as data has been written down it will be deleted from the audio recorder.) After the study the data will be stored for five years in a safe at the offices of the Centre for Child, Youth and Family Studies, Wellington, Western Cape, after which it will be destroyed.*

How will you know about the results of this research?

- *I plan to write two articles for scientific journals (read by professionals such as social workers to help them with their work)*
- *I will put the main findings in a pamphlet which will be sent to you via WhatsApp if you have access to that. I can also email it to you. I can also take a printed pamphlet to your home. If the group wants, we can also have a kind of get-together meeting where I can tell you more about the research and hear what has been happening in your lives after the study.*

Will you be paid to take part in this study and are there any costs for you?

- *This study is not funded. You will not be paid to take part. You will not pay for any transport to our meetings as meetings will be held at Turffontein community hall, which will be close enough for you to walk to. Please talk to me if you have a problem to get to the venue so that we can make a plan. Refreshments will be served during tea-breaks. You will pay nothing if you do take part in this study. If you take part in the study you will give about 16 hours of your time and I will really appreciate that.*

Is there anything else that you should know or do?

- You can contact Kgomotso Seleke at 0832952833 if you have any further questions or have any problems.
- You can also contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.
 - You will receive a copy of this information and consent form for your own purposes.

Declaration by participant

By signing below, I agree to take part in the research study titled: **Evaluation of a social-emotional competence programme for African unemployed male youth in a rural area**

I declare that:

- I have read this information/it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person getting the consent from me, as well as the researcher and all my questions have been answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be handled in a negative way if I do so.
- I may be asked to leave the study before it has finished, if the researcher feels it is in the best interest, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I clearly and in detail explained the information in this document to
.....
- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
or I had it explained by who I trained for this purpose.
- I did/did not use an interpreter
- I encouraged him/her to ask questions and took adequate time to answer them
or I was available should he/she want to ask any further questions.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she adequately understands all aspects of the research, as described above.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

ADDENDUM C: QUESTIONNAIRES

Semi-structured questionnaires for social workers

Instruction

You will be asked to complete this questionnaire at set times during the workshop. After the discussion of each session you will be given time to complete the section in the questionnaire on that section. Please do not communicate with any other participants while completing the questionnaire. The completion of each section should not take more than 10 minutes. Thank you again for your time.

Session 1	
Please give your opinion on the icebreaker used	
Please give your opinion on the techniques used Self-talk Rainbow Healing and hurting trees	
Please give your opinion on the concept: <i>Self-regard</i> <i>Competencies</i> How can this concept be made applicable to unemployed male youth from the specific community? Do you have any suggestions for Sotho words which can be used?	
Session 2	
Please give your opinion on the icebreaker used	
Please give your opinion on the techniques used	
Please give your opinion on the concept: <i>Self-awareness</i> How can this concept be made applicable to unemployed male youth from the specific community? Do you have any suggestions for Sotho words which can be used?	
Session 3	
Please give your opinion on the icebreakers used	
Please give your opinion on the techniques used Volcano	

Resources	
<p>Please give your opinion on the concepts:</p> <p><i>Fundamental human needs</i> <i>Self- actualisation</i> <i>Resources</i> <i>Loss and gain</i> <i>Spirals</i></p> <p>How can these concepts be made applicable to unemployed male youth from the specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
Session 4	
Please give your opinion on the icebreakers used	
<p>Please give your opinion on the techniques used</p> <p>The pit ICANDO problem-solving Snakes and ladders boardgame</p>	
<p>Please give your opinion on the concepts:</p> <p><i>Self-management</i> <i>Problem-solving</i></p> <p>How can these concepts be made applicable to unemployed male youth from the specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
Session 5	
Please give your opinion on the icebreaker used	
<p>Please give your opinion on the techniques used</p> <p>Life apple with bother worms Heartstrings Empathy stories Network map</p>	
<p>Please give your opinion on the concepts:</p> <p><i>Empathy</i> <i>Network</i> <i>Independence</i></p>	

<p>How can these concepts be made applicable to unemployed male youth from the specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
<p>Session 6</p>	
<p>Please give your opinion on the icebreakers used</p>	
<p>Please give your opinion on the techniques used</p> <p>Internal garden</p> <p>Eco-maps, home maps with networks</p> <p>Community maps with networks</p> <p>Get a project</p>	
<p>Please give your opinion on the concepts:</p> <p><i>Interpersonal relationships</i></p> <p><i>Social responsibility</i></p> <p><i>Civic responsibility</i></p> <p>How can these concepts be made applicable to unemployed male youth from the specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
<p>Session 7</p>	
<p>Please give your opinion on the icebreaker(s) used</p>	
<p>Please give your opinion on the techniques used</p> <p>Fish pond technique. Link with ICANDO problem-solving</p> <p>BasicPh coping</p> <ul style="list-style-type: none"> • Belief • Affect (emotion) • Social contact • Imagery (creativity) • Cognition (thoughts) • Physical activity <p>7.2 Think, feel, do</p> <p>Putting on brakes – think feel do</p> <p>Understand hot buttons</p>	

Understanding body markers for strong emotion	
<p>Please give your opinion on the concepts: coping</p> <p><i>Belief</i></p> <p><i>Affect (emotion)</i></p> <p><i>Social contact</i></p> <p><i>Imagery (creativity)</i></p> <p><i>Cognition (thoughts)</i></p> <p><i>Physical activity</i></p> <p>How can these concepts be made applicable to unemployed male youth from the specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
Session 8	
Please give your opinion on the icebreaker(s) used	
<p>Please give your opinion on the techniques used</p> <p>Role play – How to be assertive instead of being aggressive or passive-pleading</p> <p>Anxiety management - stress toolkit</p>	
<p>Please give your opinion on the concepts:</p> <p><i>Assertive</i></p> <p><i>Passive</i></p> <p><i>Passive-pleading</i></p> <p><i>Stress</i></p> <p>How can these concepts be made applicable to unemployed male youth from the specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
Session 9	
Please give your opinion on the icebreaker(s) used	
<p>Please give your opinion on the techniques used</p> <p>Loss and gain spiral of community –</p>	

<p>Relationship with reality, coping with change Psychological and emotional flexibility.</p>	
<p>Please give your opinion on the concepts:</p> <p><i>Relationship</i> <i>Reality</i> <i>Change</i> <i>Flexibility</i> <i>Psychological</i> <i>Emotional</i></p> <p>How can these concepts be made applicable to unemployed male youth from the specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
<p>Session 10</p>	
<p>Please give your opinion on the icebreaker(s) used</p>	
<p>Please give your opinion on the techniques used Discuss how the competencies can impact on optimism and happiness. Make sunshine bag Discuss flourishing, languishing, floundering, and struggling.</p>	
<p>Please give your opinion on the concepts:</p> <p><i>Optimism</i> <i>Happiness</i> <i>Flourish</i> <i>Languish</i> <i>Flounder</i> <i>Struggle</i></p> <p>How can these concepts be made applicable to unemployed male youth from the specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	

Semi-structured questionnaire for Participant group 2 (Unemployed African male youth)

Biographical information:

Home language	
Age	
Highest completed school grade	
What year did you leave school?	
Reasons for leaving school	
Do you have children or dependants?	
Describe your current living situation	
Have you ever worked before? If yes, please give more information on: <ul style="list-style-type: none"> • where you have worked • what type of work did you do, and • why did you stop working there 	
Do you look for work now? If yes, write about what you do to find work	

Please write answers on the following questions. If you want, I can also do the writing for you.

Feelings and impulse control

How do you react when someone makes you angry?

How do you react when you get sad?

How do you react when you get stressed?

Describe what makes you happy.

Self-awareness

What is the best part of you?

What would you like to change about yourself?

What type of self-talk do you have?

Interpersonal and empathy

Can you give an example of when you have really felt sorry for someone else.

Did you do something about the situation when you felt sorry for the person?

How do you get along with other people?

Problem-solving

If you have a problem, what type of plans do you use to help you with the problem?

Civic responsibility

Are you part of any community actions, drives? Give examples if yes.

Questions for focus group (Participant group 2) to be done after each session for that session specifically

Session 1	
Please give your opinion on the icebreaker used	
Please give your opinion on the techniques used Self-talk Rainbow Healing and hurting trees	
Please give your opinion on the words: <i>Self-regard</i> <i>Competencies</i> How can these words be made understandable to unemployed male youth like yourselves from your specific community? Do you have any suggestions for Sotho words which can be used?	
Session 2	
Please give your opinion on the icebreaker used	
Please give your opinion on the techniques used	
Please give your opinion on the word: <i>Self-awareness</i> How can this word be made understandable to unemployed male youth like yourselves from your specific community? Do you have any suggestions for Sotho words which can be used?	

Session 3	
Please give your opinion on the icebreakers used	
Please give your opinion on the techniques used Volcano Resources	
Please give your opinion on the words: <i>Fundamental human needs</i> <i>Self-actualisation</i> <i>Resources</i> <i>Loss and gain</i> <i>Spirals</i> How can these words be made understandable to unemployed male youth like yourselves from your specific community? Do you have any suggestions for Sotho words which can be used?	
Session 4	
Please give your opinion on the icebreakers used	
Please give your opinion on the techniques used The pit ICANDO problem-solving Snakes and ladders boardgame	
Please give your opinion on the words: <i>Self-management</i> <i>Problem-solving</i> How can these words be made understandable to unemployed male youth like yourselves from your specific community? Do you have any suggestions for Sotho words which can be used?	
Session 5	
Please give your opinion on the icebreaker used	
Please give your opinion on the techniques used Life apple with bother worms Heartstrings Empathy stories Network map	
Please give your opinion on the words:	

<p><i>Empathy</i></p> <p><i>Network</i></p> <p><i>Independence</i></p> <p>How can these words be made understandable to unemployed male youth like yourselves from your specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
Session 6	
Please give your opinion on the icebreakers used	
<p>Please give your opinion on the techniques used</p> <p>Eco-maps, home maps with networks</p> <p>Community maps with networks</p> <p>Get a project</p>	
<p>Please give your opinion on the words:</p> <p><i>Interpersonal relationships</i></p> <p><i>Social responsibility</i></p> <p><i>Civic responsibility</i></p> <p>How can these words be made applicable to unemployed male youth like yourselves from your specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
Session 7	
Please give your opinion on the icebreaker(s) used	
<p>Please give your opinion on the techniques used</p> <p>Fish pond technique. Link with ICANDO problem-solving</p> <p>BasicPh coping</p> <ul style="list-style-type: none"> • Belief • Affect (emotion) • Social contact • Imagery (creativity) • Cognition (thoughts) • Physical activity 	

<p>7.2 Think, feel, do</p> <p>Putting on brakes – think feel do</p> <p>Understand hot buttons</p> <p>Understanding body markers for strong emotion</p>	
<p>Please give your opinion on the words:</p> <p>coping</p> <p><i>Belief</i></p> <p><i>Affect (emotion)</i></p> <p><i>Social contact</i></p> <p><i>Imagery (creativity)</i></p> <p><i>Cognition (thoughts)</i></p> <p><i>Physical activity</i></p> <p>How can these words be made applicable to unemployed male youth like yourselves from your specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
<p>Session 8</p>	
<p>Please give your opinion on the icebreaker(s) used</p>	
<p>Please give your opinion on the techniques used</p> <p>Role play – How to be assertive instead of being aggressive or passive-pleading</p> <p>Anxiety management - stress toolkit</p>	
<p>Please give your opinion on the words:</p> <p><i>Assertive</i></p> <p><i>Passive</i></p> <p><i>Passive-pleading</i></p> <p><i>Stress</i></p> <p>How can these words be made understandable to unemployed male youth like yourselves from your specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
<p>Session 9</p>	
<p>Please give your opinion on the icebreaker(s) used</p>	

<p>Please give your opinion on the techniques used</p> <p>Loss and gain spiral of community – Relationship with reality, coping with change Psychological and emotional flexibility.</p>	
<p>Please give your opinion on the words:</p> <p><i>Relationship</i> <i>Reality</i> <i>Change</i> <i>Flexibility</i> <i>Psychological</i> <i>Emotional</i></p> <p>How can these words be made understandable to unemployed male youth like yourselves from your specific community?</p> <p>Do you have any suggestions for Sotho words which can be used?</p>	
Session 10	
<p>Please give your opinion on the icebreaker(s) used</p>	
<p>Please give your opinion on the techniques used</p> <p>Discuss how the competencies can impact on optimism and happiness.</p> <p>Make sunshine bag</p> <p>Discuss flourishing, languishing, floundering, and struggling.</p>	
<p>Please give your opinion on the words:</p> <p><i>Optimism</i> <i>Happiness</i> <i>Flourish</i> <i>Languish</i> <i>Flounder</i> <i>Struggle</i></p> <p>How can these words be made understandable to unemployed male youth like yourselves from your specific community?</p>	

Do you have any suggestions for Sotho words which can be used?	
--	--

Semi-structured questionnaires with Participant group 2 for after their involvement in the 10 sessions of the programme

Please write answers on the following questions. If you want, I can also do the writing for you.

The social-emotional competence programme focused on yourself, yourself living in the world and how you manage in the world.

What did you learn about yourself?

What did you learn about your feelings?

What did you learn about your relationship with other people?

