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**Assessing the Participation of Youth in Community Development Programmes
at Mtubatuba Local Municipality, KwaZulu-Natal Province**

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**ASSESSING THE PARTICIPATION OF YOUTH IN COMMUNITY DEVELOPMENT
PROGRAMMES AT MTUBATUBA LOCAL MUNICIPALITY, KWAZULU-NATAL
PROVINCE**

RESEARCH REPORT

BY

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2019

DECLARATION

I, Sandiseni Lennox Mbatha, hereby declare that this research project is my own work and effort. Where other sources of information have been used, they have been acknowledged. It is submitted in fulfilment of the requirements for the degree of Master of Arts in Development Studies to the University of the Zululand, Empangeni (Kwa-Dlangezwa Campus).

Signature.....

Date.....

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In God I trust. I thank you all!

DEDICATION

I dedicate this study to my late father, Mr Nicholas Sipho Mbatha, who always offered his words of wisdom and encouragement, and was also determined to see me prosper in life and academically.

ABSTRACT

The youth are fresh- minded and innovative and are an asset to their countries. Investing in them could yield tremendous social and economic results, particularly in the countries that are still classified as developing. Young people can be drivers of development; and therefore, the youth should be given adequate opportunities to develop and participate in community development initiatives.

The aim of this study was to examine the nature and level of participation of the youth in community development programmes (CDP) at Mtubatuba Local Municipality (MLM). The research examined the views of the youth who are participating in CDPs, as well as of the government officials (Key Informants) who work closely with the youth in community development programmes. The focus of the study was to reveal the nature and level of the youth participation, and the attitudes of the youth towards participating in CDPs.

This study was conducted in ward 1 and ward 2 of Mtubatuba Local Municipality, and focus groups were used to solicit information from the youth participants. It, therefore, used unstructured interviews for the key informants. The study was qualitative in approach but employed some quantitative elements to support the narrative data. The results of this study revealed that the youth do actively participate in social - activities of (CDP's), but their level of participation is satisfactory, although the youth are assigned and informed in CDP, which leaves them with limited access to control CDP's.

It was also discovered that there is no designed youth participation model within the local municipality, which may lead to difficulties in engaging the youth in initiation of CDP's, however the youth are working diligently to implement programmes brought before them by development agencies. The youth were informed and assigned to community development programmes. Centralisation of power and authority influences the level and nature of participation in community development programmes.

It was also clear that the adults centralise power and authority in CDP's and, as a result, the youth have no control over CDP's, they often join programmes during the implementation stage and, therefore, are in no position to take decisions on the

programmes. Youth involvement in the design, implementation and evaluation of community development initiatives is recommended.

Key words: *participation, community development programmes, youth, youth participation, community development*

LIST OF ABBREVIATIONS

AU	African Union
CDP	Community Development Programme
DFID	Department of International Development
DSD	Department of Social Development
EPWP	Expanded Public Works Programme
FG	Focus Group
IFRC	International Federation of Red Cross and Red Crescent Societies
IT	Information Technology
KZN	KwaZulu- Natal
MLM	Mtubatuba Local Municipality
Naads	National Agriculture Advisory Services
NGO's	Non-Governmental Organisations
NYDA	National Youth Development Agency
NYP	National Youth Policy
SA	South Africa
SAPS	South Africa Police Service
SCDO	Siyaphambili Community Development Organisation
SPSS	Statistical Package for Social Sciences
SYA	Scabazini Youth Academy
TYPE	Typology of Youth Participation and Empowerment
UN	United Nations
YC	Youth Clubs
YES	Youth Engagement Strategy

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Today's young generation is the largest in history in that nearly half of the world's population is under the age of 25 and almost 90% of this population group resides in the developing countries (Department for International Development (DFID), (2016). It is further stated that young people are fresh- minded and innovative and are a valuable asset to their countries. So, investing in them could yield tremendous social and economic results, particularly in the countries that are still classified as developing. Young people can be drivers of development. Therefore, the youth should be given adequate opportunities to develop and participate in community development initiatives. Sommers (2017) also argues that youth participation in Africa is growing in scale, diversity, relevance, and demand.

There is growing momentum on youth participation, and governments around the world are increasingly supporting youth ministries, youth policies and youth programmes, and there is now greater recognition that young people are the future of their countries' social and economic development (DFID; 2016). However, there is still a long way to go in order to realise this potential and this requires an in-depth study on the nature of youth programmes and their level of participation in community development programmes. The information required relates to whether the youth is adequately informed about development programmes, the type and nature of programmes available which include the extent to which the youth is perceived as the target group in the development programmes from inception and lastly, whether they are afforded the opportunity to work in partnership with experienced members of the community. It is crucial that the youth become engaged in development activities as the decision makers of tomorrow in the development decisions of today.

