

**THE ROLE OF SOCIAL WORKERS IN PROMOTING  
ENTREPRENEURSHIP AMONG THE YOUTH IN  
BOTSWANA**

by

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## ABSTRACT

Social work has been said to be a profession of many faces, it is deeply entrenched in socio-economic and to some extent political influences because it deals with policy that guides social welfare. With so many faces and too much influence from outside, there are a couple of roles that social workers perform and this array of roles that social workers perform can end up leading them to forget the core mandate of social work which is social justice and end up feeding the cravings of neoliberalism especially from government and donor organisations.

Botswana has been classified as upper middle-class economy with a reasonable GDP per capita but it is clear that despite the high economic success and stable political environment, the country is still experiencing the challenges experienced by poor countries. There is high poverty incidents, national unemployment, and high unemployment among the youth. The youth are the most important because they make up to 70% of the whole population which means they should be given priority in a developmental intervention. Unemployment among the youth in Botswana is at 40% which is more than the national unemployment statistics which is at 20%. This high unemployment has led government to come up with different interventions since 1945 up until now.

The aim of this study was to explore the role of social workers in promoting youth entrepreneurship in Botswana. The research objectives included the following: to contextualize social work in Botswana; to analyse theories of positive youth development within a social development paradigm and consider international and local perspectives; to synthesize theories of entrepreneurship based on theories of positive youth development within the context of social work in Botswana; to investigate the role of social work in promoting youth development in allied programmes in Botswana; to make recommendations to the Botswana Ministry of Youth Empowerment, Sports and Culture Development and to the academic community (University of Botswana and others) and other youth worker stakeholders regarding the role of social work in promoting youth development in entrepreneurship. These objectives also represented the chapter layout of the study. This research was ontologically cemented in the interpretivist paradigm, focused on understanding the

narratives, dialogues and meaning; it was an exploratory and descriptive study, within a purposive sample section of the ministry of youth empowerment, sports and culture development where 21 social workers were interviewed. The primary research instrument within the case study framework was the semi-structured interview schedule, which through a reliance on such theoretical propositions, logic models, and pattern matching.

The resultant empirical analysis explored the narratives of social workers when reflecting on their roles in promoting youth entrepreneurship in Botswana. The social workers felt the ministry is more in achieving more numbers of those who have been given programmes without considering the quality of service, talent, passion, environment where the youth are based. They further reflected on the lack of empirical evidence in terms of their interventions and this has made their work to be difficult because they cannot apply their skills and expertise as social workers and they end up being relegated to only performing clerical work of giving out forms and collecting forms without purposeful interventions which is aimed at social change, empowerment and social justice.

## OPSOMMING

Maatskaplike werk is 'n professie met verskeie fasette, wat gesetel is in sosio-ekonomiese en politieke invloede, omdat maatskaplike werk te doen het met beleide wat maatskaplike welsyn rig. Met so baie fasette en eksterne invloede is daar verskeie rolle wat maatskaplike werkers moet vervul. Hierdie rolle kan daartoe lei dat maatskaplike werkers hulle kernmandaat vergeet om te strew na maatskaplike geregtigheid, en dat neoliberale verwagtinge deur regerings en donateurs uiteindelik gedien word.

Botswana word geklassifiseer as 'n hoë middelklas ekonomie met 'n gemiddelde GDP per kapita. Dit is egter duidelik dat ondanks die hoë ekonomiese sukses en stabiele politieke omgewing, beleef die land steeds uitdagings wat normaalweg deur arm lande beleef word. Die armoede indeks is hoog, en beduidende werkloosheid onder die jeug bestaan. Die jeug is betekenisvol, omdat tot 70% van die populasie uit jeugdiges bestaan, wat impliseer dat hulle as 'n prioriteit in ontwikkelingsintervensies beskou moet word. Die werkloosheidsyfer van jeugdiges in Botswana is 40%, wat meer as die nasionale werkloosheidsyfer van 20% is. Hierdie hoë werkloosheid het daartoe gelei dat die regering verskillende intervensies sedert 1945 geïmplementeer het.

Die doel van hierdie studie was om begrip te ontwikkel vir die rol van maatskaplike werkers in die bevordering van jeugentrepreneurskap in Botswana. Die navorsingsdoelstellings het die volgende ingesluit: om maatskaplike werk in Botswana te konseptualiseer; om teorieë van positiewe jeugontwikkeling binne 'n ontwikkelingsgerigte paradigma te analiseer met betrekking tot internasionale en plaaslike perspektiewe; om teorieë van entrepreneurskap tot 'n sintese te bring, gebaseer op teorieë van positiewe jeugontwikkeling binne die konteks van maatskaplike werk in Botswana; om die rol van maatskaplike werk in verwante programme in Botswana te ondersoek; en om aanbevelings te maak aan die ministerie van jeugontwikkeling, sport en kulturele ontwikkeling van Botswana, en die akademiese gemeenskap (die Universiteit van Botswana), en ander vennote in jeugontwikkeling, met betrekking die rol van maatskaplike werk in die bevordering van jeugontwikkeling en entrepreneurskap. Hierdie doelstellings word ook in die uitleg van die hoofstukke in die studie gereflekteer. Die navorsing was ontologies gefundeer in

'n interpreterende paradigma, en fokus op die begrip van narratiewe, dialoog en bekenis. Die studie was eksplorerend en beskrywend van aard met 'n doelbewuste steekproef vanuit die ministerie van jeug-, sport- en kultuurontwikkeling. Onderhoude is met een en twintig maatskaplike werkers gevoer. Die navorsinginstrument binne 'n gevallestudieraamwerk was 'n semi-gestruktureerde onderhoudskedule, gebaseer op teoretiese proposisies, logiese modelle en patrone.

Die empiriese analise van die studie eksplorieer die narratiewe van die maatskaplike werkers en hulle reflektering op die bevordering van jeugentrepreneurskap in Botswana. Die maatskaplike werkers beleef dat die ministerie skenk meer aandag aan die bereiking van sekere teikens sonder om programme deeglik te oorweeg, en om die kwaliteit van dienste, talente, passie en die omgewing in ag te neem. Hulle reflekteer verder op die gebrek aan empiriese gegewens in terme van hulle intervensies, wat hulle werk bemoeilik, omdat hulle nie hulle vaardighede en kundigheid as maatskaplike werkers kan toepas nie. Hulle word bloot gereguleer om administratiewe werk te verrig deur vorms uit te gee en in te neem, sonder doelgerigte intervensies wat gerig is op maatskaplike verandering, bemagtiging en geregtigheid.

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## ACRONYMS

ACRCWC:	African convention on the rights and welfare of children
AU:	African Union
BDP	Botswana Democratic Party
AREA:	American Research Education Association
BIUST:	Botswana International University of Technology
BNYC:	Botswana National Youth Council
BONASW:	Botswana National Association of Social Workers
BSW	Bachelor of Social Work
BUAN:	Botswana University of Animal and Natural Resources
CBD:	Central Business District
CEDA	Citizen empowerment development agency
DSW:	Department of Social Work
DSW:	Diploma in Social Work
GDP:	Gross domestic product
GEC	General elective courses
GNP:	Gross national product
GVS:	Graduate volunteer scheme
HSCB:	Health and Social Care Council
HRDC:	Human Resource Development Council
ILO:	International Labour Organisation
IFSW:	International Federation of Social Work
IASSW:	International Association of Schools of Social Work
KP:	Key performance indicators
LEA	Local enterprise authority
MLGRD:	Ministry of Local Government and Rural Development
MYESCD:	Ministry of Youth Empowerment, Sports and Culture Development
MSW:	Master's in Social Work
NASW	National Association of Social Work
NDP:	National development plan
OAU:	Organisation of African Unity
OSP	Out of school programme

OSYP:	Out of school youth programme
PPO:	Principal programme officer
PO:	Programme officer
PS	Permanent secretary
PYD:	Positive youth development
SACSSP:	South African Council for Social Service Professions
S&CD:	Social and community development
SME	Small medium enterprises
SMME	Small, medium and micro enterprises
SOP	Standard of practice
UB:	University of Botswana
UK	United Kingdom
UNFPA	
USA	United States of America
USAID:	United States Agency for International Development
USD:	United States Dollar
UN:	United Nations
UNICEF:	United Nations Children's Fund
YDF:	Youth development fund
YES:	Youth empowerment scheme

# CHAPTER 1:

## INTRODUCTION TO THE STUDY

### 1.1 INTRODUCTION

On 30 September 2016 Botswana celebrated fifty years of independence. The country has been named the miracle of Africa, due to its democratic principles, peace and stability since 1966 after attaining independence from Britain. The impressive economic performance of the country made it one of the few success stories of economic development in sub-Saharan Africa (Siphambe, 2003). The fast economic growth of Botswana in the 1970s and 1980s enabled the state to move from a position of severe poverty to being one of the richest in the region, and it is one of the few in sub-Saharan Africa now classified as a middle-income country (Siphambe, 2003), but political and economic achievements were not without challenges. Botswana still faces challenges that are common to developing countries. The 2012 United Nations International Children's Emergency Fund, (UNICEF) report indicates that such challenges include, *inter alia*, poverty, social exclusion, unemployment and high youth unemployment.

In trying to mitigate the above-mentioned challenges, especially youth unemployment, the government of Botswana took a bold step to address youth-focused development through the introduction of the national youth policy in 1996, which was reviewed in 2010 (National Youth Policy, 2010; Nthomang & Diraditsile, 2016). This policy focuses on factors that account for the high youth unemployment in the country (Boikhutso & Molosiwa, 2016). This includes the inability of the labour market to absorb the youth, a lack of education, and the mismatch between educational skills and the demands of the market. It is also important to note that the youth population (people between 15 and 35 years of age) in Botswana constitutes 40% (904 200) of the total population, which is around 2.2 million (Bakwena & Sebudubudu, 2016). It is noteworthy that youth unemployment is not only a Botswana phenomenon, but rather a global one. The International Labour Organisation ILO (2017) has noted that globally there is an estimated 70.9 million young people who were unemployed in 2017.

Over the past twenty-three years, the Botswana Government has introduced many youth-development programmes to mitigate the problem of youth unemployment, such as the Out of School Programme (OSP), Youth Empowerment Scheme (YES), Youth Development Fund (YDF), Tirelo Sechaba (that is, the National Services Programme), National Internship Programme and Graduate Volunteer Scheme (GVS) (Nthomang & Diraditsile, 2016). Despite the introduction of these initiatives, the revised National Youth Policy (2010) does not clearly articulate the role and structure of the Department of Social Work (DSW) within the Ministry of Youth Empowerment, Sports and Culture Development (MYESCD). Social workers are employed as programme officers, tasked with promoting and providing support for youth entrepreneurship (Republic of Botswana, 2013). Hence, in this particular context, youth entrepreneurship refers to interventions that focus on youth income generation.

Within a social development paradigm, according to Midgley and Conley (2010), the mandate of social work is gradually shifting its primary focus from the provision of material support to the promotion of entrepreneurship. Thus, social workers are now increasingly engaged in addressing the economic dimension of the profession which has been left out for too long (Hugman, 2016). Of the various role players required for an integrated entrepreneurial strategy to stimulate small, medium and micro-enterprises (SMMEs), the social welfare sector is probably the closest to the poor (Lombard, 2014). The provision of social support is by its nature a temporary relief and not a permanent solution to poverty alleviation. Midgely and Conley (2010), who are proponents of a social development approach in social work, argue that social work should engage in the economic development of society. They further argue that social workers influence human, social and economic capital development in both a direct and indirect manner. Social workers can directly contribute to community economic development by supporting local people in establishing a variety of economic projects, including cooperative micro-enterprises and savings associations (Midgley & Conley, 2010).

Botswana has unconsciously adopted a residual social welfare model of the British Government, when it was a British protectorate state. Jongman (2015) states that social work in Botswana emerged in 1946 in the Department of Education, and its core mandate was to address the welfare of soldiers who were returning from the Second

World War and to address the unique needs of large numbers of the youth. As a result, the evolution of social work in the context of Botswana has been associated with relief programmes, such as drought relief and accelerated rural development, and over the years it has not shed this legacy of the colonial period. This current social work practice has relegated the psychosocial and social development of youth to the periphery, despite that social workers have been engaged in youth development since 1946. There is currently no core framework that guides social work practice with youth in the country. The National Youth Policy (2010) and the National Plan of Action for Youth Development are also silent on the role of social workers or any other relevant profession (National Youth Policy, 2010). In contrast to other countries such as South Africa, with its White Paper on social welfare (Republic of South Africa, 1997) and the Revised White Paper of 2016 (Republic of South Africa, 2016), Botswana has no legal social welfare framework (Mwansa, 2011).

Despite this background, social work in Botswana has grown since 1946, when it was first introduced in the country (Jongman, 2015). There are now more than 3500 social workers in Botswana. The number expanded after the University of Botswana (UB) started training social workers in 1985. Currently social workers work predominant in local authorities, the MYESCD, hospitals, Botswana Prisons Services, the Botswana Defence Force and non-governmental organisations (Jongman, 2015). Of all these agencies, the only one in which the role of social work is articulated, is in the Children's Act of 2009. The practice of social work in Botswana has been largely based on the discretion of the practitioner (Lucas, 1993), and basing practice on individual discretion can lead to inconsistencies in practice and to malpractice which could harm the beneficiaries of social work services.

There are many reasons that lead to youth unemployment. Issues such as little or no education and no formal training make it difficult for the youth to find jobs, as do limited work experience and job opportunities and inadequate access to complementary factors of production such as finance, land and skills. Several authors have painted a gloomy picture of unemployment among the youth in Botswana (Bakwena & Sebudubudu, 2016; Nthomang & Diraditsile, 2016; Sechele, 2016). Other scholars have also drawn attention to increasingly high unemployment, which has negative ramifications for the country (Bakwena & Sebudubudu, 2016). The negative impact of

unemployment results in a high crime rate, a high rate of mental disorders such as depression, and static economic growth.

The government of Botswana has decided to use youth entrepreneurship as an intervention measure to reduce unemployment among the youth in Botswana. For the purpose of this study, youth refers to persons of ages 15 to 35 years which is in accordance with the National Youth Policy (Government of Botswana, 2010). Positive youth development (PYD) focuses on fostering resilience and promoting bonding, social cohesion and emotional competence among the youth (Catalano, Berglund, Ryan, Lonczak & Hawkins, 2004). PYD can produce the desired outcomes if it is complemented by youth entrepreneurship. According to Tunde (2015), entrepreneurship connotes a special, innate ability to sense and act on an opportunity, combining 'out-of-the-box' thinking with a unique brand of determination to create or bring about something new for the world. PYD thus aims at developing the youth holistically, while youth entrepreneurship addresses the situation and needs of young people. Therefore, PYD may be a suitable paradigm for social work in Botswana in the promotion of youth entrepreneurship (Chigunta, 2002).

## 1.2 PROBLEM STATEMENT AND FOCUS

Unemployment in Botswana, which currently stands at 20%, is untenably high among the youth at 40% (Bakwena & Sebudubudu, 2016). Several reasons have been advanced for this, including *inter alia* a saturated labour market, a mismatch between education and the market, a lack of markets for entrepreneurs, poor implementation and inadequate monitoring and evaluation of youth-funding projects (Nthomang & Diraditsile, 2016). In addition, scientific studies of youth entrepreneurship remain in their infancy (Geldhof, Weiner, Bronk, Damon, Porter, Malin, Mueller & Lerner, 2013). An intensive literature search shows that no study has previously considered the role of social work in promoting youth entrepreneurship in the context of Botswana. The argument above holds, despite the fact that social workers are employed as programme officers, focusing on promoting and supporting youth entrepreneurship (Republic of Botswana, 2013).

Available current research has only looked at entrepreneurship at the community level. In various contexts, for example, Lombard (2011, 2014), Tunde (2015), and Casmir

and Samuel (2015) have only looked at the role of social work at the community entrepreneurship level and not at youth entrepreneurship specifically. Also, Geldhof et al. (2013) address youth entrepreneurship, but did not consider the role of social work. In fact, in Botswana, there is only one scholarly review of youth entrepreneurship by Williams and Horvaka (2013), but it primarily targeted agriculture and did not address social work as a discipline. Hence, although social workers are employed as programme officers, monitoring and evaluating youth entrepreneurship in the MYESCD, their roles in these tasks are not clearly defined and articulated. The role of social work is also not defined in the National Youth Policy and the job description and profiles of programme officers (National Youth Policy, 2010). The job description of programme officers stipulates that the role of social workers is to assist in the implementation of cultural heritage, arts, sports, recreation, youth empowerment and development (Republic of Botswana, 2013), but not youth development and entrepreneurship as such. The lack of clarity and focus, as shown above, might explain why the youth are not doing well in business ventures after twenty-three years of youth development in Botswana. According to the President's State of the Nation Address (Government of Botswana, 2016), the government has been allocating P120 million each year to the youth development fund (YDF) of the country for the past seven years. This has however, not reduced youth unemployment. Rather, youth unemployment has increased by 1.1% (Bakwena & Sebudubudu, 2016). Therefore, this study seeks to gain an in-depth understanding of the role of social work in promoting entrepreneurship, especially considering youth development in Botswana.

### **1.3 RESEARCH QUESTION**

The research question is as follows: What is the role of social workers in promoting entrepreneurship among youth in Botswana? This research question will be answered by the following aims and objectives.

### **1.4 AIM OF THE STUDY**

The aim of the study is to gain an understanding of the role of social work in promoting entrepreneurship in youth development programmes in Botswana.

## 1.5 OBJECTIVES OF THE STUDY

To reach the aim of the study, the following objectives are formulated, which will coincide with the chapters of the thesis:

- a. to contextualise social work in Botswana;
- b. to analyse theories of positive youth development within a social development paradigm and consider international and local perspectives;
- c. to synthesise theories of entrepreneurship based on theories of PYD within the context of social work in Botswana;
- d. to investigate the role of social work in promoting youth development in allied programmes in Botswana;
- e. to make recommendations to:
  - the Botswana MYESCD,
  - to the academic community (UB and others).
  - other youth worker stakeholders regarding the role of social work in promoting youth development in entrepreneurship.

## 1.6 THEORETICAL POINT OF DEPARTURE

This study has applied a social development perspective as spelled out by Midgley (1995:13), as “a process of planned social change designed to promote the well-being of the population within the context of a dynamic multifaceted development process”. Social development can be elucidated as an enabling perspective because it focuses on the potential for action without forgetting structural constraints to which actors are subjected. Midgley (1995) indicates that the strengths of social development lie in the fact that its intervention strategies address the macro-, meso- and micro-levels. This means that it draws local communities into its strategy packages at the same level as governments and international organisations. This study, furthermore, uses the works of Gray (2017), Hugman (2016), Kalinganire and Rutikanga (2015), Patel (2015), and Spitzer, Twikirize and Wairire (2014) to strengthen the arguments of Midgley (1995). All the above-mentioned authors write on social work and social development in Africa, hence their suitability for this study.

The second theory used in this study is PYD. The PYD perspective emphasises the manifest potential, rather than the supposed incapacity of young people (Lerner, Almerigi, Theokas & Lerner, 2005). The PYD perspective is a strength-based concept of adolescence. It derives from the developmental systems theory and stresses that PYD emerges when the potential plasticity of human development is aligned with developmental assets (Lerner et al., 2005). This perspective was discussed in this study to examine the complexities, challenges and related issues regarding youth development and entrepreneurship. The work of Larson (2000), and Guerra and Bradshaw (2008), has been used to explain the concept of PYD.

Theories of entrepreneurship, such as Schumpeter's entrepreneurship and innovation theory (Śledzik, 2013), have also been applied in this study. So too, the ideas of Kuratko (2016), and Austin and Stevenson (2006) in order to explain entrepreneurship. National policy documents of Botswana that are applicable such as the Revised National Youth Policy (2010), National Development Plan (NDP 11, 2014–19) and National Vision 2036 (Government of Botswana, 2016), has formed part of the theoretical framework woven into the narrative of the study. Significant documents from the MYESCD has been critically analysed to provide direction for the study.

## **1.7 RESEARCH DESIGN AND METHODS**

### **1.7.1 Research design**

To investigate the role of social work in promoting youth entrepreneurship in youth development in Botswana, a combination of an exploratory and descriptive research design was considered the most relevant to the study. De Vos, Strydom, Fouche and Delport (2013) argue that an exploratory study is normally conducted when the researcher encounters an issue that is already known and has a description of the phenomenon, but is prompted to ask why things are the way they are. Creswell (2002) says that a descriptive method is a method that describes situations. Rubin and Babbie (2005:125), describe a descriptive design as an intensive examination of phenomena and their deeper meaning, yielding thick descriptive accounts of given variables. In exploring and describing the role of social workers in promoting youth entrepreneurship in Botswana, the study deems both exploratory and descriptive research designs as appropriate, in that they yield in-depth information and thick

descriptive accounts, as well establish the 'why' and 'how' of these accounts respectively.

The instrumental case study design was utilised in this study as this allows for an in-depth analysis of different cases and social issues (De Vos et al., 2013). Instrumental case studies are used to gain a better understanding of a social issue. The case study was not the main focus of the research, but served to facilitate the researcher's knowledge about an identified issue (De Vos et al., 2013). An instrumental case study aims at exploring and describing a particular subject with the aim of gaining new knowledge, which may inform policy development and implementation, which was also the aim of this study. Yin (2003) argues that it is appropriate to use an instrumental case study design if the investigation seeks to answer 'how and why' questions, if the researcher cannot manipulate the behaviour of those involved in the study, and if the researcher wants to cover contextual conditions, because they are relevant to the phenomena. Social workers at the MYESCD were key research participants in the case study as respondents. They are relevant to the nature of this study which seeks to explore their role in promoting youth entrepreneurship in Botswana. A study such as this one, on the role of social work in promoting youth entrepreneurship in Botswana, is new and related findings are currently unknown. Therefore, this research is breaking new ground.

### **1.7.2 Research methods**

This study has adopted a qualitative research method (De Vos et al., 2013). Qualitative research is preferred because the research topic under discussion is new in the context of Botswana and thus breaks new ground. The researcher listened to real stories of research participants as told from their own perspectives. This has enabled the researcher to capture the language and terminology used in youth empowerment by social workers in promoting youth entrepreneurship. Semi-structured interviews with open ended questions were used to generate the required data from respondents. The information collected from the respondents is described as conversations organised around particular areas of interest, and allowing for considerable flexibility, scope and depth of exploration (Greeff, 2005).

### 1.7.3 Target population

This research was conducted in two phases, utilising the same research instrument, namely a semi-structured interview schedule, based on the literature study, to collect the required data. The first phase explored the role of social work in promoting entrepreneurship among the youth with social workers in the MYESCD, using face-to-face interviews, conducted by the researcher. Social workers are frontline workers in the Ministry and are tasked with implementing the youth programme of the Youth Development Fund (YDF) (Government of Botswana, 2013). The criteria used to identify social workers for the sample was as follows.

- Social workers who currently work as frontline programme officers in the MYESCD. They implement youth development in Botswana. Therefore, they were included in the study.
- Social workers based in urban, peri-urban and rural areas. The experiences of social workers in urban, peri-urban and rural areas are different and so have given the study strong guidance.
- Social workers who have been in the field of youth development for more than ten years in the Ministry were also interviewed to see the trajectories of youth development through their experience in the Ministry.

The second phase included principals in the Department of Youth, based in areas where social workers are practising as programme officers. Principal programme officers at the MYESCD have been interviewed because they are involved in policy formulation in the Ministry, and they supervise social workers who are programme officers.

Criteria for inclusion were as follows for the principal programme officers:

- They should be principal programme officers employed by MYESCD;
- They should be based in areas where social workers are based;
- They should have ten or more years' experience in the Ministry.

Youth were excluded from participating for the following reasons:

- The study sought information on the providers rather than beneficiaries of the service;
- The study aimed at engaging with policymakers so that it would capture the trajectories of youth development and future plans for youth development in Botswana. The study sought to learn about the role of social workers in this situation and learning about this role was to be expedited through experts and service providers rather than beneficiaries.

The researcher interviewed eighteen social workers who are working as programme officers in the MYESCD, based on the above-mentioned criteria. Three principal programme officers at the MYESCD were also interviewed. The study was carried out in two phases, which informed each other and focussed on social workers and principle programme officers. The study thus had twenty-one respondents. This number was premised on the fact that with qualitative research there is a point of diminishing returns or saturation where more data will not yield any newer information (Mason, 2010). Mason (2010) furthermore indicates that a large sample may become repetitive and eventually superfluous. The data that could be generated from the participants' narratives became repetitive after 18 interviews with the social workers and three interviews with the principal programme officers.

#### **1.7.4 Sampling procedures**

The research has utilised non-probability, purposive sampling, as research participants were selected based on their knowledge of youth development and entrepreneurship, and their availability as volunteer participants in the research process (Kreuger & Neuman, 2003). Permission for participants to take part in the research was sought from the Ministry where the participants were working.

#### **1.7.5 Research site**

The research was conducted in different areas where the social workers were working. The research addressed urban, peri-urban and rural areas. The areas were Gaborone, an urban area with many social workers; Tlokweng, a peri-urban area; and Mochudi and Molepolole, villages; and Goodhope, a rural area. The blend of rural, peri-urban

and urban has given the research rich data because of the different experiences of participants.

Letters were written to the MYESCD, and approval was granted. Approval of the proposal and ethics clearance by the Departmental Ethics Screening Committee of the Department of Social Work, Stellenbosch University, was also granted. After approval by the DSW, and the Ethics Screening Committee of Stellenbosch University, final permission to conduct research was granted to the researcher by the Ministry. The Ministry made available the names and contact details of participants. The researcher then used phone calls to set up appointments with social workers and principal programme officers. The criteria for inclusion and exclusion guided the researcher in selecting the respondents purposively, using the information obtained from the Ministry.

#### **1.7.6 Research instrument**

The researcher made logistical arrangements to interview the selected research participants. The researcher used face-to-face, semi-structured interviews to gain in-depth information regarding the role of social work in youth entrepreneurship and youth development. An interview schedule for both programme officers and principal programme officers, containing open-ended questions, was used as a research instrument to collect qualitative data (see appendices 2 and 3).

The questions for the semi-structured interview schedule were developed based on the literature studied to guide the research interview and to stimulate individual responses of research participants. Interviews serve the purpose of obtaining rich first-hand information, experiences, and perceptions. Thus, views from research participants provided insiders' perspectives for the research topic. The interviews were recorded and transcribed with the consent of the interviewees.

A pilot study was conducted to test the measurement instruments. The pilot study used only two participants to avoid saturation before conducting the study. A pilot study is valuable, because it enables the researcher to establish the suitability of the interview schedule and make necessary adjustments before interviewing the participants. The pilot study did not come up with any amendment to the interview schedule and the participants from the pilot study were not added into the data analysis.

### **1.7.7 Analysis and interpretation of data**

When all data had been collected, the next stage in the research process was to analyse and interpret the data (De Vos et al., 2013). Structure and meaning were then brought to the data by a process of critical reflection, making linkages, seeking explanations and contemplating reasons for actions and behaviours. When data was analysed, various patterns, themes, sub-themes and categories were identified (Babbie, 2010). The analysis was based on deductive logic. The analysis moved from a broad base to a narrow one. However, in the analyses of the research, an inductive logic of reasoning was also employed, as some research findings were substantiated with literature sources which were not initially used in the theoretical chapters of this research report. Hence, although the study was chiefly deductive, a movement between deductive and inductive logic of reasoning was employed in the empirical chapters.

The researcher did not use any software in terms of data analysis. The researcher used the manual thematical areas to analyse data from the field. The data has been recorded in a coherent and systematic manner (Krueger & Neuman, 2003). The recorded data has been transcribed manually into a text format by the researcher. Idiosyncratic elements of speech (e.g., stutters, pauses, non-verbal and involuntary vocalisations) have been removed (Oliver, Serovich & Mason, 2006). The most important aspect of the interview is the content, not how it is said, hence the denaturalisation of the data. Grammar was corrected, especially where there was a need for a better understanding of the information provided by the respondents. This was done with extra caution to avoid losing the rich meanings and interpretations that the respondents gave about their situation.

### **1.7.8 Data verification**

Any research study should have a criterion established with which one can ensure the quality of data collected. Validity and reliability are important constructs in verifying the quality of researched data. Babbie (2007) describes validity as the extent to which an empirical measuring instrument adequately reflects the true meaning of the concept which is supposed to be studied. Babbie (2007) indicates that reliability occurs when a selected instrument measures the same construct more than once and acquires the same results (De Vos et al., 2011). Traditionally, in a qualitative study, the norms of

credibility, transferability, dependability and conformability are paramount in order to assess the validity and reliability of the study (De Vos et al., 2011). This will be discussed in-depth in Chapter 5, which is the methodology chapter.

## **1.8 ETHICAL CONSIDERATIONS**

The researcher is a practising social worker in Botswana and is registered as an axillary social worker with the South African Council for Social Service Professionals (5014225-SACSSP). He ascribes to the professional code of conduct of the social work profession. Permission was obtained from the Departmental of Ethics Screening Committee of the Department of Social Work at Stellenbosch University before the study commenced. This research can be classified as minimal (low) risk, because it deals with people who are all above the age of eighteen years and can make their own independent decisions. The study has utilised service providers rather than beneficiaries. The data obtained from the field was stored in a safe place to which no unauthorised person had access. Participants were anonymous in the study, and data collected was stored in a password-protected computer. The participants, both programme officers and principal programme officers, signed consent forms to participate in the study (see Appendix 1). Any unforeseen circumstances were to be reported to the supervisor for intervention. As the topic deals with the role of social work in youth entrepreneurship, emotional discomfort was not envisaged, and hence there was no need for debriefing. No emotional discomfort was encountered in the study.

## **1.9 IMPACT OF THE STUDY**

Botswana has a youthful population with 40% being between 15 to 35 years in a total population of 2.2 million. Most of the youth experience high rates of unemployment, vulnerability, social exclusion, social injustice and discrimination. In fact, in Botswana, youth unemployment and poverty continue to increase annually, and there are increasing undesirable social ills that are committed by the youth due to idleness. There is a psychological impact that is brought about by unemployment, such as the loss of self-esteem, hopelessness and depression. Sustainable economic development and the future of the country lie with the youth of the country. If the youth

are left unemployed and hopeless, Botswana might become a country without a workforce, thus adversely affecting economic growth and social stability. Studying the role of social work in youth entrepreneurship and youth development is a cutting-edge study that presents and highlights the challenges in youth development in Botswana. This study is aligned to the United Nations (UN) Sustainable Development Goals, and Botswana's National Vision 2036, which talks of prosperity for all. The findings of the study may help in coming up with sustainable, youth-friendly initiatives that will help mitigate youth unemployment and poverty.

### **1.10 CONNECTION WITH THE DOCTORAL PROGRAMME IN THE DEPARTMENT OF SOCIAL WORK, STELLENBOSCH UNIVERSITY**

Research based on the role of social work in youth entrepreneurship and youth development is of particular interest to the Department of Social Work at Stellenbosch University, and draws on the research expertise of the department. This study thus contributed to the existing research of the department on indigenous and social development issues in Africa and may stimulate further research on the issue of youth entrepreneurship in Botswana and how social workers may enhance such entrepreneurship and development.

## CHAPTER 2:

# CONTEXTUALISING SOCIAL WORK IN BOTSWANA

### 2.1 INTRODUCTION

Social work is a misunderstood and misrepresented profession in Botswana. Maybe this is due to its history in the country. The mandate of social work is not clear, especially within government institutions, as indicated by Jongman (2015). This argument is supported by Rwomirwe and Radithokwa (1996), who indicate that social work as a profession, has generally not been fully understood in Africa. This chapter traces the trajectory of social work in Botswana. Secondly, it discusses issues of policy development within the social work field. Thirdly, it uses the history of social work to provide the bedrock of the discussion.

Part of the history of social work in Botswana has been traced by Hendiquet, (1992), Lucas, (1993), Ferguson-Brown, (1996) and Jongman (2015). It is important to understand the past, so as to explain the present and predict the future. The history of social work in Botswana is important because it gives the background for why social work is like it is in Botswana. This chapter also assesses the current social work practice with the youth. This chapter looks at the socio-economic status of Botswana in an attempt to paint the picture of the direction that Botswana has adopted as its social welfare approach.

Social work as a profession emanated from charity organisations in America in the 1800s and later from the settlement houses in the United Kingdom (Osei-Hwedie & Rankopo, 2012). Social work as a formal discipline started in Europe and North America (Osei-Hwedie & Rankopo, 2012). Its activities can be traced to the work of philanthropists, missionaries, and volunteers for charity organisation movements, and state boards of charity and settlement houses. Osei-Hwedie and Rankopo (2012) indicate that social work in Africa and Asia was imported by the colonial masters in the 20<sup>th</sup> century. Buttressing Osei-Hwedie and Rankopo (2012), Midgley (2014) in the foreword for a book titled *Professional social work in East Africa; towards social development, poverty reduction and gender equality*, says:

*The term 'social work' first emerged in Europe and North America at the end of the nineteenth century to connote the activities of 'friendly visitors' or charity workers who sought to respond to the problems of poor people living in conditions of widespread deprivation in the rapidly expanding cities. The vast majority of them were educated, middle class women who volunteered their time, but many wished to be recognised for their contribution, pursue a career in the field and be paid for services. Since they were excluded from the well-established professions such as law, medicine, architecture and engineering, many advocated the creation of a new profession that would create satisfying career opportunities and professionalize what had previously been charity activities. These people campaigned for career recognition and paid employment, the creation of professional training schools, and the creation of professional association that would represent their interests. The growth of social work in Africa and Asia owes much to the dedication and commitment of academic social workers. (Midgley, 2014:VIII)*

Rwomire and Raditlhokwa (1996) believe that the profession of social work has never been fully understood in Africa. This might be because it started in an academic environment and people at grassroots level never got the grasp of what it is. They say it is euro-centric in approach and emphasises individualisation in its approach, as compared to communal approach, which is common in Africa.

Social work is a profession still in its infancy in Africa. The profession was introduced towards the end of the 20<sup>th</sup> century. This chapter therefore tries to understand the role of social work in promoting youth entrepreneurship in Botswana. Rwomire and Raditlhokwa (1996) beg the question: are social workers overstepping their roles when dealing with issues of entrepreneurship or are they in line with what is expected of them? To answer this question, this chapter looks at the profession of social work in Botswana and tries to see where youth development and entrepreneurship fit in.

## **2.2 DEFINITION OF SOCIAL WORK**

The definition of social work is taken from the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) global definition. The definition is the most appropriate, because it encompasses and was coined by both the IFSW, and IASSW, which are the bodies regulating social work

across the globe in terms of practice and education. The study is using the IFSW and IASSW global definition of 2014, which defines social work as:

*a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversity are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing.*

### **2.2.1 The global social work definition: ontology, implications and challenges**

Ornellas, Spolander and Engelbrecht (2016) critically analyse the global definition of social work as being located within the existing influential social work ontological models. The implication for social work of being located within the global and national context, is critically reviewed by Ornellas et al. (2016). Their findings include, among others, that changes to the global definition, along with recognition of the importance of strengthening knowledge and theory, encourage a critical review of the implications of a shift from an emphasis on individual approaches to the importance of collective, macro-perspectives in social work intervention. The location and exploration of these debates, using existing key ontological frameworks and socio-economic contexts, encourage critical reflection on the purpose, role and function of social work in society. These findings by Ornellas et al. (2016) open a discussion of the role of social work not to be based only on micro-practice, but also on macro-practice and social change.

The definition of social work clearly covers the role of social work broadly and avoids reactive practice. Given the above broad definition of social work, it is evident that youth work, development and entrepreneurship are components of social change and social cohesion. Youth development through entrepreneurship is geared towards changing the lives of young people, which in turn, is a pinnacle of the profession, namely social justice. Social justice includes socio-economic rights of young people. For that reason, the present study critically analyses the demographics and economic status of Botswana to determine the extent to which it is taking care of its youthful population.

## 2.3 SOCIO-ECONOMIC STATUS OF BOTSWANA

Botswana is a landlocked country in the southern part of Africa, squeezed between South Africa on the southern side, Zambia and Zimbabwe on the northern side and Namibia on the western side. The country is roughly the size of France but has a far smaller population: approximately 2.2 million which are sparsely dispersed (Statistics Botswana, 2011). Like most developing countries, Botswana has a youthful population. The national census of 2011 of Statistics Botswana indicated that 38.8% of the population was between the ages of 15 and 35 years. In 2015, 70% of the population of Botswana was below the age of 29 years (UNICEF Report, 2015). Botswana has never had an old population since gaining independence from the British in 1966 according to the UNICEF Report (2015). Furthermore, the report indicates that, at independence in 1966, Botswana was one of the poorest countries in the world. It has since been transformed into one of the richer economies in southern Africa (Hope, 1996). Currently the country is classified as an upper middle-class income country, with a gross domestic product (GDP) of 17.41 billion USD (World Bank, 2017), a gross national product (GNP) of 38.93 billion US dollars (World Bank, 2017), and an inflation rate of 3.5% (Bank of Botswana, 2019).

The economic success of Botswana has been attributed, among other things, to its natural resources and political stability. It is a large exporter of beef, and diamond-generated wealth has given Botswana one of the strongest foreign reserves in the world. Not only has the country made significant strides in the economic sphere, but it has made considerable progress politically as well, for example, the provision of social and educational services to enable progress. The social service programmes include, among others, the destitution programme provided by the Revised National Policy on Destitute Persons (2002), the school feeding programme, the bursaries for tertiary students programme, the orphan care programme, the old-age pension programme and the World War II allowance (Kalusopa & Letsile, 2012). Botswana has a stable democracy and good governance. Since independence, the country has had free and fair elections every five years. Life expectancy, health, mortality rates, literacy, nutrition and infrastructure improved significantly since 1966 (UNICEF 2012).

Although Botswana has been hailed as a beacon of economic management compared to most African states, unemployment, poverty and inequality have remained major

policy challenges (Sekwati, Narayana & Raboloko, 2013). In 2011, it was estimated that 19.8% of households in Botswana were living below the poverty line. In 2019, 16% of the population lives on less than US\$ 1.25 per day, according to the Minister of Finance and Economic Development, Mr. Kenneth Mathambo in his national budget speech of 2019 (Government of Botswana, 2019). Rural areas are more affected than urban areas. However, it is worth noting that the government of Botswana is taking steps to reduce poverty. These include employment creation opportunities and direct safety net programmes which target vulnerable groups such as destitute persons, orphaned children, and unemployed youth (Government of Botswana, 2012).

Botswana, despite being economically more stable than other African countries, is in dire need of adequate social services (Bettmann, Osei-Hwedie, Mmatli, Jacques, Jaspersen, Rankopo & Maundeni, 2009). The above authors argue that rapid economic growth in Botswana has exacerbated the social issues, rather than alleviated them among different populations groups. The study carried out by The World Bank (2015), revealed a decrease in inequality, but with a Gini coefficient of 60.5 per cent, Botswana remains one of the most unequal countries in the world. The level of inequality in Botswana is the third highest in the world, after South Africa and the Seychelles. But between 2002/03 and 2009/10, the Gini coefficient fell from 64.7 per cent to 60.5 per cent. Osei-Hwedie and Rankopo (2007) note that about 36% of the population is poor and remains economically deprived, politically marginalised and generally ill-fed. The economic development has left social development behind, hence it is important to assess and ascertain what the role of social work in this unequal society is. This therefore calls for a critical look at social work practice in Botswana, its structures and infrastructure of intervention.



**Figure 2.1: The map of Botswana**

## **2.4 SOCIAL WORK PRACTICE IN BOTSWANA**

As indicated in the introduction, social work came late to Africa, around the 1940s. Wass (1969) contend that, during the colonial period, there was a lack of commitment to social development in Botswana. The author states that, social services such as education and health, which existed in rudimentary forms, were provided by tribal organisations. In this respect, traditional volunteerism and mutual aid were key instruments to service provision in response to changing socio-economic conditions at the community level.

Ngwenya (1991) similarly observed that, during the colonial era, individual chiefs devised their own strategies to deal with social welfare issues and that during the colonial era, there was a shift from the chief taking centre stage in terms of social welfare, to families fending for themselves. Jongman (2015) explains that the majority of men had to leave their families to go and work in the mines in South Africa so as to provide for their families and pay the native tax. After independence in 1966, community development was institutionalised as a national strategy for social development and nation building at the grassroots level (Ngwenya, 1991). Social work aspects were incorporated into the community development strategy developed after independence (Ngwenya, 1991; Noppen, 1982; Osei-Hwedie, 1997; Republic of

Botswana, 1983). In the early stages of social work as part of community development, it focused more on the provision of basic infrastructure for social development such as roads, schools, clinics, and dams, and was undertaken in the context of 'food for work' drought relief programmes (Osei-Hwedie, Ntseane & Jacques, 2006). The concept of food for work was a concept of the *ipelegeng* project. *Ipelegeng* literally means 'carry your own weight' (Ngwenya, 1991). The *ipelegeng* concept has kept alive up until now. Actually, the concept, according to Jongman (2015), is a source of confusion in the profession of social work. The name for social workers in Setswana (the national language) is *mmaboipelego* (females) and *raboipelego* (males), meaning officers of self-reliance, not officers of food for work, as it was in the 1980s. With that said, social work has always been seen as a tool for social mobilisation and participation at the grassroots level and emerged by way of training community development workers (Osei-Hwedie et al., 2006).

Social work in Botswana was introduced around 1946 by the British government to take care of returning soldiers from World War II and to take care of the youth (Ferguson-Brown, 1996; Hedenqueist, 1992; Jongman, 2015; Wass, 1969). The role of the social welfare officer was to integrate returnees from World War II into mainstream society and help communities to improve livelihoods (Jongman, 2015). In the early years, before independence in Botswana, many men moved to the mines in South Africa and young people moved to towns (such as Lobatse and Francistown), and mostly the women and children were left in the rural areas where they were vulnerable to poverty and destitution (2015). The social welfare officer was dealing with delinquency among the youth and rehabilitation (Jongman, 2015).

With the majority of men at the mines in South Africa, and youth in towns, the family started to feel the strain, especially the children and women who were mostly left behind. This was the first sign of disintegration of the Tswana family. The breakdown of traditional social life and the withering away of the extended family network resulted in many social issues such as poverty, destitution, excessive drinking, family conflicts, divorces, abuse of women and health problems. The traditional institutions could no longer deal with all the above-mentioned issues. Jongman (2015) indicates that the problems with the traditional institutions were compounded, for example, by the Christian intolerance of polygamy. Polygamy in traditional Botswana system which

assured corporate care of the young, the sick and the aged or provided labour for subsistence farming.

The first social welfare officer, Jack Leech, was appointed to the protectorate after World War II (Ferguson-Brown, 1996; Hendiquet, 1992; Jongman, 2015; Lucas, 1993; Osei-Hwedie & Rankopo, 2012). The social welfare office was located at the Ministry of Education in 1946 and was later moved to the Ministry of Labour and Home Affairs after independence in 1966. It is currently under the Ministry of Local Government and Rural Development (MLGRD). The MLGRD has housed the Department of Social Protection, which in turn is responsible for social workers who are working at hospitals. It also oversees social welfare programmes in the sixteen district councils. The supervision of social workers at hospitals is done by the Department of Social Protection, whereas at local councils it is done by council secretaries, who are not necessarily social workers. The Department of Social Protection is charged with formulating social policies that are implemented by social workers, based at the local authority. Some of the policies that are found at the Department of Social Protection include, among others, the Revised National Policy on Destitute Persons (2002) (Government of Botswana, 2002), the Adoption of Children's Act (1952) (Government of Botswana, 1952) and the Children's Act (2009) (Government of Botswana, 2009). Other policies, such as the maintenance of children and deserted wives of 1998, (Government of Botswana, 1998), the National Youth Policy (2010) (Government of Botswana, 2010) and the Marriage Act (2001) (Government of Botswana (2001), are located in other ministries, such as the MYESCD, the office of the President and the Ministry of Employment, Labour and Skills Development. Employees at the department of social protection, who are not based at hospitals, are not necessarily social workers. Social welfare and social work have never had a fully fleshed ministry. They have always been subsumed by other ministries and departments (Lucas, 1993).