What did you learn about:

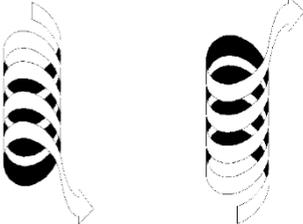
Problem-solving

Controlling your impulses

Dealing with stress

Describe the social-emotional competence programme that you have attended in a short paragraph

			<p>2.3 Healing hurting alphabet: Discuss how people can have good and bad feelings and experiences. This is a group activity. Write the letters of the alphabet in two rows on a big sheet of paper. Let them give hurting words related to feelings, thoughts or behaviour for each letter of the alphabet, i.e. angry, backstabbing, cruel, depressed, envy, furious, gender-violence etc. They then do the same with healing words i.e. appreciate, blossom, care, dear etc. Discuss the trends that show in the choice of words. Discuss how they can move from the hurting tendencies to the healing tendencies. They can also give the words in their first language. Discuss the importance of language and culture.</p> <p>2.4 Icebreaker to reduce intensity of discussion – Simon says where one person makes a movement and all the others follow, then the next person makes a movement or gesture and the others follow, etc.</p>
Session 3	Intrapersonal / interpersonal	Self-awareness (feelings and how to deal with feelings)	<p>Check in and brief discussion of previous session</p> <p>3.1 Volcano activity. Discuss how volcanoes work. Show video of erupting volcano on cell phone. Provide salt clay to each participant. Give them time to make a volcano with the clay. Discuss feelings guided by feeling faces worksheet. Give them each a small container with Bicarbonate of soda and a small container with vinegar. Encourage them to engage in a personal process where they reflect on their prominent feelings and how strong the feelings are. They can then put Bicarbonate of soda in the volcano to represent their feelings. Let them reflect on</p>

		<p>Link between interpersonal and intrapersonal aspects Awareness of self within environment</p> <p>Self-actualisation</p>	<p>how they typically release feelings. They can then pour some vinegar in the volcano. The chemical reaction will cause the Bicarbonate of soda to burst forth from the volcano. Discuss in group their reflections on the activity and ways to release pent-up emotions.</p> <p>3.2 Resources: Initiate discussion about what people value as resources in the four resource categories of objects (furniture, home etc.), energy (electricity, food, water), intrapersonal (self-knowledge, problem-solving etc.) and interpersonal (write what they value on a worksheet with the different categories of resources portrayed visually i.e.,</p> <p>Object  </p> <p>Energy </p> <p>Intrapersonal </p> <p>Interpersonal </p> <p>Resource spiral (Resource loss and gain)</p>  <p>3.3 Discuss fundamental human needs</p> <p>3.4 Icebreaker to reduce intensity of discussion - Pretend that you are a leave blowing in the wind. Then the wind stops and</p>
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			 <p>5.5 Icebreaker to reduce intensity of discussion – Kick soccer ball</p>
Session 6	Interpersonal	<p>Interpersonal relationships</p> <p>Social responsibility</p> <p>Civic responsibility</p>	<p>Check in and brief discussion of previous session</p> <p>6.1 Internal garden – link with relationships and networks</p>  <p>6.2 Eco-maps, home maps with networks</p> <p>6.3 Community maps with networks</p> <p>6.4 Get a project, i.e., picking up papers in community</p> <p>6.5 Icebreaker to reduce intensity of discussion: Abdominal breathing</p>
Session 7	Self-management	<p>Problem-solving</p> <p>Impulse control</p>	<p>Check in and brief discussion of previous session</p> <p>7.1 Discuss being unemployed by using Fish pond technique. Link with ICANDO problem-solving and BasicPh coping</p> <ul style="list-style-type: none"> • Belief • Affect (emotion) • Social contact • Imagery (creativity) • Cognition (thoughts) • Physical activity <p>7.2 Think, feel, do</p> <p>Putting on brakes – think feel do</p>

			<p>Understand hot buttons</p> <p>Understanding body markers for strong emotion</p> <p>7.3 Icebreaker to reduce intensity of discussion: Progressive muscle relaxation exercise</p>
Session 8	Self-management	<p>Assertiveness</p> <p>Stress tolerance</p>	<p>Check in and brief discussion of previous session</p> <p>8.1 Role play – How to be assertive instead of being aggressive or passive-pleading</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>8.2 Anxiety management</p> <p>Draw a stress toolkit – what will you put in your stress toolkit</p> <p>8.3 Icebreaker to reduce intensity of discussion: Abdominal breathing</p>
Session 9	Self-management	<p>Reality testing</p> <p>Flexibility</p>	<p>Check in and brief discussion of previous session</p> <p>9.1 Loss and gain spiral of community – on a big sheet of paper two groups of participants draw loss and gain spirals of community.</p> <p>9.2 Discuss Relationship with reality, coping with change</p> <p>9.3 Discuss Psychological and emotional flexibility.</p> <p>9.4 Icebreaker to reduce intensity of discussion: Double bubble – one person is the start of a bubble. As others are touched they form part of the bubble and chases the others until everyone is part of the bubble</p>
Session 10	General mood	<p>Optimism and happiness</p>	<p>Summary of sessions</p> <p>Reflect on different techniques used and what was helpful</p> <p>Reflect on what can be changed</p>

			<p>Discuss how the competencies can impact on optimism and happiness.</p> <p>10.1 Make sunshine bag</p> <p>Discuss flourishing, languishing, floundering, and struggling.</p> <p>10.2 Icebreaker to reduce intensity of discussion: Progressive muscle relaxation</p>
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*SOCIAL-EMOTIONAL
COMPETENCE
PROGRAMME FOR
THE UNEMPLOYED
YOUTH: WORK
BOOK*

Session 1

Category of competence: Intrapersonal

Techniques: *Competency: Self-regard*

Self-talk (Internal dialogue and messages to self). Write down or tell the group two good things about yourself and two good things that other people have said about you (Affirmations)

Good things about myself	Good things people have said about me

Competency: Self-awareness

Rainbow: emotions and feeling faces. Draw a rainbow (to represent your emotional world)

1.4 Healing and hurting trees

Ordinary tree	
Hurting tree	Healing tree

Session 2

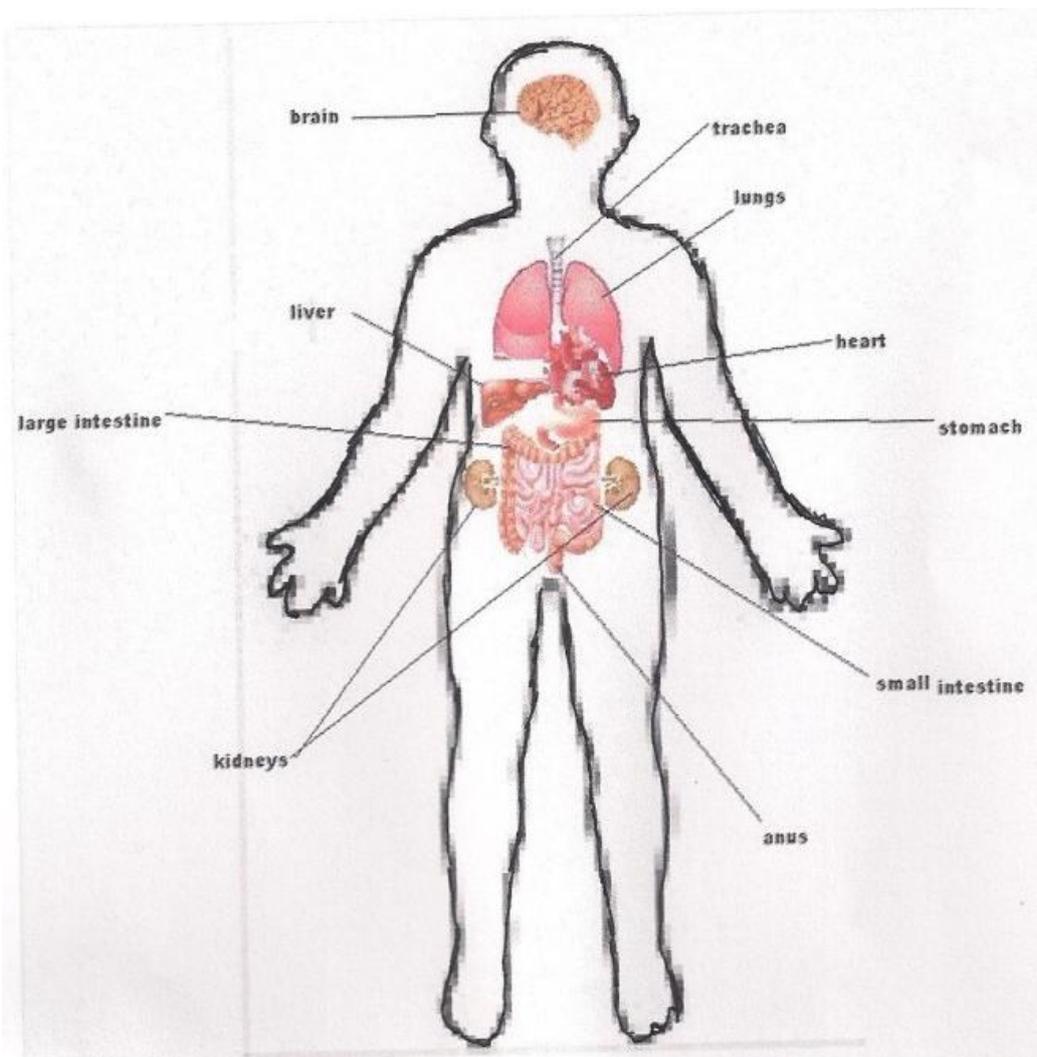
Category of competence: Intrapersonal

Techniques: *Competency: Self-awareness*

Icebreaker: Put positive word/short sentence (feeling or action/behaviour) to match first letter of name or surname i.e. Marvellous Melvyn. Put negative word/short sentence (feeling or action/behaviour) to match first letter of name or surname i.e. Depressed Daniel. Discuss how feelings can influence thinking and how thoughts can affect feelings and behaviour.

Positive word	Negative word

2.2 **Body map of feelings:** Gingerbread figure.



2.3 Healing-hurting alphabet: Healing hurting alphabet:

Hurting words	Healing words

Session 3

Category of competence: Intrapersonal and interpersonal

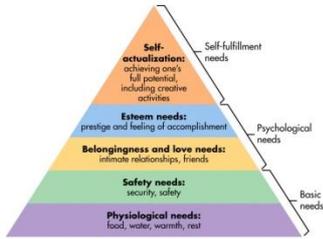
Techniques:

3.1 Volcano activity



3.2 Resources:

Discuss **basic human needs**. Maslow's triangle of human needs.



Max-Neef's basic human needs in a practical way.

Identity

.....

.....

Spirituality

.....

.....

Rest

.....

.....

Idleness

.....

.....

Subsistence

.....

.....

Freedom

.....

.....

Creativity

.....
.....

Participation

.....
.....

Protection

.....
.....

Affection

.....
.....

Spirituality

.....
.....

Dignity

.....
.....

Competency: Self-fulfilment

3.3 Discuss **fundamental human needs**.

Resources: What people value as resources in the four resource categories of objects (furniture, home etc.), energy (electricity, food, water), intrapersonal (self-knowledge, problem-solving etc.) and interpersonal (write what they value on a worksheet with the different categories of resources portrayed visually i.e.,

Object



-
-
-
-

Energy



-
-
-
-

Intrapersonal



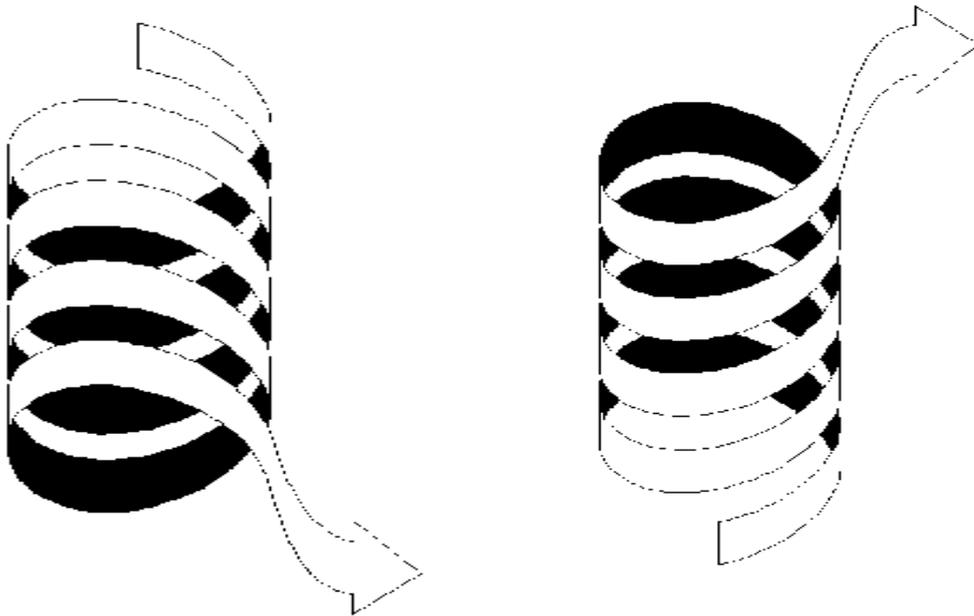
-
-
-
-

Interpersonal



-
-
-
-

Resource spiral (Resource loss and gain)



- **Destroyers:** Seemingly satisfies fundamental human needs, but destroys in the long term. It also limits the possibilities of satisfying other fundamental human needs;
.....
- **Pseudo-satisfiers:** Provides false sense of satisfaction of given need; i.e. fragile sense of belonging provided by gang.
.....
- **Inhibiting satisfiers:** Almost over satisfies a need, and then limits other needs from being constructively satisfied, i.e. stealing to provide in subsistence needs, limiting the sense of fulfillment from full-time employment.
.....
- **Singular satisfiers:** Provide in just one fundamental need i.e. soup kitchen fulfills need on subsistence level
.....
- **Synergic satisfiers:** Provide in specific need, i.e. breastfeeding for feeding, but also provide in need for affection
.....

Session 4

Category of competence: Intrapersonal

Technique

4.1 Pit

Where are you in the pit (on the edge, inside, far away from edge)

.....

Are there aspects of your life which is so good, that you are not in the pit regarding those aspects?

.....

Who will throw in ropes to help you?

.....

Are there stones inside the pit to pile together to climb out?

.....

When in your life were you inside the pit and what did you do to get out?

.....

.....

Independence Problem-solving

4.2 Problem-solving and decision-making link to pit exercise

ICANDO problem-solving

I Identify the problem - define the problem

•

C Look at choices / possible plans / solutions (even silly ones)

•

A Pay attention to detail/consequences of each possible choice (Also look at values)

•

N Narrow choices down to one/two / decide on strategy and work on skills i.e. being assertive

-

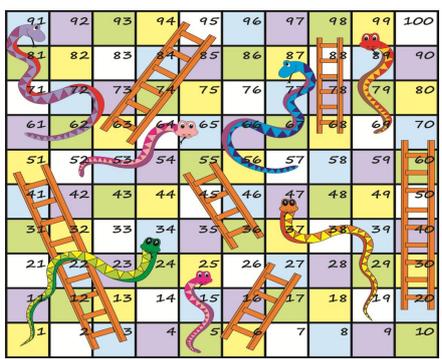
D Do it

-

Evaluate outcome

Competencies: Self-management, Independence, Problem-solving

4.3 Snakes and ladders in terms of coping. Snakes – things pulling a person down; ladders – things helping a person up.



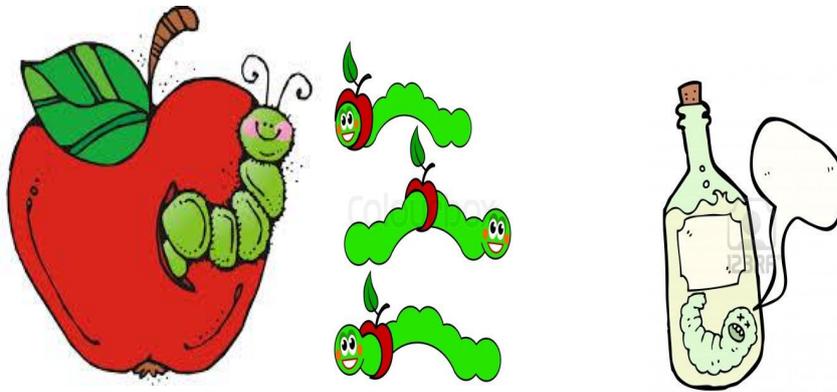
Snakes	Ladders

Session 5

Category of competence: Intrapersonal and self-management

Techniques:

5.1 Life apple with both worms and poison plan Link with ICANDO problem-solving.



Worms	Poison

Awareness of networks and relationships: Empathy

Heartstrings

5.3 **Empathy** stories and responding with empathy (De Klerk-Weyer & le Roux, 2008:153).