However, participation should not be confined to participation in the implementation phase, but throughout the project cycle. It is unfortunate that even the proponents of the concept 'participation' and policies sometimes fail to indicate exactly the level at

which participation should occur and the nature of participation in any development programme. The study, therefore, examined the nature and level of youth participation in community development programmes at a local government level, at Mtubatuba Local Municipality, in Kwa-Zulu Natal (KZN), South Africa (SA).

1.2 BACKGROUND TO THE STUDY

The first Black and late South African President, Nelson Mandela, at a celebration on the anniversary of Bastille Day in the year 1996, stated that he admired young people who are concerned with the affairs of their community and nation (Mandela; 1996). He believed that young people have to be more concerned with the development of communities. Disla (2014) is also of the idea that the youth civic participation in community development programmes is empowering and enables the youth to make valuable contributions in the social and economic development of their communities. It enables them to gain experience, knowledge, values and life skills necessary for success in careers, education and lifelong learning. The DFID (2016) maintains that when the youth is given the right opportunities and properly supported, they can play a significant part in uplifting themselves, and pulling their families and communities out of poverty. Youth participation in development strengthens young people's abilities to meet their own subsistence needs, but adequate support is required as it provides better conditions for youth empowerment and positive youth development.

The United Nations World Programmes of Action on Youth (2000) pointed out that the world programmes of action for the youth provide a policy framework and practical guidelines for national action and international support to improve the situation of young people. The Commonwealth Youth Charter (2005) puts emphasis on the creation of societies where young women and men are empowered to develop their creativity, skills and potential as productive and dynamic members of society. The belief is that the youth with guidance and support of adults who are experts in community development can achieve empowerment as well as self-development that may contribute positively to building their communities.

Debates have been held and much has been written pertaining to the issue of youth development, but major issues for the developing countries, such as fighting youth unemployment, inequality and poverty, remain unchanged. Masango (2001) stated that it is an undeniable fact that development depends on the actual participation of citizens. However, most projects only encourage participatory processes in the implementation phase of programmes, disregarding the formulation and evaluation phase. The level and nature of participation is usually not clearly determined from conception, it is usually treated as an 'add-on' and never evaluated. This clearly excludes the youth from participating holistically in the development process that mainly concerns them.

The African Youth Charter of 2006 serves as a strategic framework which provides direction to youth empowerment and development. This charter is aligned with the effort of the African Union (AU) which boasts a path for effective youth development. And highlights to the importance of full participation of young women and men at every level of decision-making, can be seen in the African Youth Charter. Cavaye (2013) once pointed out that community development is not just "growth"; growth means more jobs and more investment but implies "more of the same". It does not necessarily increase choices, networks or ability to manage change. Community development must include participation which must result in sustaining the achievement in the process.

The Community Survey (2016) points out that age-sex distribution indicates a youthful population, with the highest proportion of both males and females, which implies the importance of including youth in development. The National Development Plan (2012) provides an inspirational vision of South Africa in 2030 and provides the context within which all youth-oriented programmes should be located. The NDP is supported by the National Youth Policy of 2014-2019 that is designed to ensure the realisation of the youth population, which is economically active, socially integrated and emotionally engaged in the success of South Africa.

Although youth participation worldwide shows that it is helping to address challenges faced by the developing countries, there seems to be a huge gap between implementation and theory on youth participation in community development. The interest of the researcher in this study was to determine how the youth is involved in community development, how the ground is prepared for working with the youth as partners, and how the development programmes are initiated. Hence, the study focus was to assess the extent to which participation in community development is actuated.

1.3 STATEMENT OF THE PROBLEM

Quoting Kofi Annan, Ben-Attar (2010:1) stated: “young people are not only the leaders for tomorrow, but they can also play a leading role in development of their communities today” and what is required, is their engagement and active participation in community development programmes. Crowley and Moxon (2017) added that youth participation involves both ‘spaces’ where young people can express their views, and opinions, but also opportunities for decision makers to listen to those views and opinions and take them into account. They should be engaged in every decision that will have an effect on their lives. By so doing, the youth can achieve youth development as well as community development, simultaneously.

According to Mudavanhu (2019), community engagement increases young people’s sense of citizenship and civic pride, and it gives them an increased sense of their efficacy and decreases the likelihood that they will take part in high-risk behaviours, such as engagement in substance abuse and crime. By engaging young people and enhancing their sense of social responsibility, youth civic participation programmes strengthen civil society, through having more young capable leaders and responsible citizens. In support, Tracey and Kahuthia (2017) added that engaging youth in democratic governance processes in Africa could bring with it huge Social, Political and Economic benefits. The youth civic participation is a valuable resource for addressing a range of social challenges.

The issue of youth participation in community development programmes should focus attention at the extent and benefits of active participation of the youth in their development and that of the community. Participation should not only be a ‘buzz word’, but efforts should be made to ensure that participation is realised throughout the

programme. A number of questions are raised in the study, such as whether the youth is taken into consideration in local community development programmes? What is the nature of youth participation in community development programmes, and what is the level of participation of the youth in community development activities? Hence, the study sought to examine the participation of youth in community development programmes by focusing on the nature and level of the youth participation and youth perception.