## **2.5 THE INTRODUCTION OF THE DEPARTMENT OF SOCIAL AND COMMUNITY DEVELOPMENT**

Social work in Botswana has always been skewed towards community development, due to the harsh reality of the semi-arid climatic conditions of Botswana which lead to

sporadic droughts. Besides the climate-related hardships that the country experiences, Jongman (2015) insist that, the purpose of social work in the country has always been to strive to enhance people's capability to solve their problems and develop a desire for personal development. This was achieved through community development where the community carried out projects that would benefit the community, more than individuals.

Mupedziswa and Ntseane (2017) indicate that, due to the poverty status of Botswana, social welfare was neglected in the Protectorate era by the British government. The population lacked resources and it was difficult to educate the nation. After the discovery of diamonds in the 1970s the government of Botswana began to invest heavily in education with the view to address the challenges of the lack of trained personnel (Mupedziswa & Ntseane, 2017). In 1973, according Mupedziswa and Ntseane (2017), there was a boom in school infrastructure development and bursaries for post-secondary school students. The health and social welfare sectors were also not neglected. Mupedziswa and Ntseane (2017) indicate that, the National Development Plan 1973–1981 witnessed the launching of a social welfare unit in the department of community development, whose mandate was to address emerging social problems across the country. The social problems, according to Ntseane (2007), were largely due to significant numbers of able-bodied people who moved from rural to urban areas, leaving the elderly and children in rural areas neglected and without resources. Moreover, in the towns where they moved to, they started squatting, which led to serious social problems such as petty crime, destitution, juvenile delinquency and general social disorder. With the charity philosophy of government, social workers continued to intervene, even though it was more in an *ad hoc* manner (Mupedziswa & Ntseane, 2017).

The government of Botswana mandated the social welfare unit (later named the Department of Social Service, and now the Department of Social Protection) to develop a social protection regime that would address social problems that are mentioned in the paragraph immediately above. The unit was to address the problem of the pervasive poverty and destitution in the country (Ntseane & Solo, 2007). In addition to the above, Mupedziswa and Ntseane (2017) say, this marked the birth of the formal social protection system currently promoted in Botswana. Ntseane and Solo

(2007) add that the launching of the social welfare unit was timely, given that there was evidence of a general decline in traditional social safety nets. The launching of a social welfare unit meant Botswana was moving from a charity notion to a robust social welfare notion, as shown by the fact that social work started getting government funding in 1973.

Due to pervasive poverty and destitution, social work in Botswana from the beginning adopted a generalist approach towards social welfare. The generalist approach, according to Meley, O'Melia and Dubois (2001) demands that social workers work directly with client systems at all levels (micro-mezzo-macro), that social workers connect clients to available resources,, that they intervene with organisations to enhance the responsiveness of resources and that they research all aspects of social work practice. Botswana adopted this approach, because of the lack of resources to train social workers in different specialisations. It was better to train general social workers who could engage directly with clients to enhance their social functioning. The generalist social welfare approach led to the establishment of the Department of Social and Community Development (S&CD).

The Department of S&CD was established because of the realisation that the community could no longer take care of the social welfare matters of families due to the disintegration of the family (Hedenquist, 1992). The department covers all methods of social work (case work, group work and community work). The interventions at S&CD are based on case work, where social workers undertake case work tasks, whereas adult educators and home economists deal with community development, particularly since the 1980s, due to the introduction of the Destitute Policy of 1980 (Government of Botswana, 1980) and the Children's Act of 1981 (Jongman, 2015). Lucas (1993) indicates that from the 1980s social workers shunned community development, because it was based in the rural areas and they wanted to do case work which was based more in the towns and cities.

Currently at S&CD, social workers are performing case work which includes juvenile justice, adoption, custody, family welfare, destitution, orphan care and other duties that fall under case work. This ideal case work model for social workers is feasible only in towns and cities. Social workers in the rural areas do not specialise. They use all methods of intervention in social work. Some even go to the extent of doing early

childhood development by monitoring and coordinating pre-schools in their areas. This has been the case since the beginning of S&CD and is necessitated by a lack of manpower and coordination in social welfare. The majority of social workers are employed by S&CD.

Prior to the 1990s, S&CD was the sole employer of social workers, as indicated by Hedenqueist (1992), and it continued to enjoy the monopoly of employing social workers in Botswana. The department has grown over the years and the community development section has adult educators and home economists as stated earlier, and the social welfare section has the majority social workers. According to Jongman (2015), the social welfare section has four sub-sections (destitution, home-based care, family welfare and orphan care) that employ social workers. Social workers who are employed in this section are mostly intervening at three levels: individual, family and group. In Botswana, not only social workers are employed as social welfare officers or as social workers; psychologists, adult educators, and sociologists are also employed as social workers. This may be due to the lack of a regulatory body for social work practice in Botswana (Jongman, 2015). Over the years, the profession has ventured or grow into other departments and organisations. The following section will be covering the expansion of social work into other fields.

### **2.5.1 Social work and child protection**

The early 1980s saw a revolution in social work practice in Botswana especially in the social policy sphere. In 1980, parliament approved the destitute policy, which gave social workers a sense of worth because they were the ones mandated to implement it. The enactment of the Children's Act of 1981 changed the landscape of social work in Botswana. It laid the foundation for social work practice in the delivery of justice for children in Botswana, according to Lucas (2014). Moreover, Lucas (2014) indicates that it was the first piece of legislation to prescribe the role of a social worker, even though it was limited. Prior to the policy, the practice was at the discretion of the social worker.

As the initial piece of legislation, the 1981 Children's Act (Government of Botswana, 1981), served the children well, but as the socio-economic and political status of the country progressed, the Children's Act of 1981 was found to be insufficient and too

narrow in scope and restrictive and not based on child rights (United States Agency for International Development [USAID], 2010). In addition, USAID (2010) found that the implementation and enforcement of this law was lacking, even though Botswana had ratified both the UN Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child. The African Charter on the Rights and Welfare of the Child (also called the ACRWC, or Children's Charter) was adopted by the Organisation of African Unity (OAU) in 1990 and came into force in 1999 (Lucas & Jongman, 2017). In 2001, the OAU legally became the African Union. Due to the already mentioned deficiencies, the act was reviewed in 1989, and a new act was enacted in 2009 (Lucas & Jongman, 2017). This new Children's Act of 2009 incorporated improved roles of social work. It is the only legislation that has clearly spelled out the mandate of social work in Botswana, according to Lucas and Jongman (2017).

Under the new act, social workers are assigned roles and responsibilities such as supporting parents and caregivers in the community, advising the traditional leadership, investigating cases of abuse and neglect, investigating the conduct and home environment of children accused of crime appearing before children's courts, applying for and executing protection orders (Children's Act, 2009; USAID, 2010).

### **2.5.2 Social work in health settings**

Social work practice in health settings has been a feature of the social work profession in many parts of the world (Lucas, 2017). Malinga and Mupedziswa (2009) indicate that, despite that social work practice in Botswana being able to be traced to 1946, it can be said to have earnestly started in 1986 in the hospital set up. Hospital social workers were first deployed in two referral hospitals in the north and south of Botswana (Princess Marina Hospital in the South and Nyangabwe Referral Hospital in the North) before they were rolled out to other parts of the country. Maundeni (2009) also says that social workers are employed in hospitals especially dealing with children who are admitted to hospital. Social workers who work in hospitals are employed by the MLGRD and are seconded to hospitals. Following up on Malinga and Mupedziswa (2009), Ntshwarang and Malinga-Musamba (2011) indicate that with the advent of HIV and AIDS in Botswana, social workers are also based in specialised hospitals like the Baylor children's clinic. Social workers' roles vary from coordinating patient care and

providing safe comprehensive care to ensure the best patient outcomes. The coordination of patient care consists of the referral and exchange of information of patients in order to support the optimal care of patients (Jongman, 2015).

When social work was first introduced at hospitals it was not well understood, because social work itself in Botswana was skewed towards community development due to recurrent droughts which led to poverty and destitution. The purpose of social work was to mitigate the harshness of drought (Jongman, 2015). The role of social workers then was to help people through drought relief programmes, and later through the implementation of the destitute policy of 1980 and the revised one of 2002, and programmes to distribute food parcels.

The profession has made headway in the health sector. Lucas (2017) elucidate that, as part of multi-disciplinary team, hospital social workers are charged with helping patients to adapt, adjust and interact with both the internal and external environment. In addition, Botswana, having been hard hit by HIV and AIDS, social work practice has increased in scope, complexity, variety of needs and challenges of care and treatment in hospitals. Botswana was and is still ranked high in HIV prevalence, around 17% (UNICEF, 2012). Social workers attend to mental health, substance abuse, sexual assault, rape, abortion, HIV and AIDS issues, adjustment to illness, adherence to treatment, interpersonal relationships, discharge and planning and counselling in general (Jongman, 2015; Lucas, 2017).

The relevance of social work practice in health settings is evident since, invariably, social, emotional and psychological factors cannot be ruled out for the purposes of diagnosis, treatment and prevention of illness (Department of Social Services, 2006; Jongman, 2015). Health care service providers have now come to appreciate the role of social work in hospital settings and there is a high demand for social workers (Jongman, 2015).

The multi-disciplinary role and accreditation of hospitals in Botswana caught social work practice in the health sector napping, because social work had neither a standard of practice nor a legal framework to guide the profession. This stimulated departments of social work in hospitals to come up with standards of practice (SOP) guidelines which standardised the social work practice in the health sector (Jongman, 2015). The

SOP guidelines are the operational standards that are there to manage the clientele at hospitals and to standardize practice. Botswana still does not have legal framework that guides the profession. Social workers are not licenced to practice. An act of parliament that ought to sanction social workers' qualifications and create a council is non-existent. This has led to social workers using their own discretion in many cases when interacting with clients. Social work happens not only in health settings, it has broadened its scope and includes for example, work in the youth field.

### **2.5.3 Social work and youth development**

As indicated above, social work has spread into other spaces such as working with the youth. Working with the youth is crucial, because youth is the transition stage from childhood to adulthood. When we hear the word 'youth', the first thing that comes to the mind is an energetic group of people in society who are looking for positive change in their own lives, families, community and overall country development (Kaarineva, 2000).

A historical look at youth work indicates that, as in social work in general, it stems from philanthropic-ecclesiastical work, both among bourgeois youth and working-class youth and on the standardisation of youth work regarding child and youth protection (Kaarineva, 2000). The standardisation of youth development work started as a result of World War I. Changes in societal circumstances were seen in the new value as well as in the new commitment. The state was acting according to the principles of subsidies, which meant that the state was helping the progress of youth development by subsidising the organisations (Kaarineva, 2000).

Going through literature, Kaarineva (2000) realised that there is limited literature on youth work, especially in relation to social work doing or practicing youth work. In the doctoral thesis of Kaarineva (2000:5), the author was at pains to explain why youth work within social work is negligible. The author said:

*By wading through these studies, it is possible to get a quite clear picture of what happened to the social sector. But what happened to the youth sector? From my experience in working life I know there have happened some changes in the youth sector too. Is youth work too marginal in order to be an interest study object? Does this explain lack of research orientation?*

Although youth work has always been within the social work realm in Botswana, this fact has been poorly documented. Youth development has been left on the periphery, especially in the social work literature. Despite this, history illustrates that youth work has always been within the social work realm in Botswana. In showing that youth work has always been part of social work practice in Botswana, Hedenquist (1992) traced the work with youth since 1987. When social workers had a workshop, the researchers (Hedenquist, 1992) asked social workers what their priority problems at social and community development were. Youth work ranked second highest at 42% after destitution. The department of S&CD was divided into four sections: community development, social welfare, home economics and youth work. This also shows that youth development has always been within the realm of social work, as also indicated by Ferguson-Brown (1996) who writes that the first social welfare officer was dealing with youth development in 1946. Youth work has always been a part of social work practice, but it has always been overshadowed by the needs of other population groups, especially children and destitute persons. The questions that cannot be overlooked in trying to understand why youth work has always been there, but never prominent are:

- Did the training of social workers actually include youth work?
- To what extent was youth work subsumed in other programmes?
- How prominent were youth work modules in the curricula drawn up for the training of social workers?

The following section will be looking at the social work training at UB, which is the only university that is teaching social work in Botswana. In Botswana there are three public universities that offer either general courses or are specialized. It is UB, which is not a specialised university. There is the Botswana University of Animals and Natural Resources (BUAN) which specialises in agricultural science and the Botswana International University of Science and Technology (BIUST), which specialises in science and technology. The other universities and colleges are private institutions and none of them offer social work. UB is the only university that offers social work at diploma, bachelors, masters and doctoral level. The following section will be looking at the training of social workers in Botswana.

## 2.6 SOCIAL WORK TRAINING IN BOTSWANA

Social work is a young profession in Africa, and this is the same for Botswana, where the formal training of assistant community development officers began in 1972 at the Botswana College of Agriculture. In 1974 a few social work courses were introduced into the curriculum, and the programme emerged as a certificate in social welfare and community development (Osei-Hwedie, 1997). In 1985, formal social work education started at UB (Jongman 2015; Osei-Hwedie, Ntseane & Jacques, 2006). It was conceptualised as a community-based practice, grounded in social justice and provided by professionals working with vulnerable people to reduce risk and enhance their lives, prevent social dysfunction and situations which are threatening to the social order, promote healthy development for communities, organisations and individuals, enhance the provision and effective management of progressive services to those in need, and promote social justice, human rights and mutual responsibility (Department of SW, 1993). The practice of social work has been associated more with community development and the self-help concept (*Boipelego*).

UB started with three programs namely, a two-year certificate programme, a two-year diploma programme and a four-year bachelor's degree programme. The certificate programme, until its termination in 2001–2002, was a para-professional training programme for assistant social workers. The programme was initially a two-year programme, because it targeted junior secondary school leavers. It was later revised to a one-year programme in 1994–1995 and enrolled senior secondary school leavers, but it was discontinued in 2002 when the university ceased to offer certificate programmes (Osei-Hwedi & Rankopo, 2012).

The diploma programme targets senior secondary school leavers with a credit in mathematics and English. The diploma in social work (DSW) prepares students to practise frontline social work and human service middle management. The DSW includes courses in social work practice with communities, groups and organisations, social work interventions with families and individuals, interpersonal communication, social services of Botswana, administration and supervision in human service, sociology, psychology and a selection of theoretical and practical issues in social work in southern Africa (DSW, 2005). In recent times, few students have been admitted to the diploma programme, because the government, through its Human Resource

Development Council (HRDC), has stopped sponsoring diploma programmes by way of scholarships. When government does not sponsor students, the intake at UB goes down.

Having said the above, the next section will be exposing the social work courses offered at UB. The objective of exposing such courses is to illustrate the connection between social work education and social work practice. The courses in social work, from diploma level to bachelor's level, illustrate that there is no substantial courses in youth work or youth development. Hence practice also indicate the struggle in dealing with youth issues. The current social work programme has only one course on youth work at diploma level and then the next course is offered at post-graduation level. The bachelor's level, which has more students, does not have any specific course that targets youth work. The tables below will illustrate the course in social work training at UB.

Table 2.1 below illustrates how the diploma programme is structured at UB.

**Table 2.1: Diploma in Social Work**

<b>Year 1: Semester 1</b>	<b>Year 1: Semester 2</b>
1. DSW 100: Introduction to social work and its literature	SWF 101: Orientation to fieldwork
2. DSW 101: Social work with groups and families	DSW 105: Social work with families and children
3. DSW 102: Social service in Botswana	DSW 106: Psychology for social workers
4. DSW 103: Social work with youth	DSW 107: Social work with disabilities
5. DSW 104: Social work in health setting	STA 111: Elementary statistics
6. Communication and academic literacy skills.	Academic and professional communication

Year 1: Semester 1	Year 1: Semester 2
7. Computer skills fundamentals	Computer fundamentals

**Table 2.2: Year 2: Semester 1**

Year 2: Semester 1	Year 2: Semester 2
1. SWF 200: Fieldwork (BLOCK PLACEMENT)	DSW 203: AIDS and home-based care.
2. SWF 201: Fieldwork and professional development.	DSW 204: Social work and social development.
3. DSW 200: Introduction to counselling	DSW 206: Management and supervision in the human service
4. DSW 201: Introduction to social policy)	DSW 207: Culture, change and social work in Botswana
5. DSW 202: Selected issues in social work	STA 111: Elementary statistics
6. DSW 205: Probation	Academic and professional communication
	Computer fundamentals

***Adopted from the UB undergraduate calendar 2016/17***

The table above, as indicated, is the illustration of the course offered at diploma level. The diploma level was created to prepare students for front-line social work and human service middle management. The DSW programme includes courses in social work practice with communities, groups and organisations, social work intervention with families and individuals, interpersonal communication and supervision in human services. All these courses, as indicated in the table, are supposed to prepare students to apply social work values and ethics with critical awareness to clients of different social, economic and cultural backgrounds (UB, 2006)

Tables 2.3 to 2.6, below, set out the Bachelor of Social Work (BSW) syllabus of UB. From the beginning, the Bachelor of Social Work degree was designed from prepare students for a professional social work practice and administration in the human services. The BSW provides professional education and practical training for preventing and ameliorating a wide range of undesirable social conditions, by imparting knowledge in the fields of social and community development, youth and family welfare, and individual and communal situations. The programme prepares students to deliver personal human services, monitor and evaluate these services, formulate and implement social policy, and take up managerial and leadership positions in human service organisations.

**Table 2.3: BSW programme structure**

<b>Year 1: Semester 1</b>	<b>Year 1: Semester 2</b>
BSW 100: Reading and writing in Social Work	BSW 102: Oral communication
POL 101: Introduction to Political Science	BSW 103: Introduction to Social Welfare
SOC 121: Introduction to Sociology	BSW 104: Introduction to Social Work
PSY 101: Introduction to Psychology	SWF 102: Helping in the community
LAW 151: Law for Social Workers	COM 152: Academic and professional communication
COM 151: Academic and professional communication	
ICT 121: Computer skills fundamentals	ICT 121: Computer skills fundamentals

**Table 2.4: Year 2**

<b>Year 2: Semester 1</b>	<b>Year 2: Semester 2</b>
BSW 200: Introduction to community work	BSW 202: Social policy
BSW 201: Individuals, groups and families	BSW 203: Mental health and Social Work
STA 111: Elementary statistics	BSW 204: Theory and Social Work practice
ECO 111: Introduction to basic microeconomics	SWF 101: Orientation to fieldwork
LAW 151: Law for social workers	BSW 205: Group work and Social Work
	STA 112: Statistical tool for social science research

**Table 2.5: Year 3**

<b>Year 3: Semester 1</b>	<b>Year 3: Semester 2</b>
SWF 301: Reflective practice on fieldwork	SWF 302: Fieldwork practice, culture and Social Work
BSW 301: Administration and change in social services	BSW 305: Community development practice
BSW 302: Counselling	BSW 306: Research in Social Work
BSW 303: Social Work practice with HIV and AIDS	BSW 307: Social service planning
General education course	General education course
General education course	Elective

**Table 2.6: Year 4**

<b>Year 4: Semester 1</b>	<b>Year 4: Semester 2</b>
SWF 400: Field work (Block placement)	SWF 401: Integrative fieldwork practice
SWF 402: Linking theory and field work	One seminar course (BSW 407, 408, 409, 410, 411)
BSW 401: Supervision	BSW 306: Research in Social Work
One seminar course (BSW 402, 403, 404,405)	BSW 415: Research project II
BSW 406: Research project I	General education course
General education course	Elective

***Adopted from the UB undergraduate calendar, 2016/17***

The seminars offered in year four change names according to the demand and time, and cover diverse topics such as globalisation and social work, diversity in social work, disaster management, adoption, foster care, sex work, grant writing and human rights (UB, 2009). The general education courses are the courses that the university has set out for students to do outside their departments. The university believes that it is important for students to learn skills from other courses and it encourages diversity. Different departments can recommend their students to do certain general courses, but Social Work has not recommended any general education courses. The students can pick any course they would like to do.

The diploma and bachelor's programmes both offer content on social work methods, a small fraction of social science courses, block field work placement and general elective courses (GEC) or electives (as required by university rules). Osei-Hwedie and Rankopo (2012) indicate that at one point, certificate and diploma programmes offered home economics as a core course, because social workers were expected to work with some women groups to promote enterprises, but were subsequently dropped when a degree in home economics was introduced.

### **2.6.1 Social work education and youth development**

From the above Social Work curriculum, it is clear that attention to youth development is highly limited. A course on youth is only offered at diploma level as a one semester

course and does not cover youth entrepreneurship. The emphasis is not on the youth population, even though the youth in Botswana is almost 40% of the entire population. There is a more robust focus on youth studies is at master's level, where a specialisation called youth and community practice, is found. Even though there is a specialisation on youth and community practice, it still does not cover youth entrepreneurship. It covers topics like youth vitality, youth and sexuality, community economic development and needs assessments.

Osei-Hwedie et al. (2006), indicates that the course does not only ground students in various theories about development and behaviour of the youth and communities, but it also emphasises the application and integration of these theories into empowerment oriented practice, administration, the organising of youth and the organising of community work. The course also deals with community building and organising that integrates family development, education, health, housing and economic development. The topics covered by this course under this specialisation includes historical background, policy and planning processes, methods, techniques and other skills of group work including community staffing, lobbying, agenda building, use of media and advocacy techniques. Models and approaches in the context of youth and community development are also examined.

At second year master's level, there is a course that deals with youth issues, called 'Youth Economic Vitality', and it examines issues of youth in relation to community entrepreneurship. It discusses economic deprivation and explores community interventions in order to improve the economic well-being of marginalised groups in communities, with special emphasis on youth. The course cover topics such as: project management, management proposal writing, fundraising, budgeting, resource identification, marketing and networking. The emphasis is also placed on community building that integrates youth development into community organisation and development strategies (Osei-Hwedie et al., 2006). There were no changes to the programme since 2006, as it is described by Osei-Hwedie et al. (2006). The curriculum is currently under review to see if it is relevant to the market.

The department of social work records (2017), show that the intake of diploma students in social work has dwindled in the past five years and the department is

planning to discontinue the programme in the new curriculum.<sup>1</sup> A discussion between the head of graduate studies at the department of social work has indicated that in the past five years they have never attracted more than two students registered for a stream on Youth and Community Practice. The author of this thesis was also a student in the Youth and Community Practice course in 2013 and graduated alone. Limited training in youth development might translate into poor programming implementation and evaluation of the programmes.

## 2.7 SOCIAL WORK PRACTICE WITH YOUTH

There is scant information on social work and youth practice in Botswana. The literature does not really deal with social work with the youth, even though social work with youth pre-dates independence. Wass (1969) notes that in 1931, social welfare in Botswana included things like recreational activities with youth groups. In addition, Lucas (2017) says that in the late 1950s, the then social welfare officer, Clement Oliphant, referred to his work with youth as including recreation, leisure, and sporting activities. Lucas (2017) indicates that at independence, social work had a clear and distinct relationship with the youth through the department of social and community development, which for many years housed the youth section that was largely manned by people with social work training. In addition, Lucas (2017) mentions that youth workers enrolled young people in income generating ventures and formed various youth clubs intended to promote personal development and character building. This was more like the introduction of entrepreneurship.

The expansion of social work around 1985 saw the birth of *Tirelo Sechaba* (National Service) where a lot of social workers with certificates, diplomas and later bachelor's degrees were deployed as fieldworkers for the *Tirelo sechaba* participants who were senior secondary school leavers (Lucas, 2017). Their role was to integrate these youth into the mainstream society and the workplace, guide them into being responsible adults and expose them to the world of work. Lucas (2017) continues to indicate the significance of social work in youth work. He says that, when the new Ministry of Youth, Sports and Culture was formed in 2007, youth officers with social work training moved from local councils to the new ministry, to administer youth development fund projects.

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<sup>1</sup> Department of social work curriculum review minutes

The fund was aimed at empowering small enterprises and give exposure to the business environment to the youth.

Youth officers who were later called programme officers in 2013, after the Ministry underwent restructuring and changed its name from Ministry of Youth, Sports and Culture to the Ministry of Youth Empowerment, Sports and Culture Development (MYESCD), also to work with the youth on issues of sports, arts and cultural development (Lucas, 2017). Furthermore, the MYESCD coordinates and oversees national internship, which was initially housed in the Ministry of Labour and now is at the MYESCD, the revamped national service (*Tirelo Sechaba*) and the graduate volunteer scheme (GVS). All these programmes are manned by social workers in the MYESCD. Lucas (2017) points out that social work involvement with the youth was also apparent when youth was mainstreamed into ministries and stand-alone ministries in 2009. In addition, Lucas indicates that social workers formed the majority of those who were recruited to serve as principal youth officers in the different ministries. Lucas (2017) argues that social work and youth work have been intermittent in Botswana throughout.

Social work has seemingly performed well within the field of youth work, even though there is no literature to support this argument, other than from observation. Despite apparent successes, effective and efficient service delivery to youth by social workers has been hampered by the fact that most of the social workers in youth work are not trained in youth work, and as such their competence in delivering successful youth programmes and services is limited. In a paper called *Social Work and Youth Work in Botswana*, Lucas (2017) argues that youth work has been under-resourced, both financially and in human resource terms. He concludes by stating that the lack of resources, limited training and other factors might lead to the unsatisfactory or below par outcomes of youth programmes and services in Botswana.

## 2.8 CHALLENGES OF SOCIAL WORK IN BOTSWANA

In Botswana, social work is state dominated. Social workers are predominately employed in government institutions, where local governments have a large share of social workers in local councils. There are an estimated number of around 1500 social workers<sup>2</sup> in sixteen district councils and sub-districts. There are around 120 social workers in the Department of Social Protection and hospitals, and around 500 in the MYESCD<sup>3</sup> countrywide. The UB records show that from 1986 to 2013 there were around 3500 social workers trained in social work by the Department of Social Work at UB<sup>4</sup>. There are some social workers who were trained in South Africa around 2000, but it is difficult to trace and locate them, because there is no record of where they are and how many of them trained in South African universities. With government being the biggest employer of social workers, government sets the agenda and parameters of social work activities through its different policies, legislation and programmes.

Lucas (2017) indicates that the social worker's mandate is to implement social policies and programmes, to which they have cultivated very little in philosophy, values, and professional process in the discharge of the roles they have been assigned. Lucas (2017) further indicates that the majority of social workers are employed under the MLGRD and the MYESCD where they are expected to implement a plethora of poverty eradication programmes in which formulation they did not participate.

Rditlhokwa (1993) follows this argument by Lucas (2017) by saying that the profession of social work in Botswana is a politically conservative, state-dominated and state-controlled activity, perpetuating oppressive policies and programmes and structural inequalities, while serving the interests of the elites. Hutton (1994) sees social work in Botswana as a profession that is not in touch with the local needs, is inflexible, and not easily adaptable to change. Raditlhokwa (1993), Hutton (1994) and Lucas (2017) paint a bleak picture of the participation of social workers in policy formulation and they indicate that the practice is detached from the community that it is supposed to serve. This contravenes the definition of social work according to the IFSW and IASSW

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<sup>2</sup> Botswana National Association of social workers

<sup>3</sup> Department of Social Protection

<sup>4</sup> University of Botswana

(2014), which aims at social change and social cohesion underpinned by social justice and human rights.

Social workers are excluded from participating in social policy formulation, and this is the first mark of marginalisation of the profession according to Lucas (2017). Lucas (2017) argues that a profession that has no direct knowledge of, or no direct contact with, the constituency of social work is bound to craft social policies and programmes that subordinates social work to the margins, at the critical level of decision-making. The exclusion of social work from the policy-making process has potential consequences of failing to appreciate special needs and challenges that persist in society (Lucas, 2017).

Social workers who are only used as implementing partners, and not as participants in policy formulation and programme design, engage only in routine activities, thus eroding the status of the profession as stated in the definition of social work (IFSW, 2014). Lucas (2017) points out that the watering down of the social work profession by government is clearly visible in the reward system where Bachelor of Social Work graduates earn less than their counterparts in law and economics, when employed in the public service.

Osei-Hwedie and Rankopo (2012) indicate that one of the issues in international recognition is accreditation. Since Botswana has no "Social Work Act", which will establish a "Social Work Council" or "Board", there is no formal national authority accrediting social work educational programmes (Osei-Hwedie & Rankopo, 2012). They say that, because there is only one university that offers social work, it is impossible to have inter-university discussions on national social work education. While graduates in BSW and MSW from the University of Botswana continue to gain entry to universities across the world for study, problems arise when graduates seek jobs abroad due to non-accreditation of these programmes.

## **2.9 PROFESSIONAL INFRASTRUCTURES IN BOTSWANA**

The next section will be looking at the professional bodies for social work in Botswana. This will include among others, the professional association and look into the policy framework or lack thereof.

### **2.9.1 The national association of social workers (BONASW)**

The Botswana national association of social workers has been established 1994, but was dormant until around 2007, when the university students started mobilising it (Jongman 2015). The objective of BONASW is to represent the interests of the profession and its clientele. The association was registered in 2001 and has been recognised by government and endorsed by the Department of Social Protection as the sole voice of social workers in Botswana (Jongman, 2015; Lucas, 2017). The association has pushed for the establishment of a Social Work Act by parliament and is still pushing for it. Such an act will help establish a council of social work in Botswana.

The association is faced with many teething problems, such as confusing the role of the association with that of trade unions, and low membership. Jongman (2015) and Lucas (2017) indicate that there is inadequate motivation from members to volunteer time, energy and resources. The association is facing financial challenges to roll out its programmes. Jongman, who was the president of the association for six years and is the present advisor of the association, indicates that the grants that the Department of Social Protection gives to the association are insufficient to carry out projects. The contributions from members are also not enough to run an office, even for a year.

### **2.9.2 The necessity for a Social Work Act**

UB has graduated many social workers since 1986 at diploma, bachelor's, master's, and recently, doctoral level. The number of graduates and the new markets for social work attest to the growth of social work in Botswana (Lucas, 2017). Social work requires an institutional structure to ensure the quality of the delivery of social services. Social work in Botswana needs a Social Work Act that will establish the council for social work. In the absence of such a structure, social work in Botswana will continue to operate in various fields of practice without quality assurance protocols and

baselines. Currently social work practise depends on the discretion of the practitioner in a particular district or village in Botswana.

## **2.10 CONCLUSION**

African countries have a colonial heritage, and this has caused social work interventions in most countries to be fixated on the residual or remedial welfare approach, which tends towards social control and the amending or fixing of the broken. Botswana is no exception. It has unconsciously adopted the residual model from the colonial masters as long ago as 1946. According to Mupedziswa (2018), this kind of model is one where intervention is made only when there is a problem.

This chapter looked at social work in Botswana. The purpose was to give a picture of social work in terms of concept, practice and education. This exposition was meant to lay the foundation for the next chapters, so that they can be relevant and address the issues within the practice and education of social work in Botswana. From this chapter it is clear that youth development is not as part of the agenda as it should be, partly because social workers are employed within the youth development field without sufficient training in entrepreneurship. Social workers work as programme officers in the MYESCD, where they deal with entrepreneurship development.

The next chapter which will look at PYD as a theoretical point of departure in youth development in Botswana. Social development perspectives will also be explored, as well as social policies with a youth development scope.

## **CHAPTER 3:**

### **POSITIVE YOUTH DEVELOPMENT**

#### **3.1 INTRODUCTION**

The previous chapter discussed social work practice and education in Botswana, and its roles, its past and shaky perceptions of youth entrepreneurship. This chapter discusses the theoretical basis of youth development within the social work realm. A theoretical framework is important because, according to Adom, Hussin and Joe (2018), it explains the path of the research and grounds it firmly in theoretical constructs. The overall aim of the theoretical framework is to make research findings more meaningful and acceptable by ensuring a measure of generalisability. The theoretical framework demonstrates an understanding of theories and concepts that are relevant to the topic of a research endeavour and that relate to the broader areas of the knowledge that is being considered. The American Educational Research Association (AREA) (2006) indicates that, a theoretical framework is an essential component of research that shapes the quality and scope of investigations. Theory gives researchers a framework for making sense of their observations by providing an overarching structure to their studies. To emphasise this point on theory, Maxwell (2012) says that, in the use of a theoretical framework, data that might initially seem unimportant or unrelated may be identified, explained, or related to other data in meaningful ways. In this chapter, the discussion centres on the positive youth development (PYD) perspective. This perspective is deemed the most suitable for the study because of its developmental approach, as compared to the 1946 colonial residual approach. The developmental perspective is preventative in nature. As it has already been indicated, youth unemployment is high in Botswana. A perspective that is developmental in nature will address issues of how social exclusion can be prevented, while at the same time helping those who are already in the trap of unemployment. For more validation of the perspective, there will be triangulation of theoretical frameworks by also bringing in the social development approach, in order to analyse the social policies that are in place to deal with youth entrepreneurship in Botswana.

The social work profession is centred around the ecological perspective that underpins a person-in-environment perspective. This perspective, according to the Encyclopaedia of Social Work (2003), highlights the importance of understanding an individual and individual behaviour considering the environmental contexts in which that person lives and acts. Ornellas (2017), argues that for social work to keep its relevance and move with the world, it must take a position within the global world that will not only necessitate the recognition of, but also an understanding of the challenges that exist for civil wellbeing, welfare and social service delivery.

Premised on the above arguments of the Encyclopaedia of Social Work (2003) and Ornellas (2017), and trying to understand the challenges that exist within different population demographics, the social work profession in Botswana has been working, and is continuing to work, in the youth development field. Social work must recognise the impact of youth development through critical consciousness and should reflect on the strategies and interventions that are in place to develop the youth. The reality is that every year there are youth who are ready to enter the employment market, but who cannot find work. The report by The World Bank (2018), indicates that there are currently 90 000 unemployed graduates in Botswana from different tertiary institutions.

The National Youth Policy (2010) and Statistics Botswana (2011) indicate that the unemployed rate among the youth in Botswana is at 40% of the total youth population, which is 38.8% of the total population. These unemployed youth utilise the interventions and services that are rendered by social workers every day, who are employed as programme officers in the MYESCD as already indicated in the previous chapters. The question that the current situation raises is whether the profession is contextual in its approach to addressing current issues of youth unemployment, especially using entrepreneurship as an intervention strategy to alleviate unemployment among the youth. As pointed out earlier, the social work curriculum does not prepare students for various aspects of business, such as, accounting and marketing, but focuses instead on everyday clinical issues. Another question that might also be asked, is whether the social work profession is using the appropriate theoretical frameworks in addressing issues of youth development, such as assessment of unemployment, readiness to engage in business and monitoring youth entrepreneurship projects?

In answering these two questions, this chapter looks to PYD theoretically for guidance. The following paragraph from Learner (2005) gives a summary of what PYD is. Learner (2005) describes PYD is as follows:

*Termed the “positive youth development” (PYD) perspective, the orientation to young people has arisen because of interest among developmental scientists in using developmental systems, or dynamic, models of human behaviour and development for understanding the plasticity of human development and, as well, the importance of relations between individuals and their real-world ecological settings as the bases of variation during human development. The PYD perspective has arisen as well through the development and, in some cases, the evaluation of interventions designed and delivered within community-based, youth serving programs that have worked to counter what have been steady states across the past five to six decades of substantial incidences of risk behaviours among adolescents (Lerner et al., 2005).*

The above paragraph summarises what PYD is about and the structure it has taken. This chapter therefore will try to show how the PYD is both rooted in the theoretical tradition of developmental psychology, and is fuelled by newer emphases on nurturing the potentialities of youth, rather than addressing their supposed deficit, and on addressing and helping to shape the role of a developmental context, especially that of community, and of youth themselves as agents of their own development (Benson, 2006). The analysis will also concentrate on how the 5Cs model within the PYD works and apply it to youth development in Botswana. The analysis of PYD will also use best practices from other countries, such as the United States of America (USA) and the United Kingdom (UK), which have used the PYD perspective for the past two decades. Before going into the analysis, it is imperative to look at the genesis of the PYD perspective, because it is not an old perspective in positive psychology frameworks.

This chapter will also look at the social development approach to augment PYD by addressing issues of the role of social workers in promoting youth entrepreneurship in Botswana. The social development approach has been chosen because it is broader and more generalised than the residual model and tries to address social and economic issues. It is a more preventative approach than the residual model of social welfare, which is reactionary. Social development will help in preparing youth for entrepreneurship. In addition to these two theoretical frameworks (PYD and social development), the research will go further to look at the social policies of Botswana

that deal with youth, especially the National Youth Policy (2010), and the National Action Plan for Youth (2010–2016). The Youth Development Fund will be discussed in Chapter 4.

Youth skill-building activities and opportunities for the youth to participate in the leadership of community-based activities will help the youth to develop self-esteem. The PYD perspective specifies that if the youth have mutually beneficial relationships with the people and institutions of their social world, they will be on the way to a hopeful future marked by positive contributions to themselves, their families, communities and civil society. In this regard the youth will thrive.

With the above statement, the aim of this chapter, therefore, is to address the second objective of this study in terms of conceptualising PYD and how it can affect social development, especially within the youth development sector in Botswana. PYD is a new perspective and it is important to see how it can be relevant to the practice of youth development in Botswana, especially in promoting entrepreneurship among the youth. The PYD perspective is used to see how youth development can thrive in Botswana. As already indicated, the perspective is developmental in nature and outlook on youth development, especially in the realm of entrepreneurship, relationships, success and humanity in general. Entrepreneurship and youth development in Botswana will be discussed in Chapter 4.

## **3.2 PYD: A HISTORICAL BACKGROUND**

Dukakis, London, McLaughlin and Williamson (2009), argue that research has demonstrated that frontline practitioners have long known that the different domains of youth development are interactive, and that young people require healthy development in all of them. The above, as indicated by Dukakis et al. (2009), was also identified in a research by the National Research Council and Institute of Medicine Review on youth development outcomes in out of school settings (2009). The National Research Council and Institute of Medicine, according to Dukakis et al. (2009), identified four areas of assets that facilitate positive youth development: physical, intellectual, psychological/emotional, and social. The finding from the research led to the conclusion that, even though an individual can have one asset complementing another weaker asset, ideally one should have a balance of the four assets. This

addresses the importance of creating and using indicators of developmental assets across intellectual, physical, social and emotional domains, and paying special attention to the need for positive indicators of youths' social and emotional development (Dukakis et al., 2009).

Lerner, Almerigi, Theokas and Lerner (2005), stress that the time of the so-called storm and stress of youth has come to an end, when the youth were only looked at as at risk and as destructive. Despite the importance of balance in growth or development, positive development among the youth received little attention in the past. Larson (2000) agrees, contending that social psychology is a burgeoning field of developmental psychopathology, but has a more diffuse body of research on the pathways whereby children and youths become motivated, directed, socially competent, compassionate and psychologically vigorous adults.

Larson (2000) also argues that there are many research-based programmes for the youth aimed at curbing drug use, violence, suicide, teenage pregnancy and other problem behaviours, but which lack a rigorously applied psychology approach that promotes positive youth development. Dukakis et al. (2009) also indicate that the deficit-focused approach emerged in part because it was easier for stakeholders to agree on what youth should avoid, than it was for stakeholders to agree on the qualities or experiences that would enhance youths' lives, especially in the domains of social and emotional development. Lerner et al. (2005) assert that, seen from a PYD perspective, youths are not broken, are not in need of psycho-social repair or are not problems to be managed. Instead, they are a resource to be tapped for their own development and community development.

As previously highlighted, there should be a paradigm shift when dealing with and addressing the needs of the youth. A PYD approach may be the most suitable and useful. The importance of the perspective is that it is dynamic and fluid, because it draws from academia, research and youth workers themselves. This is highlighted by authors such as Lerner et al. (2005), Benson (2003), and Granger (2002). Authors such as Berglund, Ryan, Lonczak and Hawkins (2004) say that the trajectories of youth development come from the 1950s, when American society began to assume responsibility for the care of its youth, which was necessitated by the increased number of troubled youths. Catalano et al. (2004) indicate that the interventions that

were in place primarily responded to existing crises. The focus of the interventions was to reduce juvenile crime and transform problematic behaviour among the youth.

In addressing the above perceptions and mentality towards working with the youth, Catalano et al. (2004) continues to discuss the new approach towards the development of interventions and treatment for youth problems. They indicate that a shift in mentality and paradigm emerged, as a result of which people developed interventions that emphasised support for the youth before problem behaviours occurred. The prevention of problem behaviours has undergone its own evolution since its inception. Many early prevention programs were not based on theory and research in child development (Catalano et al., 2004). The turning point in the field of youth development occurred when investigators and service providers began incorporating into their work information from longitudinal studies that identified important predictors of problem behaviours in the youth. This led to the second generation of prevention efforts that sought to use information about predictors, that would help to interpret the processes leading to specific problem behaviours.

In the 1980s, prevention efforts which focused on single problems came under scrutiny. Calatano et al. (2004) indicate that researchers were urged to examine the co-occurrence of problem behaviours in a single child and the common predictors of multiple problem behaviours. In the 1980s, investigators were also encouraged to incorporate knowledge about environmental predictors and interaction between the individual and the environment. Given the interaction between the individual and the environment, and looking at the multiplicity of problems, many people advocated for PYD (Catalano et al., 2004). The consensus started to build up around the 1990s, and many people believed that a successful transition from youth to adulthood required more than just avoiding drugs, violence, school failure, or precocious sexual activity. With this new perspective on children and youth, the promotion of youths' social, emotional, behavioural and cognitive development began to be a key prevention strategy in itself (Catalano et al., 2004).

A wind of change in youth problem prevention took place in the 1990s within groups of different stakeholders and the community at large. Pittman, O'Brien and Kimball (1993), concur with Catalano et al. (2004) when they say that practitioners, policymakers and prevention scientists adopted a broader than hitherto focus for

addressing youth issues. The body of knowledge grew in terms of developmental aetiology of problems, positive behaviour and comprehensive outcome reports from rigorous, randomised and non-randomised controlled trials of positive youth development programmes. Moreover, Travis and Leech (2013) also add that a shift occurred in research about youth in the general population. Research started moving away from a deficit towards a resilience paradigm and an understanding of the trajectory of PYD (Travis & Leech, 2013).

In the 21<sup>st</sup> century the perspective on how to look at the youth has changed. A new vision and vocabulary has started dominating the literature (Lerner, Dowling & Anderson, 2003). This has been made possible by the collaborative efforts of scholars, as observed by Lerner, Dowling and Anderson (2003). Youths are now viewed as a resource to be developed. The new vocabulary emphasises the strengths present within all young people and involves concepts such as developmental assets, PYD, moral development and civic engagement (Lerner et al., 2003). Lerner (2002) says:

*The vision and vocabulary about youth has evolved over the course of a scientifically arduous path. Complicating any new conceptualization of the character of youth as resources for the positive development of self, families and communities was an antithetical theoretical approach to the nature and development of young people, one characterized by a deficit view of youth that conceptualizes their behaviour as deviations from normative development.*

### **3.3 DEFINING PYD AND ITS PRINCIPLES**

As indicated above, the 1990s saw a swing in the narrative about how to deal with the youth and youth development. The change from looking at the youth as a deficit was coming to an end, the period of 'storm and stress' (Hall, 1904), developmental disturbance (Freud, 1969), crisis (Erickson, 1968) and managing the youth (Roth & Brooks-Gunn, 2003) was coming to an end. Bowers, Li, Kiely, Brittan, Lerner and Lerner (2010) indicate that if there were to be positive development among the youth during this transition period in their lives, it would have involved absences or decreases in the problem of a pathological approach to the youth. The pervasiveness of the deficit perspective in research aims, policy and practice are reflected in the prevalence of measures of risk and problematic behaviours that are most often

collected by researchers and programme service organisations (Bowers et al., 2010). The transition away from broken youth needing help took centre stage in the 1990s around the world, while in Botswana, even in the 2000s, youths are still being seen as broken and in need of help. This is captured in the National Policy (2010) and the National Plan of Action for youths (2010–2016) (Government of Botswana, 2010). Both these pieces of legislation talk about youth being unemployed, poor, vulnerable, having special needs, and having a high HIV and AIDS prevalence rate. Youths are nowhere acknowledged as having strengths and capabilities beneficial to the country.