Tell own stories of when you reached out to others with empathy. We are because of others – relational well-being – discuss your network of support.

5.4 **Eco-map** - Draw a map of the people who are important in your life.

Session 6

Category of competence: Interpersonal

Techniques:

Social responsibility Civic responsibility

6.1 **Eco-maps, home maps** with networks.

6.2 **Community maps** with networks

6.3 Get a project



Session 7

Category of competence: Self-management

Techniques:

Being unemployed by using **Fish pond** technique. Link with ICANDO problem-solving and BasicPh coping

- Belief
- Affect (emotion)
- Social contact
- Imagery (creativity)
- Cognition (thoughts)
- Physical activity

Competencies: Problem-solving, Impulse control

7.2 Think, feel, do

Putting on brakes – think feel do. Understand hot buttons. Understanding body markers for strong emotion. Include metaphor of car with clutch, brake and accelerator.

Session 8

Category of competence: Self-management

Techniques:

Role play – How to be assertive instead of being aggressive or passive-pleading



Passive



Assertive



Aggressive

Passive	Assertiveness	Aggressive

Competencies: Assertiveness, Stress tolerance

Anxiety management



Session 9

Category of competence: Self-management

Techniques:

Competencies: Reality testing, Flexibility

Loss and gain spiral of community – on a big sheet of paper two groups of participants draw loss and gain spirals of community.

9.2 Discuss Relationship with reality, coping with change

9.3 Discuss Psychological and emotional flexibility.

Session 10

Category of competence: General mood

Techniques:

Optimism and happiness

Reflect on different techniques used

What was helpful?

Reflect on what can be changed

Discuss how the competencies can impact on optimism and happiness

Discuss flourishing

Languishing

Floundering

Struggling

Look in mirror and discuss what you see; write a letter or tell others what message you will give yourself a year from now (P8)

.....

.....

.....

.....



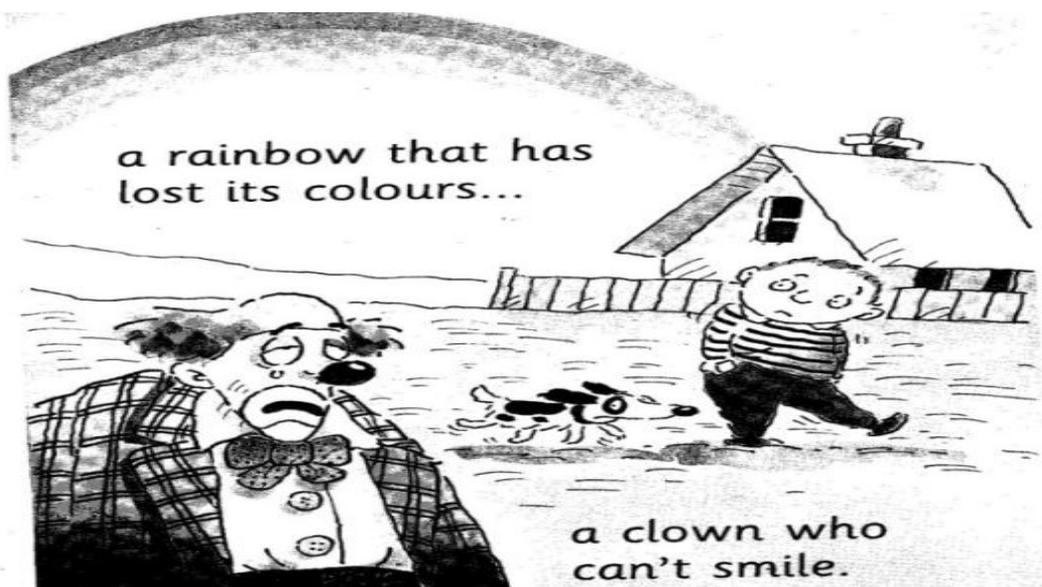
Hand-outs

Hand-out 1: Feeling faces

<p>NERVOUS When I feel like</p>  <p>UPSET</p> <p>I have to do something I'm not sure about, or something new is about to happen.</p>	<p>HAPPY</p>  <p>HAPPY</p> <p>FEELING GOOD</p>
<p>RELAXED When I feel like</p>  <p>CALM</p> <p>Like I'm resting and everything's OK or nothing is bothering me.</p>	<p>MAD</p>  <p>MAD</p> <p>ANGRY</p>
<p>SAD When I feel like</p>  <p>UNHAPPY</p> <p>Things are going badly for me or I lost something or somebody.</p>	<p>SAFE When I feel like</p>  <p>ALL RIGHT</p> <p>I can take care of myself or someone is watching over me.</p>
<p>FRIGHTENED When I feel like</p>  <p>SCARED</p> <p>Something bad might happen or I don't have control of things.</p>	<p>SATISFIED When I feel like</p>  <p>FULFILLED</p> <p>Things are just or everything is OK.</p>



Hand-out 2: Rainbows

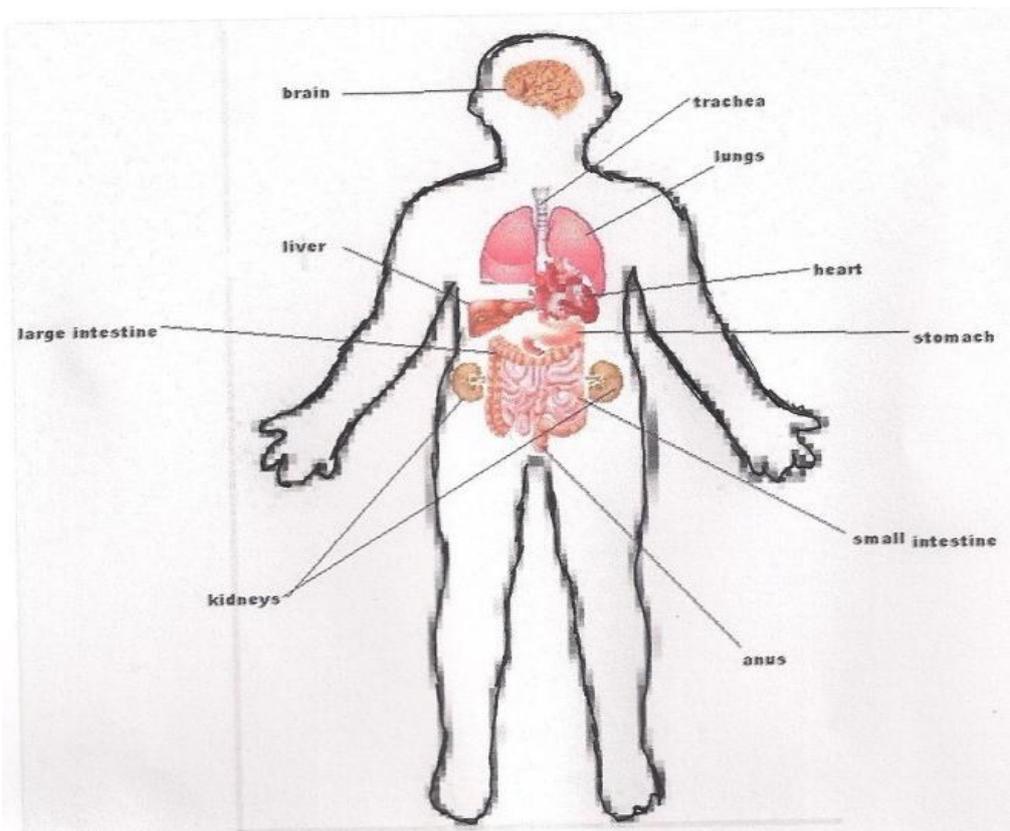


Moses, B. 2013. I feel sad. London: Wayland Publishers, p5.

Hand-out 3: Healing and hurting trees

Ordinary tree	
Hurting tree	Healing tree

Hand-out 4: Body map



Hand-out 5: Pictures of volcano



Hand-out 6: Resources

Object (Car, bed, stove, fridge, house etc.)



Energy (Electricity, food, water, petrol for car etc.)



Intrapersonal (Own strength, knowledge, wisdom, hope etc.)



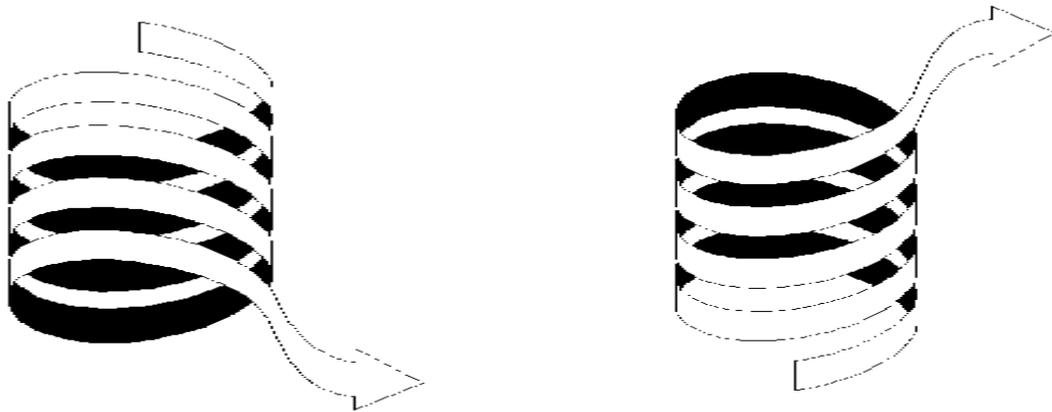
Interpersonal (Family, friends, relationships, connections etc.)



Hand-out 7: Resource spiral (Resource loss and gain)

Compile gain and loss spiral: To gain understanding of good things/ gains /assets and mapping information on spirals.

Object, interpersonal, intrapersonal, energy



Things in life pulling you down (Loss spiral)

Things in life pulling you up (Gain spiral)