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to examine how the youth participate in community development programmes. Below, are the objectives that shaped the entire study in achieving the aim:

- 1.4.1 To analyse the level of youth participation in these community development programmes.
- 1.4.2 To assess the nature of youth participation in community development programmes.
- 1.4.3 To examine the attitudes of the youth towards participation in community development programmes.

1.5 RESEARCH QUESTIONS

The study was guided by the following questions in the attempt to achieve the aims and objectives:

- 1.5.1 What is the level and nature of youth participation in community development programmes?
- 1.5.2 What is the nature of youth participation in community development programmes?
- 1.5.3 What are the attitudes of the youth towards participation in community development programmes?

1.6 CONTRIBUTION OF THE STUDY

The study was mainly intended for academic purposes, and it also sought to add value on existing literature around youth participation in community development programmes. Furthermore, its completion may add knowledge to relevant institutions working with young people and community development, thereby assisting in designing and structuring possible youth participation models in community development programmes.

1.7 OPERATIONAL DEFINITIONS

In this section the researcher makes synthesis of the fundamental concepts of the study which are most considered in shaping the entire study.

1.7.1 Youth

Youth refers to a person who is falling within the age group of 14 to 35 years. Sommers (2017) defines the youth as a phase of life when a person moves from a time of dependence (childhood) to independence (adulthood).

1.7.2 Participation

Blackburn *et al.* (2018) defines participation as the process of sharing decisions which affect one's life and of the community in which one lives. It is the means by which a democracy is built, and it is a standard against which democracies should be measured.

1.7.3 Youth Participation

According to Hazekamp (2019) youth participation is a process of involving young people in the institution and decisions affecting their lives. This definition suggests that the youth participation process is active and informed. However, Biggeri *et al.* (2019) define youth participation as a process where young people, as active citizens, take part in, express views on, and have decision making power about issues that affect them.

However, in this study Youth Participation is an active process where young people or youth are fully engaged in identifying and making decisions on issues (that are unacceptable to them); and needs (that they believe are priority). Further, all the youth are addressing their needs and changing situations for better by controlling and having responsibility over programmes they take part in.

1.7.4 Community Development

Community Development, as a concept, has been defined in different ways to give different perspectives. Phillips and Pittman (2015) defined community development as a process where local community residents identify unmet needs and seek to build capacity by improving skills and knowledge for individual and the community as a whole. This definition clarifies that community development is a process that enables community residents to come in cohesion to identify their needs, set up plans, decide together, act together and support each other.

The other version of definition comes with Edwards *et al.* (2019), who defined community development as processes where local people cannot only create more jobs; income and infrastructure, but also help their community become fundamentally better able to manage change. Edwards and associates indicate that community development is not about only reaching socio-economic freedom, but also coming together to build human capital, gain new skills to improve environment together where everyone is able to manage improvement.

Toledo (2019) defined community development as a process whereby those who are marginalised and excluded are enabled to gain self-confidence, to join with others and to participate in action to change their situation and tackle the problems that face their community.

However, the researcher understands community development as a process whereby people of a particular community struggle together to meet their needs and wants, and these may be social, economic, political or environmental needs. Community development is beyond a geographical area; it is about empowering the local community to be able to uplift themselves. Once the touched residents had identified their unmet needs, they further come together to initiate community development

programmes which are aimed to increase resident's participation and achieve desired goals of development in unity.

1.7.5 Community Development Programmes

Community Development Programmes are an initiative that is designed to tackle challenges of local people by engaging fully the affected ones, government and private sectors to apply skills, knowledge, resources and techniques to initiate, plan, implement and control activities to achieve community development.

1.8 LAYOUT OF THE STUDY

Below is the layout of the study from the first chapter till the last chapter.

Chapter 1: Orientation of the study

Chapter 1 provides the orientation of the study, including the introduction and rationale of the study. Furthermore, this chapter contains the statement of the problem, motivation of the study, aim and objectives of the study, research questions, and definition of concepts.

Chapter 2: Literature Review

Chapter 2 provides the theoretical framework for the study and also explores the literature regarding the youth participation in community development programmes.

Chapter 3: Research methodology

Chapter 3 describes, in details, the research process, including the research approach, design and methodology that were followed in the study.

Chapter 4: Interpretation and discussion of data

Chapter 4 presents the data, analysis and the findings of the study. Furthermore, there is discussion of findings and results.

Chapter 5: Conclusion and recommendations

Chapter 5 summarises the results of the study and draws conclusions from the study. Delimitation and recommendations are also presented.

1.9 SUMMARY OF THE CHAPTER

This chapter has introduced and provided an insight into the study. It then provided the overview of the study, which is outlined as follows: orientation of the study, introduction of the study, background of the study, problem statement, research questions which will be conducted primarily and secondary, aims and objectives of the study, definition of terms, and the entire layout of the study. The next chapter outlines the literature review of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter examines the empirical studies and models related to youth participation in community development programmes. It firstly, discusses policy frameworks on youth participation, youth participation models, and also looks at the youth participation strategies, the level of participation in community development programmes and the nature of youth participation, challenges, their importance, and factors that promote or hinder the youth participation in community development programmes.