To address this problem of the deficit approach, as indicated by Bowers et al. (2010), the PYD perspective must be used. The PYD perspective moves beyond the negative, deficit view of the youth, which dominated developmental science, psychology, education, sociology, public health and other fields throughout the twentieth century, towards a view of the strength of the youth and the positive qualities and outcomes we encourage youths to develop (Bowers et al, 2010).

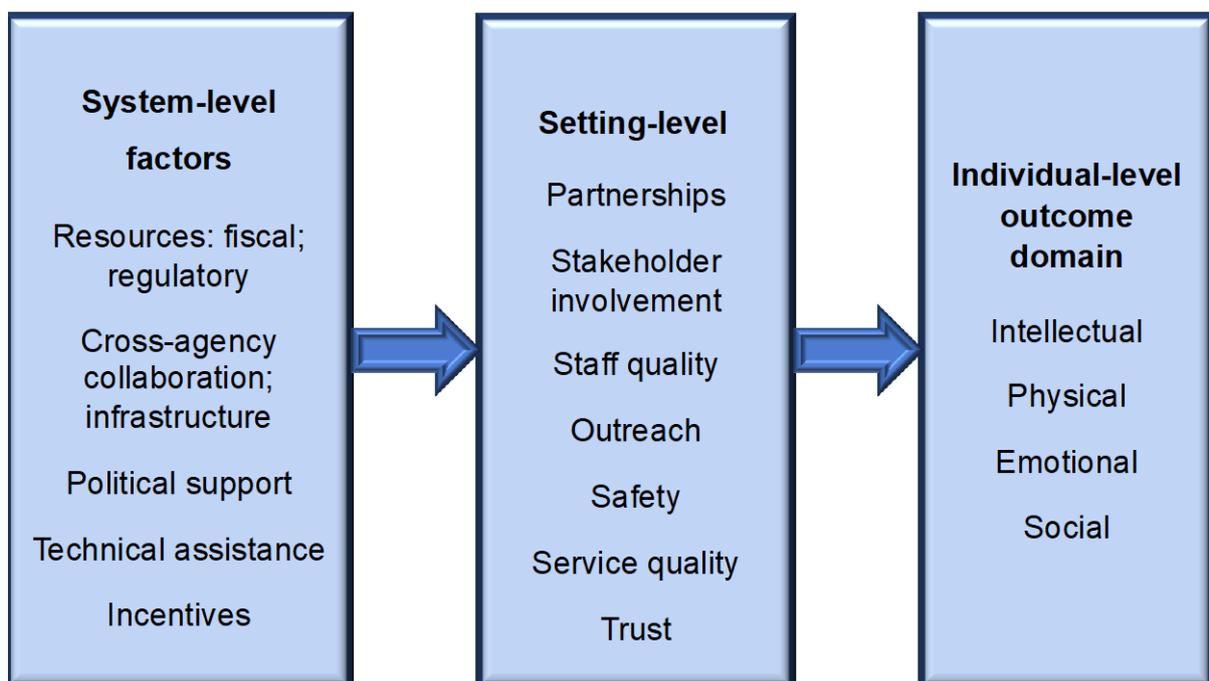
Different scholars, such as Anyon and Jenson (2014), Learner et al. (2003), Ginwright and Cammarota (2002), Learner, Almerigi, Theokas, and Learner (2005), Catalano, Berglund, Ryan, Lonczak and Hawkins (2004), and Bowers, Li, Kiely, Brittan, Learner and Learner (2010) all define PYD and have written extensively on it. Some of their work is used in this study to solidify the argument regarding PYD. The work of Anyon and Jenson (2014), which presents PYD as a framework, is also used in this study for the same purpose.

The above authors indicate that PYD emphasises the relationship between young people's strengths and resources, and their capacity to live healthy and productive lives. The underlying tenets of PYD suggest that healthy youth development is characterised by a sense of responsibility, connectedness, and positive values (Anyon & Jenson, 2014). Putting into practice the key PYD strategies includes identifying youth strengths, engaging and motivating young people to support positive growth through these strengths, working with youth as collaborators, and harnessing resources that exist in young people's environment (Anyon & Jenson, 2014). PYD advocates assert that common risk-oriented prevention and intervention frameworks fail to consider the idea that preventing a problem from occurring, does not guarantee that youth are developing and growing in a healthy manner (Anyon & Jenson, 2014).

Travis and Leech (2013) agree with the Anyon and Jenson (2014) on what PYD is, and they further indicate that PYD relies on the resilience paradigm. The youth build upon personal and environmental strengths, even when burdened by factors that increase the risk of negative outcomes. Travis and Leech (2013) highlight that PYD inspires innovation and emphasises the youth as assets having strengths. The above sentiments are supported by the perspective of Dukakis et al. (2009). The perspective is called the tri-level perspective on PYD. The perspective is elaborated below.

### 3.4 THE TRI-LEVEL PERSPECTIVE ON PYD

In operationalising PYD and supporting its efforts to help look at the youth from an asset-based perspective, Dukakis et al., (2009) indicate that there is a need for a tri-level perspective. They indicate that the perspective is critical for identifying implementation issues associated with policies and practices intended to facilitate youth development and for addressing shortfalls and sharing successes. As the name suggests, the perspective has three-way format as in Figure 3.1 below.



**Figure 3.1: The tri-level perspective**

*Adopted from Issue brief: Positive Youth Development indicators.*

The explanation of the above perspective by Dukakis et al. (2009), is as follows:

- Individual level: indicators that address a young person's personal progress and outcomes;
- Setting-level: indicators that focus on the resources and opportunities provided by a programme or project for youth;
- System-level: indicators that focus on addressing existing policy and youth development infrastructure in a locality, community and nation, and policy for support for development programming.

The assumption of the tri-level perspective is that changes in system-level indicators will either stimulate or frustrate changes in the setting-level, which in turn may lead to positive change or not in youth outcome. It is important to ask whether the resources necessary to support programme plans are available. Intended individual outcomes may be disappointing, not because the programme design is poor, but because there is a shortfall in policy support or incorrect assumptions about partner involvement and compromised implementation. In conclusion, it is important to note that by themselves, individual-level indicators provide little direction for policy or practice. The tri-level perspective and its impact on the youth is further dissected below.

### **3.4.1 Individual-level indicators**

The pioneers of the tri-level perspective in PYD (Dukakis, et al., 2009) believe that individual-level indicators of positive social and emotional development most commonly used, can be grouped into three major categories relating to a young person's sense of connectedness, hope, and efficacy.

- a. Connectedness describes the healthy, protective relationship between the youth and the setting in which they grow up.
- b. Hope encompasses the youths' belief in a positive future and availability of opportunities. Do the youth have goals for the future, do they plan to grow a business and gain collegiate or other skills, and do they feel positive about the opportunities available to them?
- c. Efficacy refers to a young person's belief that he or she is in control or has the power to oversee his/her own life outcomes. The youths' sense of efficacy is

captured by such questions as: do they feel they can solve problems and solve conflicts or find help to solve them? Do they take initiatives and seek out challenging tasks and social opportunities? Do they possess an internal sense of overall self-worth?

### **3.4.2 Setting-level indicators**

The second set of indicators are the setting-level indicators. At this level, indicators of conditions that support PYD fall into five main categories: opportunities and support for participation, relationships, intentional pathways, professional capacity of an organisation, and opportunities for youth leadership (Dukakis et al., 2009).

#### **3.4.2.1 *Opportunities and support for participation***

This category encompasses the organisational and relational aspects of the programme setting. Is there outreach to encourage youths' and adults' participation, clear information and expectation of attendance, and do strategies exist to keep the youth actively engaged in programme activities? Gambone and Connell (2006), Morrill (2008), Walker and Albreton (2000), as quoted by Dukakis et al. (2009), posits that factors in the setting-level indicators that influence the nature and level of youth participation include the following:

- i. Safety: the setting supports both emotional and physical security.
- ii. Attendance: consistent attendance is expected.
- iii. Outreach: youth and families from diverse backgrounds are required to participate.
- iv. Environment: the physical setting is well maintained and welcoming.

#### **3.4.2.2 *Relationships***

This category focuses on whether youths have positive relationships with staff members and perceive themselves as cared for and welcome in youth settings. The quality of youth relationships with adults affects levels of youth participation and attendance.

### **3.4.2.3 *Intentional pathways***

Youths' future success involves deliberate activities to help them plan for the next step in their development, build their businesses and professional skills, plan their future pathways, and develop social competence and problem-solving skills. These activities can provide the confidence, knowledge and skills that the youth need to imagine a positive future and reach for it.

### **3.4.2.4 *Professional capacity of an organisation***

This category involves efforts to incorporate a PYD stance, provide professional development for staff, recruit and retain staff with backgrounds like those of the youth they serve. This category encompasses building the capabilities of an organisation to conduct rigorous and useful evaluation that can inform efforts to improve services (Killian, Evans, Letner & Brown, 2005; Subramaniam, Heck, & Carlos, 2008 in Dukakis et al., 2009).

The professional capacity of an organisation includes, among others, appropriate staff qualifications, and regularly scheduled individual and group professional growth opportunities based on programme and individual staff needs.

### **3.4.2.5 *Opportunities for youth leadership***

This category includes engaging youth in the decision-making process, not only listening to their voices but also sharing power with them.

## **3.4.3 *System-level Indicators***

System-level indicators also have five categories, which focus on specific actions or arrangements that support a PYD approach in policy and practice, namely:

- i. formal commitment to a youth development approach;
- ii. sustainability of an initiative or policy agenda;
- iii. incentives to encourage incorporation of youth development principles at the setting level;

- iv. opportunities for youth engagement in governance and policymaking, and accountability for positive youth development outcomes and provisions of essential supports at system and setting levels.

In the Botswana context, the strongest element in the tri-system is the systems level, where there are policies and guidelines to guide the practice of youth development and help in the promotion of youth entrepreneurship by social workers. The policy clearly indicates eight strategic areas that should be covered in youth development.

The following are the strategic areas adopted from the National Youth Policy of 2010 (Government of Botswana, 2010):

- Strategic area 1: Youth employment
- Strategic area 2: Youth, poverty and hunger
- Strategic area 3: Youth and environment
- Strategic area 4: Science and information technology
- Strategic area 5: Youth and leadership development
- Strategic area 6: Vulnerable youth
- Strategic area 7: Youth, sport, recreation, and creative arts
- Strategic area 8: Youth, education, skills development and training.

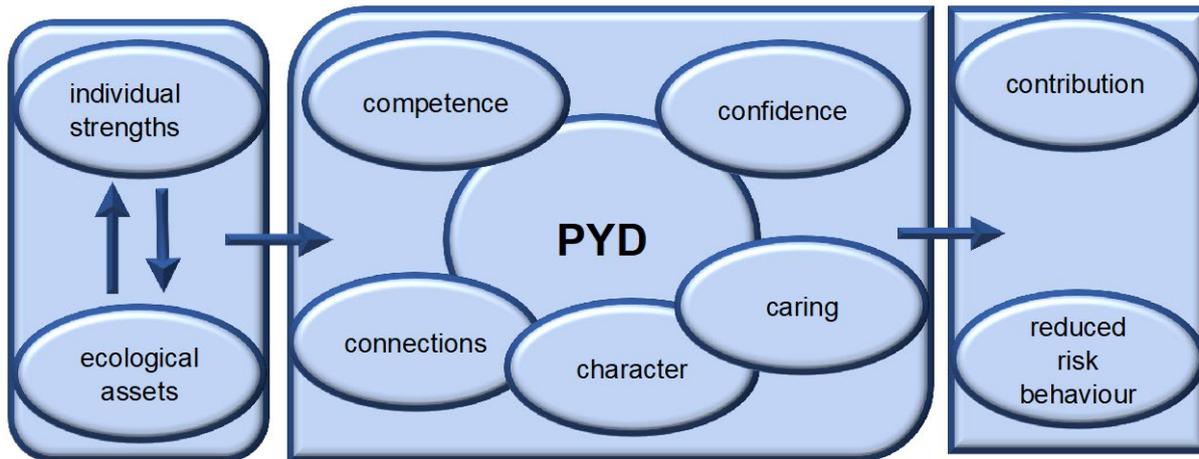
Youth entrepreneurship falls under strategic area 1, that talks about youth employment. The National Action Plan on Youth (2010–2016) (Government of Botswana, 2010) also identifies the twelve thematic areas to augment the policy in terms of youth development. The PYD perspective emphasises the manifest potentialities, rather than the supposed, in capabilities of young people from most disadvantaged backgrounds and those with the most troubled histories (Damon, 2004). According to its pioneers, PYD is underpinned by the five Cs. They are:

**Table 3.1: The PYD 5Cs**

<b>Cs</b>	<b>Definition</b>
Competence	A positive view of one's actions in specific areas, including social and academic skills.
Confidence	An internal sense of overall positive self-worth and self-efficacy.
Connections	Positive bonds with people and institutions that are reflected in exchanges between an individual and his or her peers, family, school.
Character	Respect for societal and cultural norms, possession of standards for correct behaviour, a sense of right and wrong (morality), and integrity.
Caring	A sense of sympathy and empathy towards others.

***Adopted from Institute for Applied Research in Youth Development, Tufts University.***

Research by Learner et al. (2009) has shown that the youth who live these five Cs are on a developmental path that results in the development of the sixth C: contributions to self, family, community, and to the institutions of civil society. Learner (2004) indicates that the youth who live without the five Cs are at higher risk for a developmental path that includes personal, social and behavioural problems and risks. The next paragraph will start with Figure 3.4, which indicates the system model of the individual in a PYD developmental process.



**Figure 3.2: A relational developmental system model of the individual context relations involved in the Learner and Learner concept of the PYD developmental process**

Subsequent to Figure 3.4, on the five Cs of PYD by Learner and Learner (2003), Bowers et al. (2010) say that the five Cs model emphasises the strengths of the youth and, consequently, enables youth to be resources that can be developed. Bowers et al. believe that the model stems from developmental-system theories and, more specifically, from the focus on the plasticity of development within such positive theories (Learner, 2004). Bower et al. (2010) argue that positive development occurs if the strengths of youth are aligned systematically with positive, growth-promoting resources in the ecology of youth. The positive development that results from this alignment can be operationalised by the five Cs: competence, confidence, connection, character, and caring. In articulating the five Cs, Bower et al. (2010) quote Eleccles and Grootman (2002), Learner (2004), and Roth and Brooks-Gunn (2003), who believe that the five Cs are based both on the experiences of practitioners and on the review of adolescent development literature.

The government of Botswana recognises the important role that the youth can play in the socio-economic development objectives of the country. The youth, according to the Revised National Policy on Youth, 2010 (Government of Botswana, 2010), need to contribute meaningfully to the sustainable development and growth of the country. This is how government views the youth: they are not only supposed to be given funds, but they should also give back to the community that has raised them. Despite the fact that it is not clear how the government in its legislation talks of PYD, the above

observation shows that government is willing to give the youth the responsibility. As indicated in the PYD, the end results of developing the youth positively, is the sixth C, which stands for contribution. Currently, there is some lack in the implementation of the five Cs, which makes it difficult to achieve the sixth C. Bakwena and Sebudubudu (2017) say that youth unemployment has grown at least by 1.1% from 40% to 41.1%.

To sum up: PYD is developmental in nature, hence the use of social development to augment it. PYD has not been fully used in the Botswana context, the legislation that deals with youth development since the 1996 Youth Policy and the Revised National Youth Policy of 2010, The National Plan of Action of 1996 and 2010 and the Youth Development Fund Guidelines (2017) all do not have anything systematic on PYD which is a new concept that needs to be applied systematically over time in the Botswana context. The following section will be focusing on social development and youth development in Botswana in trying to locate the role of social work in promoting youth entrepreneurship in Botswana.

### **3.5 SOCIAL DEVELOPMENT AND YOUTH DEVELOPMENT**

There has been an ongoing claim that western models and approaches are not relevant to social work in Africa, with little clear articulation of exactly why this is so. Some scholars, such as Osei-Hwedie and Rankopo (2012), have called for the indigenisation of the profession. Most of the time, the indigenisation arguments hinge on cultural differences and do not go far enough in developing a political comment on structural inequalities inherited from the colonial administration that have proved immensely difficult to dislodge (Gray, 2017). Kreizer (2012) argues that social workers in Africa are caught between many different economic, political and social ideologies over which they have little control. For example, the poverty alleviation programmes pursued in many African countries are constrained by national policies, that are in turn restricted by global international financial institutions and their policies. Kreizer (2012) argues that this is a critical premise for a developmental social work perspective, which aims at promoting equality, justice and freedom. Capitalism in Africa, as elsewhere, is ruled by neoliberal globalisation, where finance and the economy together perpetuate a hugely unequal world which holds people captive, mentally and physically (George, 2010).

According to Lombard (2014), social workers assist people to meet various physical, mental social and societal needs. This is a developmental approach that is relevant. Lombard (2014) indicates that from a social justice perspective, a developmental perspective requires a deliberate shift in approach, intervention methods, strategies and activities, along with a commitment to promoting social change and development, social cohesion, and the empowerment and liberation of people as indicated by the IFSW and IASSW global definition of social work (2014).

Social development emphasises giving voice to people in order to influence their own development (Lombard, 2014). Mbeki (2009) indicates that for self-development to take place, there is a need for citizens to have institutions that will facilitate cooperation and a leadership that will ensure that these institutions function to deliver on expectations. Lombard (2014) supports this point by indicating that the role of social work in the developmental approach and in social development is to provide leadership. Social workers should do that by insisting on social justice and human rights. Empowerment must be targeted at the individual, community and political levels to break the financial power of political elites. Green (2012) asserts that people's socio-economic development is related to the notions of citizenship, participation and power. The assertion of power is critical in terms of freedom and is a means to ensure that the different institutions of society respect people's rights and meet their needs via rules, policies and day-to-day activities (Green, 2012).

In 1996, when the Botswana parliament first passed the National Youth Policy, it was to address broken youth (National Youth Policy, 2010). Parliament adopted this policy for the youth to deal with 'storm and risk' that the youth were posing because there was a high incidence of unemployment amongst them at 38.4% of the total population of the youth. The country still faces high levels of poverty, unemployment, and inequality, which have seriously affected young people. Significant pockets of poverty remain, especially in rural areas (Diraditsile, 2017). The National Youth Policy (2010) (Government of Botswana, 2010) indicates that unemployment among the youth poses a key challenge to the country. The policy goes further to indicate that youth unemployment is a problem because of general economic factors which include low economic growth and a lack of growth in the labour-intensive sector, which results in inadequate job creation. In addressing these issues, youth development in Botswana

should be based on a more systematic preventative mode to avoid the youth falling into the traps of poverty, unemployment and inequality. Social development presents an opportunity to create a broad preventive model.

Youth development in Botswana must adopt a developmental paradigm systematically in order to rid the youth of the stigma of unemployment, poverty and inequality. Gray and Ariong (2017), state that much has been made of the move from a welfare to a development paradigm in Africa, without any serious interrogation of what this means in relation to development discourse. To understand the developmental paradigm, and the role of social work in contributing to social development, requires an exploration of the discourses shaping development, foreign aid, and poverty reduction in Africa (Gray & Ariong, 2017). Gray and Ariong explain what developmental practice or social development is. Social development, according to Midgley (1995), has gained traction in Africa as a context relevant for social work practice (Osei-Hwedie & Rankopo, 2008). Social development is directly linked to the focus of social work on poverty and inequality, hence the role of social workers in promoting socio-economic rights (Lombard, 2014). Social development, according to Lombard (2014), emphasises the human freedom focus of development, which requires the removal of systemic social deprivation. Lombard (2014) indicates that, being at the coalface of poverty and injustices, social workers have the obligation to engage in activities that will end poverty.

Social development is planned social change, designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development. Midgley (1995) explains that social development does not deal with individuals either by providing goods and services or by treating or rehabilitating them. Instead, social development focuses on the community or society and on wider social processes and structures. The author goes on to say that social development is comprehensive and universalistic, and not only caters for the needy and vulnerable, but also seeks to enhance the well-being of the whole population. Social development is also dynamic, involving a process of growth and change.

Social development is not primarily concerned with maintaining an adequate level of welfare. Social development transcends this static position by actively promoting a developmental process. Social development cannot take place without economic

development, and economic development is meaningless if it fails to bring about significant improvements in the well-being of the population as a whole (Midgley, 1995). For the purpose of sustainable social development, social workers' engagement with promoting economic activities such as income generation projects, small business and social entrepreneurship should not be separated from social workers' responsibility to promote social justice and development (Lombard, 2014).

### **3.6 POLICIES OF YOUTH DEVELOPMENT IN BOTSWANA**

In 1996, the Botswana Parliament passed the first National Youth Policy (National Youth Policy, 2010) (Government of Botswana, 2010). Thereafter, all youth development issues have been addressed within the confines of this youth policy and the National Plan of Action 2001–2010. The 1996 National Youth Policy was reviewed in 2010 after the realisation that the 1996 policy failed to address some of the issues confronting young people. By reviewing the policy, government had realised the important role played by youth in contributing to socio-economic development objectives (Revised National Youth Policy, 2010). The policy further acknowledged the need to create a conducive environment for youth to contribute optimally to sustainable national development and growth. This is important for Botswana where the youth comprise a significant proportion of the population (at 38.8%) according to the national population census of 2011 (Statistics Botswana, 2011).

The overall objective of the Revised National Youth Policy of 2010 is to ensure that the youth are given every opportunity to reach their full potential, both as individuals and active citizens of Botswana (National Youth Policy, 2010). The youth are faced with several challenges. The high unemployment rate among the youth poses a key challenge. For the policy to achieve all these strategic objectives, there are policy instruments such as the National Action Plan for Youth (2010). The purpose of the National Action Plan for Youth is to outline strategically the activities that need to be carried out and to identify lead agencies responsible for implementation, since youth issues are crosscutting (National Action Plan for Youth, 2010–2016). Youth unemployment is a problem because the general economic factors which include low economic growth and the lack of growth in labour intensive sectors result in inadequate job creation (National Youth Policy, 2010).

The National Youth Policy (2010) is participatory, comprehensive, coordinated, informative and result-oriented in approach towards youth development (Sechele, 2017). The policy is a well-rounded document that aims at producing well-rounded young people who participate in all spheres of public and private life. The Botswana 2010 Revised National Youth Policy advocates that the government make a concerted effort to empower and assist youth to realise their individual potentials (MYESCD, 2017). According to the MYESCD (2017), youth empowerment recognises that youth can make a meaningful contribution to economic growth and diversification if given a voice as part of a collective democracy. The report from the Ministry indicates that the partnership between the Ministry and youth development stakeholders strives to create an enabling environment which will foster youth businesses and youth development organisations to participate as equal partners in national development and the economy.

### **3.7 APPLICATION OF PYD**

With high unemployment at 40% (Government of Botswana, 2010) and poverty among the youth at around 30.6%, according to the Botswana census-based poverty map 2008, youth development should take a different shape. Youth development should be systematically developmental in approach and use the potential and capability of the youth themselves. Youth development should strive to improve the social environment of young people. Social development should be core in promoting youth entrepreneurship in Botswana, because it seeks to improve the whole human being. As indicated in this chapter, the social development perspective goes beyond just the provision of welfare. The social development perspective transcends static positions by actively promoting a developmental process. Social development promotes economic development, hence its importance in this study which seeks to identify the role of social work in promoting youth entrepreneurship. Economic development is meaningless if it fails to bring about significant improvements in the well-being of the population as a whole (Midgley, 1995).

For economic development and growth among the youth who have been battered by high unemployment and poverty, PYD is an appropriate framework. For social development to be achieved in promoting youth development, especially in

entrepreneurship, PYD is a useable fit. PYD reinforces young people's potential for the future by viewing the youth as assets rather than as broken and needing to be helped out. This researcher is of the view that for Botswana to attain full youth involvement in entrepreneurship, it has to use a social development perspective which concentrates on developing a holistic human being. This author favours PYD, because PYD concentrates on a positive concept of self with the youths' basing their self-concept on their own competence, confidence, character, connections and caring.

Youth development, especially in terms of promoting entrepreneurship, should be based on the positive development of the youth. As has been indicated, the approach to youth development should involve decreasing the pathological approach to youth. The economic empowerment of the youth should involve positively expecting them to portray entrepreneurship at a variety of effective levels, counting on the youth's energy, increased technological savvy, and the curiosity that might lead to innovation. The care given should not be to address their negative energy and keeping them on the leash, but rather positively expecting them to practice entrepreneurship at a high level. The pervasiveness of the deficit perspective in research aims, policies and practices are reflected in the prevalence of measures to contain risk and problematic behaviours that most often are collected by researchers and programme service organisations (Bowers et al., 2010). The social development and PYD perspectives should advise policy formulation and implementation in Botswana. The current youth policy tries to deal with the problems of the youth but does not exactly take a holistic approach to developing a young person politically, economically, socially and psychologically.

### **3.8 CONCLUSION**

Youth development and empowerment are vital stages for building human capital that allows young people to avoid poverty and possibly lead a positive way of life (Awogbenle & Iwuamadi, 2010). The social development paradigm is applied to the study to augment what PYD has already established about the youth. The paradigm fits in well, because Botswana is a developing country and social development works best in a developing world. It has to be understood that social development is a macro-policy perspective or paradigm, primarily aimed at eradicating poverty in society. In

addition, social development provides the context within which development takes place (Gray, 1996). Gray (1996) indicates that the paradigm is a multi-sectoral approach to poverty alleviation and requires that all sectors of society work together towards social upliftment or improvement. The thinking of Gray (1996), was applied in the study to indicate that, if the government of Botswana would like to cut unemployment among the youth, which has a positive correlation with poverty, a social development perspective can be used to promote youth entrepreneurship.

The National Policy (2010) and the National Action Plan (2010–2016) was also used to inspect the pillars which underpin youth development and how these pillars promote youth entrepreneurship in Botswana. In conclusion, the chapter was putting up the framework that can be used to define youth development and prepare for the intervention, which in this case is youth entrepreneurship by the social workers in the MYESCD.

## CHAPTER 4:

# YOUTH ENTREPRENEURSHIP AND SOCIAL WORK IN BOTSWANA

*With each day in Africa, a gazelle wakes up knowing he must outrun the fastest lion or starve. It is no different for the human race. Whether you consider yourself a gazelle or a lion, you simply have to run faster than others to survive. (Sheikh Mohammed bin Rashid Al Maktoum).*

### 4.1 INTRODUCTION

The government of Botswana, through the MYESCD, believes that the level of unemployment is a mirror image of the state of the economy of the nation (Government of Botswana, 2017). The ministry goes on to indicate that it is safe and sufficient to indicate that youth unemployment is also dependent on the overall status of the economy. The monitoring and evaluation report of the MYESCD in 2017, indicates that potential efforts and strategies to boost employment, job creation and an entrepreneurial spirit amongst the youth are increasingly being accepted as a viable and valuable strategy to stimulate their meaningful involvement in the development and diversification of the economy (Government of Botswana, 2017).

Furthermore, literature has indicated that youth development and empowerment are vital stages in life for building human capital that will allow the youth of any nation to avoid poverty and lead better, possibly more fulfilling lives (Awogbenle & Iwuamandi, 2010). Awogbenle and Iwuamandi (2010), furthermore indicate that investing in the youth is an important determinant of long-term growth. This investment in youth is the task of social work in Botswana. Social workers are programme officers in the Ministry of Youth Development in Botswana and their role is to promote, support and monitor youth entrepreneurial projects, especially with the Youth Development Fund (YDF). Despite the fact that it is not written anywhere in the policy or any official documents, it is common knowledge that the MYESCD has the most social workers, after the MLGRD. In 2011, when the author of this dissertation was still the president of the Botswana National Association of Social Workers, he did a survey to see how many

social workers were employed in different government departments. There were more 500 social workers employed by the MYESCD then.

The relationship between social work and youth development in Botswana has always been symbiotic in nature. Despite the relationship being symbiotic, the history of social work in Botswana has been of the residual colonial type, and rarely if ever proactive and preventative (Lucas, 2018). The approach that this chapter presents is preventative and progressive and explores how social work has dealt with youth entrepreneurship in the past, how it deals with youth entrepreneurship now, and how it plans to improve its approach to youth entrepreneurship in the future. The chapter brings in the PYD framework for support and it also brings to the fore entrepreneurship theories for the same reasons.

On the one hand the government of Botswana has indicated that it is committed to promoting youth entrepreneurship, but on the other hand, empirical evidence (research) has shown that youth enterprises are not doing well in Botswana, despite the money that is poured into youth programmes. According to the state of the nation address (2017 and 2018), the government of Botswana allocates P120 million every year for the past seven years to the YDF to help fund youth projects. Despite all this money, the permanent secretary in the MYESCD has indicated that it cannot account for P400 million that has been given to the youth. The permanent secretary was answering a question from the parliamentary committee for state-owned organisations. The committee wanted to know how much money was spent so far and how many projects were still viable. The permanent secretary indicated that they did not know who got the money and whether the projects were still viable<sup>5</sup>. This is an indication that something is not done well, and that the country needs a framework that will guide implementing officers in the monitoring of youth entrepreneurship. This chapter therefore also explores the role social work has been playing in youth entrepreneurship and how social work intends to improve accountability in the future.

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<sup>5</sup> Radio Botswana news

## 4.2 DEFINING ENTREPRENEURSHIP

Entrepreneurship plays an important role in the creation and growth of businesses, as well as in the growth and prosperity of regions and nations (Hisrich et al., 2013). Pursuing an entrepreneurial opportunity, whether self-employment, the creation of a family business or implementing an innovative new venture, has become an important option in the work careers of many people (Reynold & White, 1997). These authors indicate that the birth and development of new businesses, which is core to entrepreneurial activity, are widely critical to market economies. Despite this acknowledgement, there is still confusion about who is an entrepreneur and what entrepreneurship is. From as long ago as 1982, Hull and Perry (1990), Brockhaus and Horwitz (1986), and Carsrud and Gardner (1990) have indicated that entrepreneurship is to some extent controversial. The term entrepreneur is derived from the French, and it literally means 'undertaking'. Dees (2001) says that the word was first used by an economist, Jean Baptiste Say, in the nineteenth century. Fargion, Gevorgianene and Lievens (2011), contend that Say employed the concept to describe a figure performing a vital role in the economic development and in the creation of wealth. An entrepreneur is someone who is ahead of his/her time, a creative mind, keen to undertake risks in order to achieve economic outcomes.

To some extent Bula (2012), agrees that there is no clear definition of entrepreneurship and goes on to say that classical and neo-classical theorists have tried to define entrepreneurship, but there is no single definition of entrepreneurship. Bula (2012) clarifies that defining entrepreneurship depends on the focus of the one defining it and from which perspective. Bula (2012) says that some researchers look at entrepreneurship from an economic, sociological and psychological points of view, others look at it from a management perspective, and yet others look at it from a social perspective. Entrepreneurship is a multidimensional concept according to Bula (2012).

This dissertation discusses entrepreneurship from a social work perspective. Of all the definitions that have been presented, this study adopts the definition by Tunde (2015). Tunde (2015) approaches entrepreneurship from two different angles. On one hand, entrepreneurship is a special innate ability to sense and act on an opportunity, combining out-of-the-box thinking with a unique brand of determination to create or bring about something new in the world. On the other hand, entrepreneurship hinges

on nature and nurture, with nature depicting the environment composition and nurture indicating the uniqueness of ideas required to sustain established potentials.

Tunde (2015) argues that, whether pertaining to nature or nurture, entrepreneurial activities need time before their true impact is manifested. In addition to what Tunde (2015) says, Jean-Baptiste (1953) has described the role of an entrepreneur: an entrepreneur is someone who shifts economic resources out of an area of low productivity into an area of higher productivity and greater yield. Jean-Baptiste thereby expands the literal translation from the French of 'one who undertakes' to encompass the concept of value creation. Schumpeter (1954), who is credited with being the father of entrepreneurship theories, says that a successful entrepreneurship sets off a chain reaction, encouraging other entrepreneurs to iterate upon and ultimately propagate innovation to the point of 'creative destruction', a state in which new ventures effectively render existing products, services and business models obsolete. The following augments what has been discussed above, by looking at different theories within the entrepreneurship field to see which theories can fit the Botswana systems, especially triangulating them with PYD and social development theories.

In the 21<sup>st</sup> century, the buzzword has been, for various reasons, entrepreneurship. Entrepreneurship affects the world economy. Smilor (2001), for example, at a conference on entrepreneurship as a community development strategy, indicated that more companies are being started now than ever before in American history. Smilor (2001) indicated that new and emerging companies are the source of all new jobs in the economy of America. Junior and senior high-school students want to start their own companies when they are out of school, and thirteen million Americans, excluding part-time entrepreneurs, are now running their own businesses. Kaplan and Warren (2007) concur with Smilor (2001), by saying there is no sector of the economy that is more important, dynamic and creative than that of entrepreneurship. Entrepreneurship had significant influence in the past 30 years and has created more jobs than any other industry, according to Kaplan and Warren (2007).

In addition to what Smilor (2001), and Kaplan and Warren (2007) say, Ipangui and Dassah (2005) indicate that entrepreneurial perspectives and roles have increased, and these include certain ventures that make the phenomenon difficult to describe. Ipangui and Dassah (2005) indicate that, historically, the concept of entrepreneurship

first made its appearance around the 18th century with a number of economists limiting the meaning to starting one's business venture. As the concept of entrepreneurship evolved, a number of people started to define it in their own terms. For example, Bygrave and Hofer (1992) define entrepreneurship as a phenomenon encompassing a number of purposes or occupations, activities related to opportunity and the establishment of a business to pursue the total activity.

Many entrepreneurs and future entrepreneurs frequently ask themselves, whether they really are entrepreneurs, do they have what it takes for them to be successful, do they have the required skills, background and experience to venture into this terrain and whether they can manage the stress that comes with entrepreneurship. Hisrich, Peters and Shepherd (2013), warn all who would enter or are in entrepreneurship, that as enticing as the thought of starting and owning a business may be, the problems and pitfalls inherent in the process are as legendary as the success stories. The reality is that, new ventures or businesses fail rather than succeed. According to Hisrich et al. (2013), for an entrepreneur to be a success story, requires more than just hard work and luck. It requires the ability to think in an environment of high uncertainty, be flexible and learn from past failures of others (Hisrich et al., 2013).

### **4.3 ENTREPRENEURSHIP THEORIES**

There are several entrepreneurship theories that try to explain what exactly entrepreneurship is and does. Cantillon's theory of 1755, views the entrepreneur not as a production factor, but as an agent who takes risks and thereby equilibrates supply and demand in the economy. In social enterprise theory, entrepreneurship refers to any organisation, in any sector that uses earned income strategies to pursue a double bottom line or triple bottom line, either alone or as part of a mixed revenue stream that includes charitable contributions and public sector subsidies. Bula (2012), traces entrepreneurship according to Schumpeter's theory of entrepreneurship. Schumpeterian theory on entrepreneurship (1949), looks at entrepreneurship as an innovation and not imitation. The entrepreneurship theory of Schumpeter's (1949) innovator as an economic and social leader does not care much about economic profits and is happy only when he/she moves from being an innovator to serving society. The Schumpeterian theory, according to Bula (2012), indicate that an

entrepreneur is an innovator whose reason for existence is to serve society. In the Schumpeterian theory, the entrepreneur moves the economy out of a static equilibrium (Bula, 2012). This dissertation is informed by Schumpeter's theory of entrepreneurship (1949). It makes sense, because Botswana is a developing country and it needs innovators who will move the economy, which has been in recession, because of the 2009 world economic meltdown.

The economy of Botswana, since the country gained independence from Britain in 1966, has been one of the fastest growing economies in the world, averaging 5% per annum, especially after the discovery of diamonds in the 1970s (The World Bank, 2019). The World Bank (2019), country overview report also indicates that the reliance of Botswana on commodities has rendered the country vulnerable to international market fluctuations, as was evident after the global economic meltdown in 2009. Economic activity was expected to intensify from 4.5% in 2017, to 4.8% by 2019 (The World Bank, 2019). Botswana has a youthful population, with more than two-thirds (70%) of the total population under 35 years of age (UNFPA, 2017). About 33.5% of the population is aged 10–24 years. The youthful population of Botswana is a beam of hope, because it is a demographic resource that can, in Schumpeter's sense from 1949, be used to innovate and drive the economy in the service of the society.

In the economic sector, Botswana was once one of the fastest growing economies in the world and was classified as upper-middle income country (United Nations Population Fund [UNFPA]-Botswana Report, 2017). The real gross domestic product (GDP) increased at an average annual rate of 4.6% between 1994 and 2011, and was at 5.9% in 2013, whilst the gross domestic product (GDP) per capita stood at US\$ 8,533. The government of Botswana put in place wide-ranging social, economic and governance policies and programmes over the years.

The UNFPA-Botswana Report (2017), says that despite the middle-income status of Botswana, and positive economic progress over the past four decades, certain challenges undermine the potential of the country to harness the demographic dividend comprised of its large youthful population. Different authors, such as the UNICEF Country Report (2018), Bolt and Hillborn (2016) and Okatch (2013), have all highlighted a high inequality incidence in the country, and the UNFPA-Botswana Report (2017) agrees that income inequality is among the highest in the world, with a

Gini coefficient of 0.61. About 18.4% of the population lives below the poverty line. The report points out other challenges, such as persistent unemployment at 17.8%. As indicated by the National Youth Policy (2010), young people are mostly affected by these negative effects. Botswana also has to contend with challenges emanating from its narrow economic base and over-dependence on the mining sector, in particular diamonds. While the government has an impressive track record of prudent management of mining revenues and has a good reputation of good governance and stable democracy, the problem of youth unemployment has not been adequately resolved by tapping into the strength of the youth.

For the country to achieve the elusive diversification, the youth demographic dividend is the answer. Towards achieving that, this study tries to synthesise PYS, social development and Schumpeter's entrepreneurship theory of 1949. To reiterate, PYD focuses on the potential of the youth and sees them as resources that can be used to benefit the society. Social development deals with the whole environment (economic, social and political) to improve the livelihoods of people in the society. Schumpeter's theory of 1949 is not so much concerned with economic profit as it is concerned with innovation and service to the community. A country like Botswana, with its large numbers of youths and a history of growth and good governance, presents an opportunity to harness the youth and their strength, energy and curiosity in an attempt to drive the economy and improve their own lives.

#### **4.4 THE ENTREPRENEURIAL PROCESS**

It is important to look at the entrepreneurial process when engaging in entrepreneurship to avoid a haphazard way of doing things. This applies to big and small businesses. Small business can be the most creative and innovative in entrepreneurship given that many big businesses were once start-ups happening in a garage or backyard somewhere. Small businesses have become increasingly important in driving economic and social development in the world, according to research done by Nassif, Ghobril, and da Silva (2010). Bygrave (2004) indicates that small businesses are more effective of late than big business in terms of creating more employment. Bygrave (2004) goes further to say that in the decade 1994–2004, American small businesses, those with fewer than 100 employees, generated between

seven and eight million new jobs, whereas large-scale businesses over the same period eliminated 3.6 million jobs. Nassif et al. (2010) argue that small businesses in America are not only major sources of job creation, they are also powerful sources of innovation. Small businesses are a great source of high-tech workers at about 39% employment and produce 14 times more patents per employee than large businesses. In America, small businesses are responsible for around 40% of the GNP and employ 53% of the work force in the private sector. Small businesses in America are responsible for creating 75% of new jobs, and 67% of young people enter the job market via small businesses (Nassif et al., 2010).

How does a small business reach a stage where it provides employment and uses advanced, smart technologies to attain its goals? The answer lies in the process of entrepreneurship: what needs to be done, when and how. In addressing the issue of the entrepreneurial process, there are different schools of thought. Reynolds and White (1997) argue that despite the significance of entrepreneurship and despite the wide range of individuals involved in it such as entrepreneurs, governments, potential employers, financiers or political leaders, little is known about the initial phase of the process of entrepreneurship. Reynolds and White (1997), argue that the conception, gestation, birth, and early development of new ventures is very much uncharted territory. The only common ground among different scholars is that there has to be a process for an enterprise to thrive.

Different scholars have different ideas about what the process of entrepreneurship is. Reynolds and White use the analogy of the development of an organism; they talk of conception, gestation, birth and development. For Smilor (2001), the process involves talent, opportunity, capital and knowledge, while the Business Jargon (2018) emphasises developing a business plan as the initial thought process in conceptualising entrepreneurship. After the business plan, which is the roadmap of the entrepreneurial process, comes the resourcing, which is looking for funds or capital to kick start the business. When the funds or capital have been obtained, the next important step is to implement and manage the business, which will lead to harvesting the rewards of the business. The business has to keep growing, fuelled by new discoveries at various levels of the process. Figure 4.1 below illustrates the process.



**Figure 4.1: The entrepreneurial process**

*Adopted from Business Jargon (2018)*

As stated earlier, Smilor (2001) has indicated that the entrepreneurial process revolves around four key factors. These are: talent, opportunity, capital and knowledge. When an entrepreneur understands the forces behind these factors and is able to relate them to one another and implement them, they will accelerate the entrepreneurial process and thus provide not only economic, but also social value to communities.

#### **4.4.1 Talent**

Smilor (2001), at a conference on entrepreneurship as a community development strategy, defined talent as referring to an individual who recognises market opportunities and then creates organisations that take advantage of these opportunities. Smilor (2001) says that entrepreneurs are dreamers who do. They do not just dream; they walk the talk and change the environment for the better. Entrepreneurs envisage the possible and then set out to make it happen. They demonstrate a knack for seeing the unique in the common.

Talent has to be identified and nurtured by the environment. Where there is a pool of entrepreneurial individuals, there is a possibility of growth and community development. The pool of entrepreneurial talent is dependent on a number of variables, according to Smilor (2001). Some variables are networks of individuals and organisations, the presence of other visible entrepreneurs through recognition programmes, and the encouragement of creativity and risk taking through community-based organisations. Talent in entrepreneurship is about the desire to be in control and direct, and having a propensity for taking calculated risks and solving problems. In addition to what Smilor (2001) says about talent, Haug, Read, Brinckmann, Dew and Grichni (2013) indicate that there is a significant body of research looking at antecedents to venture performance that has identified those entrepreneurial talent variables which account for meaningful differences in venture performance, and that significant heterogeneity exists across performance measures.

Ghataka, Morelli and Sjöström (2007), believe that untalented entrepreneurs depress the returns of entrepreneurship because of adverse selection.

Talent is considered to be important in terms of the entrepreneurial process, according to these authors. There is no mention of talent in the YDF guideline (Government of Botswana, 2017). A young person between the ages of 18 to 35 qualifies to apply for anything they wish to apply for. The guideline indicates that assistance is available to prospective entrepreneurs who meet the following criteria:

- A Botswana citizen aged 18–35 years;
- Out of school youths;
- Unemployed youths;
- Underemployed youths;
- A partnership of young people or a youth cooperative;
- A legally registered business or company or cooperative that is owned by young citizens.

Although there is no mention of talent in the PYD as discussed, Chapter 3 covers it well. PYD looks at the strengths of the youth and one of the strengths the youth should possess is talent. When using PYD as an underpinning approach in youth

development in Botswana, it will help to sustain entrepreneurship. The approach will be to identify different talents and develop their entrepreneurial capacities. Furthermore, social development also becomes a plus for talent identification and enhancement, because the social development approach is developmental in nature. The social development approach is important in Botswana, because it augments the PYD and also helps to stimulate economic growth and deals with issues of emotional stability and emotional intelligence among the youth who would like to be entrepreneurs.