Hand-out 8: Basic human needs

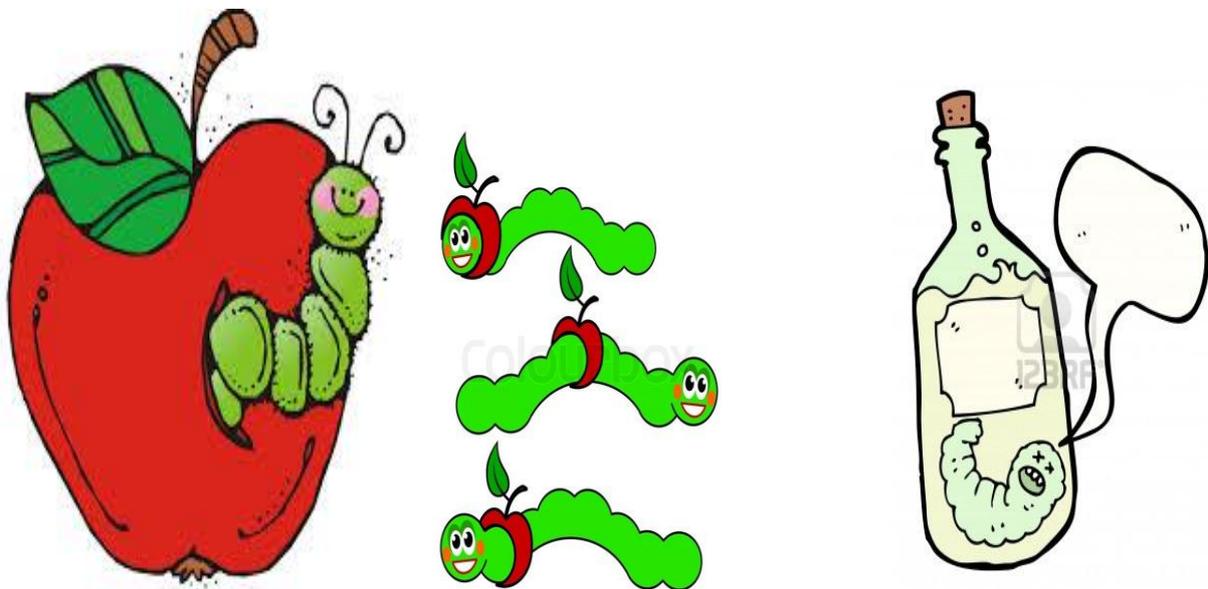


Hand-out 9: Pit – hole in ground

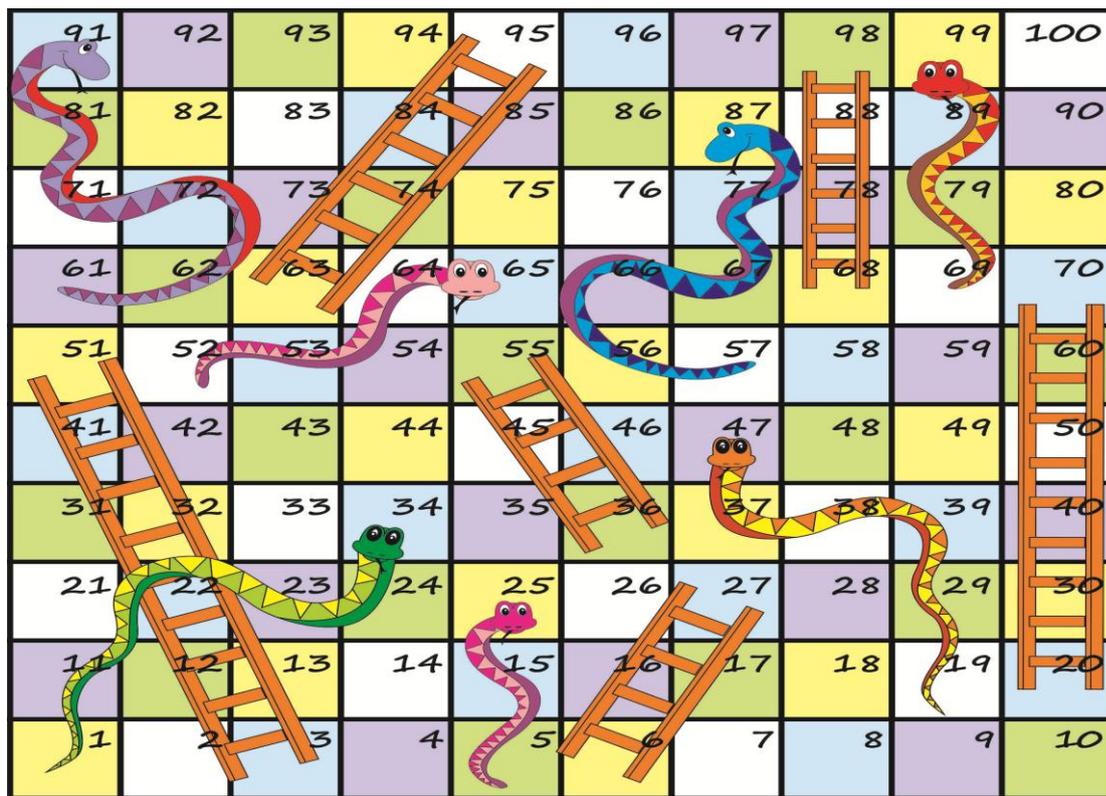


Hand-

out 10: Apple, worms and poison



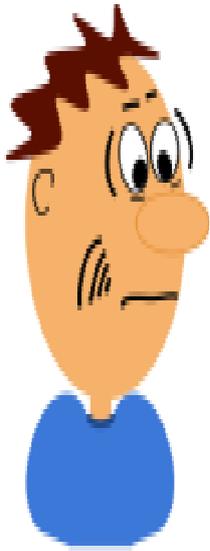
Hand-out 11: Snakes and ladders



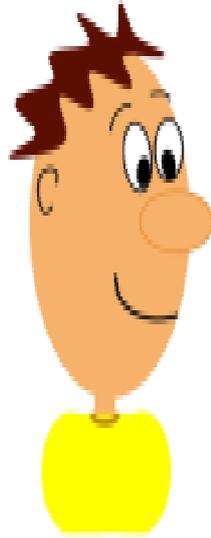
Hand-out 12: Eco-map



Hand-out 13: Assertiveness



Passive



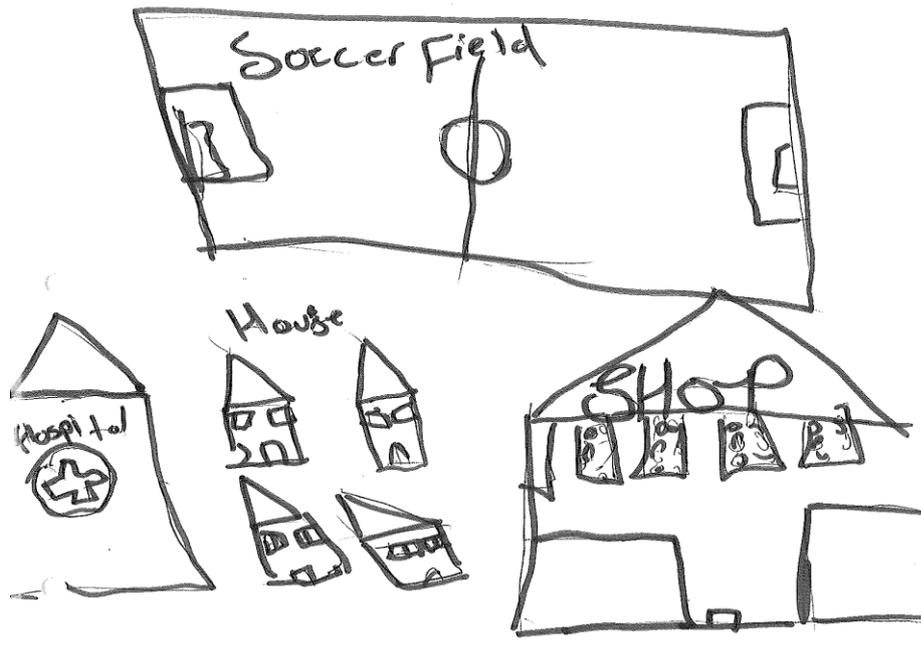
Assertive



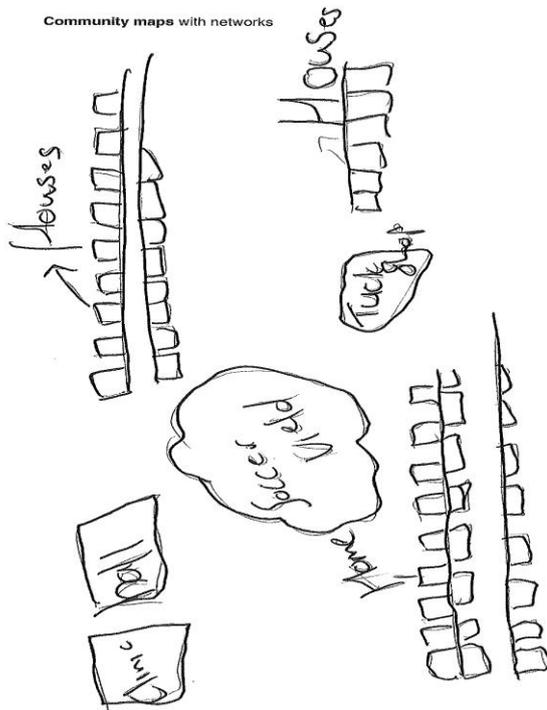
Aggressive

ADDENDUM F: Drawings of Participant group 2

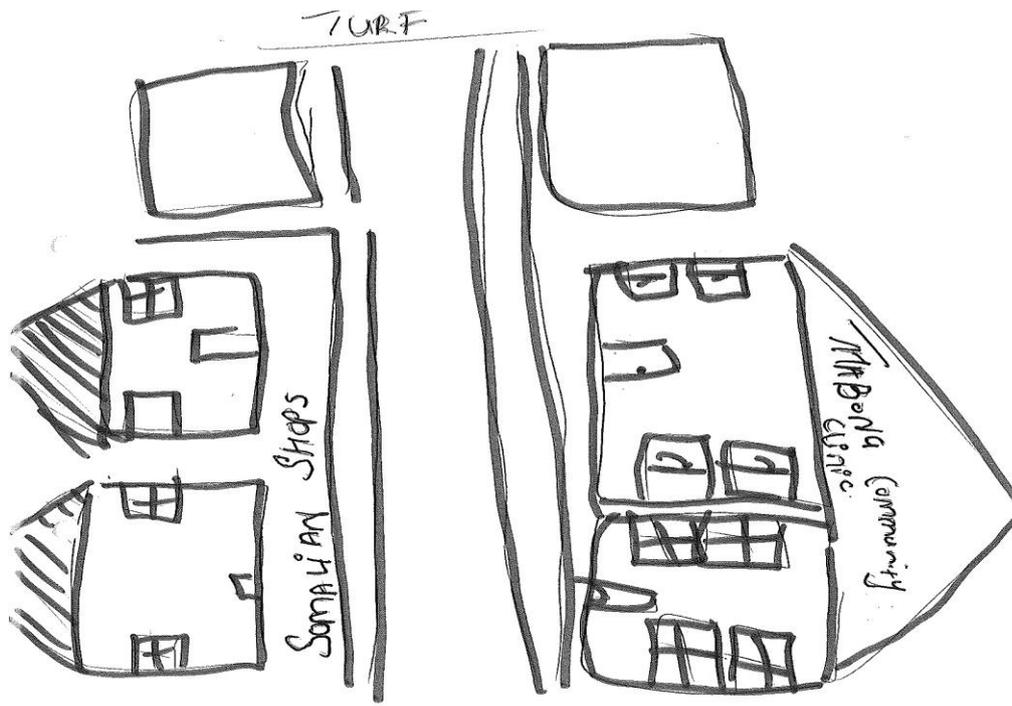
Community Maps



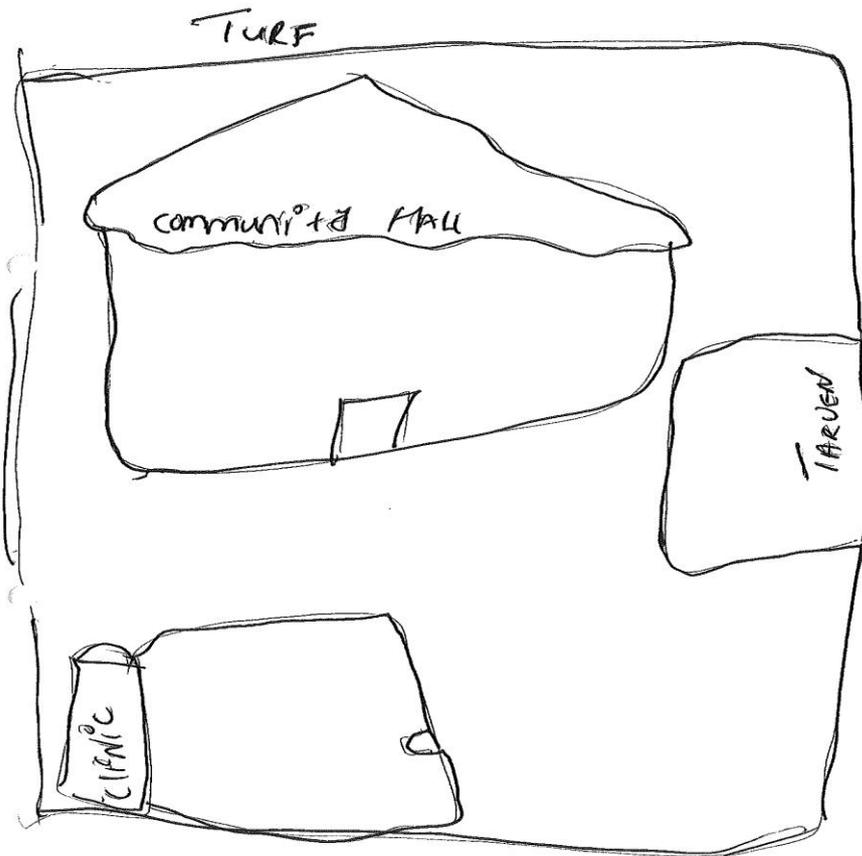
Y1



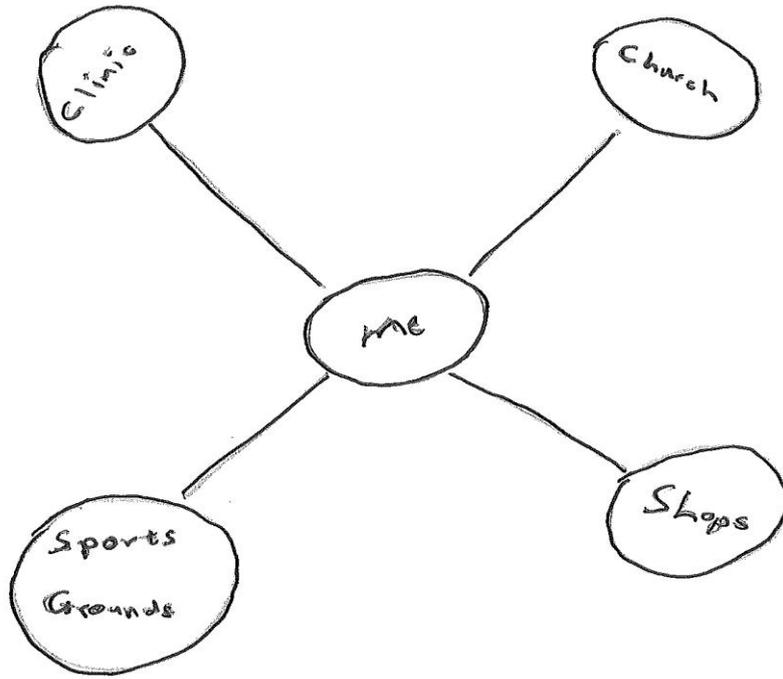
Y2



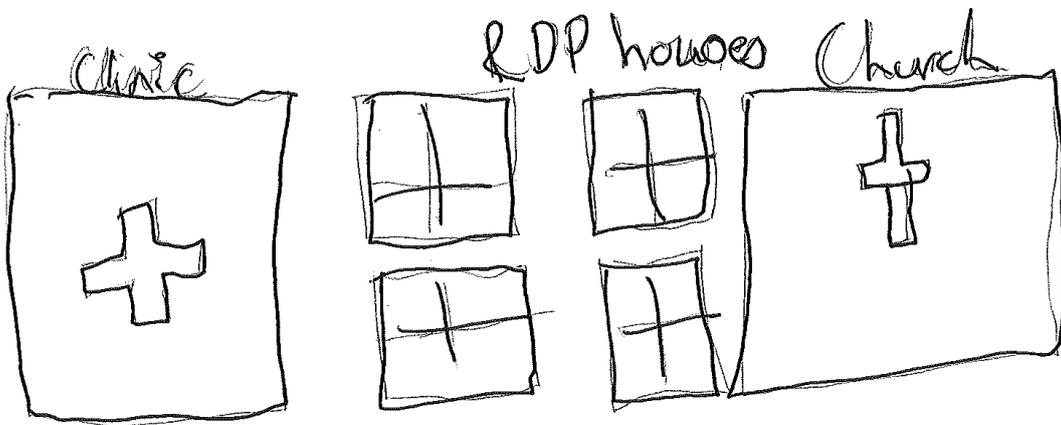
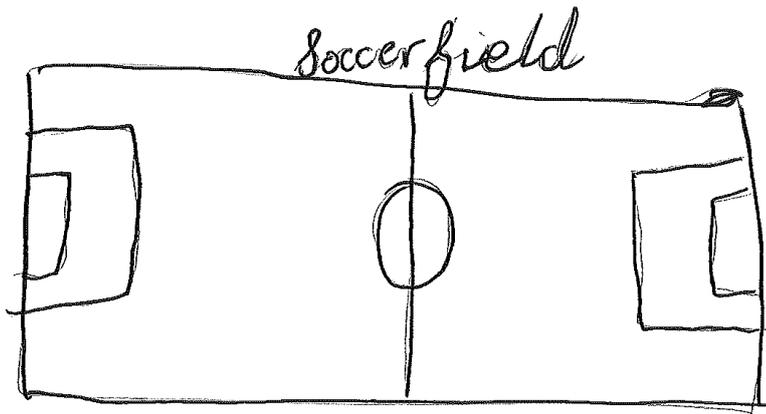
Y3