2.2 POLICY FRAMEWORKS ON YOUTH PARTICIPATION

Youth participation is perceived as a crucial part in any community or national development. Involving young people in the progress of community or nation may catalyse or hinder development. However, the contribution of young people depends on the approach or how the ground is prepared to engage them. The general assumption is that the youth are the majority of the global population, and their engagement towards community development programmes may assist in developing communities and nations.

Nonetheless, it is noticed that the advocacy for youth participation in development of any nation or community remains overlooked not because they don't want to engage the youth, but it is because the youth are carried away by little important things. However, there are legislative policy frameworks that aim to support youth civic participation internationally, continentally and countrywide. Below, these legislative policy frameworks are discussed to show the support of youth participation in different spheres.

2.2.1 World Programme of Action on Youth (2000) and beyond

United Nation's (UN) ministries adopted World Programme of Action on Youth 2000 and beyond. This framework's primary focus is to address the problems of the youth across the world. It seeks to advance the youth lives through providing opportunities that may enhance youth participation in the societies. This framework further offers a guideline to countries on how they should advance their young people's lives through engaging them in development processes.

2.2.2 African Youth Charter

This framework was adopted by the African Union (AU), and it seeks to provide an opportunity for effective youth development. It is a strategic framework that guides implementation of youth empowerment and development from all spheres (continental; regional and national level). It further stresses that every young person shall have the right to participate in all spheres of society. This emphasises that countries should promote active youth participation in society.

Moreover, from the policy article eleven (11), points C, D, and G state that countries should "ensure equal access to young men and young women to participate in decision-making and in fulfilling civic duties; give priority to policies and programmes including youth advocacy and peer-to-peer programmes for marginalised youth, such as out-of-school and out-of-work youth, to offer them the opportunity and motivation to re-integrate into mainstream society; and further provide technical and financial support to build the institutional capacity of youth organisations". This charter is guided by the constitutive act of the AU, and is further informed by AU vision of developing and empowering the youth of Africa.

2.2.3 The White Paper for Social Welfare (1997)

This document focuses on articulating the challenges that are encountered by the youth; it further provides intervention to be used to ensure the development of the youth. This framework emphasizes that the youth should put their effort in addressing their issues to empower and develop themselves. However, government is expected

to capacitate the youth and provide youth development services and support, in order for the youth to advance their lives in the process of community development.

2.2.4 National Youth Policy (2014 – 2019)

This policy is guided by AU article 12 which emphasises that every State Party should establish its National Youth Policy (NYP) in empowering and developing the youth of their respective country. It further argues that the development of a national youth policy shall be informed by extensive consultation with the youth and cater for their active participation in decision-making at all levels of governance in issues concerning youth and society as a whole.

The NYP goal is to enhance the capabilities of the youth through addressing their needs, promoting outcomes, and providing an integrated coordinated package of services, opportunities, and necessary support for holistic development of youth. This policy supports the youth to access social, political and economic mainstream through providing many choices for all young people. The framework is aligned to the South African Constitution, as well as the National Youth Development Agency (NYDA) Act, Number 54 of 2008. However, NYP provides the context for the government to set ground for the youth to participate in their development.

2.2.5 National Youth Development Agency (NYDA), Act No.54 of 2008

The National Youth Development Agency aimed at creating and promoting coordination in youth development matters. The Act mandates the NYDA to develop an integrated youth development strategy for South Africa and initiate, design, coordinate, evaluate and monitor all programmes aimed at integrating the youth into the economy and society in general. The Act promotes the youth's participation in democratic process; community and civic decision-making; and development at all levels.

However, scholars (Scales and Leffert, 1999; Brennan, Barnett and Lesmeister, 2006) argue that both communities and the youth can benefit greatly from involvement of young residents in all aspects of community development processes. It is noticed that

when the youth are effectively engaged in community development programmes, they contribute to all spheres and adults become more aware of the concerns and needs of young people in the community. This may help adults to plan or prepare a holistic model for involving the youth in community development programmes from initiation without manipulating them.

2.3 TYPES OF COMMUNITY DEVELOPMENT PROGRAMMES

Sommers' (2017) findings in a study conducted, simplify that the youth are more engaged in community development programmes. These result in skills acquisition, education, agriculture, sports, religion, water project, and market and community hall. The youth is more likely to engage themselves in programmes where they are more entertained. The findings from Sommers' study display that a strong level of youth participation in community development programmes is that they derive direct benefits.