#### **4.4.2 Opportunity**

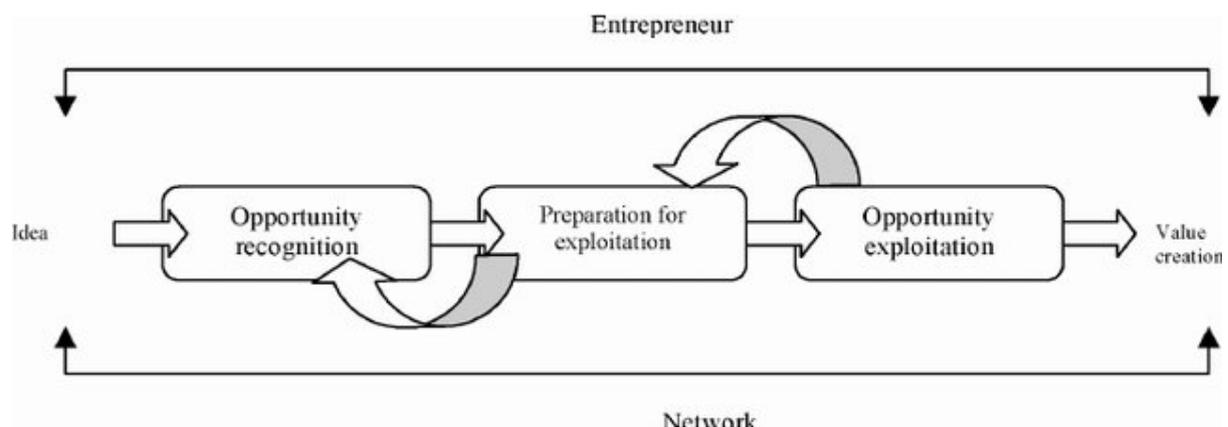
Hisrich et al. (2013) argue that, entrepreneurial opportunities are those situations in which new goods, services, raw materials and organising methods can be introduced and sold at a greater price than their cost of production. The discovery of the entrepreneurial opportunity is the first and most important phase of the entrepreneurial process (Manev, 2012). Manev says that at this stage, the entrepreneur identifies a possible new product or service to introduce to the market at a profit. This is a stage where an idea is developed into a business form, which often involves serving customers differently and better. Manev (2012) says that the identification and evaluation of an opportunity during the discovery phase is the most critical stage in the process, because it sets the tone for developing a business plan, procuring the required resources, and establishing a new venture dedicated to the exploitation of that opportunity (Manev, 2012).

Sanz-Valasco (2006), says that the conceptualisation of opportunity incorporates market interaction and real-life processes influenced by prior knowledge, resources, and the industrial context, especially in situations characterised by uncertainty. According to Smilor (2001), entrepreneurs recognise and pursue opportunities. This is the cardinal point of entrepreneurship. An idea is always at the centre of opportunity, but not all ideas are opportunities. An opportunity is customer driven. It is rooted in meeting a real need in the marketplace, solving a real problem, or filling a real niche within a reasonable time.

Effective entrepreneurs understand the environment of their target market. They know the concerns, worries and problems of their customers and provide real solutions to

real needs, not perceived or assumed needs. Opportunity is based on a competitive advantage. Emerging enterprises often try to compete on the basis of price and specifications, but in an increasingly competitive environment, these alone are not sufficient for success. New ventures must emphasise intangible qualities that are powerful in persuading customers to buy. These, according to Smilor (2001), include attributes such as quality of services and goods, ease of use, reliability, productivity and other qualitative features that add value or utility to a product or service.

In terms of creating business opportunities for the youth in Botswana, it is clear from the National Plan of Action (2010–2016), that government has committed to providing sustainable and accountable micro-credit and saving schemes, as well as a YDF to provide business loans, training and advisory services. This resonates with the five Cs of the PYD model by Learner and Learner (2003), especially the connection aspect which says that there should be an opportunity availed to the youth to connect with people who can mentor, coach and train them in whatever they would like to pursue. In addition to PYD and youth development policy in Botswana in terms of taking opportunities, it is important to understand that entrepreneurship by nature is the recognition and exploitation of opportunities. For this opportunity to be recognised and exploited, it is important also to take into account opportunity presented by social networks



**Figure 4.2: Opportunity in entrepreneurship**

Figure 4.2 summarises what has been captured previously on what is a business opportunity in entrepreneurship. It illustrates that it has to be an idea that is developed into an opportunity and the opportunity is exploited to create value which is the fruit or benefit of entrepreneurship. This will be discussed at the end of this section.

#### **4.4.2.1 Capital in entrepreneurship**

Capital is a fundamental factor in the entrepreneurial process, but it can also be the most elusive. In most instances, entrepreneurs do not have personal funds to start and run their enterprises. They will look to social or public funding sources. Such funds have a distinct social or public purpose. In the case of Botswana, an example is the YDF, which is a public fund set up for the youth in Botswana to finance their projects. It is important to also note that entrepreneurship is socio-economic in nature, hence social and human capital are fundamental as observed by Anderson and Miller (2003), who indicate that family background impacts on the development of social and human capital resources, which in their turn impact on the profitability and growth of a new enterprise.

If the entrepreneur has potential for continued or very rapid growth, then private funds like banks and other lending facilities become a source of capital for the company. Each and every capital source has its own set of investment criteria and objectives. For example, in Botswana, the YDF provides seed capital which revolves around the youth. Young people are given P100 000 and they have to pay P50 000 back into the fund to help those who come after them (Government of Botswana, 2017). Those youths who form cooperatives, qualify for P450 000 and they pay back 50% as loan, and the other 50% is grant. This, if done well, falls within 'caring' in the PYD approach. It teaches the youth to be empathetic and sympathetic as they work with each other and learn the dynamics with the business process.

#### **4.4.2.2 Knowledge (know-how)**

Entrepreneurs think differently from non-entrepreneurs. According to Hirich et al. (2013), an entrepreneur in a particular situation may think differently when faced with some or other task or decision environment. The above authors say entrepreneurs most often make decisions in highly uncertain environments, where the stakes are high, time pressures are immense and there is considerable emotional investment. Their knowledge should be of high quality. Knowledge is needed to stimulate and encourage innovation within the enterprise. This, according to English, Wakkee and Sijde (2007), helps to gather information to see the feasibility and desirability of the entrepreneurial venture. Furthermore, entrepreneurs must develop or acquire skills

and expertise to run an enterprise. The skills that they learn involve the ability to manage change both at the personal and the organisational level. In Botswana, the government would like to create an educational curriculum that will respond to the demands of the market, match the skills required by the job market and identify youth talent, and subsequently develop this talent for income generating ventures and employment creation. This is in contrast with what the YDF guideline is saying, which do not look at prior knowledge, but nevertheless fund young person who is unemployed.

Personal skills such as leading, communicating, listening, negotiating, and teambuilding are important aspects of building knowledge for an entrepreneur. At the organisational level, the entrepreneur's knowledge includes, among other things, marketing, finance, accounting and business planning. These are the skills that are most important in PYD. When one interrogates the five Cs of Learner and Learner (2003), one C talks about the importance of learning, especially the competence aspect. The entrepreneur should be competent and be able to learn new knowledge. In conclusion, Smilor (2001) also notes that entrepreneurs gain knowledge through their ability to use fluid, *ad hoc* networks. The entrepreneurs learn from social interactions and expand access to information, resources and social capital.

## **4.5 ENTREPRENEURIAL PROCESS BY BUSINESS JARGON (2018)**

### **4.5.1 Discovery**

Business Jargon (2018) believes that for an enterprise to start, an entrepreneur must have an idea. The entrepreneur identifies and evaluates business opportunities. In the process of such identification and evaluation of a business opportunity, the entrepreneur must seek input from different persons including employees, consumers, channel partners, technical people and many others, to reach an optimum business opportunity. In addition to what has been mentioned by the Business Jargon (2018), Markkula and Kune (2015) state that discovery in entrepreneurship, is an active process that drives open innovation, ecosystems, and specifically considers what is required for orchestrating the ecosystem as a set of emerging parallel processes. Once the opportunity has been identified, the next step is evaluation of the opportunity.

According to Business Jargon (2018), an entrepreneur can evaluate the efficiency of an opportunity by continuously asking him/herself certain questions, such as whether the opportunity is worth investing in and is sufficiently attractive, whether the proposed solutions are feasible, whether there is any competitive advantage, and what the risks associated with it are. The entrepreneurs should also further analyse their own personalities, especially at the level of personal skills and hobbies: whether they are in sync with their entrepreneurial goals or not. While Business Jargon (2018) talks of discovery as the first stage of the entrepreneurial process, Bygrave (2004) emphasises personal traits. The author believes that personal traits are the characteristics of entrepreneurs that make them different from non-entrepreneurs. These personal traits lead to innovation as a first step in the entrepreneurial process. As compared to Bygrave (2004) and Business Jargon (2018), McClelland (1965) identifies seeking opportunities as the first stage in the entrepreneurial process.

#### **4.5.2 Developing a business plan**

The development of new ventures is an issue of keen interest to the society and an exciting idea for the owner of the venture. There are many reasons why the opening of a new venture excites both the owner and the community. Gyamfi, Tontoh, Anderson and Johnson (2006) have identified some of the factors that bring excitement: enhancement of the socio-economic development of the society by creating jobs and filling the gaps in the market. Gyamfi et al. (2006) say, however, that most people do not follow any business planning process in their endeavour to establish a new venture. There are many reasons that can be attributed to this, one of which being that they perhaps may not have the technical knowledge of a business planning process when they are conceptualising and actualising their entrepreneurial discovery. Business Jargon (2018) identifies the development of a business plan as important and vital in the process of entrepreneurship and has slotted it as the second stage in the process. Once the opportunity has been identified, an entrepreneur must have a comprehensive business plan. A business plan, according to Business Jargon (2018), is critical to the success of any new venture, since it acts as a benchmark and establishes evaluation criteria to see if the organisation is moving towards its set goals. A business plan must have the following fundamental attributes: mission, vision

statement, goals and objectives, capital requirements, and a description of the products and services.

Bygrave (2004) identifies triggers as the second stage in the process. The author's argument is based on personal traits as indicated previously. At this stage, the following triggers might be the ones that are operative; risk taking, job dissatisfaction, job loss, education, age and commitment. In addition to the above triggers, Bygrave (2004) believes that networks, teams, parents, family and role models play a significant role in triggering entrepreneurship.

These authors all talk of the business plan as a process in entrepreneurship. The YDF programme, which is the flagship of youth entrepreneurship in Botswana, does not really talk of business plans. It is clear that the YDF guidelines only require that the applicant should show their cash-flow statement covering all revenue and expenditure for a period of 12 months (Government of Botswana, 2017).

#### **4.5.3 Resourcing**

Starting an entrepreneurial venture needs assets that are both tangible and intangible. The entrepreneur needs resources, such as finance and sometimes investors who invest in the enterprise. It also needs resources such as knowledge of a particular field or technology, especially in the era of the 4<sup>th</sup> industrial revolution. Social capital is also an important resource in starting a new venture, which is also emphasised by the PYD approach. Moreover, social development also encourages social capital as it approaches development from an ecological point of view which is more relevant to social work in developing countries such as Botswana.

Bygrave (2004) believes that after the triggers, there should be implementation of the entrepreneurial project. Furthermore, Bygrave (2004) believes that implementation is influenced by the entrepreneur him/herself, leadership, management, commitment to the mission and vision. Bygrave's (2004) perspective is based on personal traits as the key elements in determining the entrepreneurial process.

#### **4.5.4 Management and harvesting**

When everything is set up, the business has to operate to achieve the goals set out in the business plan. The management of the enterprise should have a structure that will solve the operational problems when they arise. The business has to make a profit so that the entrepreneur harvests what he/she has invested in the company. The Bygrave model (2004) identifies this fourth stage as growth. The fourth stage is influenced by team strategy, structure, culture and products at the organisational level. At the environmental level, influences on the business are growth, competitors, customers, suppliers, investors, bankers, lawyers, resources and government policy.

Management and harvesting resonate with PYD in that it believes that well-developed youth will know their purpose and enjoy the benefits of their purpose. PYD approaches focus on developing positive, pro-social capacities by using the resources available within the focus person's home and community (Blasingame, 2014). As the youth reach their full potential, they will be able to manage their enterprises and harvest the benefits, which will make them more stable and focused.

Kaplan and Warren (2007) sum up their view of the entrepreneurial process in the diagram below.

**Table 4.1: Business planning**

<p>Stage 1 Conducting opportunity analysis</p>	<ul style="list-style-type: none"> <li>• Innovate and create the vision</li> <li>• Conduct market analysis and research</li> <li>• Evaluate the competition</li> <li>• Research pricing and sales strategy.</li> </ul>
<p>Stage 2 Developing plan and setting up the company</p>	<ul style="list-style-type: none"> <li>• Set goals and objectives</li> <li>• Start writing the plan</li> <li>• Investigate new processes and technologies</li> <li>• Determine pricing, market and distribution channels.</li> </ul>
<p>Stage 3 Acquiring financial partners/sourcing funding</p>	<ul style="list-style-type: none"> <li>• Bootstrap the company</li> <li>• Source early stage funding</li> <li>• Secure growth funding.</li> </ul>
<p>Stage 4 Determining the resources required and implementing the plan</p>	<ul style="list-style-type: none"> <li>• Determine value of licenses, patents and copyrights</li> <li>• Prepare the organisation for growth</li> <li>• Develop business model</li> <li>• Manage the finances.</li> </ul>
<p>Stage 5 Sealing and harvesting the venture</p>	<ul style="list-style-type: none"> <li>• Prepare a full business plan</li> <li>• Discuss options and alternatives <ul style="list-style-type: none"> <li>- Sell or merge</li> <li>- Go public</li> <li>- From strategy to alliance</li> </ul> </li> <li>• Communicate the opportunity.</li> </ul>

*Adopted from Kaplan and Warren (2007)*

As indicated earlier in this chapter, entrepreneurship has evolved over time, as the surrounding economic structures have become more complex (Kaplan & Warren, 2007). Kaplan and Warren (2007) define entrepreneurship as a process of creating something by devoting the necessary time and effort to it, assuming the accompanying financial, psychological and social risks, and harvesting the resulting monetary rewards and personal satisfaction. The process of entrepreneurship is determined by the approach that the entrepreneur takes. The following part of the section will be looking into social work and entrepreneurship.

#### **4.6 SOCIAL WORK AND ENTREPRENEURSHIP**

The world is changing. The development of technology has led to the loss of jobs and increased unemployment and poverty. Otieno, Okotta, Ndego, Mutavi, Okuku, Odero and Mwendwa (2018) believe that traditional techniques used in social work have become obsolete and ineffective in meeting the contemporary needs of the dynamic population. Otieno et al. (2018) argue that the loss of relevance of traditional techniques has led to the development of new social work techniques that seek to achieve social transformation among the youth. These innovations, which are being implemented through youth empowerment organisations, are important not only to the social workers that utilise them and their clients, but also for the upcoming professionals and institutions that provide services to the youth. This point is also emphasised by Lombard (2014), when she says that socio-economic factors have introduced a new dimension in social work called entrepreneurship, and have changed the landscape of social work. Lombard (2014) argues that retrenchment packages and corporate downsizing are now part of daily life and have caused many people to become entrepreneurs by default. Besides those who have lost jobs and who find themselves in entrepreneurship, there are also those who are socially excluded, and who do not have jobs or income, who end up in entrepreneurship as well (Lombard, 2014).

Regarding those who are socially excluded, Lombard (2014) indicates that the social worker should use the individual or enterprise approach to help them to thrive in entrepreneurship. According to Midgley (1995), the individual or enterprise approach to social development is embedded in the belief that the welfare of the whole society

is enhanced when individuals strive to promote their own welfare. In this approach, Midgley (1995) believes that the social worker can facilitate a process whereby individuals and families can become self-reliant and participate effectively in the market.

Social work has always been involved with youth development in Botswana since the 1940s as indicated by Lucas (2017) and Jongman (2015). The only difference, as compared to what Midgley (1995) says, is that they were not really helping individuals to participate into the market economy. They were just giving hand-outs to help sustain lives. Social work has adopted the residual model of social welfare as compared to developmental approach. Despite the fact that social workers are programme officers who are helping the youth with funding, they are not training the youth, especially using theories, models and approaches such as PYD which can help shift the paradigm, especially of the unemployed youth. The monitoring and evaluation plan (2017–2022) indicate that the ministry of youth is not reaching its targets in terms of job creation through entrepreneurship. When the author of this dissertation was discussing with one employee the issues of entrepreneurship in the ministry, she indicated that youths are only using entrepreneurship to find money to look for employment<sup>6</sup>.

Compared to Midgley's (1995) view of the role of social work in entrepreneurship, Lombard and Strydom (2011) are not bold enough to accept the role of social work in entrepreneurship or economic development. They indicate that there are different options regarding the role and responsibilities of social work in economic development. Fargion, Gevorgianiene and Lievens (2011), also contend that social work as a profession has never sat comfortably in the environment in which it operates. Practising social work has always presented a challenge, and even more so at the present time, when the spread of neoliberal managerial culture, the bureaucratisation of social services, and the cuts in social expenses, all seem to jeopardise social work practice (Fargion et al., 2011). Raheim (1996), says that whether or not social work has a role in economic development is no longer a debate, because social work itself is a social investment and contributes positively to development. In addition, Midgley and Conley (2010) say the debate now should be about the extent to which social work

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<sup>6</sup> Discussion with programme officer

should be involved in direct economic activities. Social workers can influence human, social and economic development in both a direct and an indirect manner.

For Engelbrecht (2009) and Lombard (2003), as understood by Lombard and Strydom (2011), social work has always been a source of hope for the downtrodden. These authors point out that social work as a profession has always been committed to eradicating poverty. This is evident even in the definition of social work (IFSW & IASSW, 2014) and in the values of social work, especially the value of the promoting the inherent dignity and worth of a person. In addition, they say that social work is at the frontline of working with people confronted by poverty, and with the vulnerable and those at risk. Unemployment has increased the vulnerability of many households, and because people do not have secure and stable livelihoods, many turn to the welfare system. In Botswana, since the inception of the Youth Policy in 1996, social workers have been leading the entrepreneurial sector of the youth. Social workers have been implementing the YDF, which is an entrepreneurial part aimed at economic empowerment. The YDF was introduced in 2009/10 as an empowerment programme, following the Out of School Youth Programme (2001). According to the MYESCD, this programme is a loan and grant scheme with a ceiling of P100 000 (50% loan and 50% grant). This was viewed as a reasonable start with the expectation that the youth business owners would then, in due time, graduate to utilise other financial institutions to expand and grow their enterprises (Government of Botswana, 2017).

Gevorgianiene and Fargion (2011) indicate that the competence of a social worker traditionally presupposes certain instrumental capabilities, namely, to identify needs, organise help and assess outcomes. The authors raise the concern that the creative nature of social work is undermined. The authors would like to reconcile the different competencies of social work and entrepreneurship. Gevorgianiene and Fargion (2011) believe that the concept of the 'entrepreneurial mind set' is inherently part of social work professional activities. Openness to change, capacity to identify new opportunities, taking risks and tolerating failure are all main elements of entrepreneurship competence. The authors add that a person's ability to communicate and cooperate with others to create networks and to inspire people for change, are all a manifestation of an entrepreneurial spirit, which reveal the social aspect of entrepreneurship. Gevorgianiene and Fargion (2011) add that the aim of a social work

is to help people to overcome disrupted relations among themselves and the environment, and that this requires the same qualities or capabilities mentioned above.

Following what Gevorgianiene and Fargion (2001) say, the author of this research was having a conversation with one social worker who is working as programme officer at MYESCD. The conversation was around issues of life coaching, mentoring, the age of the youths with whom they usually, the youths' educational backgrounds and their general work history. The response of the programme officer was simply put as follows:

*This is a political programme and we just implement it the way the politicians want, if youth come, we give them money, whether they waste it, it's not our problem. If you will not give them the money, they will go straight to the minister and you will be called to account. We don't want to lose our jobs, we have children to feed, so it's how we operate.*

On the one hand, there are some authors, such as Chigunta, Schnurr, James-Wilson and Torres, (2005), and Brixiová, Ncube and Bicaba (2014), who believe that there are inherent benefits connected with youth entrepreneurship. On the other hand, there are authors such as Shittu (2017), who believe that even though there are benefits linked to youth entrepreneurship, there are issues and challenges which discourage young people from embracing entrepreneurship. Shittu (2017) highlights some issues, such as the short duration of youth empowerment initiatives, undue emphasis on supply-side training, insufficient or non-existent financial support, the tenuous linkage to viable market opportunities, and the strong focus on bringing together young people as groups, rather than as stand-alone entrepreneurs. Yet, economic uncertainties, and the limited supply of formal paid jobs and other career opportunities, push young people into self-employment, which some have called 'entrepreneurship by necessity'. With high unemployment rates, these young people turn to entrepreneurship, despite that they are neither prepared nor equipped with the requisite skills and knowledge needed to establish and manage a business successfully. The lack of skills, expertise and experience in entrepreneurship can have detrimental consequences. Hence, the youth needs the mentors to help them traverse this terrain of entrepreneurship.

### 4.6.1 Mentoring

Mentoring is a term generally used to describe the process of an experienced individual training, guiding, and supporting a protégé in a one-on-one relationship. In addition, authors indicate that the process usually occurs over an extended period of time, with the purpose of assisting the protégé to gain knowledge, skills, and values for advancement and achievement in education or a particular profession or business. Mentoring is not a foreign concept in social work (Ross-Sheriff & Orme, 2017). The University of Cambridge (2019) share the same sentiments in terms of what mentoring is. They also define it as a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. In addition, mentors need to be readily accessible and prepared to offer help as the need arises within agreed bounds. The importance of mentoring in entrepreneurship is emphasised by Chigunta (2002), when deliberating on the Prince's Trust-Business Start-up Programme. Chigunta (2002) indicates that the entrepreneurs are mentored in the programme for about three years where they are given advice and support for the business venture. In the UK, due to the commitment of the 6000 mentors in the Prince's Trust-Business Start-ups, 47 000 business has been set up and 60% of those enterprises are still trading (Chinguta, 2002). Social workers in this context work as programme officers, and they should provide instruction, guidance practice skills and feedback to entrepreneurs.

Social workers have always engaged in mentoring, either mentoring their clients or colleagues. Since the beginning of the social work profession, field work with mentorship has been a critical component of practice training and later has emerged as a foundational element of social work education (Ross-Sheriff & Orme, 2017). In mentoring, social workers usually achieve five objectives, which are:

- Establishing the relationship of trust, respect and confidentiality between mentor and mentee;
- Facilitating the exploration of ambition and goals, as well as clarifying developmental needs;
- Using a range of skills, particularly questioning, listening, challenging and supporting to facilitate the mentee's thinking and maturation;

- Proving support to set goals and develop plans, networks, relationships and approaches to achieve these goals;
- Passing on experience and knowledge to accelerate the mentee's development.

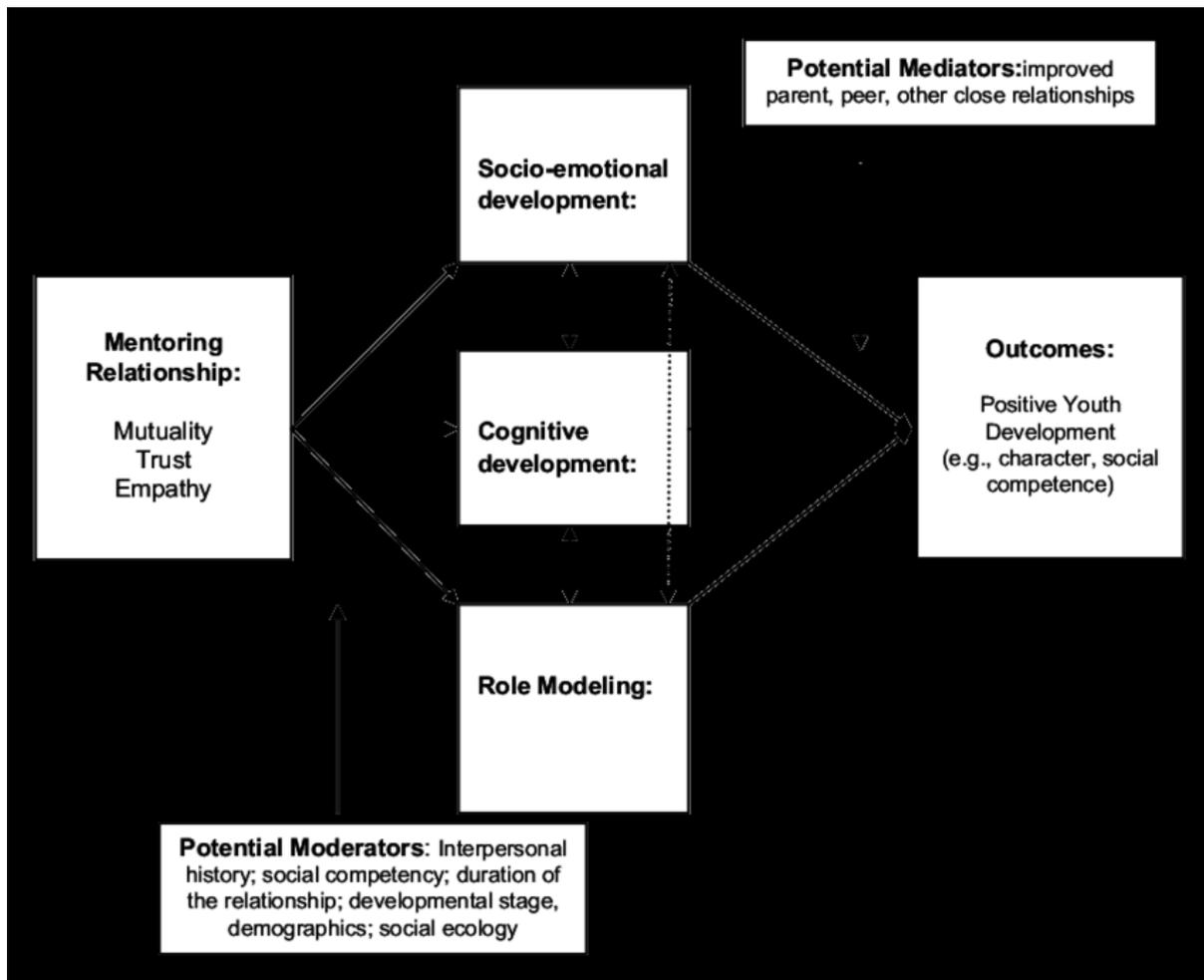
These objectives set out by the Health and Social Care Board (HSCB) in 2014 in the UK, draw their strength from, and buttress the definition of social work, especially the concept of social change, liberation and empowerment as indicated in the definition of IFSW and IASSW (2014). These objectives, though they are not in the context of entrepreneurship, are applicable to the process of entrepreneurship. Moreover, mentoring in business also resonates with the PYD approach, because the approach emphasises tapping the strengths of the youth, instead of focussing on their weaknesses. As a mentor, you are not to look at the weakness of the mentee, but rather at his/her the strengths and capitalise on it. In addition, mentoring in social work involves an ecological perspective, whereby social work encompasses and uses the resources available to promote empowerment of the client. In some instances, mentoring alone is not effective. In those cases, life coaching or just coaching, becomes important to argue what is already on the ground.

#### **4.6.2 Coaching**

As previously indicated, coaching can be applied to argument mentoring, or it can be used as the initial stage to prepare the youth for entrepreneurship. Coaching and mentoring are both tools that can be used for the effectiveness of entrepreneurship. Grant (2000) defines coaching as a collaborative, solution focused, result oriented and systematic process in which the coach facilitates the enhancement of work performance, life experiences, self-directed learning and the personal growth of the coachee. This definition is similar in some respect to the one by Comensa (2010), who says coaching is a professional, collaborative and outcome-driven method of learning that seeks to develop an individual and raise self-awareness so that he or she might achieve specific goals and perform at a more effective level. In terms of coaching in social work, coaching appears to be effective during the formative education of social work coaches as it encourages motivation and nurtures skills such as reflection and critical thinking. In addition, according to the HSCB (2014) coaching could facilitate the

adoption and implementation of new practices for individual social workers and social work organisations. Coaching skills also have a role in the supervision of social workers and could be a useful intervention for social work supervisors.

In terms of PYD in entrepreneurship, coaching becomes an important aspect, because it looks at helping to enhance the skills and strengths that the youth have already. Coaching would be an added advantage in promoting youth entrepreneurship in Botswana. Social work and coaching in other parts of the world have been ingratiated for some time now (Caspi, 2005). The author indicated that coaching was now finding its way into clinical social work. The Revised National Policy on Youth (2010), The National Plan of Action on Youth (2010–2016) (Government of Botswana, 2010) and the YDF Guidelines do not address either coaching or mentoring, which is a gap in terms of the roles of social workers in youth development, especially in the promotion of youth entrepreneurship. The figure below illustrates the mentoring relationship between the mentor and mentee and the benefits thereof.



**Figure 4.3: The mentoring relationship**

*Adopted from Rhodes and DuBois (2008)*

Figure 4.6, above, indicates the relationships in the mentoring process. The mentoring relationships should aim at giving a positive outcome, especially for PYD. This cannot happen in a vacuum, as there are moderators and mediators that influence the outcome of the relationship. The preparedness of the youth cognitively will determine the positive outcome of the mentoring process, but it is affected by the moderators, which in this case is role modelling by the mentor. Moreover, the interpersonal history, social competence, duration of the mentoring relationship and demographics moderate how the relationship works. The positive outcome of the mentoring relationship is also mediated by the socio-emotional growth of the mentee. This includes issues such as improved parenting, peer relationships and other

relationships. All these factors determine whether the results of the mentoring relationship lead to positive youth development.

## **4.7 CONCLUSION**

The purpose of youth entrepreneurship is to create a sustainable livelihood, which is an integral part of social work. Sustainable entrepreneurship is focused on preserving nature, life support, and community sustainability in pursuit of perceived opportunities to bring future products, processes and services into existence for gain, where gain is broadly construed as including economic and non-economic benefits for individuals, the economy and society (Hisrich et al., 2013). The aim of social work is to turn a dysfunctional society into a functional one, to bridge the gap where there is inequality and unfairness and to bring equality and fairness, based on the values of social work, especially to enhance the inherent dignity and worth of each person. The role of social work should be visible in promoting youth entrepreneurship. As has already been indicated, the debate regarding whether social work is part of entrepreneurship has long passed, and now is concerned with how social work can add value to entrepreneurship. Various authors have indicated the importance of social work in the economic development of the society. Fargion and Gevorgianiene (2010) indicate that social work and entrepreneurship have a symbiotic relationship and cannot be thought of differently. Midgley (1995) believes social work has a bigger than hitherto role in economic development of the community. As mentors, coaches, and promoters of entrepreneurship, social workers should have programmes that have clear objectives about what they want to achieve regarding commercial orientation. They also need adequate funding. The MYESCD should make sure that social workers who are programme officers, are trained adequately and are flexible and adaptable to changing times.

## **CHAPTER 5:**

# **RESEARCH METHODOLOGY**

### **5.1 INTRODUCTION**

The aim of this study is to gain an understanding of the role of social workers in promoting youth entrepreneurship in Botswana. The research stemmed from the realisation that the youth businesses in Botswana which have been funded since 1996, are not doing well despite the support of government. The common knowledge is that social workers are the ones who oversee the programmes that are geared towards youth empowerment, and this created the curiosity to know what role social workers perform in youth entrepreneurship and how they promote, monitor, mentor, coach and evaluate the programmes. The curiosity was also caused by the dearth of on-the-ground research on social work and youth work, and more especially on the role of social work in entrepreneurship. Are social workers doing psycho-social support only, or are they also doing marketing, logistics or something else?

The aim of this study is to understand the role of social work in promoting youth entrepreneurship in Botswana through several objectives that has already been presented. Furthermore, is to look at the theories that underpin youth development and promote entrepreneurship and to look at youth entrepreneurship and the role of social work in it. Finally, to synthesise the theory of entrepreneurship and PYS. Following all these, the third objective was to synthesise theories of entrepreneurship, based on theories of PYD within the context of social work in Botswana. The first and second objective was to contextualise social work and analyse PYD within a social development paradigm and consider international and local perspectives. The empirical investigation of the role of social work in promoting youth entrepreneurship met the fourth objective, closing finally with the fifth objective, which is presenting a conclusion and make recommendations for social work in terms of education and training by the MTESCD regarding the role that social workers should play in youth entrepreneurship.

It has to be understood that to meet the above objectives fittingly and successfully, a vigorous scientific approach is necessary. Conducting scientific research is an important component of the development of scientific thinking. Research adds to the body of knowledge and improves any intervention that is called for in any field. In the case of this study, the scientific exploration of the role of social work in promoting youth entrepreneurship will better inform the University of Botswana on which course to include in the curriculum, and the MYESCD on where to place social workers and up-skill them if necessary, for improved performance. According to Rubin and Babbie (2007), exploring a phenomenon, or question in a manner that is rigorous and robust requires an undertaking of a scientific research process based on an established research design, theories and evidence. This will enable claims and knowledge development that is epistemologically valid.

## **5.2 RESEARCH DIMENSIONS**

Before going to the methodological frameworks, models and design for this research, it is imperative to understand the bigger picture of the scientific research process, in terms of the philosophical, ontological, sociological, epistemological and methodological dimensions through which the research are devised and understood and the phenomenon ultimately explored.

### **5.2.1 Philosophical dimensions**

Nueman (2014) describes the purpose of a social science research as: exploratory, descriptive and explanatory and explaining social phenomena involving human behaviour. Uddin and Hamiduzzaman (2009) say, that the effectiveness and efficiency of social science research is dependent on philosophical justification and functions on philosophical assumptions about truth and knowledge. They argue that at the start of the research process, there is a consideration of the central question: *why research?* Burrell and Morgan (1979) believe the answer to this question lies in research concerning the nature of society and science.

If a researcher understands and comprehends the above-mentioned concepts, they will have direct impact on what he/she chooses to research, and on the ontological, epistemological, sociological and methodological dimensions for the overall research

design and process. This study, therefore, has explored in depth these interacting dimensions below and has cumulatively formulated an overall philosophical approach. The concepts of ontology, sociology and methodology will be explored in the following sections to see how it has impacted on the study.

### **5.2.2 Ontological dimension**

Nueman (2014) defines ontology as the concerns about the issue of what exists, or the fundamental nature of reality. When we do a study, we make assumptions about what we will study and its place in the world. Adding to what Neuman (2014) says, Blaike's (2010) formulation is that ontology is the science or study of being. Al-Saadi (2014) defines ontology as being concerned with 'what is', i.e. the nature of existence and structure of reality, what it is possible to know about the world.

In this study, the focus is to explore, understand and interpret the role that social work plays in promoting youth entrepreneurship. The research gap that has been identified, is that the youth start-ups in Botswana are not doing well, even though they are assessed, supervised, monitored and evaluated by social workers who work as programme officers in the MYESCD. The assumption is not that social workers are the ones who are not doing their jobs or are misleading the youth in terms of youth entrepreneurship. It is rather it is to try and understand the part of social workers in the success and failures of the enterprises of the youth.

In this study, the ontological dimension is the one that is largely subjectivist in its approach. This infers that the data consolidated is interpretivist and humanistic in nature. This had various implications for the research methodology and design. Interpretivism requires researchers to interpret phenomena in the society and to integrate human interest into a study (Williams, 2000). Accordingly, interpretive researchers assume that access to reality (given, or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments. It is believed that an interpretivist perspective, which has to do with the nature of reality, socially contractedness, and subjectivity, may change. The ontological dimension of this study has incorporated a human interpretive element, which this research has primarily sought. This research was implemented within a

framework that reflects on qualitative data, the exploration of a phenomenon that is open to interpretation, and that is humanistic in its approach.

### **5.2.3 Epistemological dimension**

Several authors, such as Richards (2003), Snape and Spencer (2000), and Crotty (1998) have defined epistemology as the assumption that we make about the nature of knowledge or how it is possible to find out about the world. In addition, they say, epistemology is a way of looking at a work and making sense of it. It involves knowledge, and it embodies a certain understanding of what that knowledge entails. Gialdino (2009) explains that epistemology raises questions that include, among others things, how reality can be known, the relationship between the knower and what is known, the characteristics, the principles, the assumptions that guide the process of knowing and the achievement of findings and the possibility of that process being shared and repeated by others, in order to assess the quality of the research and the reliability of findings.

Within an interpretivist framework, the epistemological approach of this study is one which recognises that the limits of inquiry are perceived knowledge, and the relationship between reality and the research process is developed through an understanding of the specific context of the phenomenon being explored. The research approach of this study assumes a subjectivist stance that leans away from extreme nominalism, anti-positivism and voluntarism. The exploration of the truth in the sense of this research process is to understand the patterns of symbolic discourse by reflecting on how entrepreneurship theories and management are helping the social workers in promoting entrepreneurship among the youth.

## **5.3 RESEARCH APPROACH**

This study is qualitative in approach. As mentioned in Chapter 1, a qualitative study is a scientific method that depends on observation in collecting non-numerical data. This kind of research observes things such as meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things, and not to count or measures them (De Vos et al., 2013). The researcher has followed a qualitative approach, because it considers the meanings of respondents in their natural

environment. The researcher has used open-ended questions in a semi-structured interview schedule that guided the interview with the participants. The latter were also recorded after permission was sought from them, and the organisations they were working for. This study was focused on the MYESCD as being representative of the wider population. The researcher picked five different places, according to whether they are urban, peri-urban, village and rural areas. This has given the data a rich content in that programme officers in a variety of areas are involved in promoting youth entrepreneurship. The researcher was interested in the reflections of the social workers (programme officers) on the specific phenomena. Furthermore, the researcher used an instrumental case study as a research approach, by focussing on the case of social work, and specifically youth entrepreneurship in Botswana (see Chapter 2). The instrumental case study in this research, entails the study of a case of a specific group of social workers within the department of the Minister of Youth Empowerment in Botswana, to provide insight into a particular issue (youth development), and to redraw generalisations applicable to social work in Botswana). Hence, in this instrumental case research, the case facilitates the understanding of the role social workers in promoting youth entrepreneurship in Botswana, which is the aim of the study.

The use of the instrumental case study research approach was efficient and effective in exploring the role of social work in promoting youth entrepreneurship in Botswana. The approach gave participants the opportunity to discuss openly and engage in their lived experiences as programme officers in the ministry. This study selected the MYESCD within a subjective interpretative framework, as defined at the beginning of this chapter. This was a productive and effective means of understanding and exploring the phenomena in the initial research question (see Chapter 1).

### **5.3.1 The case study method**

The rationale for employing an instrumental case study method allows for an in-depth analysis of different cases and social issues (Fouche & Schurink, 2013). Instrumental case studies are used to gain a better understanding of a social issue. The case study helps the researcher in gaining knowledge about an identified issue (Fouche & Schurink, 2013). An instrumental case study aims to explore and describe a particular subject, to gain new knowledge which may inform policy development and

implementation. This is also the aim of this study. Yin (2003) argues that it is appropriate to use an instrumental case study design if the investigation seeks to answer 'how and why' questions, if the researcher cannot manipulate the behaviour of those involved in the study, and if the researcher wants to cover contextual conditions, because they are relevant to the phenomena. Social workers at the MYESCD were key research participants in the case study. They were relevant to the nature of this study, which seeks to explore their role in promoting entrepreneurship among the youth in Botswana. This study on the role of social work in promoting youth entrepreneurship is new and its findings are currently unknown. Therefore, this research has explored and described the role of social workers in entrepreneurship and youth development in Botswana, which underpin the research design, and which will be highlighted in the following discussion.

#### **5.4 RESEARCH DESIGN**

Before engaging in any type of research, it is imperative to be clear about the role and purpose of a research design. It is important to understand what a research design is and what it is not. It is thus essential to know where a research design fits into the whole research process, from framing a question to finally analysing and reporting data. Babbie (2001), indicates that, in social science research there are fundamental questions that are asked.

1. What is going on (descriptive research)?
2. Why is it going on (explanatory research)?

In addition to what Babbie (2001) said, Yin (2003) says, in designing a case study approach, one could use both a descriptive and exploratory design. Within this context, and exploratory design focus on the "how" question. Yin (2003) goes on to indicate that the research design of choice will depend on the phenomenon that is being studied and its objective. Therefore, this study has combined an explorative and descriptive case study research design, as to ask questions related to "what" (descriptive) and "how" (exploratory).

### **5.4.1 Exploratory design**

Much social science research is conducted to explore a topic or to start to familiarise the researcher with that topic (Babbie, 2016). This approach typically occurs when the researcher examines a new interest or when the subject of study itself is relatively new according to Babbie (2016). Exploratory studies are carried out for three reasons: (1) to satisfy the curiosity of the researcher and his/her desire for better understanding, (2) to test the feasibility of undertaking a more extensive study, and (3) to develop the methods to be employed in any subsequent study. This method is therefore has been used to explore the role of social work in promoting youth entrepreneurship.

### **5.4.2 Descriptive design**

A descriptive case study design aims at describing situations and events. In this kind of case study, the researcher observes and then describes what has been observed (Babbie, 2016). Scientific observation is careful and deliberate, so it becomes typically more accurate and precise than casual observations. Furthermore, Fouche and Schurink (2013), support this point and say that descriptive case studies aim at providing a fuller picture of the case being studied with an intensive examination of a phenomenon and deeper meaning. The intention of this study has been to present the role of social workers in promoting youth entrepreneurship in Botswana. It has been found important to combine the exploration and descriptive case studies in this study in the interest of accuracy and to gain a complete understanding of the phenomenon.

## **5.5 RESEARCH METHOD**

This study adopted a qualitative research method. A qualitative research method was preferred, because the research topic under discussion is new in the context of Botswana and thus breaks new ground. Furthermore, the method has been chosen because of its unique way of teasing out the subjectivity and the 'voice' of respondents. It emphasises the interest and authenticity of human experience as a strong feature in the method. As Silverman (2013) says, the qualitative method is a naturalist model. Such a method is also the ideal in social work. Despite the academic undergirding of the social work profession, this profession is primarily a practiced based profession.

### **5.5.1 Population and sampling**

The subjects of research make up what is called a population. The term, like in many in social science research, has both a common everyday meaning and a technical meaning. In social science a research population refers to a specific group. Before this population can be measured, it has to be precisely defined. By defining the population, you exclude those individuals of no interest to the study. In the case of this study, the population is social workers who are working as programme officers, and their supervisors who are working at the MYESCD in Botswana.

Rubin and Rubin (2012) indicate that sometimes it is common that a case study research design requires a purposive sample, where the researcher makes the decision about, not only the organisation which will be the focus of the study or the case, but also the individual respondents who would most likely contribute to appropriate data, both in terms of relevance and depth. Rubin and Rubin, (2012) further say that in a purposive sampling the researcher relies on an existing social or psychological understanding of the problem as a basis for choosing the population elements in the sample. Strydom and Delport (2013) explain that in a purposive sampling method, a sample is formatted in such a way that it contains most characteristics or typical attributes of the population that best serves the study. According to Yin (2014), a sample can either have a single case or multiple cases. In this study, only the Ministry of Youth Empowerment was used as study representatives.

The study had 18 respondents, who were programme officers, and three principal programme officers, who were based in Molepolole and at headquarters in Gaborone. The researcher made a deliberate decision to choose programme officers, because they are the ones at the coalface, and to include principal programme officers as well, because they operate at policy level. The blending of programme officers and principals programme officers has given the researcher a rich and deep understanding of the role of social workers in promoting youth entrepreneurship in Botswana. It was evident that some principal programmes officers held different views from programme officers, since most of them have been on the field for a long period. The parameters of the selection for respondents included:

- i. They should be social workers employed by the MYESCD.
- ii. They should be principal programme officers employed by the MYESCD.