Y4

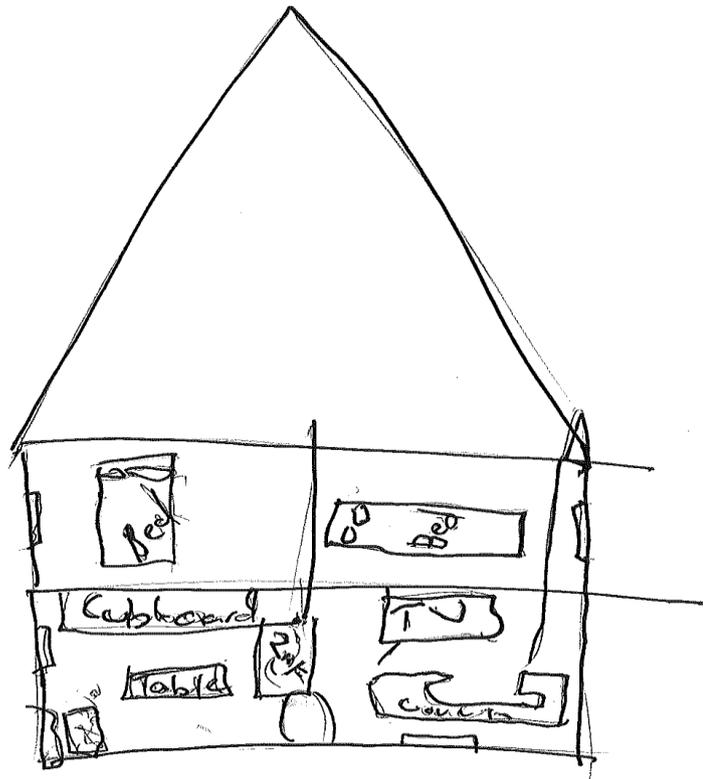


Y6



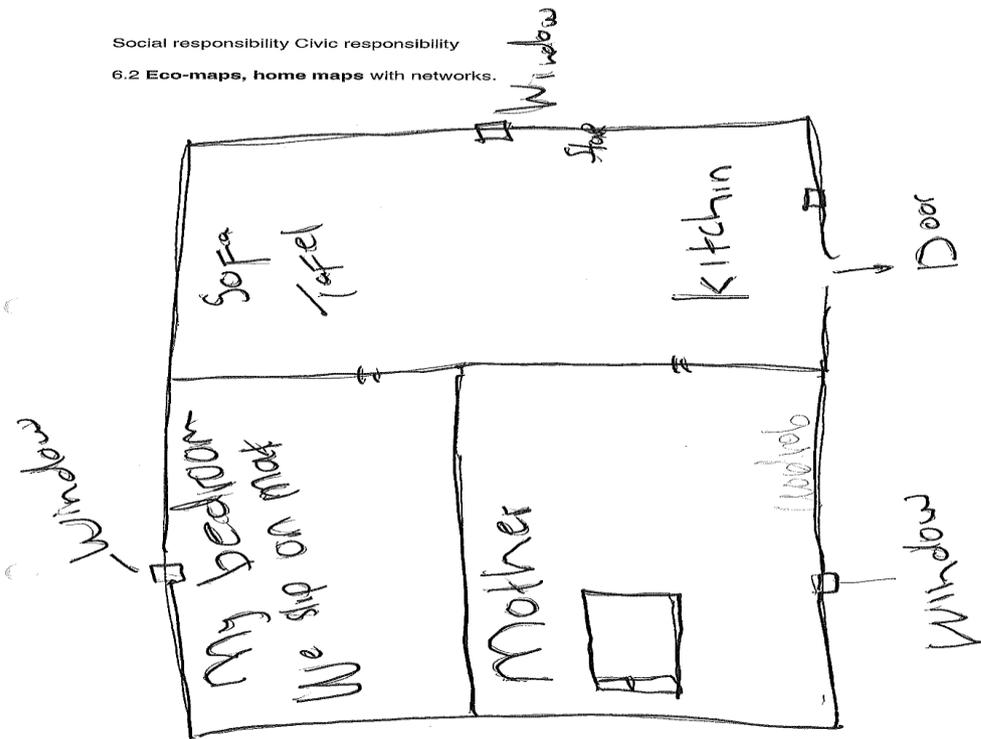
Y7

HOME MAPS



Y1

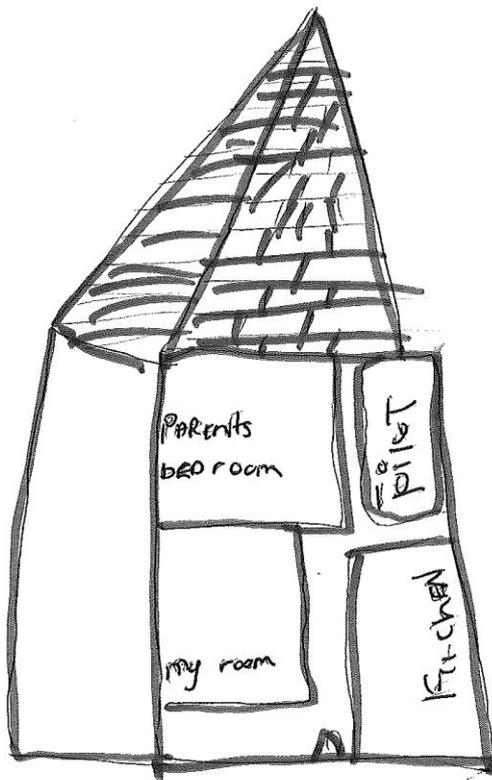
Social responsibility Civic responsibility
 6.2 Eco-maps, home maps with networks.



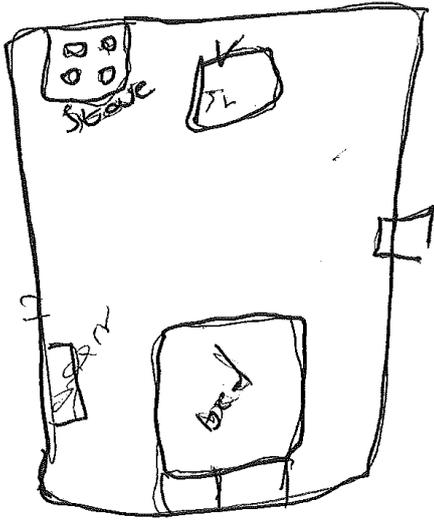
Y2



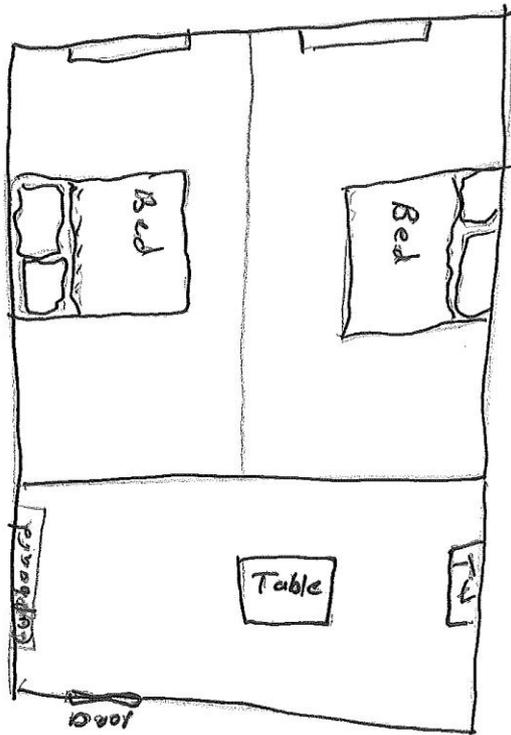
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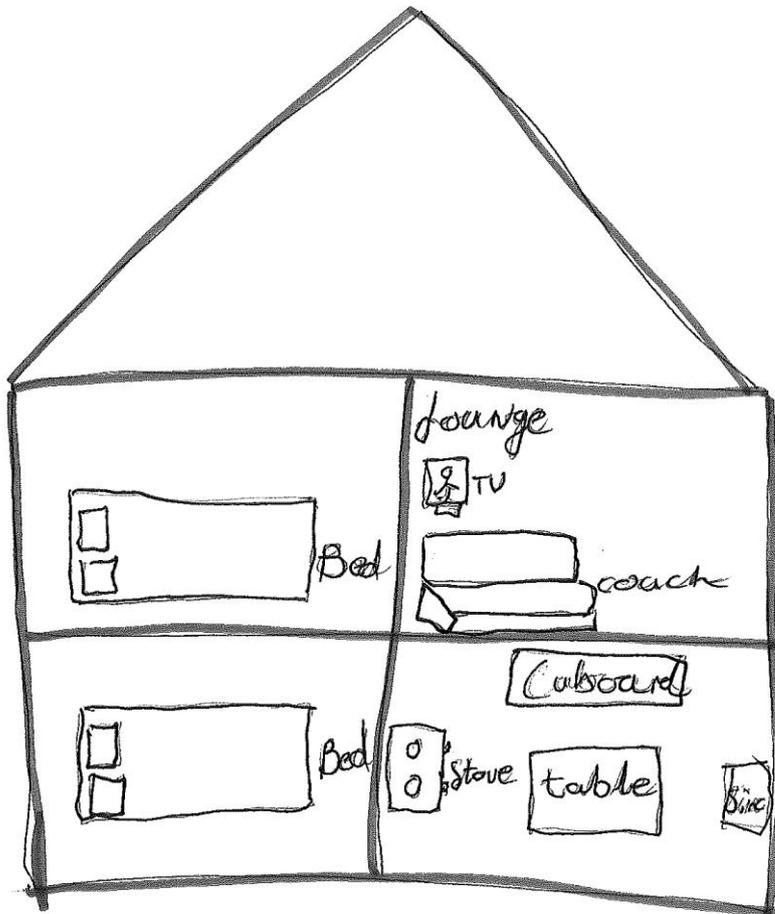
Y4