2.4 MODELS OF YOUTH PARTICIPATION

Youth participation can be more understood through young people' participation models. This study is informed by three models of youth participation to enlighten the nature and levels of youth participation in community development programmes, namely, the Headroom model of youth participation, Hart's ladder of young people's participation, and Typology of youth participation and empowerment (TYPE) pyramid. These models inform the study and assist the researcher in establishing the level of youth participation in the study. The models also determine the nature of youth participation and are described below:

2.4.1 The Headroom model of youth participation

Beidrzycki and Lawless (2008) established the Headroom model of young participation in order to assist the organisation and agencies working with young people to determine participation practices, values and ways of working with young people in reaching effective results in promoting active youth participation of young people. The model understands that youth participation can be achieved when young people and

adults understand each other's roles and share control in community development programmes.

This model clarifies youth participation practices that involve recruiting young people to join the programme; engaging young people on regular basis and allowing youth to have control in the operation; provide training and support to boost skills of youth in order to reach targeted goal of the programme. Further, not to allow the youth to participate in isolation, but providing guidance or supervision to ensure the plan activities are delivered as actual plan; and lastly, building partnership with young people in the community to influence the youth participation to be effective and serve the purpose of community development. Participation practices help the youth understand issues surrounding their communities and enable them to act in solving those issues together with developmental agencies through sharing control over common goals of youth and community development.

This model further articulates the values and ways of working with the youth that can enhance their participation in community programmes. It is noticed that the youth demand to be treated well and be acknowledged in the programmes. The model suggested that adults or agencies have to provide a respectful relationship and participation. The Headroom model argues that respectful participation means that the invitation to participate is genuine, that participation is meaningful, and that the skills and thoughts of the youth are respectfully integrated with those of adults or decision makers. The model suggests that the agencies or adults, in working with the youth, must be prepared to build genuine relationship with the youth, characterised by respect on both parties, and further be able to support and guide youth, without compromising the values of the youth. The purpose of using this model is to help examine the partnership between adults and young people in Mtubatuba Local Municipality, and further determine the ways in which adults and developmental agencies engage youth in community development programmes.

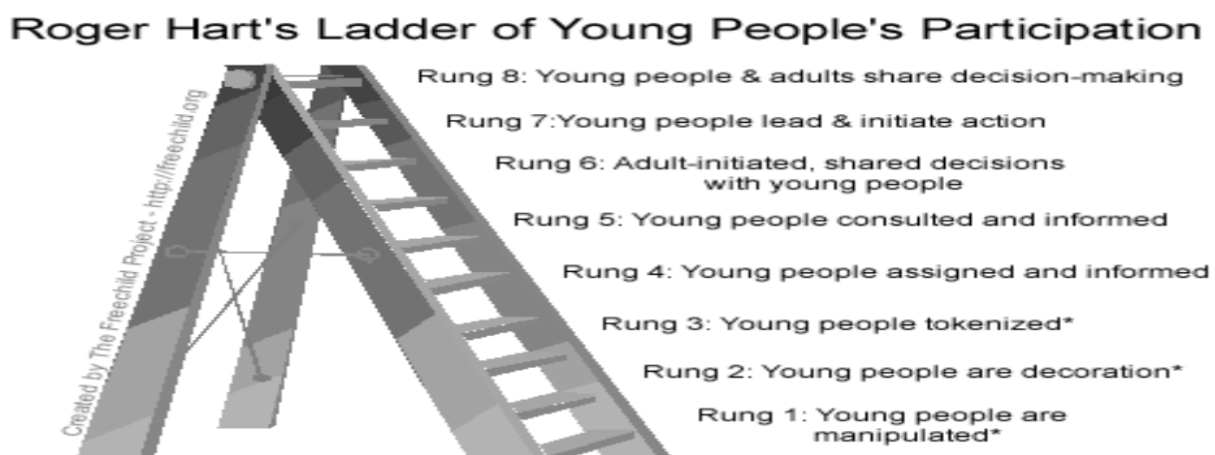
2.4.2 Hart's ladder of young people's participation

Hart's model enlightens the different levels of young people's participation in community development programmes. Figure 2.1 (*overleaf*) demonstrates the eight

different rungs of level of young people's participation whereby the first three rungs could be defined as non-participation rungs in that, reference is made to informing, assigning and manipulating the youth, whilst rung 4 to rung 8 could be defined as true participation rungs.

The first three rungs demonstrate an element of control and oppression and that their participation goes without ownership in the programme, and the youth may be used to advance the agenda of other people in community development programmes. This model helps to determine the level and nature of youth participation in community development programmes.

Figure 2.1: Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R (1992), *Children's participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

These rungs represent the different modes of youth people's participation. *Rung 1* (Manipulation): this happens when the youth do or say what adults suggest them to do, whilst they have no clear understanding of the issues. *Rung 2* (Decoration): this happens when the youth partake in a community development programme or event in many ways (i.e. by singing; dancing or wearing T-shirts with logos on) but they do not really understand the issues behind those events. *Rung 3* (Tokenism): though the youth may express their views, they still pretend, since there is no assurance that the youth concerns and ideas will be addressed or taken into account. In this stage there

are no clear channels provided for feedback, therefore, the youth have little chance to influence the programme designed for their benefit.