Due to the low number of social workers who work as programme officers and principal programme officers, the interviews were mixed. This was influenced by the fact that, in other places, there will be both programme officers and principles, while in some areas there will only be programme officers. This did not influence the analysis in any way. The method of mixing the two phases worked well in terms of logistics and also in breaking monotony of listening to the same responses from participants, especially programme officers. Furthermore, this has given a richer in-depth reach into the role of social workers in promoting youth entrepreneurship in Botswana, more especially because the principal programme officers have vast experience in the field of youth development. Moreover, in the analysis, the discourse of both phases from the programme officers and principal programme officers was integrated.

### **5.5.2 Target population**

This research was conducted in two phases, utilising the same research instrument, namely a semi-structured interview schedule, based on the literature study, to collect the required data. The first phase was to explore the role of social work in promoting youth entrepreneurship with social workers in the Department of Youth in the MYESCD, using face-to-face interviews, conducted by the researcher. Social workers are frontline workers in the Ministry and are tasked with implementing the youth programmes of the YDF (Government of Botswana, 2013). The criteria used to identify social workers for the sample was as follows:

- Social workers who currently work as frontline programme officers in the Department of Youth who implement youth development in Botswana. Therefore, they have been included in the study.
- Social workers based in urban, peri-urban and rural areas, whose experiences in urban, peri-urban and rural areas are different and so has given the study strong guidance.

- Social workers who have been in the field of youth development for more than ten years in the Ministry were interviewed to see the trajectories of youth development through their long experience in the Ministry.

The second phase included principals in the Department of Youth, based in areas where social workers are practising programme officers. Principal programme officers at the MYESCD were interviewed because they are involved in policy formulation in the Ministry, and they supervise social workers who are programme officers.

- Criteria for inclusion were as follows for the principal programme officers.
- They should be principal programme officers employed by MYESCD.
- They should be based in areas where social workers are based.
- They should have ten years' experience in the Ministry.

Youth have been excluded from participating for the following reasons.

- The study sought information on the service providers, rather than the beneficiaries of the service.
- The study aimed to engage frontline social workers and policymakers as to capture the trajectories of youth development and future plans for youth development in Botswana.

To summarise: the study sought to learn about the role of social workers in youth entrepreneurship and learning about this role was expedited through experts rather than beneficiaries. The study interviewed eighteen social workers who are working as programme officers in the MYESCD based on the above-mentioned criteria. Three principal programme officers at the MYESCD were also interviewed. The study had two phases which informed each other (focusing both on social workers and principle programme officers). The empirical data was integrated and synthesised. The study had twenty-one participants in total. This is premised on the fact that with qualitative research that there is a point of diminishing return or saturation. This is where more data will not yield any new information (Mason, 2010). Mason (2010) indicates that a large sample may become repetitive and eventually superfluous, which was experienced in this study.

### **5.5.3 Sampling procedures**

The research utilised non-probability, purposive sampling as research participants were selected based on their knowledge and their availability as volunteer participants in the research process (Kreuger & Neuman, 2003). Permission for participants to take part in the research was sought from the Ministry in which the participants are working.

### **5.5.4 Research site**

The research was conducted in several places, due to the total numbers of social workers in different areas. It addressed urban, peri-urban and rural areas. The areas were Gaborone, an urban area with many social workers, Tlokweng, a peri-urban area, Mochudi and Molepolole, villages, and Goodhope, a rural area. The blend of rural-urban gave the research rich data based on the different experiences of participants.

Request letters to the MYESCD, was written seeking permission to conduct research among the employees of the ministry (refer to annexure 3). Permission was granted after the research proposal was scrutinised by the Ministry. The Departmental Ethics Screening Committee of the Department of Social Work, Stellenbosch University also granted permission to carry out the research. The Ministry availed the contacts of the social workers in the areas mentioned above. The researcher then telephoned the participants to set up appointments. The criteria for inclusion and exclusion guided the researcher in selecting the participants purposively, using the information obtained at the Ministry.

### **5.5.5 Method of data collection**

The researcher made logistical arrangements to interview the selected research participants. The researcher used face-to-face, semi-structured interviews to gain in-depth information on the role of social work in youth entrepreneurship and youth development. An interview schedule for both programme officers and principal programme officers, containing open-ended questions, was used as a research instrument to collect qualitative data. All the interviews were conducted in the participants' offices in their areas of operation. All the offices were good for the interview except one in Gaborone where the participant was in a cubicle and there were many other cubicles around, which meant other people could hear what was

happening. The researcher then requested to use another office. The department provided a much better open and conducive space where the interview was conducted. Most of the participants were ready for the interview because the researcher would call a day before the interview. This was to make an appointment to avoid travelling and finding that participants are not there and also to psychologically prepare them for the interview. The interviews happened from the 1<sup>st</sup> June to 30<sup>th</sup> June 2019.

The questions for the semi-structured interview schedule were developed based on the literature studied to guide the research and to stimulate individual responses of the research participants. Interviews serve the purpose of obtaining rich, first-hand information about experiences and perceptions, and insider views of the research participants. The interviews were recorded and transcribed after obtaining consent from the interviewees. There were six major themes that guided the interview schedule to obtain qualitative data from participants. The themes will be interrogated more during the discussion session in Chapter 6. Briefly, the themes were the history of social work, legislation and policy in Botswana, administrative structures at the MYESCD, youth development in Botswana, PYD in Botswana and finally, youth entrepreneurship.

With the above themes, there was a pilot study that was conducted to test the measurement instruments. The pilot study had two participants to avoid saturation before the study was conducted. The pilot study was valuable because it enabled the researcher to establish the suitability of the interview schedule and make necessary adjustments before interviewing participants. The two pilot participants were not included in the analysis of this study. They just helped in focusing the study and to see if it will be able to be done. There were slight changes to the interview schedule, especially with the questions that were asked to the programme officers. The slight change was more to focus the language, because there were places where they said that they did not understand the question, especially on PYD. The question was about whether they knew anyone who was applying the theory, especially when they had to answer in the vernacular. The question was then made easy for them to understand.

## **5.6 DATA MANAGEMENT AND ANALYSIS**

The following section addresses the data management and analysis. The data was collected as qualitative data and was written in shorthand and recorded. for more clarity when analysing the data. The recorder was meant to help the researcher so that the researcher may not miss important information from the participants. This section will be looking at how this data was managed and analysed.

### **5.6.1 Method of data analysis**

According to De Vos et al. (2012), when all data have been collected, the next stage in the research process is to analyse and interpret the data. Structure and meaning are then brought to the data by a process of critical reflection, making linkages, seeking explanations and contemplating reasons for actions and behaviours. When data is analysed, various patterns, themes, sub-themes and categories are identified (Babbie, 2010), and the analysis is based more on deductive logic. Analysis in this study moves from a broad base to a narrow base, because this is a new area of study

### **5.6.2 Logical models**

Logic models developed by Wholey (1979), are descriptions of the chain of causes and effects leading to an outcome of interest. While logical models can be in a narrative form, they usually take the form of a graphical depiction of "if-then" relationships between the various elements leading to the outcome. Furthermore, they fall under the broad umbrella of pattern matching, but are differentiated from explanation building, in that they involve matching empirically observed events to theoretically predicted events (Yin, 2009). In this study, the idea is the existence of a repeated cause and effect sequence which links together, matching empirically observed events (the experiences of social workers in youth development, especially in entrepreneurship) and the experiences of principal programme officers who supervise social workers who are promoting youth entrepreneurship. The pattern matching was implemented through coding by the researcher, matching identified experiences of social workers working to promote youth entrepreneurship. Moreover, the narrative that has been selected in the following chapter mostly represents the others that has been left out. There are more similarities with those that have been left

out. Furthermore, they serve as good examples when compared to others which have been left behind. There will be a few narratives that have been selected per theme. In other themes, there will be more narratives selected to try and show the intensity of the subject matter, while in others fewer will be selected because they will be making more sense when they are fewer.

### **5.6.3 Denaturalisation and member checking**

The researcher also manually transcribed the audio recordings of the semi-structured interviews with respondents. This allowed for a more rigorous exploration of the patterns, themes and dialogue interpretation. In the process of transcribing, the method of denaturalisation was employed. Grammar was corrected and, responses that were in Setswana were translated to English. Even though there were some Setswana responses, it was limited, and the researcher translated it into English and asked the participants if they agree with the translation. This is because, despite the fact that Batswana speak the same language, it has different dialects which requires that the researcher understands what is said correctly. Oliver, Serovich and Mason (2005) say that denaturalisation allows for the correction of grammar, where deemed necessary, so as not to hinder or obstruct understanding of the respondents' narratives.

Denaturalisation was furthermore enhanced with member checking by means of feedback and validation from participants, to ensure that the researcher did actually understand and capture the participants' discourses correctly. This member checking was done during the interview process. Since the researcher had a rapport with the participants, he was able to conduct the interviews in a professional, but informal and relaxed way. During the interviews the researcher restated, paraphrased and summarised participants' narratives to determine the accuracy of his understanding. This allowed participants to comment and reflect further on their experiences and views. The ultimate aim of this member checking was to provide findings that are authentic, original and reliable, which will be discussed in a next section of this chapter.

### **5.6.4 Method of data verification**

The following section will be focusing on data verification methods. These are methods that the researcher used to verify the qualitative data collected from the field.

#### **5.6.4.1 Validity**

Any research study should have a criterion established with which one can ensure the quality of data collected. Validity and reliability are important principles in verifying the quality of researched data. Babbie (2007) describes validity as the extent to which an empirical measuring instrument adequately reflects the true meaning of the concept which is supposed being applied. Traditionally, in a qualitative study, the norms of credibility, transferability, dependability and conformability are paramount in order to assess the validity and reliability of the respective study (Delpont & Roestenburg, 2013, 2011).

#### **5.6.4.2 Reliability**

Babbie (2011) defines reliability as the quality of measurement method that suggests that the same data would have been collected each time in repeated observations of the same phenomenon. For Delpont and Roestenburg (2013), reliability occurs when a selected instrument measures the same construct more than once and comes up with the same results. Ornellas (2014) insists that reliability is dependent on the data measurement instrument by ensuring that measuring the same two things twice, the results will be the same. Reliability has to do with the quality of measurement. In the everyday sense, reliability refers to the "consistency" or "repeatability" of your measurements. Along with that, a researcher needs to know and understand the different types of measurement error, because errors in measurement play a key role in degrading reliability. As this study is primarily deductive, the researcher based the interview schedule on the literature study as the baseline. This baseline can be regarded as reliable as it included primary sources or authors, and theories which has been used in other research studies.

#### **5.6.4.3 Credibility**

Delpont and Roesternburg (2013) point out that credibility in social science research requires that, in the data collection process, the subject is accurately identified and described. For the researcher to achieve credibility he must apply a number of interview techniques such as paraphrasing, probing, summarising, clarifying and focusing to ensure that the subject matter is clearly presented and understood. In this study the researcher used different techniques to make sure the participants

understood what was at stake, and had no qualms resorting to the Setswana language where necessary, in order to make sure that the participants were at ease. Moreover, the research method and process used in this study meets the scientific research standards, as the empirical research is substantiated with specific reach approach, design and methods.

#### **5.6.4.4 *Transferability***

In social science research, the researcher has to ask whether the findings of the research can be transferred from a specific situation or case to another. The transferring of findings from one specific situation or case to another is called transferability, according to Delpont and Roesternburg (2013). Transferability can be achieved by providing readers with evidence that the findings of the research study could be applicable to other contexts, situations, times, and populations. Babbie (2011) emphasises the point above by saying that a qualitative researcher makes explicit connections to the cultural and social contexts that surround data collection. This study can be transferred to other environments, because the findings of the study have been derived from scientific methods which are universal and can be replicated in other environments.

#### **5.6.4.5 *Dependability***

In this section, the researcher asks whether the research process is logical, well documented and audited. The researcher accounts for changing conditions in the phenomenon chosen for study. Furthermore, the researcher has to account for changes in the design created by an increasingly refined understanding of the setting of the research (Delpont & Roesteburg 2013). The following table shows the visual overview of the methodological dimension of the research.

**Table 5.1: Methodological dimension(s) of the study**

<b>METHODOLOGICAL DIMENSION</b>	<b>Research approach</b>	Inductive	Research question; literature review; empirical data exploration; analysis
	<b>Research design</b>	Instrumental case study method.	MYESCD
		exploratory	Initial analysis of the phenomena
		Descriptive	Picture of deeper meanings
	<b>Data collection</b>	Purposive sampling selection	Selected 18 social workers working as program officers and three principal programme officers
		Semi-structured interview schedule	Focused exploration; freedom of ideas and patterns
	<b>Data analysis</b>	Logic models	Matching empirically observed events with theoretically predicted events. Each station is a single case study, forming and instrumental case study, that will be assessed through logic models.
	Data verification	Pattern matching	Patterns between case studies, within case studies, as well as literature.

Table 5.1 shows the methodological dimension followed in this study. The method that has been followed in this study worked well. The case study, to start with, made it easy for the researcher, because it was focused and did not look for social workers all over, but only in a particular department. Moreover, data collection was also made easy by the means of purposive sampling. The researcher got office telephone numbers where

social workers are based from the Ministry and called the social workers at different stations. The social workers also helped by referring the researcher to other social workers in different areas. This was due to the fact that the numbers that were given in some areas social workers were already transferred. Data analysis and verifications was also simple, because of the process that was followed.

## **5.7 ETHICAL CONSIDERATIONS**

The researcher is a practising social worker in Botswana and is registered as an axillary social worker with the South African Council for Social Service Professionals (5014225-SACSSP). He ascribes to the professional code of conduct of the social work profession. Permission was obtained from the Departmental of Ethics Screening Committee of the Department of Social Work at Stellenbosch University before the study commenced. This research can be classified as minimal (low) risk, because it deals with people who are all above the age of eighteen years and can make their own independent decisions. The study utilised service providers rather than beneficiaries. The data obtained from the field has been stored in a safe place where no unauthorised person will have access to it. Participants were anonymous in the study and the data collected is protected in a password-protected computer. The participants, both programme and principal programme officers, have signed a consent form to participate in the study (see appendix A). There were no unforeseen circumstances, and nothing was reported to the supervisor for intervention. All the participants were comfortable with the topic and handled it well. The confidence in the participants has helped the study to achieve its objectives, because the participants knew what they were talking about and they were not emotional with their answers.

## **5.8 ETHICAL GUIDELINES IN RESEARCH**

Generally, ethical guidelines for the research process include voluntary participation, prevention of harm to respondents, informed consent, anonymity and confidentiality. The study has conformed to those:

### **5.8.1 Voluntary participation**

The participation of programme officers and principal programme officers was voluntary. Nobody was coerced to participate in the study. The researcher approached the Ministry and asked people to participate voluntarily in the study. Permission was sought from the Ministry to allow participants who wanted to participate, free do so of their own accord.

### **5.8.2 Prevention of harm**

The intention of this study is not to harm anyone who has voluntarily participated in the research process. In social science, prevention of harm is the active practice of ensuring that no harm is brought upon the respondents during their voluntary participation in the study. If the study had an uncomfortable situation arising, the respondents would have been sent for counselling by a selected agency for help.

### **5.8.3 Informed consent**

To further strengthen the voluntary participation of the respondents in this study, the respondents were given a consent form so that they could make an informed decision about whether to participate or not participate in the study.

### **5.8.4 Anonymity**

The anonymity of both the programme officers and principal programme officers in the MYESCD was ensured throughout the study. The case studies developed on each respondent do not reveal his/her identity such as name, station of work or the salary band. All the information will be privy to the researcher and it will be stored in a safe place to protect the respondents.

### **5.9.5 Confidentiality**

Anonymity goes hand in hand with confidentiality. In this study, the information provided by the respondents is kept confidential. The information that was divulged, especially personal and private information of the respondents or of the organisation, is kept confidential in order to protect the organisation and the individuals giving the information.

### **5.8.6 Reflexivity: research bias**

The researcher is a social worker and a lecturer in social work, as well as an entrepreneur in the field of youth development by means of motivational speaking. In his work as a lecturer, he has realised that there is no course on youth development and entrepreneurship at UB, and by doing motivational work, the researcher realised that many young people lack motivation and self-esteem. This realisation has not hindered the research process from being objective because the research was within an interpretative and subjective ontological approach, from both scientific and personal spheres. In this chapter again there is a methodological dimension that was guiding the research process. Personal bias was recognised early on and the researcher made sure that it did not interfere with the process of the overall study. Despite having worked with the youth and interacted with the programme officers, the researcher was objective and stuck to the interview schedule and did not bring his personal experiences with the youth to the interview process. When addressing questions, the researcher did not lead the participants, but was just asking follow-up questions, so that participants should clarify their points, not to influence them in giving their responses.

## **5.9 LIMITATION OF THE STUDY**

In their paper, the Strengths and Limitations of Case Study Research, Hodkinson and Hodkinson (2001) identify several disadvantages of using a case study strategy. The authors note that in a case study research, there are the following limitations:

- (i) Too much data for an easy analysis, which can be difficult to represent in a simple way;
- (ii) Case study research is time consuming in terms of data collection, and expensive when done on a large scale.
- (iii) Impossible to generalise the results in the conventional sense.

In this study, one predominating limitation was time. The participants were in different areas and sometimes the researcher would not find them, even though they had made an appointment. The researcher would have to wait for them, which would consume the time for the next appointment.

## **5.10 CONCLUDING REMARKS**

This study was implemented within the subjective, interpretivist ontological and epistemological approach, that particularly focuses on the value of dialogue and the meaning it construct in an attempt to understand of a broader phenomenon. The study was based at the MYESCD. Under this Ministry, there were five areas that the researcher visited to collect data. The areas were Gaborone (an urban area), Tlokweng (a peri-urban area), Molepolole and Mochudi (villages) and Goodhope (A rural area). The researcher interviewed 21 people: eighteen programme officers and three principal programme officers. The study used an instrumental case study as its approach. In the next chapter, the researcher presents data that was collected at the field and analyses it.

## CHAPTER 6: EMPIRICAL INVESTIGATION

### 6.1 INTRODUCTION

After an in-depth literature review and exploration, this chapter will present the empirical findings of the data collected, in which a semi-structured interview was held with 20 frontline social workers (programme officers) and four principal programme officers in the MYESCD. Through the presentation of these findings, the views of social workers on their role in promoting youth entrepreneurship in Botswana, will be further explored. As this was a qualitative study, which is more focused in interpretation of meanings, the data consists of narratives. Moreover, there will be exploration of the dialogues and its meanings. This will be done under the 6 primary themes, which were identified in literature and served as the basis for the semi-structured interview schedule.

**Table: 6.1: Empirical themes in the semi-structured interview schedule**

<b>Theme 1</b>	History of social work in Botswana.
<b>Theme 2</b>	Legislation and policies in Botswana
<b>Theme 3</b>	Administrative structures for youth development in Botswana
<b>Theme 4</b>	Youth development and youth development programmes in Botswana.
<b>Theme 5</b>	Definition of PYD
<b>Theme 6</b>	Youth entrepreneurship

During the interview, social workers and principal programme officers were presented with a definition for each of these themes, in terms of what is being discussed and proposed in literature. This was done against the backdrop of what literature says about youth development, PYD, entrepreneurship and the role of social work. After the definitions, the participants were given the opportunity to think and reflect about what the literature says, and to get their perspectives and offer their narratives of their experiences in the field. In the extrapolation of the empirical findings, the definition of each theme, as presented to the participants, will be outlined. All participants are

working in the same ministry, but a case study of each respondent is offered to allow the reader better to understand the context, especially the environment where each respondent is working. It is important to note that despite working in the same Ministry, the stations where the participants are based, have an impact on their daily work and how they perceive their roles as youth development officers.

## 6.2 MYESCD AND THE BIOGRAPHICAL PARTICULARS OF RESPONDENTS

The sample population of frontline social workers (programme officers) and principal program officers was taken from the MYESCD in Botswana. Within the Ministry, the social workers were from different areas-based in rural, peri-urban and urban areas. This was done to try and see whether those from different areas are on the same wavelength as others within the same Ministry who have the same training. This is outlined in the following table.

**Table 6.2: Areas of participants**

Rural areas	Villages	Peri-urban areas	Urban areas
Letlhakeng Goodhope	Molepolole Moshupa Mochudi	Tlokweng	Gaborone

A brief case study of these area is offered below.

Table 6.2 is focusing on the areas where the population for the study was drawn from. It has been divided into rural, villages, peri-urban and urban areas. More detailed information will be discussed in the later sections of this study.

### 6.2.1 Organisational overview

It is important to note that all frontline social workers interviewed were working in the same ministry, but they are only categorised by area of operation. They do the same work, but the environment and resources that they possess influence or impact on their daily interaction with the youth. The first category that focuses on the rural areas. This is critical, because the programme officers deal with youths who are illiterate. Very few of these youths are literate, compared to youths in other areas. Furthermore,

the kind of projects that the youths in these areas would like to engage in, are totally different from those in other areas. The youths in these areas are more inclined to go for agricultural projects, because they are in a rural setting, and it makes more sense to go that route. In this category there are two villages in the rural areas. The two villages are Goodhope and Letlhakeng. The important thing to note is that the frontline social workers who are based in these two areas, are not only serving these two areas. They have each more than ten rural settlements that they are serving. They go out to those areas to provide services or expect those in those areas to come to them for services. In Goodhope, there are only two social workers who work as programme officers in the Ministry of Youth. The Ministry is housed at the local authority offices (the Goodhope sub-district council) and use porta cabins as their offices. The other village is Letlhakeng, where they have only one social worker working as a principal programmes officer, and there are no frontline social workers working as programme officers.

As indicated above, there are no social workers in Letlhakeng. The principal programme officer is leading a team of non-social workers in trying to achieve the mandate of the Ministry in youth development. The Ministry is also housed at the local authority (Letlhakeng sub-district council). Despite the vast areas that the social workers cover in these two villages, it was visible in these two organisations that there is a lack of resources in terms of human resources, infrastructure, transport and offices that will attract the youth. The places looked gloomy and haunted to be centres for the youth. In terms of financial freedom, it was indicated that most decisions are taken in Gaborone and they just implement what they are told to do.

Moving from rural areas, there are major villages where programme officers are working. These major villages are Molepolole (Kweneng district), Moshupa (Moshupa sub-district) and Mochudi (Kgatleng district). These are major villages in the sense that they are headquarters for their districts, and in terms of the population in the area. Molepolole, which is the headquarters for the Kweneng sub-district, has a population of 67 598 according to the population census of 2011 (Statistics Botswana, 2011). This population does not tell the whole story, because the programme officers are not only based in Molepolole. They also cover some areas nearby in the district. The offices are housed at the Molepolole sports complex, which is a stadium, and the offices are

porta cabins. There is only one social worker based in the Molepolole office and others are not social workers. In the Moshupa area, there is one social worker based at the offices there. Moshupa is a large village in the southern district of Botswana, with a population of 20 016 according to the 2011 census (Statistics Botswana, 2011). It has to be understood that, the entire population of Botswana is just 2 million, so a village with 20 000 people is considered one of the big villages. The officer is serving not only Moshupa, but six or more villages around Moshupa. The offices are located in a based right in the residential area which might be an added advantage for the youth population to be able to access the services rendered to them. The last area is Mochudi in the Kgatleng area.

These are major villages. Mochudi is one of the larger villages in Botswana with a population of 44 815 people in 2011 (Statistics Botswana, 2011). Mochudi is situated in the Bakgatla tribal region, in Kgatleng district, about 37 km northeast of Gaborone. Mochudi, as the headquarters in the Kgatleng area, services more than 10 villages in terms of youth development. There is only one frontline social worker based in Mochudi. The officers are also housed in a private home right in the middle of residential area. The offices do not look interesting, considering that they are serving the youth population. The offices are small and stuffed with cabinets. There is no privacy or a welcoming picture for the youth.

The other area that was covered was the peri-urban area. The village in this area is Tlokweng. Tlokweng close to Gaborone, the capital city. Tlokweng is a village located directly adjacent to the capital of Botswana, Gaborone, in the south-east district. It can be considered part of the conurbation of Gaborone. Tlokweng stands on the other side of the river and is on the road to the border with South Africa. The border post is just 15 km to the east. Tlokweng has a population of about 35 982 according to the 2011 census (Statistics Botswana, 2011). Amongst all the villages that data has been collected from, Tlokweng is the only area where the Ministry has its own premises and is not renting offices. The yard for the offices is big and there are only porta cabins as offices. These porta cabins are not comfortable and appealing to the youth population that the Ministry serves. There are two social workers at Tlokweng and other officers who are not social workers.

The final area that was covered was Gaborone. Gaborone is the capital city of Botswana with a population of about 231 592 people. The youth offices are based at the MYESCD in the central business district (CBD). This is the only area that has built structures from all the areas where social workers were interviewed. The majority of social workers are found in Gaborone, though not all are working at the Ministry. There are those who have been seconded to other departments, but who are still doing youth work, or who, in the current government language, are mainstreaming youth work. These social workers still report to the Ministry of Youth. The participants who were interviewed were based at Ministry of Trade, Local Government, Employment, Labour and Skills Development, the Botswana National Youth Council (BNYC) and those who are based in the Ministry of Youth.

**Table 6.3: Organisational sample population**

<b>Area</b>	<b>Position</b>	<b>Years of social work experience</b>	<b>Years as Principal or programmes officer</b>
<b>RURAL AREAS</b> Respondent C Respondent E Respondent G	Programmes officer Principal programmes officer Senior programmes officer	2 years 10 years 11 years	10 years
<b>VILLAGES</b> Respondent A Respondent H Respondent I Respondent J	Programmes officer Principal programmes officer Programmes officer Programmes officer	11 years 11 years 12 years 8 years	4 months
<b>PERI-URBAN AREAS</b> Respondent B Respondent K	Programmes officer Principal programmes officer	9 years 19 years	5 years

Area	Position	Years of social work experience	Years as Principal or programmes officer
<b>URBAN AREAS</b>			
Respondent D			
Respondent F	Programmes officer	11 years	
Respondent M	Programmes officer	20 years	
Respondent N	Programmes officer	8 years	
Respondent O	Programmes officer	8 years	
Respondent P	Senior programmes officer	20 years	
Respondent L	Senior programmes officer	11 years	
Respondent R	Senior programmes officer	10 years	
Respondent S	Programme officer	12 years	
Respondent T	Programme officer	9 years	
Respondent V	Programme officer	16 years	
Respondent W	Programme officer	8 years	
	Programme officer	11 years	
	Programme officer		

The table above demonstrates that the majority of social workers (programme officers) have more or less eight years' experience, except the one who has only two years' work experience. She was among the two who were based in Goodhope and she had to be interviewed. Despite having worked only two years in the Ministry, the respondent has been working in the field of social work in other organisations and brought a wealth of experience to the study. The average age in the Ministry is around 10.3 years work experience, which indicates that the respondents have a wealth of experience in the field of youth work and especially entrepreneurship because it seems is the one which is core mandate. Furthermore, the median age from the respondents is eleven. The majority were employed around the same time in 2008, when the government was starting to roll out the YDF and needed more manpower to carry it out. A few have around 20 years' experience and these are mostly are the ones who started the Department of Youth. The department was a unit housed at the Ministry of Local Government, Lands and Housing in the Social and Community Development Department, but ultimately it moved out. The youth unit was then

developed into a fully fleshed Ministry of Youth, Sports and Culture. The respondents indicated that the restructuring in 2013 led the ministry to change the name to the MYESCD, which was initiated in 2017.

The principal programme officers' experiences vary. One has eleven years' experience as a principal and she came to the MYESCD from the MLGRD to become the principal programme officer. The respondent had no prior experience of being a programme officer in the ministry. The other principal programme officer has been in the Ministry for 20 years and has experience of being the programme officer and went up the ladder until she became the principal and head of the station. The third principal programmes officer (PPO) has been in the Ministry for 11 years and has just assumed the role of PPO four months ago. This variation in experience gives a rich comparison to see if and how the role of social work environment in the ministry has changed or remained the same in the past, as the restructuring processes were carried out in the Ministry.

Moving further, the participants were asked to clarify their key performance areas (KPA's), or their daily roles in interaction with the youth. Extracts of their narratives are offered below, allowing a more detailed picture of what transpired and the current environment where the frontline social workers provide services to the youth.

**Table 6.4: Job descriptions**

Area	Job description/key performance areas
<b>RURAL AREAS</b>	
Respondent C	<ul style="list-style-type: none"> <li>• Give the youth motivation to earn a living through programmes such as YDF, sport and culture.</li> <li>• Interview the youth for projects</li> <li>• Assess the youth</li> <li>• Receive proposals</li> <li>• Give guidance to the youth on proposal writing</li> <li>• Signatory to the youth account at the bank</li> <li>• Constituency competition facilitator.</li> </ul>

Area	Job description/key performance areas
Respondent E	<ul style="list-style-type: none"> <li>• Coordinate the ministry programmes at sub-district level</li> <li>• Direct activities that are geared towards youth empowerment</li> </ul>
Respondent G	<ul style="list-style-type: none"> <li>• Coordinate all the programmes in the sub-district</li> <li>• Supervise the programme officers</li> <li>• Coordinate YDF, sport and culture programmes</li> <li>• Plan for all programmes</li> <li>• Sit on different committees</li> </ul>
<b>VILLAGES</b>	
Respondent A	<ul style="list-style-type: none"> <li>• Sign cheques</li> <li>• Sports and culture (competitions)</li> </ul>
Respondent H	<ul style="list-style-type: none"> <li>• Coordinate programmes at district level</li> <li>• Supervise senior programme officers</li> </ul>
Respondent I	<ul style="list-style-type: none"> <li>• Implement programmes in the ministry (Arts and Culture)</li> <li>• YDF (training and funding)</li> </ul>
Respondent J	<ul style="list-style-type: none"> <li>• YDF</li> <li>• Sports development</li> <li>• Arts and culture</li> </ul>
<b>PERI-URBAN AREAS</b>	
Respondent B	<ul style="list-style-type: none"> <li>• Youth desk</li> <li>• Entrepreneurship funding</li> <li>• Behaviour change</li> <li>• Orientations</li> <li>• Proposal appraisals</li> <li>• Funding and monitoring</li> <li>• Sexual and reproductive health and drug abuse</li> </ul>
Respondent K	<ul style="list-style-type: none"> <li>• Coordinate programmes</li> </ul>

Area	Job description/key performance areas
<b>URBAN AREAS</b>	
Respondent D	<ul style="list-style-type: none"> <li>• Arts and culture</li> <li>• YDF</li> <li>• Capacity building</li> <li>• Mentoring</li> <li>• Assessments</li> <li>• Brokering</li> </ul>
Respondent F	<ul style="list-style-type: none"> <li>• Explain YDF form</li> <li>• Sport and culture development</li> </ul>
Respondent M	<ul style="list-style-type: none"> <li>• Coordinate behaviour change especially within the brigades of students</li> <li>• Coordinate HIV and AIDS programmes within the ministry</li> </ul>
Respondent N	<ul style="list-style-type: none"> <li>• Coordinate behaviour change programmes</li> </ul>
Respondent O	<ul style="list-style-type: none"> <li>• Coordinate behaviour change programmes</li> <li>• Supervise programme officers</li> </ul>
Respondent P	<ul style="list-style-type: none"> <li>• Coordinate behaviour change among the youth</li> </ul>
Respondent L	<ul style="list-style-type: none"> <li>• Appraise projects</li> <li>• Monitor projects</li> <li>• Guides youth as they apply for YDF</li> <li>• Disburse the funds</li> <li>• Capacity building</li> </ul>
Respondent R	<ul style="list-style-type: none"> <li>• Guides youth as they apply for YDF</li> <li>• Disburse the funds</li> </ul>
Respondent S	<ul style="list-style-type: none"> <li>• Appraise projects</li> <li>• Monitor projects</li> <li>• Guide youth as they apply for YDF</li> <li>• Disburse the funds</li> </ul>
Respondent T	<ul style="list-style-type: none"> <li>• Guide youth as they apply for YDF</li> </ul>

Area	Job description/key performance areas
	<ul style="list-style-type: none"> <li>• Disburse the funds</li> <li>• Capacity building</li> </ul>
Respondent V	<ul style="list-style-type: none"> <li>• Guide youth as they apply for YDF</li> <li>• Disburse the funds</li> </ul>
Respondent W	<ul style="list-style-type: none"> <li>• Arts and culture</li> <li>• YDF</li> <li>• Capacity building</li> <li>• Mentoring</li> <li>• Assessments</li> <li>• Brokering</li> </ul>

As it was indicated above, this table depicts what the respondents believe their key performance areas or indicators are. The majority of them have indicated that they do youth entrepreneurship through the YDF. The YDF cuts across all the respondents. Some have indicated behaviour change, but they are in the minority. Moreover, those who indicated capacity building, are also on the minority. There was only one who has indicated that they work within the AIDS sector, and coordinating behaviour change among the brigades' students. Brigade students are the ones who could not make it to universities and colleges after secondary education or basic education. They are now moving into work with production or vocational work.

Brokering was also a theme that was visible, but it was not in the majority. It was more a matter of "we are supposed to offer brokering services and its currently not happening". The other theme that was cutting across was the disbursing of funds and signing the cheques or being co-signatories at the bank. The participants indicated that, by virtue of being programme officers, they are automatically signatories to the account of the business. Ideally, the youth cannot access the funds without the signature of the officer. This was meant to mitigate against the abuse of the funds by the youth. The next section will look at the core business in the Ministry by both the programme officers and principal programme officers.

### 6.2.1.1 Core business of the Ministry

There are four core businesses of the Ministry of Youth is as it is captured below in the following table.

**Table 6.5: Core businesses of the MYESCD**

Core businesses or mandates of the Ministry	
Youth entrepreneurship development <ul style="list-style-type: none"> <li>• Youth Development Fund</li> </ul>	Sports development <ul style="list-style-type: none"> <li>• Constituency leagues-football, netball and volleyball</li> </ul>
Culture development <ul style="list-style-type: none"> <li>• Music, poetry competitions</li> </ul>	Arts development <ul style="list-style-type: none"> <li>• Art exhibitions</li> </ul>

Participants were asked to state the core business of their organisation in the semi-structured interview. Although their responses were uniform, referring to the above-mentioned core mandates, some did not really understand the mandates and only emphasised youth entrepreneurship, especially the YDF, while very few really brought in behaviour modification. Reflecting on this gives a much richer understanding of how the participants view their organisation and the work that they do, as well as the services they render to the youth. They recognise this as important and they believe that if it is well done, it will be of value to the youth. One programme officer indicated that they orientate the youth so as to empower themselves to move away from poverty. The respondent believed this is highly important and add value to the life of the youth. The respondent elaborated on how they help the youth, by indicating that:

*We hold workshops and orientations which teach the youth life skills, so as to empower them and help them not to fall into the traps of poverty which is dominant in our district (Participant A).*

Respondent B also shares the same sentiments with the previous respondent, emphasising that youth entrepreneurship is the core role that they perform, and alluded to the fact that, as a Ministry, they focus more on entrepreneurship as an intervention model for youth development. The words from the respondent are captured verbatim below.

*We focus more on youth entrepreneurship, even though we have what is called youth desk, behaviour change, orientations and workshops, sexual and reproductive health, but to a small extent. not large scale (Participant B).*

These sentiments differ from what respondent C focused on. The respondent did not break down what the core mandate is. The respondent only dealt with one aspect of the work they do, which the respondent also indicated that they are comfortable performing.

*We focus on interviewing the youth, assessing the youth, guiding the youth on proposal writing, monitor the implementation, being signatory to the youth account at the bank and help in culture days, especially during the constituency competitions (Participant C).*

### **6.3 THEME 1: SOCIAL WORK IN BOTSWANA**

To understand the role of social workers in promoting youth entrepreneurship, it was imperative to know whether social workers in the Ministry still regard themselves as social workers, whether they understand what social work is, and if they believe they are doing social work in their day to day interaction with the youth. The participants were asked whether they understand what social work is, and whether they are applying some fundamental ethics and principles of social work in their day-to-day activities. The responses from social workers were varied.

- 1. Participant A, I don't know what social work is.*
- 2. Participant B, I have never really thought about this question.*
- 3. Participant E, I have really forgotten about social work.*
- 4. Participant H, Youth work is not social work.*
- 5. Participant D, I think there is a connection between youth work and social work, maybe an intervention of social work.*
- 6. Participant E I have never practiced social work or focused on anything that deals with clinical social work practice.*

The majority of the participants believed that they have never done social work in their professional lives, even though they are social workers. Since leaving the university, they believe they have been doing something similar to social work, but they have not performed any social work. One respondent said:

*I have never practiced social work, I have never focused on social work roles (participant A).*

Furthermore, another participant, when asked what their understanding of social work practice in Botswana is, responded by saying the following:

*Social work in Botswana is more curative than preventative. It emphasises more on welfare than developmental interventions. The perception of social work is more on reaction than pro-activeness (crisis management) we manage crisis only in Botswana. We never come up with interventions to prevent crisis.*

In addition to the above, another participant continued to indicate that:

*The youth who have taken the loans, are not even paying back the loans. We have to act on that to try and mitigate and come up with ways of making them to pay back the loan. We don't have to be aggressive on them, or maybe because social workers are not aggressive enough and they have soft spot for the clients, that is why they are not paying back the money.*

Due to this reactionary way of doing things, most participants believe government is losing more money in the process, especially due to non-payment of the loans. It should be understood that of the P100 000 that is given to the youth, 50% is a loan and 50% is a grant. The youth are expected to pay back only the P50 000. It has also been understood that not all youths are given the full P100 000, but the amount is the ceiling that someone can be given. There are those who are getting far less than that, but still do not pay back the money. Moreover, like in the rest of the work, social work in Botswana has a lot of political interference, and it is not autonomous to make decisions to change people's lives.

In sharing the above sentiments, one respondent said:

*Social workers have distanced themselves from the profession, they are now running with numbers and papers more than the psychosocial, emotional and social environment of the client. They are only doing this to please the politicians and safeguard their jobs.*

Despite the majority saying that they do not understand what social work is, indicating that they do not do social work, and saying its more reactive than preventative, one respondent said:

*Youth development fund is commercial, but it's more of a social fund than economic. It is more like doing social work.*

In terms of the fundamental principles and interventions of social work in Botswana, the majority of participants also indicated that they do not use any principles or social work interventions. As it was indicated in Chapter 2, social work in Botswana is not regulated. The country does not have any infrastructure for regulation of the profession. Many scholars such as Lucas (2018), Jongman (2015) and Osei-Hwedie (2006) have indicated that the profession needs a regulatory body that will regulate the education and practice of social work in Botswana. With this said from literature, it is not surprising that the participants indicated that they implement what they are given by government. Some of the participants indicated that they do not even know any fundamental principles in social work, because they have not practiced social work for more than ten years. One participant mentioned the general principles of government as the underpinning principles in their day-to-day job. The respondent said:

*There are no principles and interventions from social work in Botswana. We are governed by government principles such as honesty, Botho, empathy, empowerment and self-determination. There are no principles, but we use the above-mentioned guidelines and we only implement government programmes. We don't have any hand in the drafting of principles. This frustrates me, because it dilutes what social work stands for. In most cases, social workers are directed by principles outside the profession and it brings dilemmas within the profession.*

Despite the bleak picture that has been painted by the majority of respondents, one respondent said that there are some fundamental principles of social work that she applies in helping the clients. The respondent said:

*Despite the hostile environment in our ministry, we still find time to use the fundamental principles of social work such confidentiality, professionalism, cultural competence, group work, engaging stakeholders and referrals.*

Social work as a profession, is underpinned by fundamental principles and values which gives it an identity. Some of the fundamental principles according to the National Association of Social Work (NASW), (1996) are service, social justice, inherent dignity and worth of the person, importance of human relationships and integrity. The interviews conducted with programme officers who are social workers, indicated that

they do not know the fundamental principles and values of social work. This practice of social work which is not guided by principles of the profession, borders around malpractice. Even though this practice borders on malpractice, as it was indicated in Chapter 2 from Lucas (2018) and Jongman (2015), there is no legal framework or an act for social work, which can establish a council of social work, which in turn will enforce the principles of social work with all social workers.

### **6.3.1 Theme 1: Discussion and analysis**

The findings and the analysis of the participants in this study, shows that the social workers have missed the definition of social work which was defined in Chapter 1. This point is aroused by the fact that the participants have indicated that they are just implementing what is put in front of them. They just implement without looking at whether their interventions will bring social change in the lives of the youths, promote social cohesion and create an enabling environment for the youth to thrive. This might have been the biggest challenge that has seen so many projects collapsing, as it was highlighted in Chapter 1. Moreover, diversity is important, but from the participants responses, it seems homogeneity is the order of the day, which is against the principles of social work, as indicated in the NASW (1996) code of ethics.

In expanding this argument, authors such as Prigoff (2000) and Sewpaul (2006) has indicated that social workers in Africa have been struggling to empower clients and are fighting against the negative social effects of neo-liberal economic policies, including cutbacks in health, education, and welfare. This might also be because social work has been imported from the western world with its knowledge and theories which might not resonate with the cultures and the people of Africa. With that being said, majority of frontline social workers based at the MYESCD, believe that social work roles have to be clinical, and if you have not worked in a clinical environment you cannot be called a social worker, or neither are you practising social work. This is in contrast with, the definition of social work which indicates that a social worker creates a conducive environment for empowerment to take place. In their daily interaction with the youth, programme officers (who are social workers) are dealing with vulnerable youths who are unemployed and have suffered the brunt of unemployment. In assisting them to get funding is a source of empowering the youth population through entrepreneurship, sports and culture development.

Despite Botswana being an upper middle-income country, it still suffers problems experienced by poor countries, as has already been indicated in Chapter 1 by the UNICEF report of 2012. This therefore means social workers have to use social development, as had already been indicated in Chapters 1 and 2. Social development, as envisioned by Midgley (1995:25), is a process of planned social change designed to promote the well-being of the population as a whole, in conjunction with a dynamic process of economic development which ultimately promote social justice and social change with and on behalf clients. These activities, according to Haynes (2012), may be achieved by many ways such as direct practice, community engagement, supervision, consultation, administration, advocacy, social and political action, policy development and implementation. Social workers, by doing youth work, are trying to bridge injustice among the youth, especially unemployment.

Moreover, the frontline social workers (programme officers) facilitate and mobilise the youth to explore their talent through sport, culture and arts so that the youth could earn a living, which is social work by nature. This intervention is captured by Midgely (1995), indicating that social work should be encompassing and should embrace social development as a perspective on development to deal with the less fortunate in the society. Lombard (2014) supports Midgley (1995), but the author goes further and indicates that, social work has a task to promote social development by harmonising human and economic policies and interventions. This was not coming out clearly when discussing social work and its role in the MYESCD. The participants were more interested in giving out funding, and not clear on issues of empowerment, social cohesion, social change and capacity building. The participants believed they are not social workers and they did not understand what social work stands for. As it has been highlighted previously, especially in Chapters 1 and 2, social work in Botswana has adopted the residual model of social welfare. This might be the confusion in articulating what the profession stands for in Africa, because most of the time it clashes with the cultural values and norms of the people. It has to be noted that the social work profession, including the development of its values, theories, and ideologies, originated in Europe and the United States (Kreitzer, 2012). Moreover, according to Nagpaul (1993), social work educational values were, and still are, dominated by ideologies of capitalism, social Darwinism, the protestant ethic and individualism. The early social welfare policies, from mainly European countries, were the basis for social

welfare policies of their colonised territories. As has been indicated previously in Chapters 1 and 2, Botswana has not shed the legacy of the colonial social welfare system. An example is the adoption of the Children's Act of 1952 (Republic of Botswana, 1952). The act still resembles the colonial laws and it is still being used today. Notwithstanding that, the definition of social work says that the interventions should be locally relevant, and the use of indigenous knowledge should be paramount (IFSW and IASSW, 2014).