Y5

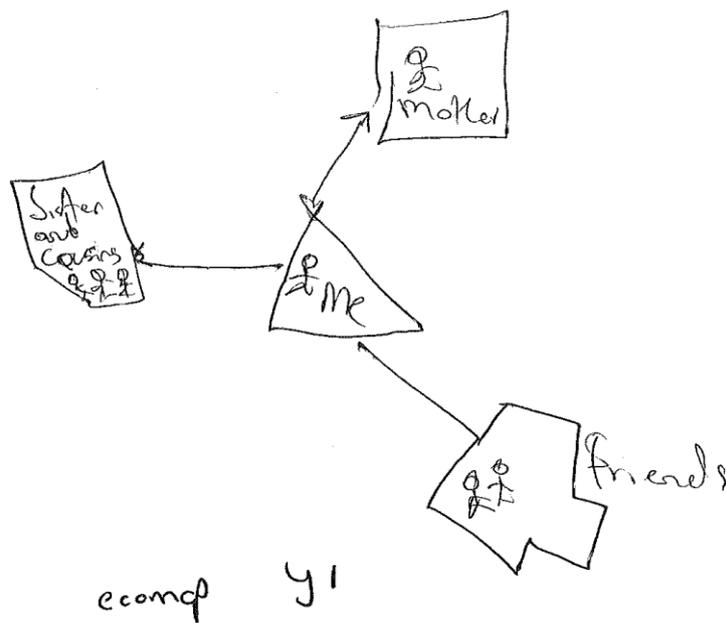


Y6



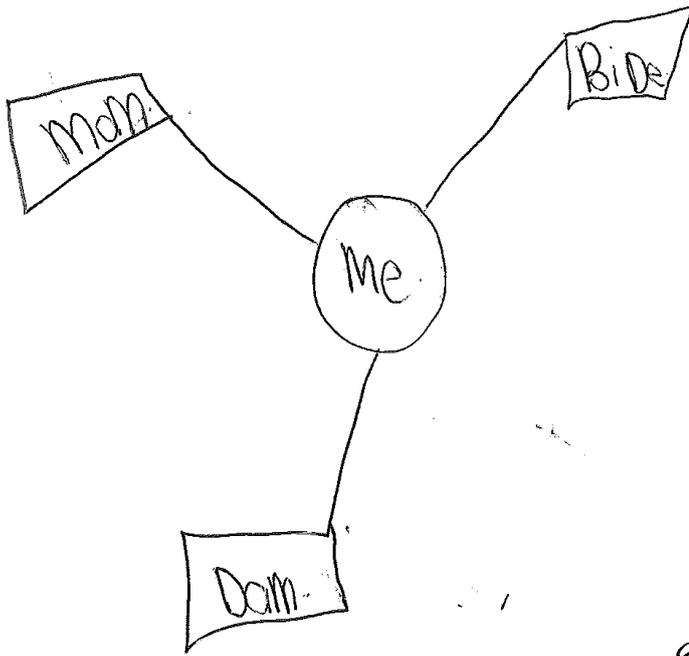
Y7

ECO-MAPS



Y1

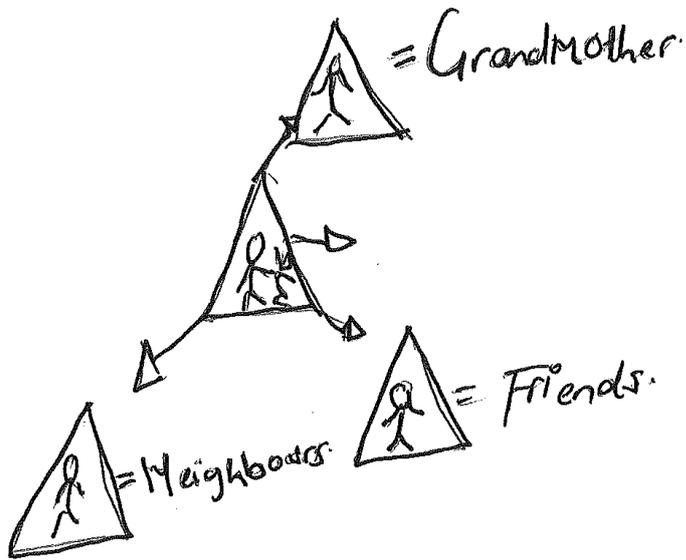
ecomap y1



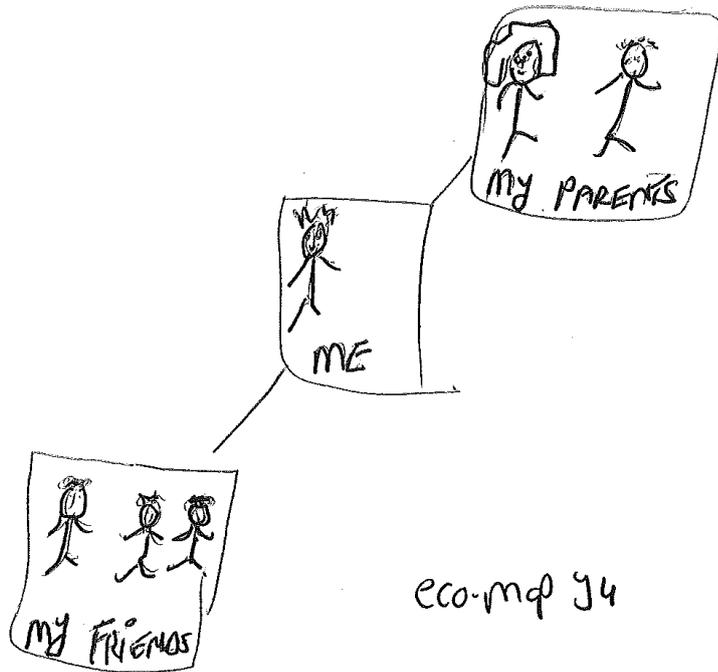
ecomp Y2

Y2

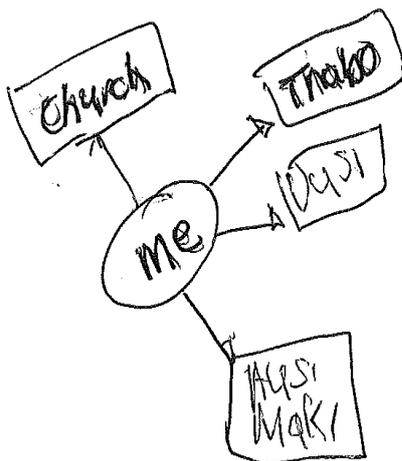
Eco map.
Y3

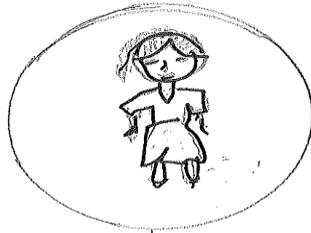


Y3

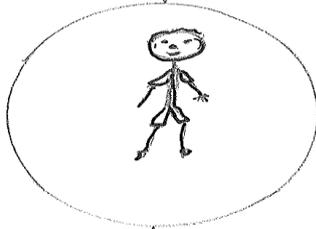


eco-map 94



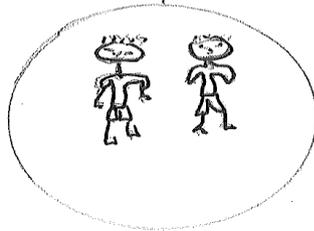


— My Mother

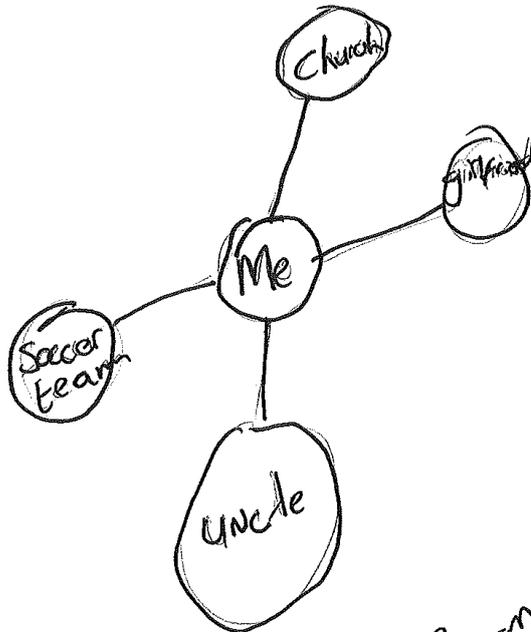


— me

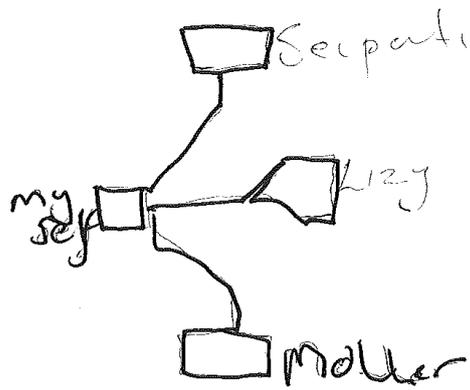
eco mp y 6



— My Friends

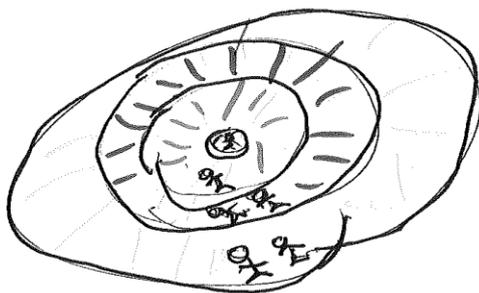
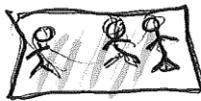


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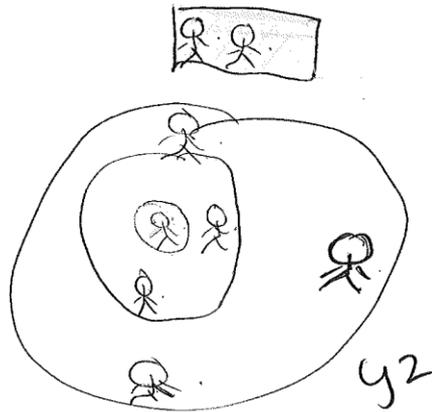
ecomp
y8

HEARTSTRINGS



y1

-  - ME
-  - Mother
-  - Sister and Cousin
-  - Grandpa and Grandman
-  - Friends

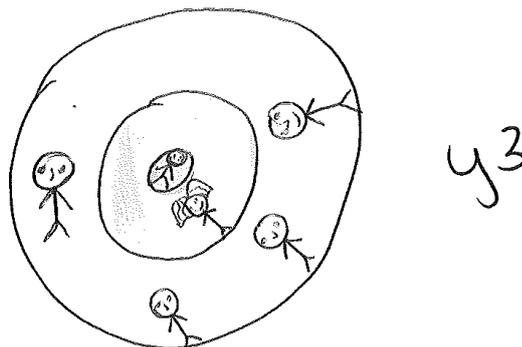
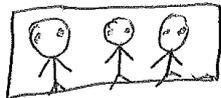


□ me

□ my mom n. my. Dad

□ my family

□ neighbors

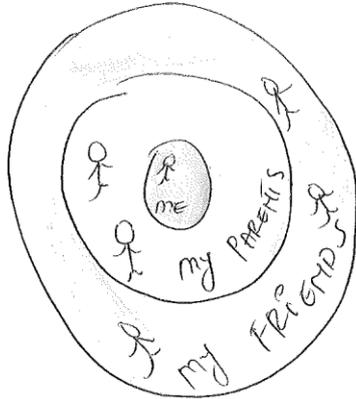


□ - ME

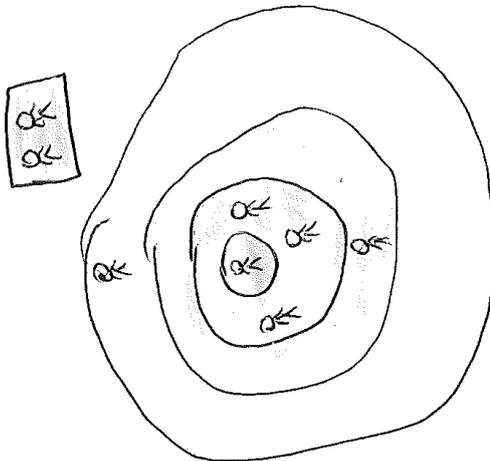
□ - Grandmother

□ - Cousins

□ - Ex girlfriends

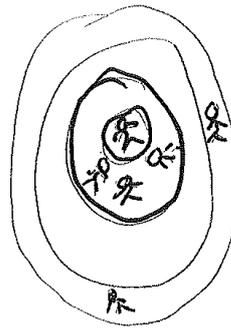


- ☐ = ME
- ☐ = my PARENTS
- ☐ = my FRIENDS
- ☐ = my girlfriend



- ☐ = ME
- ☐ = my friends and neighbors
- ☐ = grandpa
- ☐ = uncle
- ☐ = uncle & girlfriend