Rung 4 (Assigned, but informed): Adults decide on the programme and youth volunteer for it. However, in this rung the youth will understand the programme, and know who decided they should be involved and why. Furthermore, in this rung adults respect the youth opinions. *Rung 5 (Consulted and informed):* in this rung young people are informed about how their input will be used; moreover the youth have a power to influence outcomes through direct collaboration with adults. *Rung 6 (Adults-initiated, shared decisions with young people):* adults have the initial idea, but young people are involved in every step of planning and execution in projects or programmes and further, they tend to be decision makers in the community development programmes. This rung is action participatory oriented.

Rung 7 (Young people-initiated and directed): the youth have power to decide what type of programme they want to originate and run, though adults are available and tend to be catalysts for projects to be carried out without taking a charge over programmes. In this rung youth initiate programmes and direct them, where adults are only involved in a supportive manner. *Rung 8 (Young people-initiated, shared decision with adults):* the adults do not direct but offer their expertise for young people to consider. In this rung the youth have positive engagement and involvement in community development programmes; the youth initiate programmes, and decision is shared between young people and adults.

In a nutshell, the first three (3) rungs of this model can be understood as lack of the youth involvement in planning and decision-making process of the community development programme. They are dominated by adults who control all processes of community development programmes, and young people have a low empowerment potential. Although young people may be able to learn skills and acquire useful knowledge; few opportunities exist for young people to contribute their own ideas to community development programmes.

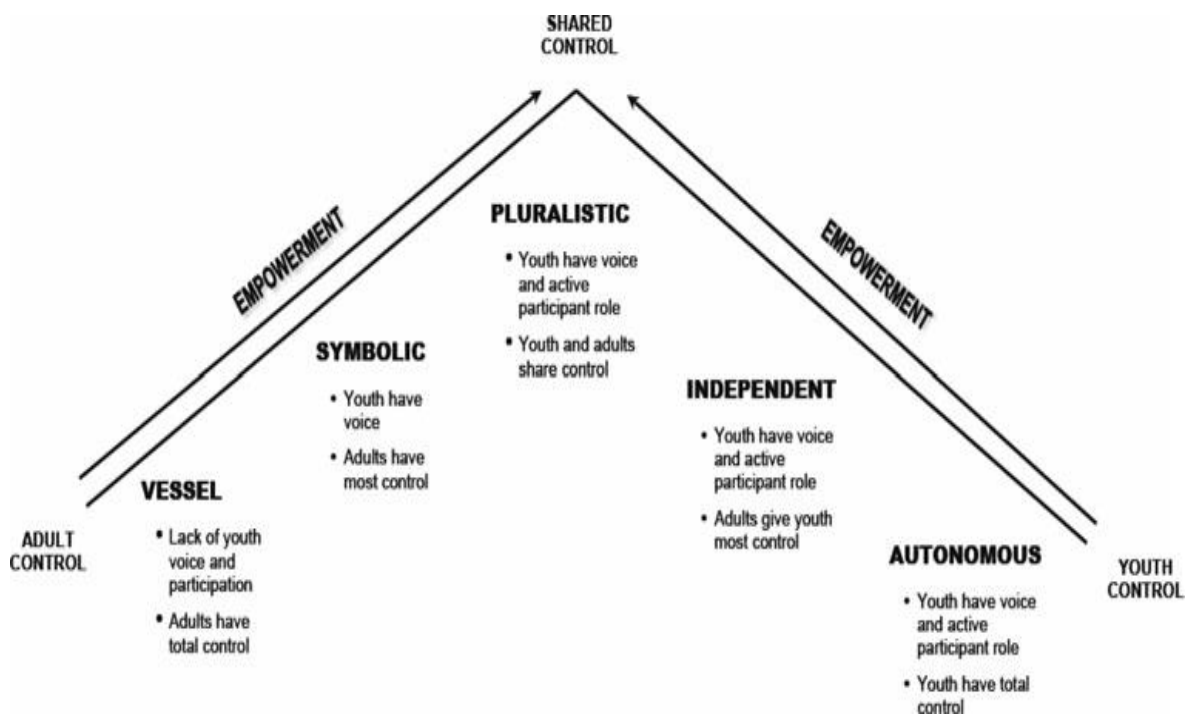
The true participation ways are defined by progressive steps from rung 4 to rung 8. These rungs take off from the youth being assigned and informed about the programme, and progress till youth-adults share control. Adams and Oshima (2014) stated that if youth and adults are partners, youth can offer creativity, a fresh perspective, willingness to try new ideas, and youth-centred understanding of themselves and their peers, whereas adults can contribute experience, expertise on planning, decision-making and evaluation practices, and knowledge about community history, lesson learned and best practices.

According to the model, effective youth participation can be achieved when the youth and adults understand each other's roles and share control in community development programmes. These stages of youth participation with mammoth support from adults contribute in developing the communities, and yield the benefits not only for youth participating in the programme, but also for other youth who are recipients of services or information rendered by programmes. However, Hart (1992) and Treseder (1997) have similar views on degrees of participation. Hart's ladder of young people's participation shows the level of participation and further contributes to determine the level of participation of youth in community development programmes in the study area.