The participants were talking about the numbers that they need to cover, not the impact that the profession is making in terms of social development among the youth. This attitude of wanting to have more numbers moving into entrepreneurship might be defined into two categories. The first category may be political mileage, where government wants to be seen to be doing something, while they know that whatever they are doing, is self-serving. The second category might be influenced by neoliberal theories. A neoliberal theory of political economics proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework, characterised by strong private property rights, free markets and free trade (Spolander, Engelbrecht, Martin, Strydom, Pervova, Marjanen, Tani, Sicora & Adaikalam, 2014). These authors say that the role of the state is to create and preserve an institutional framework appropriate for such practices. Spolander et al. (2014) indicate that, with neoliberalism theories, the economic doctrine therefore provides an important plank in government economic policy, their commitment to social welfare, human and social rights and social workers' role in promoting, protecting and enforcing them. The role of social work in the MYESCD can be viewed from the neoliberal perspective, as it is not concerned with the well-being of the recipient, but only focuses on the numbers that have received the service.

In contrast with the above regarding neoliberalism, social development, according to Midgley (1995), addresses psycho-social well-being, and the economic and the material well-being of the person or community. In the words of Midgley (1995), social development is a process of planned social change, designed to promote well-being of the whole population in conjunction with a dynamic process of economic development. Following on from what social development is and what social work is and stands for, the concept of the profession and its mandate was not coming out

clearly from the respondents. They did not know what social work stands for, but they knew of the roles of a social worker and what they should do as social workers. This came through as an irony. When looking at what social work is and its roles, Lombard (2014), indicate that it is the role of social work to provide social services. Social workers can, and already do, play a major role in poor communities with regard to micro- and small enterprises. This has been evident with what social workers are currently doing at villages such as Goodhope, Letlhakeng and other rural communities. However, social workers will always be responsible for delivering social services to the vulnerable in society and, whilst the profession's traditional association with food security and social safety nets remains, social workers are challenged to promote social development actively (Lombard, 2014).

In conclusion, this section looked at the social work education and practice from the African perspective, as compared to the Eurocentric approach to social work. As already alluded, African culture is important in the context of social work in Africa (Kreitzer, 2012). Furthermore, the integration of social development in the understanding of social work is paramount for social workers working with the youth, especially the vulnerable youth. This will give social workers perspective on why and what services the youth needs. Youth work should be people centred, which is one of the concepts of social work which prides itself that its interventions are people centred and strive to create homeostasis in people's lives. Moreover, social workers are supposed to provide liberation and social cohesion by showing the youth that they can become whatever they want to be, and furthermore by character building and capacity building.

## **6.4 THEME 2: LEGISLATIONS AND POLICIES FOR SOCIAL WORK IN BOTSWANA**

The second theme was to look at what governs social work practice in Botswana. The objective was to see whether social work is regulated and which policies are there to promote the practice of social work, especially among the youth. What was common among the respondents was that there is no regulatory body or framework for social work in Botswana. Others thought the association of social workers was the regulatory body, but the majority acknowledged that social work is not regulated in Botswana.

The practice of social work is open for everyone to practice as a social worker. This is even covered by the Children’s Act of 2009 (Government of Botswana, 2009) which says, “a social worker is someone who holds qualifications in social work or someone with other qualifications as it may be prescribed and is employed as such by government or such other institutions as maybe approved by this Act or any other laws”. Despite this definition of social work, the Children’s Act is the only law that defines what is social work in Botswana. The respondents came up with policies that they think are the ones that guide social work practice in Botswana, and the ones that they use at the MYESCD. The following table indicates the policies that are used within social work.

**Table 6.6: Legislation and policies for social work in Botswana**

<b>THEME 2: LEGISLATIONS AND POLICIES FOR SOCIAL WORK IN BOTSWANA</b>		
<b>Sub-theme 2.1</b>		
<b>INSTITUTIONAL FRAMEWORK FOR YOUTH DEVELOPMENT IN BOTSWANA</b>		
<b>Policy</b>	<b>Ministry</b>	<b>Policymakers</b>
Children’s Act 2009	Local Government and Rural Development	Senior government officials and policy specialists
National Youth Policy 2010	Youth Empowerment, Sports and Culture Development	Senior government officials and policy specialists
National Plan of Action for Youth Development 2010	Youth Empowerment, Sports and Culture Development	Senior government officials and policy specialists
Arts and Culture Policy 2001	Youth Empowerment, Sports and Culture Development	Senior government officials and policy specialists

Table 6.3 depicts the policies that the respondents believe are the ones which guide social work practice in Botswana. These policies are mainly used at the Ministry of Local Government and the MYESCD. The respondents highlighted where the policies originated from and who come up with the policies. This was to give an illustration that, despite the fact that respondents are the ones who are implementing these policies, they are not engaged in their formulation. The social workers only come in at the end

of the value chain, in terms of implementation. Even though they only come at the end, they are the ones who best know the needs of the community that they serve, especially the youth population.

#### **6.4.1 Sub-theme 2.1: Institutional framework for youth development in Botswana**

Participants were asked to reflect on institutional frameworks in the Ministry and indicate which pieces of legislation are used in the Ministry to improve the lives of the youth. They were further asked which pieces of legislation they use in their day-to-day interaction with the youth. It was also important to know whether the participants were part of the formulation of the policies that they use, or whether they are only implementers, and how it affects them if they are only implementers. Moreover, it was asked who the Ministry partner with them, in terms of implementing these policies.

The majority of participants indicated that they use the National Youth Policy 2010 (Government of Botswana, 2010), the National Plan of Action for Youth Development 2010 (Government of Botswana, 2010) and the Arts and Culture Policy 2001 (Government of Botswana, 2001) for their daily interaction with the youth. Despite this, only one respondent indicated that they use the Arts and Culture Policy while the majority said they use the National Policy on Youth 2010.

Furthermore, the participants indicated that they use the Arts and Culture Policy [2001] (Government of Botswana, 2001) to search for young artists and how they can assist them in their trade. The Children's Act 2009 (Government of Botswana, 2009) was mentioned by participants because they also deal with children below the age of 18 years, who would like to engage in entrepreneurship because they could not continue with their education due to different issues, such as failing middle school (Form 3). The programme officers use the Children's Act of 2009 (Government of Botswana, 2009) to guide them in their interventions dealing with a minor. The programme officers use the Children's Act of 2009, to guide them in terms of helping the minor who is engaging in entrepreneurship to open a bank account, close contracts with suppliers, and other issues that require that someone should be above the age of 18 years. In this case the programme officers act as guardians for anybody below the age of 18 years. and the Children's Act of 2009 becomes a guiding principle. The participants

indicated that, with YDF, they cannot turn back someone because the person is younger than 18 years and because he/she is not in the school system. The National Plan of Action of 2010 helps in the implementation of the National Youth Policy of 2010. It stipulates the guidelines for how to implement the National Youth Policy of 2010.

One respondent indicated that they do not use any policy in the Ministry. The respondent said:

*We don't use any policy in this ministry, we are just implementing programmes that are pushed on us. Our ministry is a crisis intervention ministry and highly political. When they think something can win them votes, they will bring programmes to the ministry and we will have to implement.*

In agreement with the above respondent, one respondent went further, and said:

*In our ministry we don't use policies, we use more of presidential directives and ministerial directives. It's not about policies here. It's about giving out what politicians want.*

In terms of policy formulation, almost all respondents indicated that they are not part of the policy formulation. They indicated that policies are made at the ministry headquarters and they just implement what is there to be implemented. One of the respondents indicated that:

*We don't have an input in the formulation of policies. They are formulated by whoever at the ministry. It is a top-down approach when it comes to policy formulation. We don't even take part in the strategic planning of the ministry. The strategy is done somewhere by whoever and we have to run with it. We don't know who develops it.*

One respondent indicated that policies are made at the ministry with the help of the stakeholders, but was not sure who are stakeholders are.

*In our ministry, we are not part of the formulation despite the fact that we are the implementers and we are the ones who are seeing these young people every day. We only see the policies from the ministry, and we know that they are some stakeholders who are helping but I don't know who they are.*

The participants were asked if they know the stakeholders who work with the Ministry, especially in terms of the legislation and policy implementation. This was a tricky question, especially for those who are based at the rural areas. They have indicated that they do not go to the headquarters in Gaborone. Only their supervisors enjoy the perks of going to the headquarters. They really did not know who the stakeholders are. They only knew the stakeholders, especially at the local level with whom they team up when assisting the youth to have successful businesses. One comment from the respondent that supports the above statement was as follows:

*Stakeholders ... I am not sure of them, maybe the District Commissioner or LEA, am not really sure of stakeholders.*

Despite the majority of participants indicating that they do not know stakeholders, there were a few participants who were eager to share some of the stakeholders with whom they work. The majority of them talked about, Local Enterprise Authority (LEA), Citizen Empowerment Development Agency (CEDA) and other government ministries such as the Ministry of Investment, Trade and Industry. In terms of the guiding principle for social work in Botswana, as it was indicated previously, the majority of respondents indicated that there is no guiding principle for social work in Botswana. This was also shared by Osei-Hwedie (2012), when the author indicated that Botswana's still lags behind in terms of regulating the education and practice of social work, because there is no council or any other legal framework. The issue of regulation has been a thorny issue in social work practice, as it is also captured by Lucas (2018) and Jongman (2015). Furthermore, the participants assumed that perhaps those social workers at the Ministry of Local Government are guided by the Children's Act of 2009 in their practice. As for those who are at the MYESCD, it is all about pushing the numbers of those who have been given funding. This, as has been indicated previously, it might be streaming out of the neoliberal approach to development, which is rooted in capitalism. Botswana has not taken a stance in terms of political ideology. The ruling Botswana Democratic Party, in its 2019 Elections Manifesto (BDP, 2019), have indicated that they are a social democratic party in their approach, but the packaging of their intentions or projects is more on the side of neoliberalism. This might have been influenced by globalisation. This approach has let social workers to push numbers, without considering the well-being of their beneficiaries which is against the principles, values and ethics of social work, and does not add any value to social

development of the beneficiaries. Social development has already been mentioned and discussed previously. In the current situation, the participants believe there is no guidance in their practise, and it is not based on any ethical principles. Participants indicated that there are no ethics and principles followed in the ministry. One of the participants said:

*Guiding principles, not sure of anything of that sort in Botswana.*

One participant said that the fundamental principles are just an ideal and they are mostly directed by the programmes that are crafted somewhere up there and they do not follow such. The participant said:

*We are following a book that we did not have the hand in writing it and somehow it dilutes what is supposed to be happening and it does not even follow any scientific evidence to determine whether it will benefit the client. Mostly social workers are directed by the principles that are contradicting with their professional ethics and principles. This leave social workers not knowing whether to follow their guiding principles or should they follow what the work requires them to do.*

One participant looked more at the ministry guidelines as the guiding principles and said:

*Our guiding principles are from the ministry. We don't have any other principles. Some of the principles include among others, integrity, Botho, vibrancy (energy). We work with the youth, so we need to show energy, teamwork, excellence and honesty.*

Furthermore, one participant added to what the above respondent said, and also indicated that they only use government principles.

*When you get to government you are given a public service employee's bible called the public service charter. That is what we use in our daily interaction with the youth.*

These narratives indicated that there is no recognition of the social work principles and values, as the participants have also mentioned the use of the government public charter. This public charter is for everyone who works for government. It is general in its approach. It does not deal with different professions. Moreover, the use of theories such as entrepreneurship theories and PYD has not been mentioned, but that will be looked at in the following sections.

#### **6.4.2 Discussion and analysis of the institutional framework for youth development in Botswana.**

This is the most confusing and confused section in terms of the response from respondents. The respondents indicated mostly that they are only implementers and pay little attention to institutional frameworks that guide them. They indicated that they use the Youth Policy as their guiding principle. According to the National Youth Policy (2010), there are several pillars that the programme officers should use, but these pillars are only for youth development and does not boarder on any moral obligation to the profession of social work.

The consensus among the participants is that social work as a profession is not organised and practitioners are not registered, and they use mostly common sense in their practice. This is also captured by Lucas (2018), Lucas and Jongman (2017), Jongman (2015), and Osei-Hwedie and Rankopo (2012). All the above-mentioned authors have indicated that social work in Botswana does not have any infrastructure to guide training and practice. Osei-Hwedie and Rankopo (2012) said that there is a need for intense debates and commitment to find ways of strengthening the status quo of the social work profession across the developing world. They further indicated that there is a need for accreditation of professionals and schools that offer social work courses, so as to promote professionalism among social workers.

Lucas (2018) goes a bit further to indicate that social work in Botswana is state dominated and most social workers are predominately employed by government institutions. With the above, the government sets parameters and agendas for social workers through policies and programmes, as was indicated by the respondents. Social workers are spectators in their own game. They only implement social policies and programmes, in which they do not have an input, or have a hand in terms of developing. This, according to Lucas (2018), compromises and reduces the scope of social work and also imposes the philosophies, ideologies, values that are not social work-based and, in some instances, perpetuating social injustice.

The above is all caused by the lack of a Social Work Act, which will establish the council for social work. This lack of structure has disrupted the formation, and practice

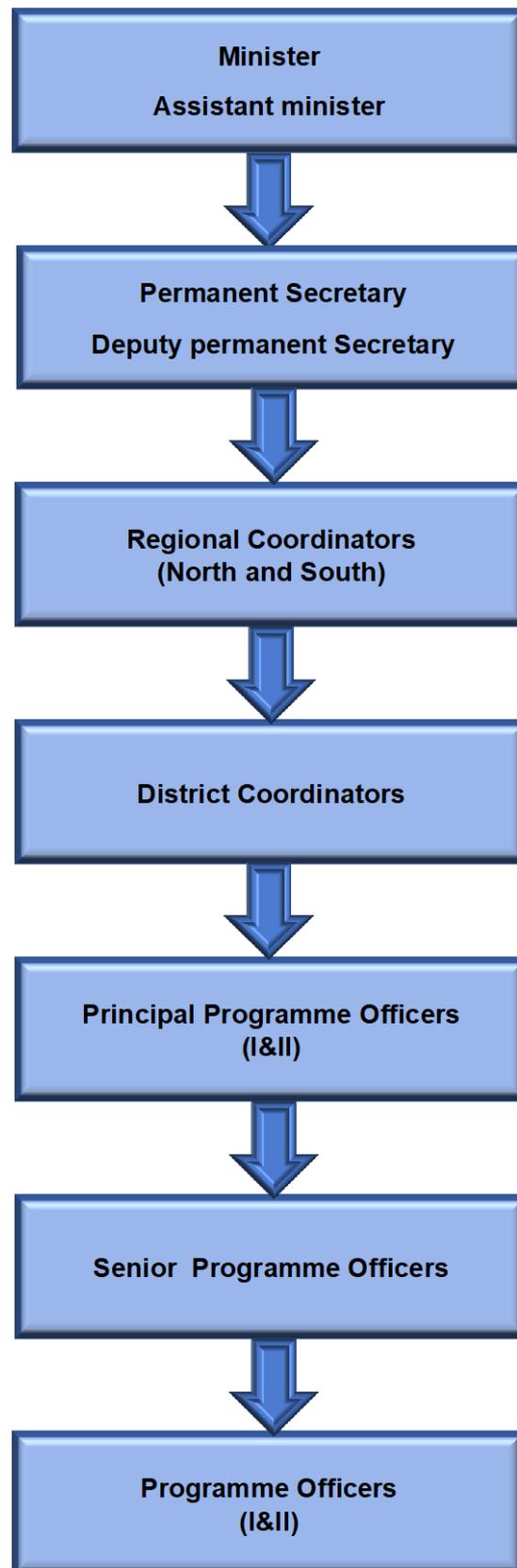
of social work, as has already been indicated, as the voices of practitioners were captured.

## **6.5 THEME 3: ADMINISTRATIVE STRUCTURE FOR YOUTH DEVELOPMENT IN BOTSWANA**

Jaskyte (2017) indicates that administration is concerned with determination of organisational policies, coordination of finances, service provision, and setting the direction of the organisation. It is therefore imperative that the study looks at the administrative structure that serves the youth.

Bureaucracy is sometime the impediment for service delivery. Hence it was important to look at what the chain of command is in the MYESCD. In terms of the administration structure of the ministry, the participants were asked to explain the administrative structure in the ministry and illustrate whether it is helpful or not. Furthermore, the participants were requested to explain the chain command from the ministerial level to the local level, where they were practising. Participants were further asked if they work with other cadres in the ministry and if these are helpful and how they are experiencing their performance in terms of achieving the goals of youth development.

All the participants in this study easily articulated the administrative structure of the ministry. The MYESCD does not have departments, so it is easy to articulate the structure of the ministry. The majority of the participants were able to articulate that, except for one who indicated that the structure is still confusing. The structure is as follows:



**Figure 6.1: Administrative structure at the MYESCD**

Figure 6.1 depicts the administrative structure at the MYESCD. The head of the ministry is the minister, who is the political leader in the ministry. Then there is the permanent secretary, who is the head of civil servants with the deputies. The permanent secretary (PS) directly supervises the regional coordinators. There are only two regional coordinators (south and north). Those coordinators are directly supervising district coordinators. There are 16 districts in Botswana, so there are 16 district coordinators who are supervising principal programme officers. The principal programme officers are the ones who bridge the gap between senior managers and the programme officers on the ground.

As indicated earlier, the majority of the respondents understand the structure well and have something to say about it, especially those who have been in the ministry for some time. One respondent said:

*The structure makes work easier, but when the ministry had departments it was better and effective. This is because mostly we were specialising in what we are good at. As a social worker, I was doing more on youth development in terms of entrepreneurship. I was not doing culture, arts and sports. They had their own departments.*

Sharing the same sentiments on the new and previous structures, one respondent said:

*The previous structure was more effective. The current one is not effective at all. In the previous structure, people were specialising according to their professional backgrounds. With the current structure, we are doing everything, from sports to youth funding. This kills the morale, especially with the sports people who have never done anything in youth development or people skills. They get frustrated to be running around with the youth to give them projects or to monitor their projects.*

One respondent was agreeing with the above, but went on to show their frustrations about the structure by saying:

*The structure is too much, the principal programme officers and senior programme officers are doing the same job. They all supervise the programme officers. There is no growth, especially at the principal programme officer level. This end up frustrating.*

The participants were almost all concerned with the doing away with the departments in the ministry. They now feel the ministry is like an empty shell without contents. The

participants believe that lack of departments make it difficult to achieve youth development. Some respondent indicated that:

*There is no specialisation in the ministry, and this makes it difficult for us programme officers. We have to do every programme and project which limits us, especially sports and culture. We are not experts in sports. Even if you have passion for sports, there are some technical limitations. Even the YDF is technical by nature even though we approach it from a layman's approach. We should be doing counselling and preparing the youth for entrepreneurship.*

The participants believed the structure is cumbersome and rigid. It does not have heads of programmes, such as a head for each of youth development, culture, sports and entertainment. The principal programme officers are the ones who coordinate all the programmes, and this makes it difficult to be effective, because even those programme officers are not experts on any of the programmes. They are mostly teachers and accountability and flexibility in service delivery is very difficult.

The participants believe the current structure is used to fit into the current believe and object of the ministry. They believe the ministry is not concerned with impact and changing lives, but rather it is running after numbers. This, as has previously been mentioned, feeds into the global neoliberalism ideology. The neoliberal ideology believes in the power of the market efficiently to allocate resources, to encourage economic development and to deregulate the market economy with the hope that it will stimulate the economy (Aguiar & Herod, 2006). Moreover, the ministry, according to participants, is concerned more with how many youths were funded, not how many lives were changed or even how many projects are still functioning. The participants believe this is why the ministry does not care who they employ to do any job in the ministry.

Despite almost all participants saying that the structure hampers effectiveness of service delivery to the youth, one participant believes the structure is fine and it facilitates the process of change for the recipients. This participant believes the structure has not changed at all and it is still looking the same as the old structure and its good for youth development. The rationale for this, according to the participant, is that they still serve the population of youths. The only thing that has changed, is the

names. From being called youth officers to programme officers, but everything else is still the same.

As it has been indicated previously, not only social workers are employed in the ministry. There are many cadres that are doing youth development in the ministry. Some of the cadres, professions or fields of interest that were mentioned in the interviews include:

- Teachers;
- Sociologists;
- Physical education;
- Sports science;
- Psychologists;
- Humanities.

It is not surprising to see so many fields in the youth development field. The field of youth development by nature is multidisciplinary. It draws practitioners and researchers from the fields such as social work, psychology, family and consumer sciences, education, sociology, public health and nutrition, agricultural education and other disciplines (National Association of Extension 4-H Agents, 2006).

The ministry employs anybody with a bachelor's degree to be a youth officer. The participants believe that this process hampers development. They believe that other cadres, like teachers, do not have the social skills, and at senior management, where they make financial decisions, they also lack the know-how and expertise. The other cadres in the ministry who work with social workers as programme officers, lack knowledge of human behaviour and this mostly frustrates the youth with whom they are working. At senior management, because of this lack, they make decisions that are difficult to implement.

#### **6.5.1 Discussion and analysis of the administrative structure of youth development in Botswana**

From the look of things, the social workers who work as programme officers in the MYESCD understand the structure in which they are working. The programme officers have articulated it from the national level down to the local level. It is clear that the

administrative role, as perceived by management, is clear on what is expected from programme officers. It has to be noted that, administrators perform policy and decision-making functions at the executive level, and managers implement those policies and decisions to achieve the goals and objectives of the organisation. The managers, in this case, are the principal programme officers who have to see to it that programme officers have to implement the mandate of the organisation. It has been indicated that the mandate of the organisation seems to slide more towards neoliberalism, as it was stated by Spolander et al. (2014), as opposed to be leaning towards social development, that has been articulated by Midgeley (1995).

The failure in project management, especially monitoring and evaluation, goes back to the structure of the organisation. Waterman, Peters and Phillips (1980), when deliberating on organisational structure said that productive organisational change is not simply a matter of structure, although structure is important. It is not so simple as the interaction between strategy and structure, although strategy is critical too. Effective organisational change is really the relationship between structure, strategy, systems, style, skills, staff, and something we call superordinate goals. For effectiveness of the MYESCD, it has to be work beyond the structure. It has to be the combination of who they are as a ministry, their objectives and goals, the strategy to achieve all those goals and objectives. The ministry should take another look at its mandate. Is it to give out programmes, or is it to have an impact on the lives of those who are given programmes?

The objective of the ministry is to develop the youth, as it has already been indicated in this study. PYD seems to be more ideal when it comes to dealing with issues of youth development in Botswana. The administration of youth development should fall into the PYD framework, which is more concerned with tapping into the strengths of the youth. The administrative structures should not impede the development of the youth. The bureaucracy should recognise the youth as a resource, not a problem, as highlighted by Damon (2004). The MYESCD structure, as it is now, does not really give the youth the opportunity to participate in decision-making, especially on evaluating their programmes. Furthermore, the social development perspective is not visible in terms of service delivery to the youth. The environment should be enabling, so that those who are using the services could easily access the services. It is known

that human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function (Ryan & Deci, 2000). The current structure at the Ministry seems to be centralised and it cannot give those who are in rural areas the autonomy to act and make independent decisions. This, as has been indicated previously, does not conform with social development which is developmental and preventative by nature and also its not consistent with what Damon (2004) said about PYD, which is the core theoretical underpinning of this study.

## **6.6 THEME 4: YOUTH DEVELOPMENT AND YOUTH DEVELOPMENT PROGRAMMES IN BOTSWANA**

Youth development is the key factor in this study, and it was imperative that the respondents have to capture what they understand by youth development and activities that they undertake in youth development programmes. It was not taken for granted that they know what youth development is all about, so the participants were asked what some of the activities are that they do every day in their interaction with the youth. There were basic answers from all of them, and some were going the extra mile to indicate that they engage in activities such as capacity building (training youths on sexual and reproductive issues, alcohol abuse and the prudent use of money), while others were just performing the administrative duties that they were given. In performing duties, it was evident that there was a visible difference in terms of commitment and creativity between those programme officers based in rural, villages, peri-urban and urban areas. It was clear that those in rural areas and major villages are passionate about the work they do, but they lack resources to facilitate the process of youth development. The lack of resources ends up discouraging them, while those who are in towns have resources such as offices, but they do not have the passion and zeal to deal with the youth. Furthermore, in Gaborone where they have proper offices such as at the headquarters and the regional office of the Botswana National Youth Council, the offices are not conducive for privacy and confidentiality. They are designed in such a way that when a youth is talking to one officer, the rest of the officers can hear what they are discussing. Despite all those challenges, the following table depicts what programmes officers do with the youth.

**Table: 6.7: Activities that are performed by programme officers**

<b>Activities performed by programme officers</b>
a. Youth development fund
b. Arts and culture (constituency football and choir competitions)
c. Orientations and life skill workshops
d. Filling in forms for competitions and funding
e. Proposal appraisal
f. Funding and project approvals
g. Procurement of the assets for youth projects

These are some of the duties that the participants indicated that they perform in their daily interaction with the youth. Some of the participants were positive when talking about these issues, while others were negative because they believe these are just clerical tasks that do not need a social worker to perform. The responds from the participants varied based on personality, area of work, and length of time in the ministry. Some of those who have been in the ministry for a longer period, believe they have seen it all and it is not working. Those who are newer in the ministry are still optimistic and believe things can be changed. The participants who have been in the ministry for some time believe the ministry is static and becoming irrelevant by the day. One participant said:

*When I came to the Ministry in 2008, I was based in Francistown and most of the clients who came to the office to seek assistance were uneducated and unemployed youth who did not have any formal skill to sell. Fast-forward to 11 years, the current crop of unemployed youth are the ones with university degrees, and they can't find jobs. They end up taking youth development programmes as the last resort to sustain themselves. They have more knowledge and skills, even more than us as programme officers. They are those who have been trained on business management at master's level, entrepreneurship, marketing, project management and others. The ministry has not put up any provision for them. The projects that they want costs more than what we can offer, they have more knowledge than us, so I believe the ministry should engage us in trying to tailor make new programmes for the youth. The current ones that we are implementing are not yielding results for a number of youths.*

The above narrative brings in the element of doing programmes for the youth, not with the youth. The old idea is of youth being unemployed and that they need something to keep them busy. By so doing, the programme developers are missing on the potential that the youth have. As it has been highlighted in this thesis, there should be a move towards strength-based approach in dealing with youth programming and move away from a negative stereotyping, risk-saturated discussion, problem-oriented objectives for working with the youth (Oliver, 2003). The five Cs of the PYD approach certainly has potential to combat these issues of negativity (Travis & Leech, 2013).

In agreeing with the above respondent, one programme officer indicated that they are just doing clerical work that should be done by semi-skilled employees in the ministry. The officer said:

*Here, we just fill in the forms, when the youth come, we don't even engage with them. We ask them what you want, if the young person wants YDF, we simply give them the form and they fill in and leave the form. We don't really help even in the process of filling the form. We only help when the client does not understand English with translation of what the form is looking for. This sometimes frustrates us as social workers. How do I study for four years and do such a job?*

In the above narrative, the participant is complaining that they are just doing clerical work, which does not really need a social work skill to do. The work does not challenge them as social workers. The four years is for the Bachelor of Social Work. In Botswana the degree program is a four-year program.

One participant said they do life skills, especially before the youth who take up programmes. They have orientations that assist the youth to know what they are getting themselves into before they start. The participant indicated that this empowers the youth to be sure of what they want to do. On the other hand, another participant believes that this orientation is not yielding any fruit and it comes at the end of the value chain.

*I understand we do orientation which is meant to help the youth. You should remember that, all the youth who are interested in applying for funding should attend this orientation. The problem I have with this kind of orientation is that, we will be having over 100 young people in one place for a day, orientating them on entrepreneurship. Come on, how do you have such a huge number in one day and believe you have helped them understand*

*entrepreneurship or life skills. These orientations don't work. We need to come up with better strategies to use when it comes to these orientations. We need to see youth one on one not as a group. Firstly, these people are not a homogenous group. They are different and have different needs. Here at the ministry we believe they are all the same and we give them the same interventions. This frustrates me as a social worker, knowing I can do better.*

This narrative here shares the frustration which the participant was sharing. The participant believes the orientation that they offer the youth is insufficient and does not really help. The orientations are not supposed to be teaching the youths how to fill in the forms. They have to be stressing the strength of youths, looking at the skills of the youth, identifying opportunities with the youth for more participation in their development and community-based development as indicated by Learner et al. (2005).

One officer, who was more optimistic and positive about what they do, indicated that they do the following for the youth;

*We do Youth Development Fund in this programme. We identify the youth who have proposals that are good and fund them. This programme has been a success and we have seen a lot of youth who have utilised it positively. We also engage the youth who have finished schools, especially at tertiary level, so that they may not be idle. Furthermore, we engage in arts and culture. In the arts and culture, we are searching for talent (artists) and we take them to arts competitions. We also engage in sporting competitions. We have what we call the constituency league. The constituency league mostly is football, netball and volleyball. The competitions run throughout the year; these competitions help the youth to start their own income generating projects.*

From the above narrative, which is one of the most positive from the participants, there is more that is done with the youth. The participant indicated that they engage the youth in sport leagues for the whole year. This will help the youth always to be engaged. If they are not playing matches, they are practising for matches and choir competitions. This keeps the youth engaged and they cannot engage in criminal activities. This line of argument is against the PYD, as has been alluded to in the previous sections. According to the participant, the ministry has come up with initiatives to stop the problem of delinquency among the youth. It does not really come

up with structures for those who are not even interested in sports. A holistic or ecological approach will look at the whole situation for development.

One of the activities that the programme officers and the principal officers indicated that they believe should be taken from them is procurement and purchasing. They indicated that the ministry used to give youth money directly into their accounts to buy whatever they wanted for their projects, but the government realised that the money was not used for intended purposes. Government then decided that they will not give the youth money directly, they will help procure any implement that the youths will need in their business. The programme officers indicated that this process is time consuming and that they are not trained in purchasing and supplies. They believe the ministry should have people who are dealing with such issues, not the programme officers.

#### **6.6.1 Sub-theme 3.1. Understanding youth development**

The respondents were asked what they understand by youth development and if they believe they are practising youth development in their ministry. The answers varied. The programme officers had their way of thinking in terms of youth development, while on the other side the principal programme officers also had their perspectives when it comes to youth development. Youth development, like community development in social work, has many meanings and approaches. Some respondents believe what they do is youth development, while others believe they are not even doing one eighth (1/8<sup>th</sup>) of what youth development is all about. The rural and urban difference also came to play in this sub-theme. Those who are in the rural areas where there is no development at all, believe they are doing youth development, because they can see lives improving, while those in big villages and cities are saying the challenges overshadow what they are supposed to be doing. In terms of what they understand as youth development, below are some of their responses.

*Youth development is about capacitating young people so that they can help themselves to move to a better place than before.*

Some of the respondents were very short and respondents did not even want to elaborate on what they meant with their answers. One respondent just said:

*Youth development is empowerment of the youth*

Empowerment, according to the participants who said youth development is the empowerment of the youth, means providing the youth with funding to start their projects. This is how empowerment and development has been interpreted. Literature, on the other hand, defines empowerment as gaining power and control over decisions and resources that determine the quality of life (Oladipo, 2009). When someone zooms into the meaning of empowerment from the participants, it is clear it does not consider the structural inequalities that affect the entire social group of the youth, but rather focuses on individual characteristics.

Another participant detailed and explained what youth development is. One respondent said:

*Youth development is about giving hope to the hopeless. Young people in this country are hopeless, so with youth development we are giving them hope and re-igniting their hopes and dreams.*

Global youth unemployment is high at about 20.4% (Soldi & Cavalini, 2017) and as it has been indicated in previous chapters, youth unemployment in Botswana is also high at 40% (Statistics Botswana, 2011). This has led to hopelessness that has been described by the participants above. How does, the ministry give youth hope? Giving them money alone? Does it give hope? Is the environment enabling for the youth to prosper? In answering these questions, the ministry should have the capacity to act in the creation of framework conditions which are supportive of youth development. It is not the case that initiatives in this sense are found in the country, but are they working? Are there results from the initiatives that have been put forth?

One respondent went further from the above and indicated the components of youth development, and elucidated what they do in youth development as:

*Youth development is about sharing the information, knowledge and skills with the youth population and influence nation building. Youth development is participatory by nature and should be well rounded to create a young person who can fit in all spheres of life.*

In agreeing with the above respondent, another respondent indicate that:

*Youth development is about empowering the youth in all aspects of life. This will be psychosocial, financial, social, mental and economical. This will be able to help the young person to do things that they have set themselves to perform.*

The majority of programme officers and principal programme officers understand what youth development is very well, even though from different perspectives and convictions. They have different understandings based on different things, like socialisation, how they were socialised especially in the ministry, with others from their political ideologies. The majority of them did not talk about the ecological approach, which is the basis of social work. Pardeck (1988) elaborates on what the ecological perspective approach does in helping the client. The author indicates that the ecological approach provides strategies that allow the social worker to move from a micro-level of intervention to a macro-level of social treatment. The ecological perspective not only helps the social worker affect a client system through policy and planning activities, but also through psychotherapy and other micro-level approaches.

The challenge that they have identified in achieving the ideal concept of youth development, where they will have a well-rounded youth, is political interference. Most participants indicated that youth development in Botswana is highly political. They are mostly pushing numbers so that when the minister is asked how many youths have been given money, the minister will have huge numbers. This participant said:

*Every constituency is given P2 million to utilise in a year. In our constituency we have only one district. This means we need to push the money so that by the end of the financial year we have utilised all the money allocated to the constituency. We end up funding projects that we see that they are not viable, but because of the pressure from above we end up just funding.*

This was also confirmed by another respondent, who reflected on how they focused on one aspect of youth development, which is the financial development. The respondent finds it as a paradox to concentrate on financial development and hoping there will be a trickle-down effect. The participant said:

*We all understand what youth development is about. As I indicated previously, it's about the holistic approach in developing a young person. The reality in our country is that we are concentrating more on the financial aspect and leaving out the other aspects of development such as psychosocial support. You should understand that, some of these*

*young people have never seen money before and giving them P100 000 will shock their system, so they need to be prepared, but we just don't have that luxury. As you can see those three cabinets, they are full of files of beneficiaries and we don't know where those beneficiaries are. I have to look for them to see if their projects are still functional and I still need to register new beneficiaries and we are only two in this office. Mind you, I still have to do arts and culture competitions.*

The narrative above shows that there is gross negligence of other aspects of youth development, such as the social aspects and running with pushing the numbers for political correctness is affecting the economics that the ministry is trying to improve. This has also been alluded to previously regarding the neoliberal approach.

Another participant indicated that the social aspects always affect the economic and most of the time the businesses will collapse. One participant, like the one above, indicated that these youth come without having any knowledge on how to handle money, for some due to unfortunate backgrounds and other challenges. The respondent said:

*We once funded a very good project from one of our youths from the Remote Area Dwellers Programmes (RADP) areas. The project was good, it was well articulated, and everyone appreciated it. We told the young person that the proposal has been approved and they need to come and get the money for the project. The young person disappeared, and we had to look for him for about six months without seeing him. When we finally saw him, he said, 'le batla go nkgolega ka madi a mantsi'.... (You want to trap me with such a lot of money, so I owe government in the long run). This has shown us that concentrating on giving money, it is not really helping the situation. We need to concentrate more on developing these young people.*

The ecological approach, where the environment where the young person comes from, is assessed is key in this instance. Before giving funds to any youth, there should be an assessment to see if they are ready for the new venture they would like to go into. Furthermore, the social development approach will also be important. The concentration should not only be on one person who has been given money, the environment is important for economic growth. The ministry should work with other ministries to make the environment conducive for empowerment to take place. This a clear case of lack of human development. The youth, as PYD indicates, have the skill,

energy and passion. They need to be met halfway. The practitioners should not think of them as empty and needing someone to fill them up.

Another participant programme officer indicated that:

*One day, a client came to my office and told me he wants money. He wanted to change his life which he believes will not take him anywhere. He showed me nice pictures of him, and his friends holding alcohol and knives in the streets and said, I want to change this life. It's not working for me. If you can give me the money, I will change my life. I looked at him and said, this is a cry for help but in this ministry, it is going to be difficult for me to help the young person. I will either give him money or refer him to other ministries. He did not want money but needs psycho-social support.*

There are times when the youth go to the ministry trying to get help with other social issues, like this youth who is engaged in gangs, but the Ministry does not have any provision for them to be assisted. Following on from the narrative, it is clear that the Ministry is still looking at the youth from a deficit point of view, as problems to be managed, as indicated by Learner et al. (2003). The concept of a developmental process, typically associated with this kind of thinking and model, often involves causal splits between individuals and context, and between nature and nurture, according to these authors. As indicated by Learner et al. (2003), the Ministry should take a holistic approach to achieve its mandate of youth development. That can only be achieved when the theories of PYD, social development and an ecological approach are used in the day-to-day interaction with the youth. The neoliberal approach, where the ministry is only concentrating on giving out funds, but not behaviour modification services, will not help to improve the success rate. As the systems theory indicates, human beings do not live in isolation. There is interdependence. For youth development to take place, there should be an equilibrium in the life of a young person.

Continuing the discussion on the understanding of youth development, the participants were further asked whether the youth understand the role of frontline social workers. All the participants all agreed that youths do not understand that role. There is confusion regarding what they do, and mostly the youths do not even understand or know that they are social workers. The youths only know that the officers are programme officers who are supposed to assist with the YDF. The youth never even share their personal lives with them. As it was indicated at the beginning of this

chapter, there is an assumption that a social worker is the one who is working at Social and Community Development (S&CD) under the MLGRD and the one based at the hospital. Despite this, there is also an assumption that, the social worker who can do a psycho-social assessment is the one based at hospital, rather than the one at S&CD. These have been the legacy of social work in Botswana as captured well in Chapter 2 of this study (Government of Botswana, 2009).

As indicated above, the overwhelming majority or all frontline social workers in the MYESCD, indicated that the youth do not understand their role and who they are. Another participant highlighted that:

*The youth don't understand that we are social workers. They believe that social workers are supposed to be at S&CD. They can't figure out how programme officers can be social workers. For them social workers deal with giving out food rations at the department of S&CD. Even social workers in the ministry are shying away from calling themselves social workers. Maybe the way we are taught at university should change so that we all know that we are versatile and can fit in different environments.*

Jongman (2013), and Romirwe and Raditlhokwa (1996), have indicated that social work is the most misunderstood profession in Africa. Jongman (2013) further indicated that in Botswana, social workers are the most burdened and misunderstood professionals. This was also shared in Chapters 1 and 2 where the study exposed social work in Botswana. There is where the community and the health sector could not understand why social workers were at the hospitals at some point when social work was introduced in the health sector. This is captured by Jongman (2015). This again comes up in the above narrative that there is the misunderstanding of what social work is in the youth development space. As indicated by the participants, youths do not know who they are because the Ministry has not created a section where social workers will perform the roles of a social worker, especially in terms of assessment, monitoring and evaluation of the youth and do behaviour modification.

Furthermore, still on the understanding of social work by the youth, one participant indicated that, prior to 2013, youths used to know who social workers were in the Ministry and what they offer, but things have changed since the restructuring of the Ministry. The participant went on to lament by saying;

*I believe something went wrong somewhere, youth used to know that we are social workers and we perform duties more than just dishing out money. I remember in 2008 when I started working, I was helping youth who had problems with their families. There was one youth who came to apply for funding and it was not doing well when we talked about it, she opened up to me and told me that, since starting the project and it was doing well the boyfriend started beating her up so she had to leave the project to collapse so as to keep the relationship. We talked about it and from there, I performed counselling and things started changing because I saw both of them with the boyfriend. Since 2013, we now went into mass production, this has changed the landscape in terms of what we want to achieve. We are pushed to push numbers, and this has made the youth to even forget what we can offer them. Now it's us knowing what the youth needs and the youth coming to us with what they want, not what they need.*

The role of a social worker is to enable, as was indicated previously in this chapter. Social workers are not only dishing out material support to the youth, they also have the expertise and skills to fulfill other roles, such as enabling. A social work practitioner, by nature, has to serve clients towards achieving specific objectives, while the means of accomplishing those objectives vary according to the unique circumstances of each problematic situation (Hepworth, Rooney & Larsen, 2002). Furthermore, Hepworth et al. (2002) indicate that social workers promote restoration, maintenance and enhancement of the social functioning of individuals, families, groups, organisations and communities by helping them perform tasks to prevent and alleviate distress. In the above instance, the social worker had to restore social functioning and had to perform the role of a social worker.

To add on the discussion around the understanding of social work by the youth population, another participant indicated that:

*Most youth don't know who we are, and they don't even understand that we are social workers and our role in the Ministry. Actually, even our supervisors don't even know we are social workers. They see us as programme officers.*

This, as has already been discussed, is what is called the 'Sebele legacy', captured by Jongman (2015), when articulating the history of social work in Botswana. Social work has always been associated with welfare. It becomes difficult to place it in the development arena, because of its history with welfare. Furthermore, the ministry

employs anybody with any degree qualification. They do not pay particular attention to which degree programme officers holds. For them, as indicated previously, a neoliberal mentality holds give more money to the youth and everything else will fall into place.

The other officer also indicated that, the youth don't even know what the role of youth officers is, or programmes officers as it is known now. The officer said:

*The youth don't understand the role of the youth officer or programmes officer, they think the officer should provide everything even business ideas should come from the officer. They come to the office to ask, 'which idea should I pursue', 'whether I have passion or not'. They are expecting the officer to answer all these questions. They don't want to do anything for themselves even the thinking, it has to be done by the officer. If they can't understand the role of youth officer, it is farfetched now to think they can understand the role of social worker in the Ministry of Youth Empowerment, Sports and Culture Development. They don't understand who we are and our role.*

This behaviour is perpetuated by the current government. When selling their programmes, they always tell the youth that government has so many youth programmes, go and try your luck. This has led even those who are not interested in entrepreneurship to try their luck in entrepreneurship. Entrepreneurship is about innovation and creativity, as has been indicated in Chapter 4. Someone has to have the desire to change something. Even though the youth might come up empty handed in terms of ideas, the PYD forces the social worker to look at the strengths and help them draw something from themselves.

In addition to what the previous respondent said, the other participant said:

*The youth don't understand my role. They see me as someone to provide everything for them. In our case, due to pressure from the political wing, the officer does more work than the youth. There is less ownership from the side of the youth. You need to understand that the youth are told to get government programmes, they have never shown interest to pursue any business, but they are pushed into taking these programmes, so you give them a programme and you implement those programmes for them.*

As indicated in the previous interpretation, government sells its programmes to the youth and they push them to take projects in the ministry and the youth does not want to own the process. This lack of ownership, according to participants, end up burdening them. They are more like the ones now running the projects.

Furthermore, the role of social workers, programme officers and youth officers is blurry and they use the titles interchangeably, especially youth officer and programmes officer. The title social worker does not appear most of the time in the official documents. It is only programme officers. Having looked at the understanding of the role of social workers by the youth, it was only logical to then see if there is progression or regression in terms of youth development since 1996. There were only two officers who have started this programme, but the majority were more than 10 years with the programme. This has given this study a fair amount of analysis in terms of what has been going well or wrong with the programme.

The majority of the respondents indicated that there is regression in youth development compared to 10 years ago. The officers indicated that, since the restructuring of the ministry in 2013, the role clarity is compromised, because now social workers have to perform duties that used to be performed by other professionals. They highlighted, for instance, sports development. They indicated that sports development was done by sports professionals and now, instead of concentrating on building the psycho-social needs of a young person, they have to be doing sport. They indicated that the current structure is impeding the progress of youth development, because it is superficial and concentrating on mass production, without quality. The participants indicated that, in the current structure, they are officers who are engaged in programmes of which they have no idea. According to participants, having to do the job that you are not trained for, delays progress and frustrates the youth and other officers who are doing something that they do not know.