95



Y6

- Me
- Family
- Friends

Rainbow technique



Y1



Y2



Y3



Y4

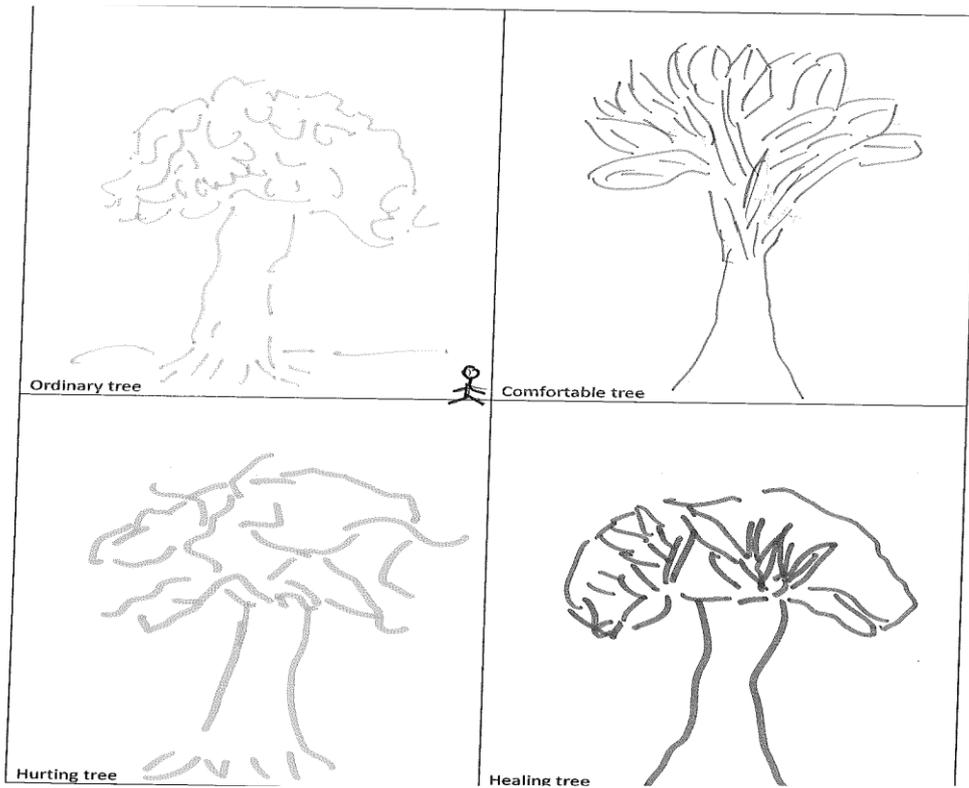


Y6

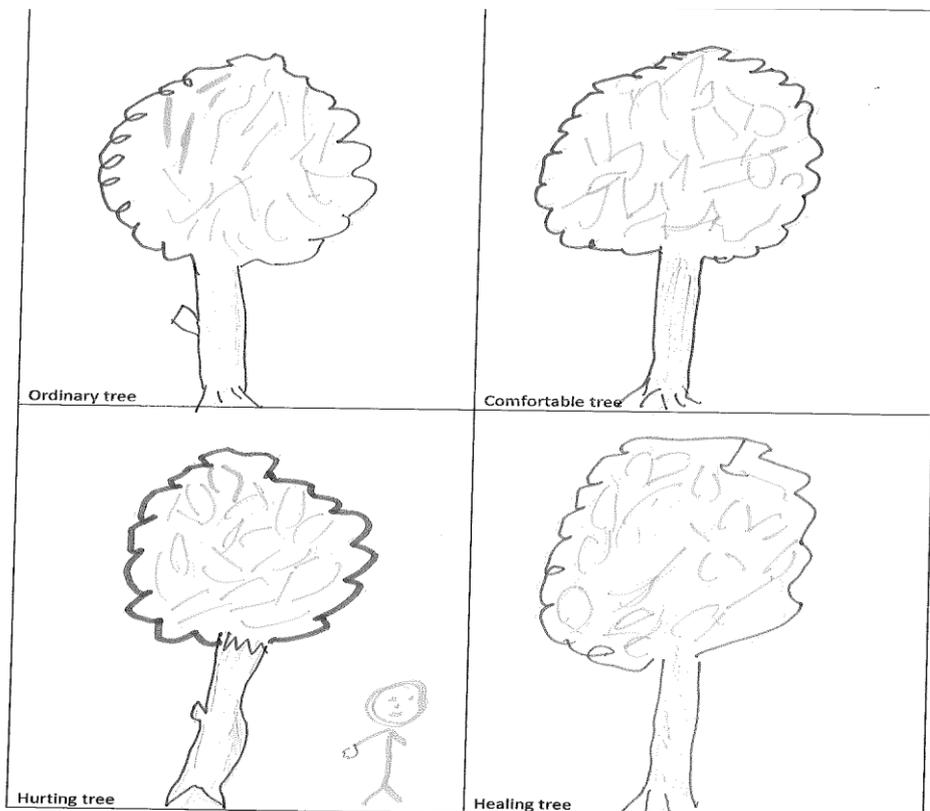


Y7

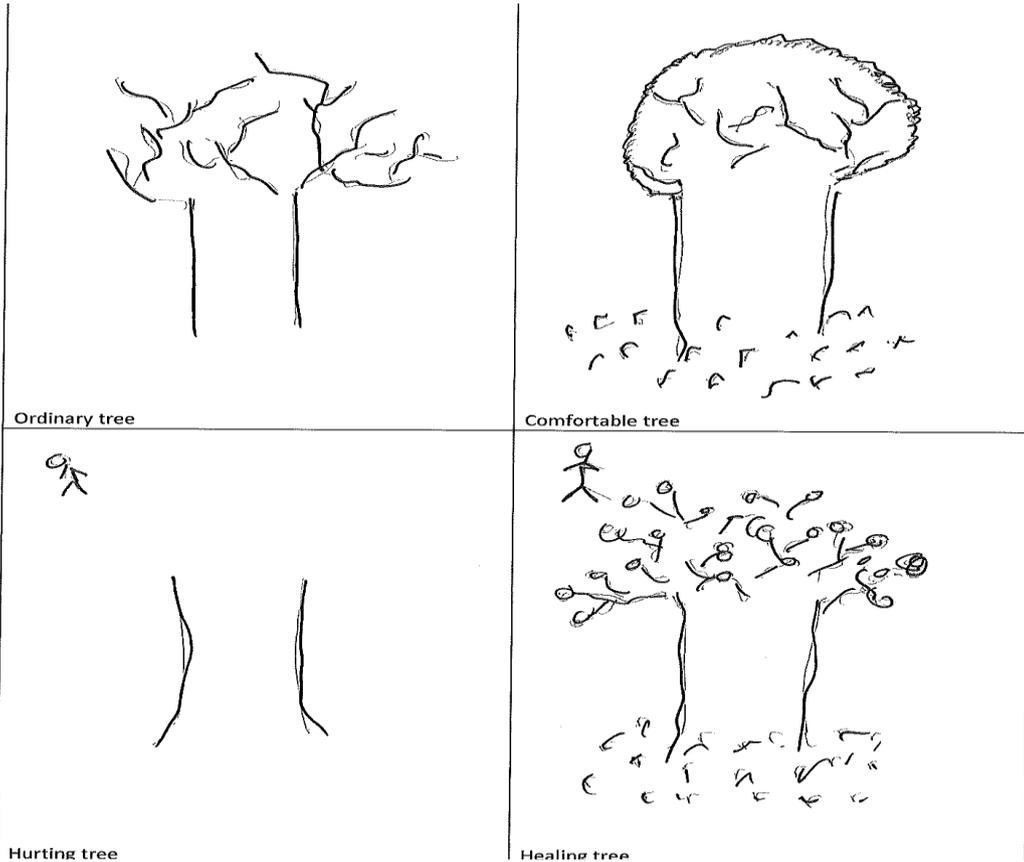
Hurting and healing trees



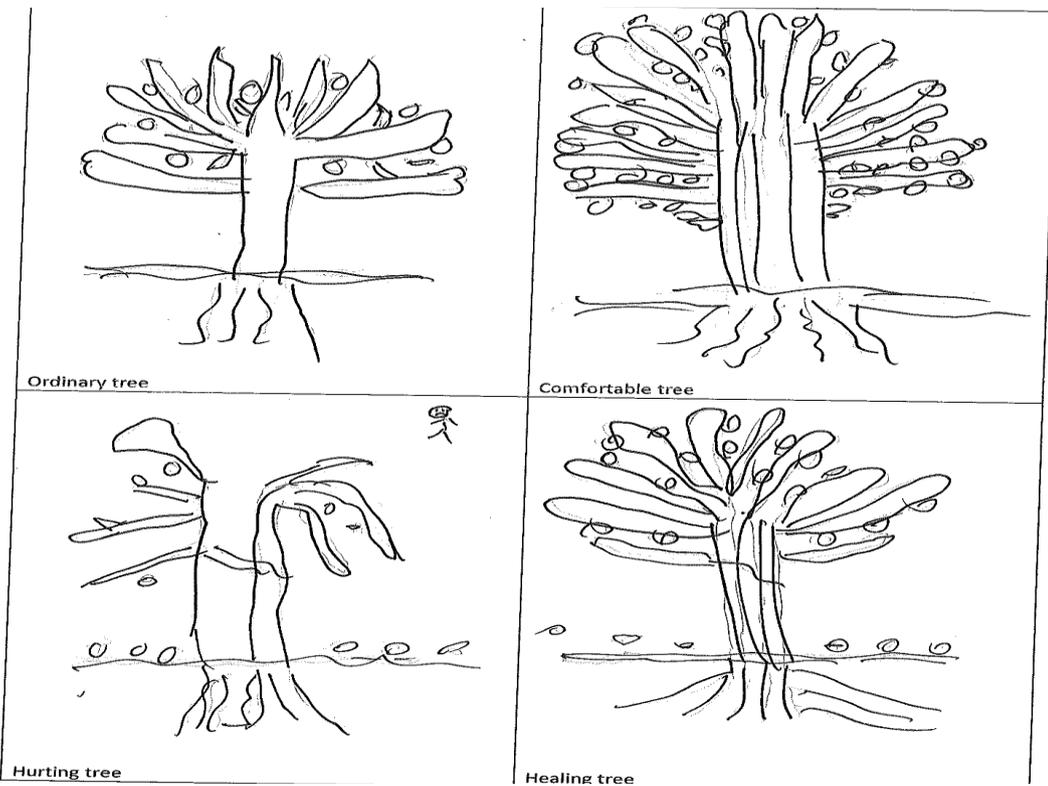
Y1



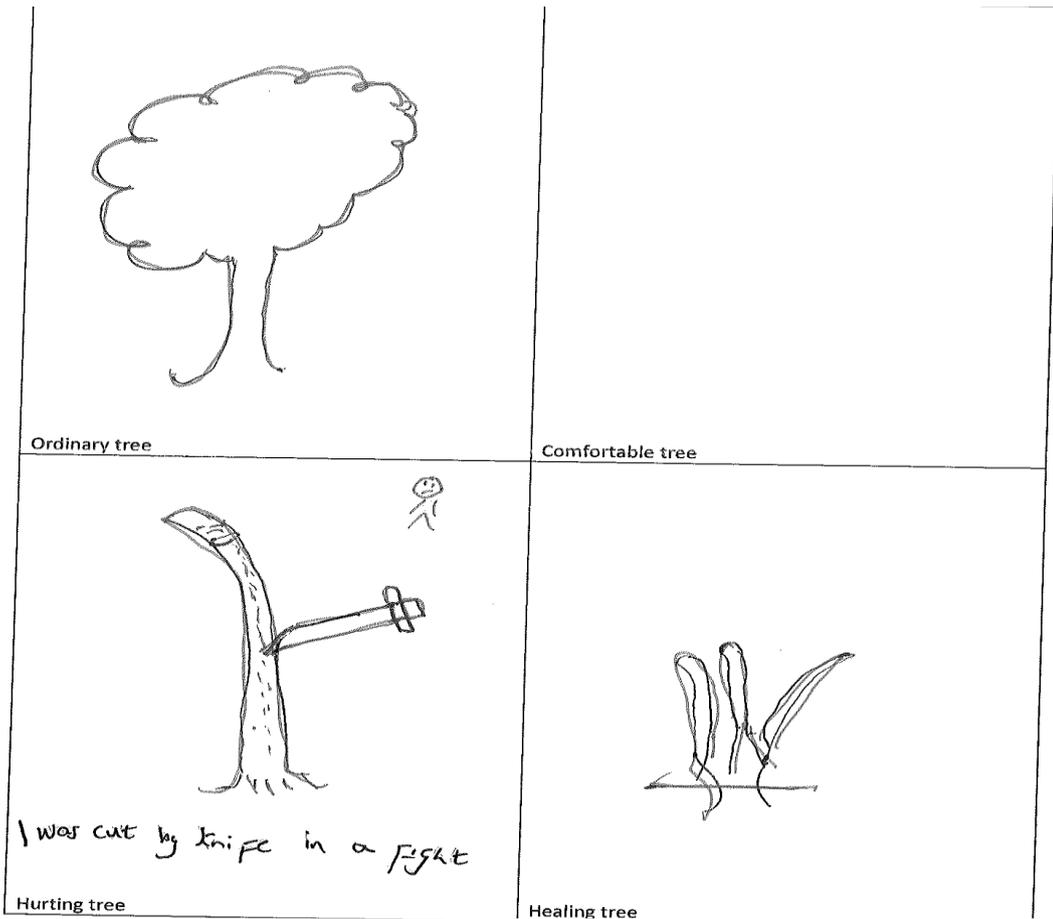
Y2



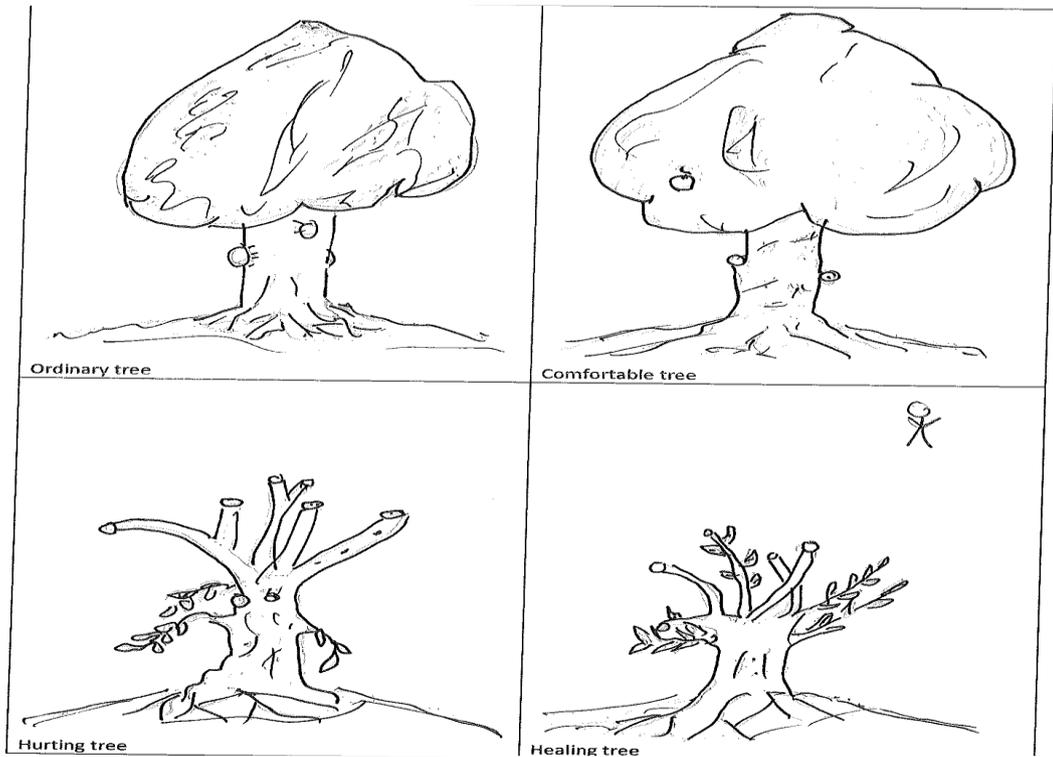
Y3



Y4



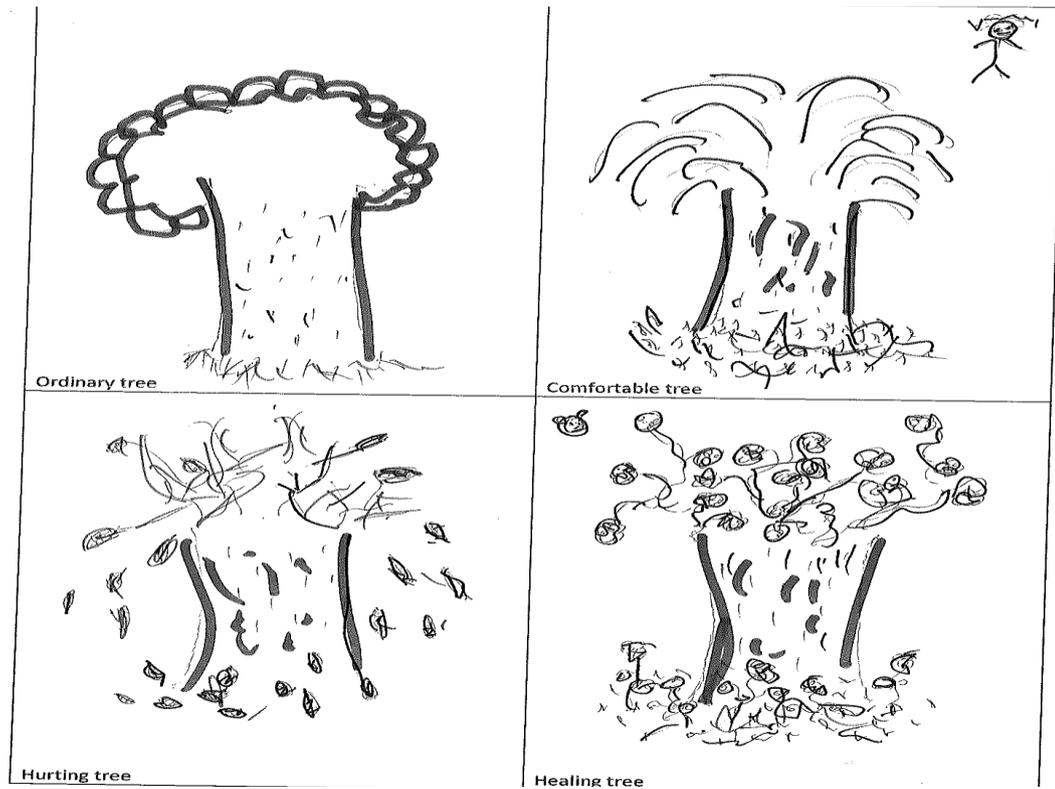
Y5



Y6

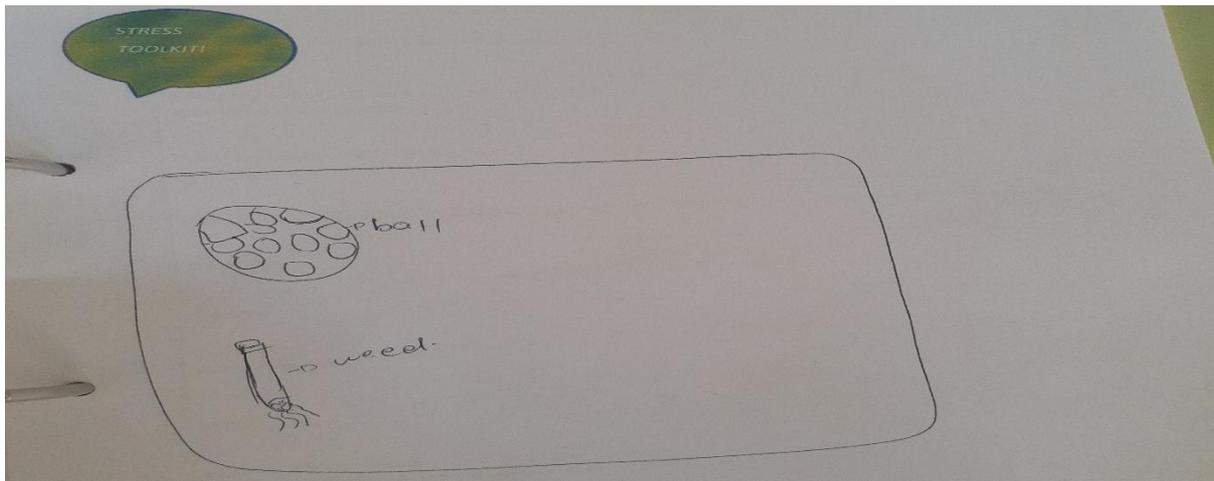


Y7

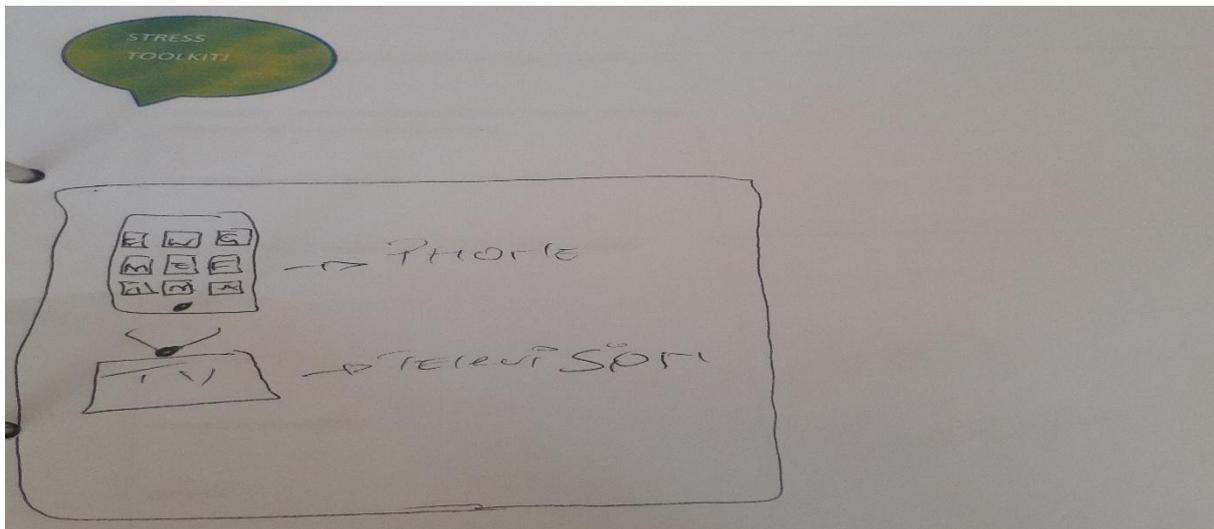


Y8

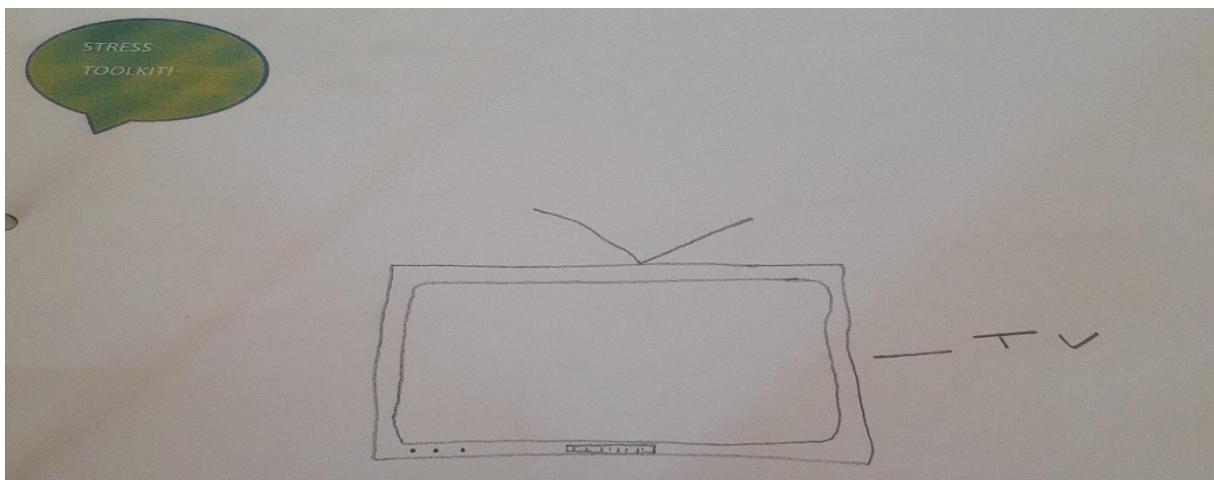
Stress tool-kit



Y1

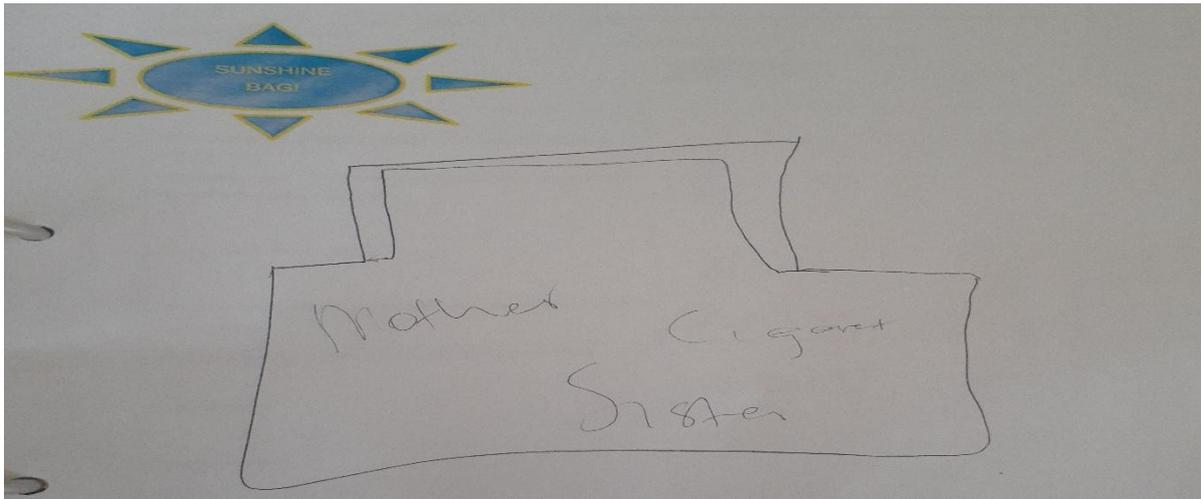


Y4



Y6

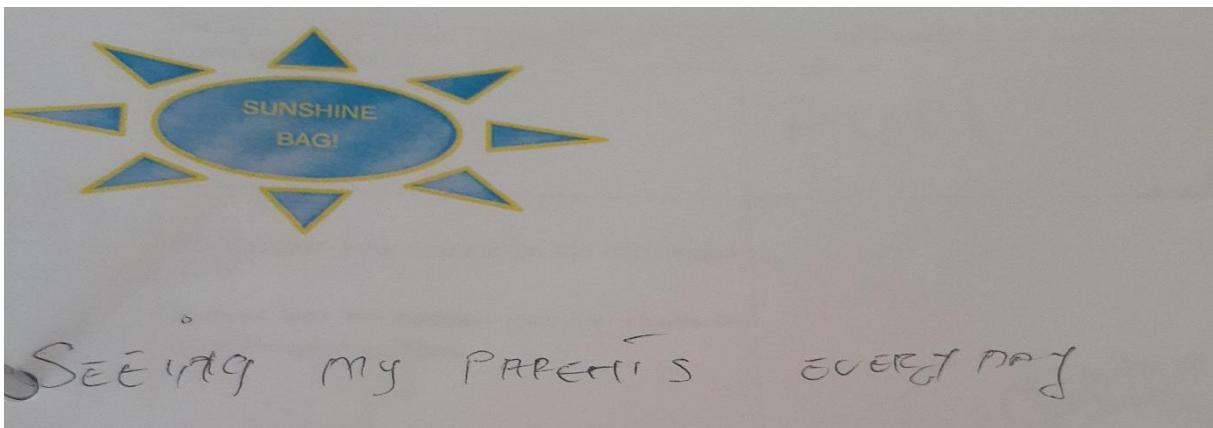
Sunshine bag



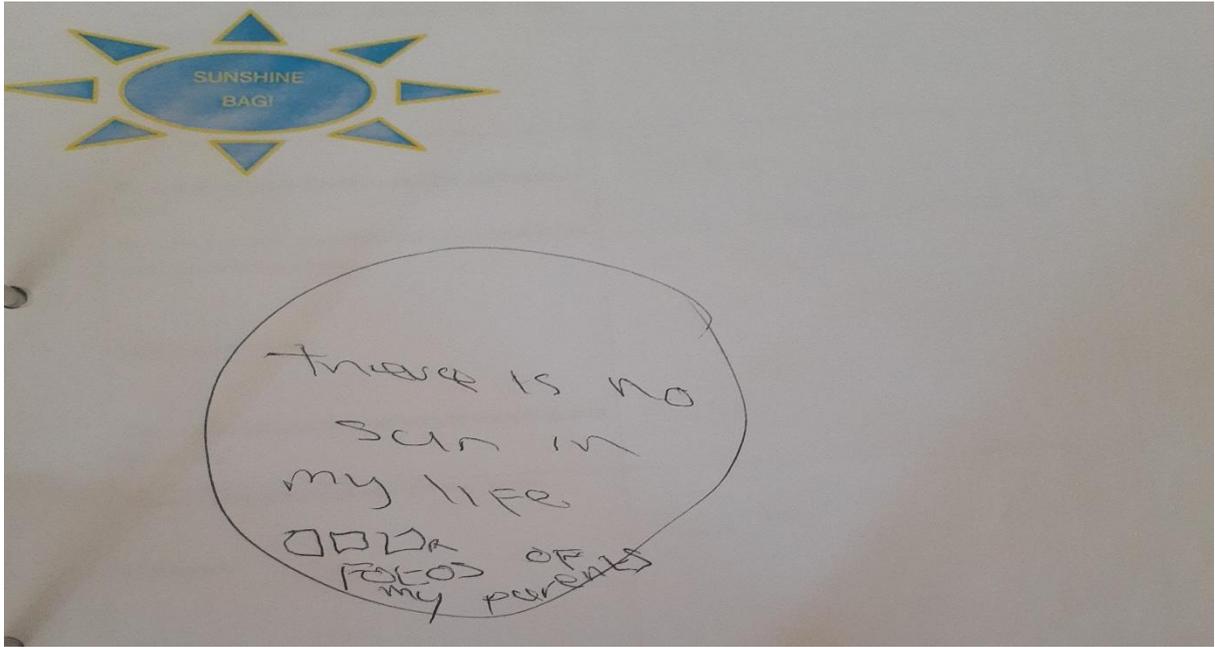
Y1



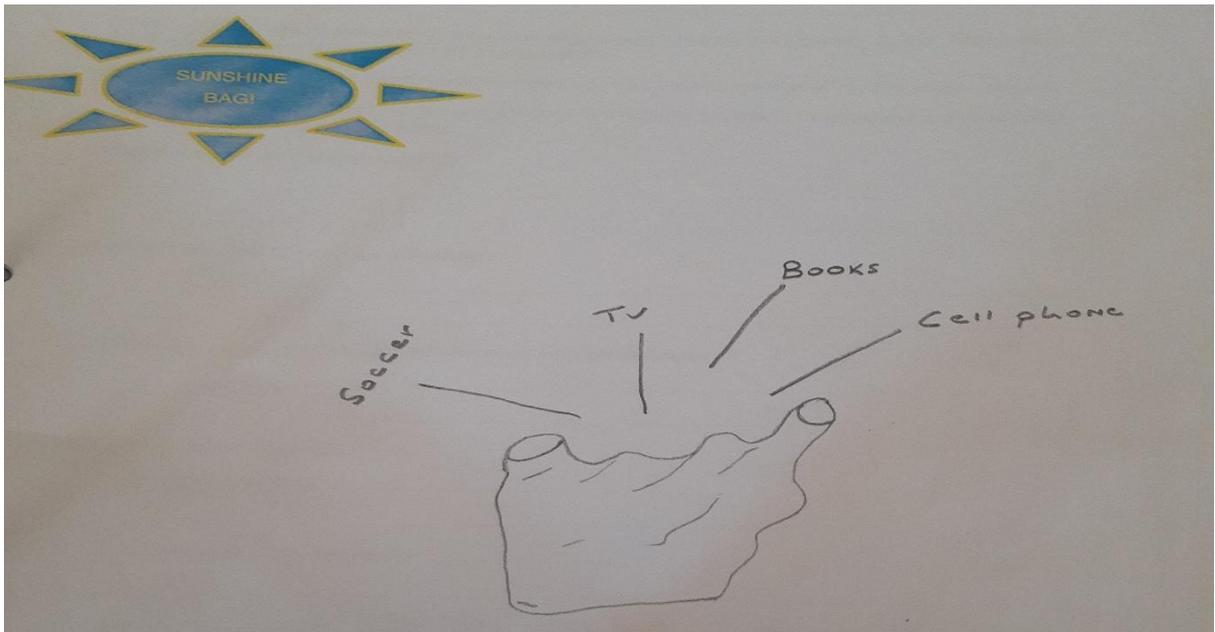
Y2



Y3



Y5



Y6

ADDENDUM G: Suggested Sotho words of Participant group 1

Session 1

Category of competence: Intrapersonal

P3	Bo-ithato/ Mo-ithatha Hoba le bokgoni	self-love capable/potential/ability
P6	Lethabo	happiness
P15	Bokgoni ba hao	your abilities/capabilities
P17	Bokgoni Bolketlaetso Matla Kananelo Phethoho	Skill Being eager to do something/ Encouragement power Acceptance/ appreciate Change

Session 2

Category of competence: Intrapersonal

Suggested Sotho Words

P1	Ho itseba Ma i kutlo	to know yourself feelings/views/opinions
P3	Bo- itsebo	know yourself
P7	Bohloko Kwatile	hurt/pain angry
P10	Semelo Botho	nature /character/personality humanity
P12	Go itekola	Introspection
P17	Boikarabelo Kgatello ya maikutlo	Responsibility Stress (depression)
P21	Ke kwatile Kethabile	I am angry I am happy
P23	Ho itseba hore wena o mang hantle ntle	to know yourself/ to know who you are

Session 3