2.4.3 Typology of Youth Participation and Empowerment Pyramid

The TYPE pyramid presents five of the youth participation and empowerment levels. This model has portrayed adult control; youth control and youth-adults shared control with the link of empowerment. Through this model, it is noticed that successful youth participation and empowerment that can benefit the whole society is when adults and youth share the control. Youth Engagement Strategy [YES] (2013) once stated that adults should provide coaching and other opportunities for skills development such as training and engagement in roles with increased responsibility and complexity that will result in furthering life skills and increase employability of the youth in the local community. Leadership should provide training and education opportunities for the youth to enhance their lives. This model is characterised by adults-driven control, youth –driven control, and youth-adults shared control.

Below, figure 2.2 displays TYPE pyramid.



Adapted from Wong, N.T, Zimmerman, M.A, Parker, E.A. 2010: page. AM J Community Psychol, "A typology of youth participation and empowerment for child and adolescent health promotion?"

This model recognises that adult total control in the programme perpetuates manipulation to the youth, young people lack participation, voice in the programme, and there is no potential of young people to be empowered (Wong *et al.*; 2010). However, this model reveals that the advancing of levels of young people's participation towards youth-adults shared control increases with empowerment for young people. When the youth are collaborating with adults in one common goal, they tend to contribute more and are empowered in the process. This idea is supported by Youth Affairs Council VIC (2004) when they define the youth participation as a process of building partnerships between adults and young people to promote the role of young people in decision making on issues that affect them- within services, programmes, and society more broadly.

In this model, the pluralistic participation is linked with empowerment to the youth, it is participation that is so meaningful that it may benefit the entire community. This model testifies that participation is good if it leads to empowerment. Christens (2012) supports the model view, by stating that participation and empowerment are inseparably linked; they depend on each other to give meaning and purpose. It is

perceived that the youth centred participation is meaningless without empowerment to young people participating in the programmes.

2.4.4 Review of Models

The Headroom model of youth participation simply puts emphasis on two elements, which are participation practices, and values and ways of working. This model has been employed to describe the practices followed in a process of engaging the youth in community development programmes, whilst the Hart's ladder of young people's participation has been used to elucidate on different types of level of youth participation, as well as Typology of Youth Participation and Empowerment (TYPE) pyramid which has also been discussed to describe various levels of youth-adults engagement in community development programmes that lead to empowerment and youth development. However, the Hart's ladder of young people's participation and TYPE pyramid both describe the degrees of youth participation, although TYPE pyramid describes youth participation and relates it to empowerment. Hart's ladder on young people's participation describes only the levels of youth participation, but these models are both important in explaining youth engagement in community development programmes.

2.5 STRATEGIES TO ENGAGE YOUTH IN COMMUNITY DEVELOPMENT PROGRAMMES

According to a report from UK Department for International Development (DFID) (2016), the youth working group of the DFID- Civil Society Children and youth network were assessing approaches to youth within DFID's policy and programming. They then developed the three-lens approach to youth participation that focused on working with and for youth towards effective development. The three-lens approach expresses that development agencies should work with the youth in three perspectives, namely; youth as beneficiaries, partners, and leaders. However, this approach enlightens different roles of youth in community development programmes in the study area, and further helps to determine the precise strategies used by development agencies in engaging young people in different roles in community development programmes.

The development agencies or adults should have certain strategies to engage youth and keep them more attached to the process of community development. The International Federation of Red Cross and Red Crescent Societies (IFRC; 2013) developed the youth engagement strategy with the recommendation actions that may be employed in engaging youth in their different roles in community development programmes. The IFRC youth engagement strategy provides strategic directions for development agencies on engaging the youth as leaders; volunteers; and beneficiaries.

2.5.1 Youth as leaders

Schusler, Davis-Manigaulte, and Cutter-Mackenzie (2017) stated that the youth should be engaged in a process of strengthening skills and knowledge to improve effective decision-making, positive peer interactions, and strategic community advocacy. IFRC (2013) identifies strategic directions for agencies to engage the youth as leaders, stressing that the youth should participate in decision-making at all levels of management, governance, and service delivery; be strengthened to take a leading role in connecting with vulnerable and marginalised people, advocating for and with them, and identifying and tackling emerging issues together, prioritising and investing in personal and professional development for current and future leadership roles of young people, and strengthening the leading role of young people in opening the doors to new partnerships.

This gives an idea that the development agencies should provide the youth with relevant skills to prepare them for assuming and advancing in leadership roles and responsibilities, and that the youth should be supported in networking with other experienced leaders in order for them to learn from senior leadership.