The participants gave some figures when it comes to where they believe the Ministry is in developing the youth, especially looking at whether there is growth or regression. Some of the responses were as follows.

*There is regression, only 5% growth and 95% regression. Very few youths have shown commitment in their projects. Most of the projects collapse especially the ones that the*

*officer did more work than the owner of the project. There is no ownership of the project. It's a government project, so government should take care of it.*

In pursuing youth development, especially in the field of entrepreneurship, they should emphasise the entrepreneurial mindset, attitude and culture among the youth (Soldi & Cavallini, 2017). This emphasis, according to Soldi and Cavallini (Date?) should come earlier in the lives of the youth, when they are still at secondary school level. It will cultivate the culture of entrepreneurship. Entrepreneurship is not just an economic phenomenon, it is a force that creates social values and a resource for community development in general (Smilor, 1997). The concentration from the above narrative is not on developing the young person holistically, as literature alludes to, but to concentrate on entrepreneurship that does not happen in a vacuum. There should be a holistic approach towards youth development.

In addition to the above, another participant explained the following:

*There is more regression as compared to growth. The biggest challenge is that we are only trying to address the economic aspect of life and leaving out the other aspects that are equally important such as the social and the psychological. Furthermore, there is stagnation in development especially for those who have long taken the projects. What we have realised is that, those who are thriving are the ones from supportive backgrounds but those who are from poor backgrounds don't thrive at all. We know it but we don't have the means and time to help them.*

Youth empowerment, social and life skills, sexual issues, education and training, and youth participation are issues being addressed worldwide (Kasim et al., 2013). In addressing all these issues, entrepreneurship, as indicated by Smilor (1997), has to give the youth a sense of belonging, identity and security. Youth development cannot give the youth a sense of identity, belonging and security if it is working in silos without working within a framework that addresses issues of the youth collectively. As the narrative above indicates, where there is lack of support, the process of development, especially entrepreneurship, does not prosper at all. It is clear that the neoliberal ideology is at play, as has been indicated previously. The assumption is that, increased deregulation, the promotion of private enterprise and lowed taxation will ultimately lead to economic growth, which will trickle down to liberate the poor (Ornellas, 2018).

Regarding regression, one respondent indicated that the growth is negligible and what is visible, is the regression. The words were captured thus:

*There is little growth if at all is there, the projects are failing and collapsing. If we have to make numbers, I would say out of 100, maybe 20% of the projects do survive, but majority of them will collapse within the first 6 months of the project. The youth are not repaying their loans as agreed which makes it difficult to fund those who are coming after them. Those who can make some profits, they use that to finance their social life. I will boldly say, there is no growth in these programmes, especially the entrepreneurship programme. Those who are surviving are the ones with better social background.*

As it is captured that those who have better social status, are the ones who are surviving. The participant said this is due to cutting some costs. Furthermore, entrepreneurship is a culture. Those who have been socialised into it, most of the time survive. Those who are doing it to alleviate poverty, most of the time do not survive the harsh entrepreneurial environment. The role of the social worker in this instance is to foster resilience in those who are from poor families. The social worker becomes their support system. Resilience is the capacity for an individual to adapt to change and to stressful events in healthy and flexible ways (Catalano et al., 2004). Catalano et al. (2004) indicate that resilience is a characteristic of youth who, when exposed to multiple risk factors, show successful responses to challenges and use this learning to achieve successful outcomes. Furthermore, Catalano et al. (2004) say that the PYD constructs competence covers five areas of youth functioning, including social, emotional, cognitive, behavioural and moral competences. Social workers in this instance are supposed to be the social support for the youth from poor backgrounds, so as to level the ground with those who are from affluent backgrounds.

Still on the issues discussed above, another participant was captured saying the following:

*In rural areas that cover the settlements, youth development is still lagging behind. Maybe in towns and cities and major villages there will be some understanding of what youth development is all about. Maybe those areas will have a bit of growth, but here in rural areas, especially settlements, there is no growth at all. We are not even stagnated, we have regressed. Despite the high unemployment rate which might push people into entrepreneurship, here we are seeing a totally different mentality. People are dependent*

*on government to provide food basket and they are not even willing to try anything outside welfare. In towns, due to unemployment, the numbers of uptake have gone up, but the sustainability is another problem. More people taking projects, but more projects collapsing.*

This narrative shows that poverty and unemployment have been structurally embedded in the lives of the people to a point where they cannot understand anything beyond social welfare. This environment can be described as structural disadvantage and inequality that the community is going through. Barbacan, Gopalkrishnan and Trad-Padhee (2007) identify some examples of societal factors that constitute structural disadvantages as the inability to access services, institutional barriers such as policies, legislation, processes, and discrimination on the basis of factors such as ethnicity, gender, age, religion, disability and sexuality. These authors indicate that the most important element of identifying structural disadvantage is to make the link between the personal and the political, the individual and structural or private troubles being public issues, in coming up with solutions to structural disadvantage, Barbacan et al. (2007) indicate that there should be a sound understanding of conceptual and practical issues. It involves developing strategies that work. Workers and community leaders are often faced with very complex social problems, sometimes without much support or resources. They engage with their communities in different ways to bring about social change (Barbacan et al., 2007). Furthermore, Coates (2003), talking from the social development perspective, believes that for social workers to address issues such as structural disadvantage that has been indicated, they should be more focused on collective forms of practice, which includes community work, social action, policy and advocacy, and research. As has been discussed previously, social workers only come at the end of the value chain, without being part of the policy formulation, but Coates (2003) believes that, social workers should be more actively engaged to help make the environment conducive for youth development to take place.

Following up on the narratives that states the increase of numbers of the uptake of projects that was discussed above, another participant said:

*There is regression despite the fact that there are more numbers taking programmes and the number of programmes has increased. The biggest challenge that we are not addressing is the quality of the projects. The quality of service also rendered to the*

*youth is appalling, if you can look outside, you will see that there are more people waiting for me as a social worker, but there are more officers outside. The service they provide to the youth also contribute to the regression. They treat them as projects not as human beings, and the youth will not come to someone who treats them like that. So, there are so many issues in terms of why there is regression instead of growth.*

This narrative is indicating that the number of youths that are taking youth projects has gone up despite that the quality of the product that the youths are showing is below par. Furthermore, the narrative indicates that, due to due diligence that is embedded in social work and social justice that is the principal value of social work, youth prefer to go to a social worker rather than other officers who are not social work.

Despite what have been discussed above, there were still optimistic participants. One optimistic and positive participant believed that there was some light at the end of the tunnel and believed all is not gloomy and lost. The participant said that there is a bit of growth and regression, and supported the argument with the following:

*Those who are serious, there is growth and we can see their projects at national level, and they are competitive. Those who are not serious and took the money because government provides, there is stagnation and regression, and their businesses has collapsed in a very short period of time.*

The optimism that is highlighted by the participant here also shows that the lack of knowledge and assumptions on whose projects are collapsing. As Coates (2003) indicates, there should be more focus on the holistic approach towards practice so that social workers could challenge the structural disadvantages. They should challenge the structural disadvantage through prudent service to the youth, as it is indicated in the core principles of social work that the core mandate of social work is to provide service. Moreover, they should be basing their practice on social justice, as it is indicated in the definition of social work by IFSW and IASSW (2014) to challenge structural disadvantages.

### **6.6.2 Sub-theme 3.2. The role of social work in youth development**

Youth development has been articulated above and it is evident from the participants that there are some deficiencies in the promotion of youth development in Botswana. After looking at youth development, now, the focus was on the role of social workers

in youth development. Frontline social workers were asked how do frontline social workers see their role as social workers in the MYESCD. The responses went back to almost what was discussed previously in Chapter 1, where social workers indicated that they do not see themselves as social workers. As probing was done, they started to open up and indicated what should be the role of social work in the Ministry. The participants indicated that, due to the structure of the organisation, it is almost impossible for social workers to carry out their desired role.

Some of the voices of social workers concerning how they see themselves in the Ministry is captured below. One participant when asked about how frontline social workers see themselves in the ministry said:

*Social worker at the Ministry of Youth Empowerment, Sports and Culture development don't see themselves as social workers. They see themselves as programme officers.*

Due to the nomenclature given to social workers in the Ministry, they have adopted the job title and forgotten the profession that they are serving. The narrative shows that social workers are now performing the work and living out the social aspect as it was indicated by Osei-Hwedie (1996). Social work is not just work, it has the social component, which means that people should be at the centre of the practice.

These same sentiments were shared by another participant by saying:

*In the ministry, those who are not social workers, identify themselves as social workers while social workers here don't see themselves as social workers, they are more into business than social work and associate themselves with business and business matters.*

This narrative adds to what Romirwe and Raditlhokwa (1996) say about the understanding of social work, especially in Africa. The authors say that the profession is misunderstood, and this leads to situations where social workers will pick any profession to avoid being part of the profession that is not understood by anyone, even social workers, hence the narrative indicate that social workers shun to be called social workers. Furthermore, other participants indicated that it is difficult to see themselves as social workers, because the roles of social workers are not clear, while the roles of a programme officer are clear. They indicated that the roles of social worker are not clear, because the Ministry does not see them as social workers. When the ministry

employs people, it employs anyone with a bachelor's degree, so they do not pay particular attention to whether someone is a social worker or not. This was shared by some of the respondents. Moreover, they also indicated that the role of a social worker is blurry, and the role of programme officer is clear, it is more economic than social. The mandate is more on numbers assisted than the services rendered to the youth. It is about how many youths have been funded, how many have repaid the loans and those who have not paid. It seems as if the Ministry is not concerned about how the youths are doing in their social lives as individuals, the respondents lamented. Notwithstanding these lamentations from the respondents, there were those respondents who articulated some of the roles of social workers in the Ministry, even though they said those are ideals not exactly happening. One participant said, ;

*We see ourselves as facilitators of youth development through entrepreneurship, we help build them to acquire skills and knowledge and we endeavour to develop them holistically so that they may be fully fleshed entrepreneurs. The challenge is that we only have one day orientation that we are supposed to perform all these, and it is not sufficient to reach all the youth. One important aspect that we need to understand is that, the youth understand issues differently and at different pace. One workshop will not be more impactful.*

There are other social workers within the Ministry who see their work as beyond just dishing out money, but to empower those youths who come to ask for assistance. Even though they are few, as it is evident from this study, there are those who still see the light at the end of the tunnel. This then needs them to employ skills and expertise from social work by using theories to define the social phenomenon and base their interventions on theories, such as PYD and social development, which are more concerned with a holistic approach towards developing people.

To add to what has been said above, there was one positive answer regarding the role of social workers in youth development. The participant lamented that:

*I see myself as a facilitator to help the youth realise their strength and help them to get to understand the programmes that are offered in the Ministry. Furthermore, I capacitate them in value identification.*

The role of a social worker is to help the clients find their social functioning as it was indicated by Hepworth et al. (2003). The above narrative indicates that the social worker wants to restore the dignity and worth of persons through youth development. The narrative also indicates that the social worker draws on the strength perspective and resilience models to help achieve functionality.

The last respondent who was also positive, but speaking from the ideal perspective, said that:

*Our role in the ministry as social workers should be to screen prospective entrepreneurs, identify personality gaps prior to funding. We should also create mentorship programmes where we can attach a young person to the more successful entrepreneurs in their field. If someone wants to venture into farming, we should identify a farmer and attach the young person there. Moreover, we should assess the skills gap from them to run their businesses. We also need to put more effort and emphasis on psycho-social support training and implementation among the youth. Most of these youth are still under the guardianship of their parents; we should liaise with parents to encourage them to support these youths in their journey of entrepreneurship. Finally, we should monitor and evaluate the projects and give positive feedback to the youth on regular basis.*

Guidance, mentoring and coaching should be done, as was indicated in the previous chapter. It is important to walk with the youth through their journey of entrepreneurship. Coaching is critical in entrepreneurship, because it helps guide and avoid the obvious pit holes along the path of entrepreneurship. As the previous narrative indicates, it is also important to link the youth with already established business people so that they can learn from these experts and interact with them to get to know how they made it.

### **6.6.3 Discussion and analysis of youth development and youth development programmes in Botswana**

The population of youths has grown tremendously in Sub-Saharan Africa. According to the UN Population (2015), there are about 226 million youths in the sub-continent. Botswana has also experienced the youth bulge that is evident in the continent and around the world. Since 1946, Botswana has been grappling with youth development, but everything was formalised with the 1996 youth policy and the revised policy in

2010. Government has come up with different programmes in the past 22 years, but the number of unemployed youths has continued to rise, and poverty also has risen.

Looking at the youth bulge and the challenges that come with this increased number of youths and trying to find the correlation with what social workers do every day with the youth, it leaves a lot to think about. Most social workers have indicated that mostly their approach towards youth development is not evidence based but rather it is more administrative and depends on who runs the Ministry during a particular period. This has negative ramifications for the development of the youth. The frontline social workers also have indicated that their approach is that they give the youth money and hope that there will be trickledown effect. This was proven not to work.

Having reflected on what social workers said their role is, in youth development. and what literature says about issues youth poverty and marginalisation in Botswana. This shows that there is a disconnect in the interventions despite all the mitigating factors that government has put forth. Several authors, such as Nthomang and Diraditile, (2016), Bakwena and Sebudubudu, 2016, and the World Bank Group (2015) who have done some studies around the subject matter of youth, have shared the above sentiments in their engagement with issues of youth development in Botswana. Notwithstanding all the youth challenges in Botswana, the youth agenda is not only peculiar to Botswana. Kasim, Zulkharnain, Hashim, Ibrahim and Yosuf (2013) indicate that youth empowerment, unemployment, social and life skills, substance abuse, violence and crime, education and training and participation of youth has been in the global agenda for some time now. Even though youths are one demographic population, there is no one size fits all towards youth development. Kasim et al. (2013) say that various programmes such as youth empowerment programmes are in the perspective of economic and social well-being, such as innovative entrepreneurship programmes, may provide avenues to create and support towards regenerating youth development. For the above to be achieved, as stated by the authors, a substantial number of youths, especially those that are marginalised, need to be mobilised. The African Youth Decade by the African Union (2009) recognises this and it indicates that a strong and accountable leadership and successful integration needs to be anchored in participation, the investment in youth, and mainstreaming the enormous potential of the population of which the youth is an essential pillar.

Whenever the word youth is mentioned, there is hope for energy, positive change around family, community and the nation at large. This is also captured in the PYD theories. The theories of PYD move beyond the negative, deficit view of the youth that dominated developmental science and psychology and other fields, towards a view of the strengths of the youth and positive qualities and outcomes that should be developed. Moreover, youth is synonymous with change and development. They are the change agents of the society and they have the capacity to change the society. Youths are today's leaders, professionals and parents. Youths are the backbone of every society. They are always thinking development (Maguire, 2007). Youths are the change agents, but unfortunately they are misled and misused by political parties and marginalised by policymakers (Yadav, 2018). The youths are not being used by the nation, that is why most countries are experiencing high incidents of poverty among the youth.

With the above said, the blurry role of social workers in the Ministry does not help the cause. Social workers do not even know what they are supposed to be doing. There is a role confusion in the Ministry. As it was indicated in one of the responses, social workers are now calling themselves economists and business advisors, and those who are not social workers, are finding comfort in the profession and call themselves social workers. This state of affairs has crippled service delivery to the client, who is a young person. Social workers and the Ministry should go back to the crossroads to go and find each other in the best interest of the client. Some social workers who were participants are yearning for change, but do not know where to start. The reality is that social workers are change agents and also are advocates. If they are not going to advocate for the proper running of the ministry, their clients who are the most vulnerable, are going to be the ones who are suffering the consequences of malpractice.

The basics of social work practice start with adhering to the values and principles of social work, and then to use evidence-based practise for interventions. The social development approach towards youth development has been cited in this paper and it is believed that social workers should use the approach towards their day-to-day interaction with the youth. Social development is preventative and holistic by nature when it addresses issues of functionality and dysfunctionality. Furthermore, as it has

been alluded to, PYD is also a theoretical framework that can be applied when dealing with youth development. The most important aspect is to concentrate on the strengths of the youth and their resilience.

## **6.7 THEME 4: POSITIVE YOUTH DEVELOPMENT (PYD)**

Literature has indicated that PYD as a theoretical framework is new and came about after the frustration of the youth workers who could see that there was no consideration for the potentials and strengths of the youth. It is derived from the strength and resilient perspectives. It looks at the strength rather than the weakness of a young person. It tries to address the negative outlook of the youth. It does not see the broken youth that needs to be fixed, but rather see the young person with energy that needs to be helped to channel this energy into the right channels (Bowers et al., 2010).

In terms of utilising theories or integrating theory and practice, the respondents did not have a clue of what is PYD. All of them indicated that they have never heard of any theory or any theoretical framework called PYD. One respondent indicated that they have heard of theories at school, but with practice there is no time for theories. It is about numbers and numbers only. If someone should try to use theories, it means they have to start with assessment which will be underpinned by theories and come up with interventions that are also underpinned on theories. By the time they finish all the assessment and intervention plans, the Ministry will be looking for numbers of youths who are funded and the officer will be deemed insubordinate and underperforming. So, it is not about good practice. It is about how the numbers you have. This is what was shared by one of the respondents. Some of the responses from different respondents were captured as thus, when asked if they are aware of any theory contributing to PYD and if they use those theories.

*I am not aware of any theory on positive youth development. If am not aware of it, it means I don't even use it. I am not also aware of anyone using it. Maybe because I don't know any theory.*

The use of theories in practice has not been emphasised in the youth development space. This, as it has been indicated earlier in this chapter, might come from the neoliberalism approach towards youth development, which is influenced by the

political gains of the current government. The more the youth have been funded, the more the chances of getting another mandate to be in government.

This response characterised most of the participants when it comes to theories of PYD in Botswana. One respondent was short and to the point and said:

*When it comes to theories, ... there is nothing ...*

As indicated above, this is a resonating response from almost all the respondents. One respondent went further to show their frustrations when the respondent indicated that:

*We don't know anything on positive youth development. I believe we want to be at par with other countries in terms of interventions that are evidence based, but we are still lagging behind.*

The participants are yearning for evidence-based practice, but as Lucas (2018) has indicated, the social work practice that is dominated by government is difficult to articulate itself. The practice is more of a relief, not proactive and creating opportunities. This kills the practice of social justice where structural disadvantage should be addressed.

Despite the gloomy response on the theories of PYD, one participant said that they know that the theories are there, but not sure which ones are PYD theories. The respondent was captured saying:

*I know there are theories of positive youth development and am aware of them just that am not sure which ones are there. The only theory that comes to my mind now is empowerment theory. Despite being aware that there are there, I am not utilising them in my intervention with the youth and I also don't know who is utilising them in their practice. Our ministry is hectic to be using theories for interventions.*

The above direct quotation from the respondent sums up the theme on PYD. This is the central theme in this study, and it is evident that there is no application of theories in practice. The expectation was that, the participants should know about all these theories, especially PYD, as it addresses the challenges in youth development issues. As has been indicated, the majority of the participants are not aware of these theories. It is not surprising that they do not know these theories. There is no course in their

curriculum from UB, as was shown in Chapter 2 that offers youth development. Despite all theses that has been said, it might not be explicit that the social workers are applying the theories of PYD, but with experience they might be unconsciously applying the theories, because they have learnt especially the strength perspective and resilient models in the ecological approach classes.

## **6.8 DISCUSSION AND ANALYSIS OF PYD**

As indicated in the closing paragraph above, It is clear that participants who are social workers in the MYESCD do not apply theories to their intervention with the youth. The intriguing question is how you measure the progress if you are not guided by any empirical evidence and if you are not underpinned with any theoretical framework. This might be the answer for the regression instead of progression which was covered in Theme 3. Most of the respondents indicated that there is more regression than progression. They indicated that mostly they are concerned with the quantity instead of quality. The more the numbers one programme officer has, the better. It is not how many projects are surviving and thriving, it is about how many have been funded. This has made the social workers even to forget that they need to assess, come up with intervention plans and implement the intervention plans that they have. With the PYD, according to Bower et al., (2010), there should be measurement of the five Cs to see if there is development in the youth and also to reinforce positive behaviour among the youth. If there is no interaction between theory and practice, it becomes difficult to measure progress.

PYD as a framework is meant to make intervention simple and possible. The five Cs, according to Learner et al. (2005), are meant to guide the programme officers to deal with youth from a positive and optimistic perspective. They give the programme officer the leverage to address issues from a holistic vantage point. As it was indicated in Theme 2, some of the youth are not coming to the office looking for projects or entrepreneurship. They are 'crying for help'. Using PYD will help to address such issues. This is so, because PYD focuses on the strengths of the youth, the plasticity of human development, and the concept of resilience, and foster the development (Learner et al., 2011). Furthermore, Learner et al., (2011) indicate that the convergence of the ideas of plasticity, adaptive development regulations, and thriving

enables the assertion that all young people constitutes resources to be developed. For those who are coming to the office having brilliant ideas, but have so many social issues, it also helps. According to Learner (2007), PYD addresses not only the social aspect, but the whole human being. For those who are venturing into entrepreneurship, it helps them to be confident through training in self-awareness, personal branding and other aspects. Furthermore, it gives them the confidence to create connections for their businesses. According to Learner (2007), connections are important for the youth, because it reassures them that they are part of the community and they feel the sense of safety. The social bonds that the youth builds in the community give rise to social capital which is good for business. Social capital has been defined by different scholars in different environments. For the purpose of this study, social capital has been defined by Machalek and Martin (2015) as social relationships that are resources that can lead to the development and accumulation of human capital. When these resources are well utilised, for example, a stable family environment can support educational attainment and support the development of highly valued and rewarded skills and credentials. Moreover, Machalek and Martin (2015) indicate that, in more evolutionary terms, social capital can be defined as any feature of a social relationship that yields reproductive benefits. These are some of the features of PYD that social workers, as programme officers in the Ministry, are supposed to be engaging with the youth.

The majority of participants spoke of youths not taking ownership of their projects, and when using the PYD theory, it is highly imperative that the programme officers should develop the characters of the youths so that they may take responsibility of their lives. Bower et .al. (2010) emphasises values in terms of the character. Social workers have to help the youths to identify their value systems as is indicated by Bower et al. (2010) when talking about character which, is part of the five Cs of PYD. This will help the youth to define their value principles and look for their autonomy and sense of independence, which will directly affect their entrepreneurship exploits. Moreover, it was evident that, most youths who came to register for programmes and projects, were not competent, especially in social and business environments. The respondents indicated that there are some who will be coming to the office to register for programmes and they cannot separate their personal lives from the project or business. Furthermore, those from poor families do not know when to use the money

from the business for personal use or the business. With PYD, these are some of the training that the youth should receive. We need to build competence in the youths so that they may understand entrepreneurship, personal life and the business environment (Learner et al., 2011). The youth should also understand that their businesses are supposed to make a difference, not only for themselves and their families, but also for the community and the nation at large. Finally, the caring aspect is always important, because it brings in the ‘*botho*’ or ‘*Ubuntu*’ concept as it is known. An entrepreneur who has humanness will thrive.

## 6.9 THEME 5: YOUTH ENTREPRENEURSHIP

This theme was intended to understand whether respondents understand what entrepreneurship and youth entrepreneurship is. Moreover, also to understand if there is a difference between the two. The respondents were asked some questions relating to the above. The respondents were further asked if they know any entrepreneurship theories and whether they integrate the theories of entrepreneurship in their daily interaction with the youths. This was to try and deduce if they perform evidence-based interventions or they just use common sense in trying to mitigate and promote youth entrepreneurship. The other question that was asked was, what do they think should be the role of social work in promoting youth entrepreneurship.

After looking at youth development in Botswana, the respondents showed passion in addressing the issue of the role of social workers in promoting youth entrepreneurship which is totally different from what they are currently doing. They believe they are underutilised it, and if given the opportunity to be social workers in the Ministry, they will do more because they will have time to do assessments and come up with plans for how youth development should be done.

In addressing what entrepreneurship is, the majority of the respondents were looking at starting a new venture to improve one’s life. It came in different articulations, but it was about business. One respondent said:

*Youth entrepreneurship is the engagement in economic venture by the youth for financial rewards and employing themselves and others.*

Youth entrepreneurship has to do with improving the lives of the youth. With the high unemployment rate in Botswana, youth entrepreneurship is a strategy to enhance one's life. This was echoed by most participants. With limited employment as indicated by Sechele (2017), the government of Botswana has decided use youth entrepreneurship as a strategy to fight high unemployment among the youth. The youth might be the right demographic group to take up entrepreneurship, because of their energy, as was indicated by Learner et al. (2011). Furthermore, in addition to youthful exuberance, the youth are also more creative and innovative, because of their age, as indicated by Schumpeter (1954). Entrepreneurship is about creativity and innovation. In supporting the above line of thought another participant said:

*Youth entrepreneurship is being able to start up something that can generate income, being sustainable, that can also have influence on people around you.*

Following up on what was said above, one principal programme officer went further to dissect what youth entrepreneurship is not all about or how it can help the youth. It goes further to develop the character of the young person. This is in line with the five Cs of PYD, as indicated by Learner et al. (2005). It shows especially the 'character'. Moreover, this participant was also adamant that entrepreneurship is not for everyone. It has to come from within. Hence, the following explanation and definition of what the participants think youth entrepreneurship is all about. The respondent showed passion and indicated that youth entrepreneurship is:

*Youth entrepreneurship is about independence from being told what to do by your boss, but being able to take your own decision, driven by passion on what you are doing and creating employment for those who are unemployed. Moreover, it is about positive value change in the community and developing oneself in the process. Youth entrepreneurship is beyond just money made. It is a lifestyle of the person engaged in it.*

The above narration is supported by the innovative theory of entrepreneurship by Schumpeter (1954). When articulating the innovative theory of entrepreneurship, Schumpeter (1954) emphasises that entrepreneurship is beyond money. Schumpeter (1954) indicates that entrepreneurship goes into a process of creativity and this process of creativity can be divided into three distinguishable stages of invention, innovation (commercialisation) and imitation. These stages according to Schumpeter (1954), give the innovator self-satisfaction, which is an intrinsic motivation than money.

In agreeing with the above statement, another respondent indicated that youth entrepreneurship is about creating something new that will fill a gap that has been there in the market. It is about coming up with something refreshing and exciting in the market. The respondent said:

*Entrepreneurship is coming up with business that look at the gap and finds a solution to the problem that already exists in the market.*

The majority of the participants believe that youth entrepreneurship is about business development and initiating an idea and executing it. They gave examples of different ideas that were executed by young people. There is one idea that they captured from the government newspaper where the youth who was funded by government, has challenged a professional athlete to run with him in six months. The young person has put down P50 000 that if the athlete wins, he will get the money, but if he beats the athlete, he will use the athlete's media platforms to advertise his products. They said this is something new in terms of marketing strategy. It shows that the beneficiary of their programme is filling the gap in the marketing space and use very unconventional ways of marketing.

Entrepreneurship is well established as a development strategy to facilitate youth empowerment in Africa (Williams & Hovork, 2013). The empowerment of the youth has to push them into being innovative in their way of doing things. The innovative theory of entrepreneurship shares the same believe with what the youth beneficiary has done to market his business. This is what Schumpeter (1954) believes should be common among the youth businesses if they want to empower themselves.

In terms of the theories of entrepreneurship and their integration to practice, the same response was yielded as it was when asked about the positive youth development theories. The question was if they know any entrepreneurship theories and if they are utilising theories or do they even know anybody using the theories in their practice. The response was negative, as the majority of them indicated that they do not have any idea of what those theories are, and who might be using them. There are about 14 top entrepreneurship theories. Some of the top 14 theories include among others:

1. Schumpeter's Theory of Innovation;
2. Max Weber's Theory of Social Change (Emphasis on Impact of Religion);

3. The Uncertainty-Bearing Theory of Knight;
4. Theory of Frank Young (Emphasis on Changes in Group Level Pattern);
5. Economic Theory of Entrepreneurship;
6. Mark Casson Theory (Economic Theory);
7. Kunkel's Theory (Emphasis on Entrepreneurial Supply);
8. Hoselitz's Theory (Emphasis on Marginal Groups);
9. Cochoran's Theory;
10. E. E. Hagen's Theory (Emphasis on Withdrawal of Status Respect);
11. Leibenstein's Theory (Emphasis on X-Efficiency);
12. M. Kirzrier's View on Entrepreneurship;
13. Baumol's View on Entrepreneurship;
14. Peter Drucker's View on Entrepreneurship.

Among these 14 theories, participants might be using one or more theories unconsciously, without recognising that they are applying the theory. The unconscious application of the theories is based on experience in the field of youth development and common knowledge from participants.

### **6.9.1 Sub-Theme 5.1. The role of social work in youth entrepreneurship**

Despite the fact that respondents said they are not performing social work and some even went on to indicate that they have never performed social work since they worked in the Ministry, they know what they are supposed to do. They have the vision for the Ministry and how social work can help to improve the state of businesses in the Ministry. They have indicated quite a number of the roles that they believe they can perform to improve the service rendered to the youths. Below is a table that has picked out the roles that the respondents believe should be the role of social workers in the Ministry.

**Table 6.8: Roles of social workers in promoting youth entrepreneurship**

<b>Roles of social workers in promoting youth entrepreneurship</b>	
<b>CATEGORY A: COUNSELLING</b>	<b>CATEGORY C: DIRECT AND MAINTAIN THE ENERGY OF THE YOUTH</b>
Counselling	Mentoring
Cognitive reconstruction	Coaching
Client focused	Social skills training
Paradigm shift, family therapy	Capacity building
Psycho-social support	Brokering
	Bringing stability and focus
<b>CATEGORY B: SOCIAL ASPECTS</b>	<b>CATEGORY D: RESEARCH</b>
Buffering against negative behaviour	Needs assessment
Deal with social aspects	Research
Prepare youth for entrepreneurship	Developmental practice

Table 6.7.1 depicts the roles that the participants believe are the roles of social workers and which should be implemented for the betterment of service delivery to youth. The roles have been divided into four categories to clearly depict what respondent wanted to communicate. Category A depicts counselling. The participants have called it different names such as cognitive restructuring, client focused and other, but the whole essence that was coming from participants was that they should be counselling. The second category, B, illustrates the social aspect that participants believe are important. This include among others, family, relatives and the environment where the young person is residing. The third category, C, brings in issues of strengthening the young person in their endeavour to become a better citizen. It includes, among other things, mentoring, coaching and brokering. The last category, D, focuses more on research. It includes research, needs assessment and a theoretical framework which is the developmental approach to youth development. From the roles as illustrated in this table, it clear that participants still believe that the role of a social worker is to promote functionality of the individuals, families, groups and communities as it highlighted by

Hepworth et al. (2002). Furthermore, as was indicated in Chapter 4, mentoring and coaching is important in promoting youth entrepreneurship according to the participants. This is also reinforced by PYD theories and social development because they all emphasise using the strength of the youth to get the best results out of the youth.

The participants believe that social workers are supposed to be in a good place in the Ministry to prepare the youth for entrepreneurship. They are supposed to help build the youth to acquire skills and develop the youth holistically, so that the youths may be prepared to start the journey of entrepreneurship. The social workers indicated that currently they only do orientations which take only a day and they are dealing with youths from either the whole village or the whole constituency. The orientation is not sufficient, and it does not really impact on the lives of the youths. Furthermore, the respondents believe that they should not throw away the unsuccessful youth entrepreneurs. They indicated that after the young person has failed to make the cut in terms of the sponsorship, they usually cut them out and not follow up to help them. They believe they should have the opportunity to follow up on them and capacitate them. They should revamp the process so that it can be beneficial to the intended recipients. Participants believe that there should be more counselling in all its forms.

### **6.9.2 Sub-theme 5.1.1. Category A. counselling**

Majority of participants as indicated above, believe that social workers in the Ministry of Youth Empowerment, Sports and Culture Development should provide counselling or therapy before the youth can even start the process of requesting for funds. The participants believe that the ministry should have a provision for social workers to provide counselling. They should have counselling rooms which will be separate from the open space where youth are consulted. It should have its privacy and confidentiality be promoted. Furthermore, participants indicated that, counselling will help the process of entrepreneurship because it will leave out people who are not looking for entrepreneurship and refer them to where they can be assisted appropriately. In addition, the participants indicated that, some of the youth are not seeking entrepreneurship but they are just 'crying for help' and they do not know where to go.

The other important aspect that the participants indicated was the social backgrounds of the youth who are coming to seek assistance. Those who are at the rural areas emphasized on this point mostly. They indicated that, some of the youth have been unfortunate and grew up in disadvantaged homes and they are not familiar with large sums of money. If they are told that they have been given P100 000 (this is the amount that is given to the youth who qualify to be funded) they will either get excited or terrified and ask themselves what they would do with such a large sum of money. With all these, counselling is highly recommended by participants as a preparatory measure to curb undesirable activities.

Following up on the above, another participant indicated;

The youth will need cognitive reconstruction to be able to accept the reality that they are now in business and they need to use the resources sparingly and commit their time to the projects otherwise they will collapse.

It is important to bring paradigm shift to the youth and it can only be brought by counselling. One on one sessions will assist the youth to see things differently. They should be counselling that will assist in regard, this was echoed by some of the participants. One participant added to this by saying;

The youth need counselling before even they get the money. You should understand that the youth are opting for entrepreneurship because they don't have any other option because of high unemployment rate in this country. They only pick entrepreneurship as 'by the way'. We need to work with their minds for paradigm shift because they need to realise that entrepreneurship is lifestyle and it comes at a cost of a lot of things in life.

The other participant added to what the above participant said but went further to indicate that, the youth don't have passion for entrepreneurship. The participant articulated that;

We need to do more counselling because these youth don't have passion for entrepreneurship. They are just doing it out of hunger. They are hungry, imagine someone having finished their degrees and in seven (7) years they have not yet found a job, you try where you think you can get your hands into money. We need to do pre-

business counselling. If the counselling is not provided, they squander the money. This should not be treated as relief programme, its business.

Counselling seemed to be an emerging theme in this study, as majority of the participants believed it was the missing link in the work that they do. They believed that if counselling is done, it will help focus on the well-being of the person. A person is made out of four components, which is the mind, body, emotions and spirit. If the concentration is only on the physical hunger and leaving out the emotions and the mind, the business will collapse as it has already been stated that there is more regression than progression in youth development. Moreover, according to the participants, counselling will assist in providing support for social issues such as parenting for those who are parents already, psycho-social support for those who are going through depressing times. Counselling will also provide stability to focus and find gaps to exploit in the market.

### **6.9.3 Sub-theme 5.1.2. Category B. Social aspects**

The majority of respondents, as indicated above, believe that social workers in the MYESCD should provide counselling or therapy before the youth can even start the process of asking for funding. The respondents believe that the Ministry should have a provision for social workers to provide counselling. They should have counselling rooms which should be separate from the open spaces where youths are consulted. It should have privacy and confidentiality should be promoted. Furthermore, respondents indicated that counselling will help the process of entrepreneurship, because it will cut out people who are not looking for entrepreneurship and refer them to where they can get the help they are looking for. In addition, the respondents indicated that, some of the youth are not looking for entrepreneurship, but they are just 'crying for help' and they do not know where to go.

The other important aspect that the participants indicated was the social backgrounds of the youths who are coming to ask for assistance. Those who are in the rural areas mostly emphasised this point. They indicated that some of the youths have been unfortunate, grew up in disadvantaged homes, and they are not familiar with large sums of money. If they are told that they have been given P100 000 (this is the amount that is given to a youth who qualify to be funded) they will either get excited or terrified

and ask themselves what they will do with such a large sum of money. With all these, counselling is highly recommended by participants as a preparatory measure to curb undesirable activities.

The youth, by nature, have energy and exuberance which needs to be managed by social workers, through interventions such as counselling. This capacity-building process should be in line with competence in the five Cs of PYD by Learner et al. (2005).

Following on from the above, one respondent said:

*The youth will need cognitive reconstruction to be able to accept the reality that they are now in business and they need to use the resources sparingly and commit their time to the projects otherwise they will collapse.*

It is important to bring a paradigm shift to the youth and it can only be brought by counselling. One-on-one sessions will assist the youths to see things differently. Another participant added to this by saying:

*The youth need counselling before even they get the money. You should understand that the youth are opting for entrepreneurship because they don't have any other option because of high unemployment rate in this country. They only pick entrepreneurship as 'by the way'. We need to work with their minds for paradigm shift because they need to realise that entrepreneurship is lifestyle and it comes at a cost of a lot of things in life.*

The other participant added to what the previous respondent said, but went further to indicate that the youth do not have a passion for entrepreneurship. The respondent said:

*We need to do more counselling, because these youth don't have passion for entrepreneurship. They are just doing it out of hunger. They are hungry, imagine someone having finished their degrees and in seven years they have not yet found a job, you try where you think you can get your hands into money. We need to do pre-business counselling. If the counselling is not provided, they squander the money. This should not be treated as relief programme, its business.*

Counselling seemed to be an emerging theme in this study, as the majority of the respondents believed it was the missing link in the work that they do. They believed

that if counselling is done, it will help focus on the well-being of the person. A person is made out of four components, which is the mind, body, emotions and spirit. If the concentration is only on the physical hunger and leaving out the emotions and the mind, the business will collapse. It has already been stated that there is more regression than progression in youth development. Moreover, according to the respondents, counselling will assist in providing support for social issues such as parenting for those who are parents already, psycho-social support for those who are going through depressing times. Counselling will also provide stability to focus and find gaps to exploit in the market.

As it was indicated early, human beings are social beings and they reside in a social environment. They stay in a family, and community. They cannot just be given a business without looking at their social environment, whether is conducive or not. The respondents indicated that, mostly youth businesses are destroyed by their social environment. They indicated that youths from socially disadvantage families usually do not make it in entrepreneurship, because they have to deal with family issues before they can even make profit. They indicated that the youths are expected to use the money from the business to run the family. One respondent alluded to the fact that the family and community have expectations when the youth opens a business. The participant said:

*One of my beneficiaries did not even last in entrepreneurship because immediately after taking the funding, they had a funeral at home and was expected to use the money from the business to run the funeral. The funeral costs exhausted all the money that was available, and the business collapsed. This is why as social workers should be doing social work to walk with them, to prepare them for things like this.*

Entrepreneurship does not happen in a vacuum. The youths who enter into entrepreneurship are coming from families. The social status of these youths is different, as it is indicated in the previous narrative., Some are youths who are coming from poor families and engaging in entrepreneurship brings an added burden, because they have to take care of their families. This is where the social development approach to youth development becomes important. As Midgley (1995) has indicated, social development is an encompassing approach that will look at the social, physical, environmental, economic and other aspects in addressing development. In promoting

youth development, social workers should apply social development to deal especially with structural disadvantage among the youth.

In addition to the above, the participants believe that they are better placed to deal with issues within the family because they have been taught on how to deal with issues within the family. They indicated that they will be using the ecological model and the life course model to deal with such issues, and it will benefit the Ministry if they are given this opportunity. Even though this category is linked closely to counselling, respondents believe they are not the same thing, but they are intertwined and it will help to tease out heaped up emotions in the youth before they could even get funding, and those who came, not because they need funding, will be assisted appropriately. The respondents believe their role is to help become buffers to negative behaviour among the youth. One respondent said:

*If we are given opportunity to become social workers not just programme officers, we can act as buffers to bad and unbecoming behaviour for the youth. This will not only help the youth; it will help the Ministry, because the number of collapsing businesses will go down.*

In addition to what the previous participant said, another participant indicated that:

*Our role is to help the youth in their journey towards value identification which is very good in terms of self-awareness.*

From the above, the participants have indicated that their role is to guide the youth to identify positive values which will help them in their journey towards business success. This is in accordance with building character and care in the PYD theories. Positive values of good character and care from the youth will assist programme officers to be able to liaise with parents when the projects are not functioning. This will be because they have established working relationships with the youths who would know who they are and what they really want. Moreover, the participants believe there are some youths who are still young, despite the fact that they are 18 years and above. Those youths are still under their parent's care, and if the social workers will be working as social workers in the Ministry, they will be able to liaise with the parents and create a tripartite relationship (social worker, youth and parents) to make sure the project is taken care of.

In concluding the social aspects, one participant summed up by saying:

*Our role will be to provide socio-economic development and engage the family in the whole process. We use the system's theory in this instance, and we are the only ones who master the theory. The young person does not exist in isolation, they exist among people and those people should be part of the process and we are the most trained for that.*

The summary from this narrative indicate that social workers are grounded in theories in their practice. The participants indicated that their role as social workers is grounded on the ecological systems perspective which looks at a human person as a system. It indicates that, everything is interdependent. For youths to be successful entrepreneurs, the environment has to be conducive for that to take place.

#### **6.9.4 Sub-theme 5.1.3. Category C: Direct and maintain the energy of the youth**

This category deals with the strength perspective and positive youth development as depicted by PYD, and social development. It is more about strengthening the youth and their entrepreneurial minds, instead of looking at them as needing fixing. Participants used some of the ethics of social work when deliberating on this issue. They indicated that, as professionals, they believe in self determination of the client and believe that clients should be addressed as individuals and not as a group of youth. Furthermore, the participants indicated that they believe, that there should be a non-judgemental attitude towards the clients. This will help improve service delivery to the youth. Under this category, the participants identified a few concepts that they believe is the role of social work in promoting youth entrepreneurship. The participants indicated that social workers are brokers, mentors, and coaches, and these roles brings stability and equilibrium in the lives of the youth. Furthermore, the participants believe the above-mentioned roles will give direction and prepare the path for entrepreneurship for youth, even before the fund comes into the picture. Some of their responses will be captured below to indicate how they believe they should be working. This resonates with what was discussed in Chapter 2 when discussing the context of social work in Botswana. The role of social work in Botswana has never been clear. The lack of guiding principles has made it even more difficult to implement social work principles and values to restore functionality in communities.

Following from the above, the majority of participants also believe that their role is to guide the youth emotionally and mentally not to distribute the money. To push numbers, one participant said:

*Our role should be to guide (mentor and coach) the youth for positive impact in their lives.*

The same sentiments were echoed by another participant who said:

*Our role is to give direction, so the youth can navigate the world of business to become better entrepreneurs and also provide stability to focus in whatever they are doing.*

Following from the previous participant, it can be deduced that the objective of youth development is to strengthen them and give them a new lease in life. This is in line with what PYD is saying, it emphasises working on the strength and resilience of the youth, so as to develop them. The youth are rough diamonds that need to be polished. Bowers et al. (2010) and Learner et al. (2005) indicate that in explaining what PYD is, and how it can help in youth development. These sentiments are shared by one respondent who said that:

*Our role should be to make the youth realise their potential and strengths so that they can exploit such potential and natural strength.*

After realising their strength, they should be given someone who is an expert in the field into which they want to venture. This will help them realise their dreams. This will come after a skills assessment, which will show where there are gaps and they will be attached to the right mentors (Hisrich et al, 2013). Hisrich et al. (2013) continue to indicate that mentors have a supportive capacity during and after the new venture has been established. An entrepreneur needs a strong support and advisory system in the start-up phase of the new venture. This was shared by one participant who said:

*As our role, we need to identify mentors for the youth, attach them to those mentors. This will help them to understudy the mentors and when they are given the money, they will be ready to move on and become better entrepreneurs.*

Life coaching, guiding and mentoring were prominent roles that respondents believe are the roles that social workers should perform to increase output in youth entrepreneurship in Botswana. As it has been highlighted earlier, support for new

ventures from mentors who provides support to the youth is highly imperative as Hisrich et al. (2013) has indicated. Notwithstanding all these, the participants also engaged on brokering. They believe it is their role to act as brokers where the youth are concerned. This will include in engaging either banks to open accounts, talk to other ministries to use the affirmative action when it comes to buying goods and services from the youth. The response from the respondents was different in terms of articulation, but all meaning the same thing. One respondent said:

*Our role should be to support the youth come up with solution to their problems and assist them to come with plans on how they can apply those solution, I believe that how we can be brokers in their lives.*

Sharing the same sentiments, one participant added that:

*We are supposed to be brokers. Our role is brokering, and we need to do it, it also goes hand in hand with advocacy. We are activists who are supposed to advocate with and on behalf of the youth.*

From the above narrative, it is clear that participants know what their role is in terms of brokering and advocacy, which is enriched in most codes of ethics of social work globally and it is an accepted standard of practice. These are captured by Zastrow (2001).