Category of competence: Intrapersonal and interpersonal

Suggested Sotho words:

P17	mamello	perseverance/patience
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Session 4

Category of competence: Intrapersonal

Suggested Sotho words

P3	imatlafatsa	empower yourself
P17	kutlwisiso	understanding
P22	botsitso	steady/ stability
P23	tharollo ya mathata	problem

Session 5

Category of competence: *Intrapersonal and self-management*

Suggested Sotho words

P1	tokoloho	freedom
P3	Kutlwelobohloko Boikemelo	sympathy /compassionate independence
P10	boikarabelo	Taking responsibility of self within the situation
P15	hokena maotong a emong	empathise

Session 6

Category of competence: Interpersonal

Suggested Sotho words

P1	Boikarabelo Dikamano	Responsibility interpersonal relations
P15	hoiketsetsa	being able to do things for yourself/on your own/ taking charge

P17	tshepo	hope
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Session 7

Category of competence: Self-management

Suggested Sotho words

P12	Mojita Maikutlo	guy/slang language referring to a male feelings
P15	ho inahana hantle	to think deeply and accurate/reconsider
P17	tsebo	knowledge

Session 8

Category of competence: Self-management

Suggested Sotho words

P1	khatelelo	oppression
P12	Boitshepo Goithata Goinyatsa	Confidence to love yourself/self-love/ knowing your worth self-undermining
P15	matshwenyeho	worries
P27	khatello ya maikutlo	stress

Session 9

Category of competence: Self-management

Suggested Sotho words

P12	Kelello Mehopolo Menagano	Mind memories/thoughts thoughts
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Session 10

No suggestions for Sotho words.

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