#### **6.9.5 Sub-theme 5.1.4. Category D: Research**

The fourth category that was identified as a role of social work from the participants was divided into three parts. The respondents emphasised that they want to do research, needs assessments and evidence-based practice and use developmental approaches in their practice. They indicated that research is the pinnacle of social work research and they believe it is something that they should be practising in their day-to-day interaction with the youth. In terms of the developmental approach, they indicated that currently the system is more residual than preventative, and its more curative. From what the participants shared above, it shows that, they would like to engage in social development. The key components of social development that Midgely (1995) identified, includes among others, investments in the development of human capital, development of social capital, decent work and employment, microfinance and microenterprise, asset building as a social development strategy,

social protection, and social planning. Engaging in research on social development and practice will help move from residual to preventative and developmental approaches. The participants believe as social workers they should be more pro-active and come up with interventions that are more preventative and developmental in nature. In the follow up from the above, another participant said:

*We need needs assessment in our interventions. If we don't do needs assessment, we just give the clients projects that they don't need. We are not even sure if YDF is suitable for all the youth in Botswana. This one size fit all might be the problem in terms of collapse of businesses.*

In sharing the same sentiments as the above, one participant said:

*We need needs assessment to understand how to develop entrepreneurs.*

One participant said their role should be proactiveness and preventative. They should not only look at how many youths have been given money (funds), but rather look at the quality of work they are doing. The participant suggested that they should employ developmental approaches in their interventions. Developmental approaches will mean policies and programmes that meet the needs, protect human rights, manage social problems, facilitate the optimal use of opportunities, empowerment of people and social inclusion (Patel, 2005).

#### **6.9.6 Success of youth entrepreneurship**

The respondents, after articulating regarding the role of the social worker in promoting youth entrepreneurship, were asked if youth entrepreneurship in its current form is successful or not. The answers varied from yes, it is successful to partly and not successful. The urban-rural divide also played a part. Mostly those in rural areas indicated that there are lower percentages of success, while in towns there is a higher likelihood of survival. The other point that was indicated was once previously mentioned in this chapter. It is that the projects from youths who are from disadvantaged backgrounds are likely to collapse faster than those who are privileged. Some of the reasons advanced include a lack of infrastructure if they want to have something that needs accommodation. In rural areas there is no infrastructure, and this hinders progress. If they are in towns and villages, rent is high for them to afford

it. This makes the youth from underprivileged homes to all go into livestock, especially small stock. This then crowds the market that they can sell to and eventually they do not have the market. The participants articulated on this issue of successful youth entrepreneurship. Some said:

*It is difficult to measure the impact of social workers in the empowerment space we are working in. Social workers are under-utilised in the sense that they can assess group dynamics and work to improve the lives of young people, but it is not happening. So, we are not sure if the programme is working or not. We are just in limbo doing what we are assigned to do.*

The other participant said:

*There is less growth and we can't really say youth entrepreneurship is successful in Botswana.*

From these narratives, it is clear that the participants are the ones who believe there is no light at the end of the tunnel, but there are those who believed there is something happening;

*There is partly success in youth entrepreneurship in Botswana. When targeting the right people there is high turnout, but as a worker you will become not common with the leadership, because they want everyone to be funded.*

From this narrative, it is clear that youth entrepreneurship is used as a social welfare programme, hence more people should be funded. Looking at the process of entrepreneurship as it was indicated in Chapter 4 and shared by Hisrich et al. (2013), issues like talent and passion should be assessed on the prospective beneficiary, but with the current system where entrepreneurship is used as a welfare programme, it becomes difficult to have those who are ready to engage in entrepreneurship.

### **6.9.7 Discussion and analysis of youth entrepreneurship**

Entrepreneurship has been discussed widely and there are many different definitions that have been advanced in this study in Chapters 1 and 4. This study adopted the definition by Tunde (2015). As has been discussed in Chapter 4, Tunde (2015) has a unique way of addressing what entrepreneurship is all about because the author uses two approaches to define and dissect what entrepreneurship is all about. On the one

hand, entrepreneurship is a special innate ability to sense and act on opportunity, combining out of the box thinking with a unique brand of determination to create or bring about something new into the world. On the other hand, entrepreneurship hinges on nature and nurture, with nature depicting the environment composition and nurture indicating the uniqueness of ideas required to sustain established potentials. The majority of the respondents understood what entrepreneurship all is about and they believe they are competent enough to be able to promote entrepreneurship. The only challenge is the population they serve. According to the respondents, what they do is more political than entrepreneurial, because they are directed to give the youth funds without even assessing the people or the projects.

According to Reynolds and White (1997), entrepreneurship has a process which was covered in Chapter 4. The process has to be followed for optimal gain in entrepreneurship until the end product is in the market and monitored, but from what the respondents are saying, there is only funding and there is no advising by anything. The processes in entrepreneurship are not followed. The only thing that is done is to give the beneficiaries the one-day orientation and they are given funding. This, according to the respondents, is the downfall of the entrepreneurship programme among the youth in Botswana. When the youth go to the programme officer's office they are not assessed to see if they are ready for the project, they are only given a form to fill out. If they tick many boxes, they are going to be given the funding. This are missing things like the entrepreneurial profile of the potential beneficiary. According to Kaplan and Warren (2007), one has to have an entrepreneurial profile and perspective so as to see where they want to go, before funding them.

Due to pushing numbers, stages like those mentioned above, are skipped. The process will take time to analyse. The respondents indicated that they have to push more numbers and the quality is compromised in the process.

In terms of theories of entrepreneurship as the underlying perspective for practice, the participants have indicated that they do not use any theory in their practice. As was indicated previously, there are at least 14 top theories regarding entrepreneurship. The participants might be using some theories unconsciously, because of their common knowledge and experience in the field. It is imperative to note that theories are the bedrock of any practice. If theories are not used, it means practitioners rely

more on experience and common sense or their discretion. Experience and discretion cannot always be trusted. In social work practice, theory can serve as an anchoring frame and a conceptual screen for case assessment, causal explanation, intervention planning, and outcome evaluation (Simon, 1994). Simon continues to indicate that theories are practice. Theory links knowledge about an identified problem and its context with knowledge about an intervention with a conceptual format that is oriented towards action and rooted in previous research. In addition to what Simon (1994) says, Thyer (2001) says that theories pertain to explaining and predicting various aspects of human behaviours. Green (2008) concludes what the above two authors said by alluding that theories help social workers explain why people behave as they do, better to understand how the environment affects behaviour, to guide their interventions, and to predict what is likely to be the result of a particular social work intervention.

From the above it shows the importance of theories in social work, but as it has been indicated, programme officers are not using any theories of entrepreneurship in their entrepreneurial interventions, or as indicated previously, use them unintentionally. Furthermore, there is Marshall's approach to entrepreneurship. This theory is an equilibrium, creating the entrepreneur. These are some of the theories and approaches that social workers in entrepreneurship can explore to explain their intervention and see how they can guide their interventions. There are also a number of entrepreneurial theories as it was indicated in Chapter 4. Some of the theories are Schumpeter's Innovation and Entrepreneurship, as captured by Hagedoorn (1996). Moreover, there are more theories that can be explored, such as Cantillon's theory of 1755. This theory does not view the entrepreneur as a production factor as such, but an agent that takes on risks and thereby equilibrates supply and demand in the economy. This has been indicated in Chapter 4. Practice without theory usually turns into disaster. Hence there is little progress in entrepreneurship in Botswana, because people are using common sense to guide their interventions. This has led this study to look critically at the role of social work in entrepreneurship. To be able to understand the role of social work in entrepreneurship, it will be good to interrogate the definition of social work and then move into the broader roles of social work, and finally integrate them and see if there is synergy between the broader roles of social work and the particular roles that social workers believe should be their role in promoting youth entrepreneurship in Botswana.

The social work profession exists to provide humane and effective social service to individuals, families, groups and communities so that social functioning may be enhanced and the quality of life improved (Zastrow, 2001). Furthermore, Zastrow (2001) continues to indicate that the profession of social work, by both traditional and practical definition, is the profession that provides the formal knowledge base, theoretical concepts, specific functioning skills, and essential social values which are used to implement society's mandate to provide safe, effective and constructive social services. From the data collected, especially from the programme officers who are social workers by training and some principal programme officers who are not social workers, it is clear they know the role of social work and social workers. The response of what social work is, is in line with what IFSW (2014) and Zastrow (2001) have alluded to. The difference is in the approach to and perception of who a social worker is, as was first highlighted in Chapter 2. The thinking or the perception in Botswana is that someone is considered to be a social worker when you are working at Social and Community Development, a hospital and, to some extent discipline forces, such as the defence force and police. But when you are there, you are a soldier or police officer first before you are a social worker. This has been captured by Chapter 2 and derived from Lucas (2018) and Jongman (2015).

These sentiments were also shared by social workers who are working as programme officers. Some of the respondents even indicated that social workers in the Ministry do not want to be referred to as social workers. They prefer to be identified as business experts and other fancy names rather than social workers. Despite all these, the role of social work was the only sub-theme that social workers really articulated what they believe should be their role in the Ministry. The majority of participants indicated that they are frustrated in the Ministry, because despite having been doing youth work for a long period, the results of their hard work are not visible and they believe that if they can be given the opportunity to perform social work roles, they might make a difference. In trying to define the role of social work, it is imperative to address the issue of what social work is all about, as indicated in the definition of social work by IFSW and IASSW (2014). The definition of social work encapsulates the deliberations and lamentations of social workers who work as programme officers. It is evident that social work is a profession of many faces and social workers who are doing youth work are still doing social work, but using youth development as an intervention to

ameliorate the plight of the youth that is caused by the high unemployment rate in Botswana, which is at 38.8% (Statistics Botswana, 2011).

Social work is about social justice. Unemployment and poverty lead to injustice or they are injustices and they hinge on abuse of one's human rights to dignity and worth. This is clearly indicated in the definition of social work that has been articulated well in this study from Chapter 1 by IFSW and IASSW (2014). The engagement of social workers in youth development is about fighting injustice among the youth and restoring dignity and worth of the youth. This can be done through capacity building and hence empower the youth. This is in line with the global practice of social work and also infer to what PYD advocates for in its five Cs, as has been articulated by different scholars, such as Learner et al. (2005) and Bowers et al. (2010). All these are supposed to be achieved by looking at the roles of social work. The following bullets depicts the general roles of social work as accepted all over the world (Zastrwo, 2001).

- Enabler
- Broker
- Advocate
- Empowerer
- Activist
- Mediator
- Educator
- Researcher
- Counsellor

These are some of the roles that social workers have to perform in their day-to-day work with the youth. As was mentioned earlier, social workers have indicated that they would like to perform these roles in terms of promoting youth entrepreneurship. The most important role that they picked was counselling. There has always been debate on whether counselling is part of social work or not. According to literature, especially Younghusband (1981), the tension between social work and counselling dates as far back as the 1900s. Brearley (1995) recalls the debates when the word counselling

was used more than case work in the early 1960s. Despite all these, IFSW and IASSW (2014) illustrate that social work practice spans a range of activities including various forms of therapy and counselling, group work, and community work, policy formulation and analysis, and advocacy and political interventions. Counselling therefore is a legitimate role of social work. Moreover, Senden (2005) say that the advantage of having a social worker with good counselling skills is that they can easily underpin and permeate all key social work activities: assessing, acting, planning, advocating, working in organisations and developing competence to practice.

Participants have indicated that they need to have space and time to do counselling before funding the youth projects. The counselling is crucial because it will assess individuals who are applying for funding, their environment and will come up with plans that will mitigate against all challenges that may ensure in the running of the project.

Furthermore, participants indicated that they would like to do more research in their practice in youth entrepreneurship. For Zastrow (2001) social work practice can simply mean reading literature on topics of interest, evaluating outcomes of one's practice, assessing the merits and shortcomings of programmes and studying community's needs. This will help in coming up with more programmes that are addressing the needs of particular communities. Currently the programmes are more of a one size fits all approach. Research can help to tailor-make programmes that will suit a particular community.

One other role that was prominent was brokering. It has to be understood that mostly social workers are dealing with vulnerable communities. From Chapters 1 and 2 it has been indicated by different scholars such as Bakwena and Sebudubudu (2017), Nthomang and Diraditsile (2017), and Sechele (2017), that the youth population is in poverty at around 20.9% and unemployed at around 40%. This pre-expose the youth to other social issues. Hence it is important for counselling to be done to prepare them for the new journey of entrepreneurship. The youth, who are unemployed as it was indicated in Chapter 1, lose self-esteem, and they become depressed. The role of social worker should be able to link them up with resources. The social worker does not only like them, but also enable them to articulate their issues so that they can be given services that address their issues.

## **6.10 CONCLUDING REMARK**

This section has been discussing youth entrepreneurship, theories of youth entrepreneurship and the experiences of programme and principal programme officers in helping the youth to access funds. It has been clear from the discussion and literature that Botswana has taken a bold step in helping her youth to develop, but there are basic things that are being left behind in achieving this initiative of developing the youth. As literature has shown, there should be assessment using theories such as PYD, and the development of intervention plans based on approaches such as social development and the implementation of theories of entrepreneurship.

## **CHAPTER 7:**

### **CONCLUSION AND RECOMMENDATION**

The purpose of this study was to gain experience or awareness of the role of social workers in promoting youth entrepreneurship in Botswana. In achieving that, there were several research questions that were asked, which include among others:

- What is the role of social workers in promoting entrepreneurship among youth in Botswana?
- What is the context of social work in Botswana?
- How do social workers integrate theories of PYD within a social development paradigm and consider international and local perspectives?
- How do social workers understand the theories of entrepreneurship based on theories of PYD within the context of social work in Botswana?

These questions were answered through the objectives of the study, an intense literature review and finally the empirical chapters.

- Chapter 1 looked at describing what the study is about and came up with objectives to achieve in this study, which were mainly to see or to find out what is the role of social workers in promoting entrepreneurship in Botswana.

This objective was achieved in Chapter 2 which was about contextualising social work in Botswana, to give a deep understanding of social work before going into the roles of social work and entrepreneurship. It was important to see what kind of profession social work in Botswana is and how do people view the profession and how do social workers view themselves.

- Conceptualise the profession of social work in Botswana by:
  - Defining social work globally and locally;
  - Tracing the history of social work in Botswana;
  - Examining social work practice in Botswana;
  - Locating youth work in social work in Botswana;

- Examining youth development and entrepreneurship in Botswana.

This objective was achieved through the development of Chapter 3 of this study, which looked at PYD in Botswana and how it is used to develop the youth. This chapter explored what is PYD and this formed the basis of the interview questionnaires and the themes for the empirical study in terms of the interventions in youth development in Botswana. This was achieved through:

- Critically analysing what is PYD and its tenants and its applications on youth development;
- Exploring social development theories to ament PYD;
- The policies of youth development in Botswana.

This objective was achieved in Chapter 4 of this study, which looked at and interrogated youth entrepreneurship. It looked at the genesis of entrepreneurship and narrowed it into youth entrepreneurship as a developmental intervention to ameliorate youth unemployment in Botswana. This was to explore what entrepreneurship is all about and try to locate social workers.

- Empirically investigate the role of social work in youth entrepreneurship, how they perceive their roles, what they are currently doing and give their reflections on what they perceive as their roles.

From the youth entrepreneurship in Chapter 4, Chapter 5 covered the exposition of the research methodology and research approaches which were helpful to attain Chapter 6 of the study where case studies of the MYESCD sample population group were presented, and the findings from the interviews of 21 programme officers (social workers) and three principal programme officers were extrapolated, discussed and analysed against literature. This final chapter, chapter seven, will meet the final objective of the study, which is to give a conclusion:

- Present conclusions and recommendations to the MYESCD and other stakeholders such as UB on what is the role of social work in promoting youth entrepreneurship.

## 7.1 CONCLUSIONS

The following conclusions are made based on the themes of the empirical study, as they represent the core roles of social work in entrepreneurship.

### 7.1.1 Conceptualisation of social work

This theme was important to set the tone of what is social work from the global perspective and then narrowing it down to see the trajectory of social work in Botswana. The study looked at the rich history of social work in Botswana which is mainly how social workers perceive social work and how the community perceive social work. It was indicated from the literature that social workers in Botswana do not regard themselves as social workers when they are not practising clinical social work, or they are not employed at the department of social and community development (S&CD) and hospitals. They only regard themselves as social workers when they work in an environment which has a title 'social work'. This was also clear from the empirical study that social workers who are working as programme officers in the ministry of youth do not regard themselves as social workers.

In one instance it was even indicated that they shun social work and they call themselves business consultants. The irony was that those who are not social workers, call themselves social workers. This theme was imperative to explore, because it was the one which was setting the tone for the study. To understand the role of social workers in promoting youth entrepreneurship starts with understanding the history of social work and analysing how the history has affected the present practice of social work. In Botswana, from literature and the empirical study, it shows that the roles of social work have not been clarified enough to show that social work is multifaceted and can fit in many different sectors. The social workers who are working as programme officers did not believe they are social workers. They kept on saying that they are not practising social work. They regard youth work or youth development as a separate entity from social work. They do not regard youth development as an intervention strategy in terms of social development among the population of the youth.

The other worrisome point picked up from literature and then shared by respondents in the empirical study, is that social work in Botswana is not regulated. Practitioners do not have a body that register social workers and licence them to practice. This has added a challenge to an already confused profession. The only body that is there for social workers is the association of social work. All the respondents indicated that they are not members and they do not find it useful, because it is dominated by social workers who work at local authorities (S&CD) and they usually discuss their administrative issues and leave them out of the discussions. The association of social workers is not a regulatory body and it is optional for social workers to participate or not to participate. The majority of social workers decide not to be part of the association. Not having a regulatory body means that social workers can practice anywhere without being licenced and this led social workers to practice without being guided by the principles and core values of social work. There are no checks and balances on the profession in Botswana. This was shown in the empirical study that it hampers the practice of social work, especially in articulating the roles of social work. The guiding principles in the profession are left behind, because there is not infrastructure that enforces the principles and values of social work.

Each social worker, wherever they are based, can easily use their common sense without being guided by the core principles and values of social work. The interventions of youth entrepreneurship and youth development in general are not based on a social work principle. Issues of self-determination of the client, confidentiality, and individuality are not adhered to. The working space also contributes to the malpractice that was evident in terms of working with the youth. There are no working spaces for social workers to see clients as individuals, but this again comes from the fact that social workers do not regard themselves as social workers, so they cannot ask for a proper social work setting to see their clients. The infrastructure is built to accommodate people who are in business. In areas like Gaborone the set-up is more like a bank set-up where the space is open, and each programme officer has a cubicle. The person in the next cubicle can hear what is discussed in the first cubicle. This takes away the confidentiality and hampers on the integrity and worth of a person. These issues are the core in social work. Social workers cannot bring social change and social cohesion if the people assisted by social workers are not respected and afforded their integrity and worth.

### **7.1.2 Institutional frameworks for youth development in Botswana**

This theme looked at the legislation and policies on the ground that are used in youth development. As has already been indicated above, it is always good to build a structure before articulating what is the role of social workers in promoting youth entrepreneurship. The legislation is the foundation in which youth development takes place. One of the objectives was to find out how local policies are used to gain knowledge and to intervene in youth development. From the empirical study, it is clear that there are at least three policies that are used in youth development. The policies that the respondents talked about were the National Youth Policy (2010), the Plan of Action for Youth (2010) and finally the National Arts and Culture Policy of 2001. It is important to understand that the core activities in the MYESCD is youth economic development (by means of the YDF), culture and arts development, and hence the use of the Arts and Culture Policy of 2001. Despite the Arts and Culture Policy of 2001 being part of the legislation in the Ministry, very few respondents talked about it. They only focused on the youth policy. The respondents indicated that they use the National Youth Policy, even though mostly they do not use any policy, because they are just pushing programmes that do not necessarily need to be guided by policy.

### **7.1.3 Administrative structure for youth development in Botswana**

The third theme in the study looked at and interrogated the administrative structure of youth development in Botswana. It was evident from the participants in this study that they do understand their administrative structure in the ministry where they are working. They have clearly articulated the structure from the ministry level to the local office where they are based. The structure is simple, the ministry does not have departments, it is the minister, the permanent secretary, district coordinators, principal programme officers, senior program officers and programme officers. This is why the programme officers are doing economic development, which is more inclined to entrepreneurship, and cultural development, which is more inclined to music and poetry competitions, and sport, which is more inclined to constituency sports competitions, and finally the arts which includes artefacts from artists. According to the respondents, this structure came about around 2012 when the ministry was restructured. The ministry used to have departments such as the department of youth, which was concentrating on youth development in terms of welfare and

entrepreneurship and it was doing fine. There was also the department of arts and culture which was dealing more with issues of culture and arts. The other department was sport and recreation, which was looking at sport and actively developing sport in Botswana. When there were departments, the officers were specialising in their fields and there was fewer frustrations and more productivity. With the current structure, there is more frustration, because those who have done sport are expected to be doing youth development in terms of economic and behaviour change which is not their specialisation and social workers are expected to be doing sport development which is also not their specialisation. This has created burnout and frustrations within the ministry. The respondents in this study believe the new structure is unguided, cumbersome and ineffective. It has hampered productivity and has brought about inertia among the workers. They believe the structure does not help them perform.

#### **7.1.4 Defining PYD**

The theme here focused on PYD as an underlying theoretical perspective in youth entrepreneurship in Botswana. It should be understood that every practice should be underpinned on some empirical evidence or theoretical backing for effectiveness. The theoretical backing (theories) will explain a phenomenon and the models, perspectives and approaches will help come up with interventions that are scientifically proven. In this study, the respondents indicated that they do not do evidence-based practice. They only implement what they are given to implement. They are not sure whether what they are supposed to be doing has been researched or not. As it was prominent in their responses, they said they are pushing numbers. They indicated that what is important for the ministry is numbers, how many people have been assisted in a given period, but not the impact they have made on those who have been assisted. They do not know the theories of PYD. They might be using these theories unintentionally, without knowing that they are using such theories. They only use common sense, because most of the time the youths come to the office and they give them a form to fill out to apply for YDF and that is it. It does not require any intellectual capacity to do the job. There are no proper assessments to see whether the client is ready for entrepreneurship. The participants indicated that if they would have the opportunity to do assessments before they 'dish out' programmes, they will be forced to use theories, because they would have to assess, based on theories and design intervention models

that are based on theories, models, perspectives and approaches of social work, youth development and entrepreneurship. As things are, they are given readymade programmes to implement without any room to improve anything in the programme, so there is no need to read up on theories and try to apply them. This has shown as frustrations on the part of programme officers. Hence they end up not calling themselves social workers, because they believe they are not doing social work.

### **7.1.5 Youth entrepreneurship in Botswana**

This theme, which was the last one, looked at youth entrepreneurship in Botswana and the role that social workers are currently performing in promoting youth entrepreneurship and the roles they believe they should be performing. The main objective for this theme was to tease out the understanding of youth entrepreneurship and the role of social work in promoting it. It was to understand if social workers are competent in that field, and are they applying any theoretical backing in their practice with the youth in entrepreneurship. Almost all respondents have defined entrepreneurship well and they know what entrepreneurship entails especially youth entrepreneurship, maybe because almost all of them have been in the field for more than eight years. They have come to appreciate what youth entrepreneurship is all about. As it was the case with PYD theories, the participants also did not know any theories regarding entrepreneurship. Maybe with experience, they end up applying these theories unintentionally. They further indicated that their programmes are tailor made and there is no time to apply any theory. The programme has its own guideline, forms to apply and the youth come and collect the form. The programme officer will guide those who cannot understand English how to fill the form. The form will then go to the next level and it is either approved or rejected. It is like going to the bank and applying for a loan. The person has to fill in the details that are needed and if they do not meet the criteria, they will be cut off. In this regard, it is difficult to apply any theory. It is about giving the youth the form and follow the instructions.

It has already been indicated that programme officers (frontline social workers) in the Ministry are doing at least four core duties: economic development which is youth entrepreneurship through the YDF, arts, culture and sport. Mostly, as the programme officers have captured, it is about how many people have registered choirs for competitions, how many youths have brought their artistic artefacts for competitions

and how many have been given funds for YDF. These are the current roles that social workers perform in terms of youth entrepreneurship. Social workers believe these roles are not enough and do not define them. They believe they are underutilised in the ministry and this has frustrated them. They believe they have the knowledge, skills and expertise in human behaviour to help strengthen the youth to perform better. The respondents in this theme, which was the main theme of this study, went on in length to describe the roles that they believe social workers in the Ministry should perform to prevent the collapsing of businesses. They believe the Ministry should concentrate on developing the person first before they could give the person any funding. Social workers at the coalface believe they are best situated to be the torch bearers in improving the self-concept of the young person before that person could be given the money. Some of the roles that they believe should be played by social workers include, among others:

- Assessments (intra, inter, and environmental);
- Counselling (therapy);
- Psycho-social support;
- Life coaching;
- Brokering;
- Community needs assessment;
- Research.

They believe that these roles will enhance and promote youth entrepreneurship. If the youth will be venturing into youth entrepreneurship after rigorous training and guidance from social workers, they will be knowing what they are getting themselves into. With the current situation, the youth come to apply for programmes because politicians are using the youth for their political mileage. They tell them that government has provided programmes for them to access the funds, but they do not even have an idea of what they want to do. If social workers were performing the above roles, they will be able to assess the need of individuals during personal assessment, find out the skills gap in the individual and recommend the appropriate programme for an individual.

There are individuals who are going through difficult times in their social lives and the programme officers, who are social workers, cannot help because they have to push the numbers of those who can access the funds. Social workers believe, if given the opportunity to practice counselling, they will be able to do pre-entrepreneurship counselling, to get to know what these young people are thinking and guide them appropriately. Furthermore, they will be able to do counselling for those who are already in entrepreneurship and when things are not going according to plan. Young people's businesses collapse, because they are looking for quick profits, and when profit is not coming their way, they quit. The role of a social worker is to provide psycho-social support to help these youths to realise that it is not easy to run a business, but with determination things will be better.

Life coaching is a lifelong engagement with someone who is trained to coach, or with a mentor. Social workers are supposed to be helping the youth with life coaching, to guide them where they feel they are lacking. They should be linking the youth with mentors who have experience in the field so that the youths can observe, ask questions, get engaged and understand the sector that they would like to venture into. This will help to reduce the rate at which youth businesses collapse, and it will also help in paying back the funds, which in turn will make the revolving fund to have more money, unlike now where government is giving out the same amount every year. Currently, the government of Botswana is giving out P120 million to the YDF programme every year, as it has for the past 8 years. If social workers were utilised effectively, they will be able to reduce the government bill because the revolving fund will have money.

One of the most critical aspects of youth entrepreneurship is that youth as a population, are not a homogenous group. They are different in their backgrounds, social status, education, and areas of residence. Their emotional intelligence is also different. When coming up with programmes, they are not supposed to be one size fits all. Each district should conduct its own assessments and researches to find out what best suits their people. Evidence-based practice in social work is highly imperative when dealing with people. Evidence-based practice in social work can be defined as, *'intervention based on the best available science.'* The authors continue to indicate the

basic elements which the practitioner of evidence-based practice does, will include among others:

- provides informed consent for interventions;
- relies on the efficacy data when recommending and selecting and carrying out interventions;
- uses the empirical literature to guide decision-making.

The use of evidence-based practice in terms of research and needs assessment will help the ministry come up with programmes that are relevant to the youth and will make an impact. Social workers are trained in needs assessment and research and they are better placed to deal with such, and to come up with intervention models that are relevant for the community that they serve.

## **7.2 RECOMMENDATIONS**

In light of the above conclusions, the researcher wishes to make the following practice and policy recommendations under each of the primary themes, based on the findings of the research:

### **7.2.1 Social work in Botswana**

- Teaching social work at UB should be improved to include youth development at bachelor's degree level.
- In the current curriculum of social work at UB, there should be a compulsory course in business such as entrepreneurship, marketing, and business management to give the social workers an appreciation of the business environment.
- There should be a ministry of social development which will coordinate all the services provided to the community. This will help bridge the gap in practice as all social workers, especially in the public service, will be under that ministry and it will be easy to monitor their practice.
- There should be a regulatory body to regulate the profession so as to avoid malpractice.

- More social workers in the MYESCD should be part of the Botswana National Association of Social Workers so that they may not lose touch with the profession and have a body for professional growth and development.

### **7.2.2 Legislations and policies in Botswana**

- Policy and legislation on developmental social work needs to be more critical and aware of the changes in the youth environment in Botswana.
- There is a need to review the National Policy on Youth 2010 to cater for the current issues as elucidated in this research, such as unemployed educated youth.
- There is a need for the MYESCD to come up with policies and programmes that are relevant to the current generation of youth and not one size fit all programmes.
- The ministry should have a research framework which will help the ministry to come up with evidence-based interventions and this will reduce the bill in youth development. The programmes must be targeting by nature and must be able to address contextual issues.
- The ministry should align policy and practice, and engage practitioners in policy formulation because they are the ones who work directly with the youth.

### **7.2.3 Administrative structure for youth development in Botswana.**

- The current structure is not serving the youth well and needs to be revisited to make it more conducive for youth development to take place. The Ministry should revert to separate departments so that programme officers may optimally use their skills and expertise to engage in youth development.
- The youth who are getting grants live within a social structure, so their social needs should be addressed. The Ministry should have social workers working as social workers in the Ministry to deal with social issues before the youths are even given the forms to fill. The Ministry should create a social work unit that specialises in social work and youth welfare matters. This will be a better option instead of a programme office, which only deals with programmes, not the

welfare and well-being of the youth. This social work office will be the entry point of the youth in the ministry.

- The infrastructure, especially for the social work unit, should be improved and create a conducive environment where confidentiality will be paramount to safeguard the integrity and worth of the client.

#### **7.2.4 Youth development and youth development programmes in Botswana**

- More research is needed in the field of the youth to have programmes that are relevant and which address the issues of the current generation of youths.
- There is need for training of youth officers who are already in the field on issues of youth development and entrepreneurship development. This will give them the opportunity to learn new skills and interventions which will add value to their current interventions. The current tradition is to employ any degree holder to work as a programme officer. Some of them have no skills in human behaviour and will benefit from crash courses on human behaviour.
- The Ministry should revisit what used to work for the youth, such as youth councils and youth dialogues, but contextualise it with the fourth industrial revolution, so as to be contextual and relevant to the current generation.

#### **7.2.5 Positive Youth Development (PYD)**

- The Ministry should have programmes that are underpinned with a theoretical framework that will guide policy formulation, development and implementation.
- The Ministry should train the current programme officers on PYD to try and change the mind-set in terms of youth development. The framework as suggested in this study will help improve the intervention strategies and improve the sustenance of the youth projects.

#### **7.2.6 Youth entrepreneurship**

The role of social workers should be clear in youth entrepreneurship. Social workers act as support staff in entrepreneurship. They should be able to:

- Assess youths to see if they are ready for entrepreneurship;

- Perform counselling for those who would like to engage in youth entrepreneurship and those who are already in;
- Act as brokers for the youth and enable them to access resources, especially youths in rural areas;
- Do periodical needs assessment so that they can advise policy in what the youth need and improve the programmes;
- They should capacitate the youth on issues such as financial literacy, stress management, sexual reproduction health and alcoholism.

### **7.3 FUTURE RESEARCH**

The researcher does not see this study as wholly exhaustive or complete, but believes that further research will be stimulated from the findings of this study and should be considered. The research study recommends additional research into the following areas.

- This study was only looking at the frontline social workers in the MYESCD in five areas in the southern part of Botswana. A mixed-method, national research study is suggested which should investigate the subject matter on a national level as well on a sub-Saharan level, in order to establish comment trends.
- A mixed method study is also recommended, so that more respondents could be covered by the study and have a clearer picture of what should be done to improve service delivery to the youth.
- There also should be a study that cooperates the youth into the study to consider their voices and views on how they see the role of social work in the promotion of youth entrepreneurship.

### **7.4 CONCLUDING KEY FINDINGS**

This study has found that the role of social work is important in promoting youth entrepreneurship and it is relevant to youth development. Furthermore, it is clear from the findings that if social work is applied well in youth entrepreneurship, the fortunes for the youth might change for the better and improve the status of the youth. The

concluding chapter has summarised everything that has been discussed in the study and the recommendations have been made to guide UB, the MYESCD and other stakeholders in the field of youth development. Finally, recommendations were made for future research in the field.

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## **APPENDIX A: INTERVIEW SCHEDULE (FOR PROGRAMME OFFICERS)**

**University of Stellenbosch  
Department of Social Work**

### **The role of social workers in promoting entrepreneurship among youth in Botswana**

Researcher: K. Jongman

#### 1. IDENTIFYING PARTICULARS OF RESPONDENTS

Gender	Age	Place of work	Qualification	other

- How long have you been working in the ministry and which post are you holding?

#### 1. CONCEPTUALIZATION AND HISTORY OF SOCIAL WORK IN BOTSWANA.

- Do you have any knowledge of the history of social work in Botswana, its values, principles and standards?
- Do you know any legislations that guide social work practice in Botswana?
- Fundamental principles and interventions of social work in Botswana?

#### 2. YOUTH DEVELOPMENT AND YOUTH DEVELOPMENT PROGRAMMES IN BOTSWANA.

- What usually do you do in your day-to-day interaction with the youth?
- What is their understanding of youth development?
- Have they seen growth or regression in youth development over the years?
- As frontline social workers in the ministry, how do they see the role of social workers in youth development in Botswana?

- What policies are relevant to their current youth development?
3. INSTITUTIONAL FRAMEWORK FOR YOUTH DEVELOPMENT IN BOTSWANA
- Which legislations are you using on your day to day interaction with the you?
  - Do you have any guiding principle in your work with the youth?
4. ADMINISTRATIVE STRUCTURES FOR YOUTH DEVELOPMENT IN BOTSWANA
- Please elaborate on the structure of your local office
  - Elaborate on the administrative structure of the ministry.
  - Are social workers only cadres employed in the ministry?
5. DEFINITION OF POSITIVE YOUTH DEVELOPMENT
- Which theory do you use in your interventions with the youth?
  - Do you know Positive youth development theory, have you ever used it, if yes, was it effective?
6. YOUTH ENTREPRENEURSHIP
- What do you understand by entrepreneurship?
  - What is your understanding by youth entrepreneurship?
  - Elaborate on youth development fund and the role of social work in it.
  - What is their understanding of Entrepreneurship and youth development?
7. ROLES OF SOCIAL WORK IN YOUTH ENTREPRENEURSHIP
- What do you think is the role of social work in entrepreneurship?
  - Do you think the role of social work is important in youth entrepreneurship?
  - What do you do in promoting youth entrepreneurship?
  - Do you have any other thing you would like to say?

**THANK YOU FOR YOUR TIME.**

## **APPENDIX B: CONSENT TO PARTICIPATE IN RESEARCH**



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY  
jou kennisvennoot • your knowledge partner

### **STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH: Social Workers (programme officers) and principle programme officers**

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#### **The role of social work in promoting entrepreneurship among the youth: A case study of youth development in Botswana**

You are asked to participate in a research study conducted by Kgomotso Jongman, from the Department of social work at Stellenbosch University. You were selected as a possible participant in this study because you are a social worker working in the ministry of youth empowerment, sports and culture development as a programme officer.

#### **1. PURPOSE OF THE STUDY**

The study wants to establish the role of social work in promoting youth entrepreneurship among the youth in Botswana.

#### **2. PROCEDURES**

If you volunteer to participate in this study, we would ask you to do the following things:

- a. To answer all answers to your best ability.
- b. Share your knowledge of your work with the researcher.

#### **3. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

The expectation is to have efficient youth development programmes and enhance youth work and role of social work in youth work.

#### **4. PAYMENT FOR PARTICIPATION**

Participation is purely voluntary. There will be no remuneration for participating.

## **5. CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of keeping all data in the recording devices safe in a locked cabinet in an office. All information that will be transcribed will be kept well in file and away from the reach of people and only known by the researcher

## **6. PARTICIPATION AND WITHDRAWAL**

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so

## **7. IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact my supervisor, Prof. Lambert Engelbrecht, ([lke@sun.ac.za](mailto:lke@sun.ac.za) ; 021 8082073)

## **8. RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [[mfouche@sun.ac.za](mailto:mfouche@sun.ac.za); 021 808 4622] at the Division for Research Development at Stellenbosch University

<b>SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE</b>
--

The information above was described to me \_\_\_\_\_ by \_\_\_\_\_ in \_\_\_\_\_] and *I am* in command of this language or it was satisfactorily translated to me. *I* was given the opportunity to ask questions and these questions were answered to *my* satisfaction.

*I hereby consent voluntarily to participate in this study.* I have been given a copy of this form.

.....  
**Name of /Participant**

.....  
**Signature of Participant**

.....  
**Date**

<b>SIGNATURE OF INVESTIGATOR</b>
----------------------------------

I declare that I explained the information given in this document to \_\_\_\_\_ [He/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [Afrikaans/\*English/\* and *no translator was used*

.....  
**Signature of the Investigator**

.....  
**Date**

## **APPENDIX C: INTERVIEW SCHEDULE (FOR PRINCIPAL PROGRAMME OFFICERS)**

**University of Stellenbosch**

**Department of social work**

**The role of social workers in promoting entrepreneurship among  
youth in Botswana**

**Researcher: K. Jongman**

### 1. Biographical Data

Gender	Age	Place of work	Qualification	other

2. How long they have been in the field of youth development?
3. What usually do you do in their day-to-day interaction with the youth?
4. What has been your experience in the field of youth development?
5. How do you see the role of social workers in youth development in Botswana?
6. What do you know about Positive Youth Development?
7. What is your understanding of entrepreneurship and youth development.
8. What exactly have the social workers been doing in terms of promoting youth entrepreneurship?

## APPENDIX D: ETHICAL CLEARANCE



### NOTICE OF APPROVAL

REC: Social, Behavioural and Education Research (SBER) - Initial Application Form

8 July 2019

Project number: 10096

Project Title: The role of social workers in promoting entrepreneurship among youth in Botswana (2)

Dear Mr Kgomotso Jongman

Your REC: Social, Behavioural and Education Research (SBER) - Initial Application Form submitted on 24 June 2019 was reviewed and approved by the REC: Humanities.

Please note the following for your approved submission:

**Ethics approval period:**

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
8 July 2019	7 July 2022

**GENERAL COMMENTS:**

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

**If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.**

Please use your SU project number (10096) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

**FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD**

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

**Included Documents:**

Document Type	File Name	Date	Version
Research Protocol/Proposal	Final proposal	23/04/2019	23/04/2019
Informed Consent Form	consent form	23/04/2019	23/04/2019
Data collection tool	MAJOR THEMES OF THE STUDY	23/04/2019	23/04/2019
Default	Jongman DESC report	23/04/2019	23/04/2019
Informed Consent Form	consent form	24/06/2019	
Data collection tool	interview schedule	24/06/2019	
Default	research permit	24/06/2019	

If you have any questions or need further help, please contact the REC office at [cgraham@sun.ac.za](mailto:cgraham@sun.ac.za).

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.  
The Research Ethics Committee: Humanities complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2<sup>nd</sup> Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.

## **Investigator Responsibilities**

### **Protection of Human Research Participants**

Some of the general responsibilities investigators have when conducting research involving human participants are listed below:

**1. Conducting the Research.** You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research. You must also ensure that the research is conducted within the standards of your field of research.

**2. Participant Enrollment.** You may not recruit or enroll participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use.

**3. Informed Consent.** You are responsible for obtaining and documenting effective informed consent using **only** the REC-approved consent documents/process, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

**4. Continuing Review.** The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the REC approval of the research expires, it is **your responsibility to submit the progress report in a timely fashion to ensure a lapse in REC approval does not occur**. If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

**5. Amendments and Changes.** If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You **may not initiate** any amendments or changes to your research without first obtaining written REC review and approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

**6. Adverse or Unanticipated Events.** Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research related injuries, occurring at this institution or at other performance sites must be reported to Malene Fouche within **five (5) days** of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the REC's requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch University Research Ethics Committee Standard Operating Procedures. All reportable events should be submitted to the REC using the Serious Adverse Event Report Form.

**7. Research Record Keeping.** You must keep the following research related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence from the REC

**8. Provision of Counselling or emergency support.** When a dedicated counsellor or psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

**9. Final reports.** When you have completed (no further participant enrollment, interactions or interventions) or stopped work on your research, you must submit a Final Report to the REC.

**10. On-Site Evaluations, Inspections, or Audits.** If you are notified that your research will be reviewed or audited by the sponsor or any other external agency or any internal group, you must inform the REC immediately of the impending audit/evaluation.

## **APPENDIX E: ANONYMITY**

The anonymity of both the programme officers and principal programme officers in the Ministry of Youth Empowerment, Sports and Culture Development will be reserved throughout the study. The case studies developed on each representative will not reveal their identity such as name, station of work nor the salary band. All the information will be privy to the researcher and it will be stored in a safe place to protect the respondents.

The study is of low risk and the assumption is that it will not cause any discomfort to the participants. In the event that it will cause discomfort to the participants they will be referred to: Ms. Oratile Machiwana, Social Worker at Jo'speaks Consultancy, +267 72361598

### **Registration**

The researcher is a practising social worker in Botswana and registered as an axillary social worker with the South African Council for Social Service Professionals (5014225-SACSSP). He ascribes to the professional code of conduct of the social work profession.

### **Telephone**

+267 71228902

## APPENDIX F: RESEARCH PERMIT

TEL: (+267) 3901186  
FAX: (+267) 3913473

MINISTRY OF SPORT YOUTH AND CULTURE  
PRIVATE BAG 00514  
GABORONE  
BOTSWANA



REF: MYSC 9/2/1 XI (26)

10 May 2019

Kgomotso Jongman  
Private Bag 00750  
Gaborone, Botswana

### RESEARCH PERMIT- KGOMOTSO JONGMAN

This serves to acknowledge your application to do research titled **“The Role of Social Workers in Promoting Youth Entrepreneurship in Botswana”** The Permit is granted for a period of one (1) month, commencing 10 May 2019 to the 10 June 2019 and is granted under the following conditions:

1. Copies of the final product of the study are to be directly deposited with the Ministry of Youth Empowerment, Sport and Culture Development, National Library Services, National Archives and Records Services and Office of Research and Development Unit in the University of Botswana.
2. The Permit does not give you authority to enter premises, private establishment or protected areas. Permission for such areas should be negotiated with those concerned.
3. You conduct your study according to particulars furnished in the application you submitted taking into account the above conditions.
4. Failure to comply with any of the above conditions will result in the immediate cancellation of the Permit.

Thank you

Yours Faithfully

Tsaone K Ramatlhare

For/Permanent Secretary



Cc: Director, National Archives and Records Services  
National Librarian, National Library Services  
Director, Office of Research and Development, University of Botswana

## **APPENDIX G: MAJOR THEMES OF THE STUDY**

<b>Theme 1</b>	Conceptualization and history of social work in Botswana.
<b>Theme 2</b>	Legislations and policies for social work in Botswana
<b>Theme 3</b>	Fundamental principles and interventions of social work in Botswana
<b>Theme 4</b>	Youth development and youth development programmes in Botswana.
<b>Theme 5</b>	Institutional Framework for youth development in Botswana
<b>Theme 6</b>	Administrative structures for youth development in Botswana
<b>Theme 7</b>	definition of positive youth development
<b>Theme 8</b>	Experiences on positive youth development
<b>Theme 9</b>	Youth entrepreneurship
<b>Theme 10</b>	Roles of social work in youth entrepreneurship