2.5.2 Youth as volunteers

IFRC (2013) stated that it is agencies' role to provide young volunteers with the necessary information, training and resources. The development agencies should prepare the ground for working with youth as volunteers, where youth are fully

consulted and informed about the state of the programme and have collaborative intervention with agencies. This identified strategy may enable youth to commit them in the programme design to respond to their needs. IFRC (Ibid) further outlined the strategies for engaging the youth as volunteers as follows: the adults should be increasing meaningful engagement of young volunteers, motivating and retaining young volunteers, guaranteeing the well-being, security, and safety of young volunteers throughout, and after their engagement in programmes and services, recognising young volunteers as contributors to innovation, and also recognising and promoting the social value that young volunteers bring to development.

These strategies give ideas to development agencies so as to keep young volunteers in community programmes. They should provide capacity building that will enable young people some sort of skills, and further empower them to be ambassadors though allowing youth to carry out activities in the community development programmes.

2.5.3 Youth as beneficiaries

IFRC (2013) defined the strategies of engaging the youth as beneficiaries in community development programmes as: the adults should be promoting fundamental principles and humanitarian values to all young people as a means of changing minds, saving lives, and strengthening resilience, and strengthening personal capacities of young beneficiaries. IFRC (Ibid) further argues that this can be achieved by putting special emphasis on the youth abilities and developmental needs, developing a culture of young beneficiaries taking action and giving back to their communities. Further, there should be maintained relevance and responsiveness of all programmes and services to the needs of young beneficiaries and marginalised youth groups. In a nutshell, the above identified Youth Engagement Strategies (YES) imply that development agencies should recognise the youth as a key to actions and community development and include them as key stakeholders in delivering services in community development programmes. This tells that development agencies should be prepared to work for youth to benefit from programmes they render and remain as

agencies' role to come up with a plan to involve young people to develop initiatives and prioritise them.

In a nutshell, development agencies should be engaging the youth in the work of the community development programmes in a meaningful way. Bjornsdottir and Einarsdottir (2018) proposed that youth have an important role to play in community development programmes. Therefore, it is a duty of development/ implementing agencies to develop strategies to draw attention from young people to engage themselves in the programmes. Sommers (2017) suggested that the youth should be given leading roles in their quest for development, and also be engaged as partners in the process. This idea implies that meaningful youth participation can be achieved through prioritising young people and preparing to work with them.

2.6 THE NATURE OF YOUTH PARTICIPATION

There are two divergent views on the nature of community development. These are: the top-down model and bottom-up model. In discussing the nature of community development programmes and youth involvement, the study has employed top-down model and bottom-up model to describe how the groundwork is set to engage the youth by development agencies in community development programmes.

2.6.1 Top-Down Model

According to Macdonald (1995), Top-Down Model is structured around the use of professional leadership and evaluates development programmes. Top-down model enlightens that adults control community development programmes, and they invite young people to community development programmes as beneficiaries or volunteers of the services offered by the programmes that tend to uplift the standard of living of the residents.

This model describes that the youth depend on adults for accessing the services offered by the community development programmes and indicates that young people are not truly engaged in community development programmes and activities. Youth participation in this model can be defined well by the first three rungs of Hart's ladder

of young people participation, which are manipulation, decoration, and tokenism, where young people are serving adults' agenda in community development programmes.

2.6.2 Bottom-Up Model

Larrison (1999) argues that Bottom-up model yields participation in community-wide discussion for youth, and further offers improved opportunities to learn, and the sense of empowerment that comes with knowledge and experience. This model on the youth in community development programmes fosters youth participation and ensures the quality of programmes. Youth in this model are encouraged to voice out their ideas to generate great initiatives. This model reduces imbalance in the community development programmes, through guiding adults to work with young people as partners in reaching common goal of development. Larrison (Ibid) stated that decisions are not only taken by adults, but they build consensus with young people and decide together. The youth in this model are engaged in four ways, which are through; information, consultation, joint development, and collective decision-making. This allows the youth to gain experience in participating in community development and to be well empowered. Adults in this model prepare the ground well for working with young people and further offer them mammoth support in order to encourage young people to civic participation. Moreover, this model illustrates true youth participation in community development programmes.

2.7 CHALLENGES OF YOUTH PARTICIPATION

According to Hershey (2019), involving young people is challenging and rewarding at the same time. In the process of involving young people, it may be fruitful and other cases may be a burden. This thought observes youth participation in different angles, it goes from looking at the positive side of committing in involving young people, but further observes the negativity of youth participation in community development programmes.

Loprest et al. (2019) stated that youth participation becomes even more difficult if the organisation and its people have a certain culture or work within a system that is prejudiced against participation. Nonetheless, it is perceived that many of the challenges of youth participation arise because youth and adults/ development agencies both have their negative perceptions about each other in community development programmes.

Akandinda *et al.* (2016) stated that the youth think the programme will take long to generate benefits. The youth want quick benefits, yet government programmes take long to generate such gain. This implies that young people avoid the programmes that take too long to benefit themselves, and they care more about results than the gradual process of programmes.

Hershey (2019) also outlined several conflicts of attitudes between youth and adults, including that; adults believe that youth lack commitment, whilst the youth believe that adults are too demanding; adults believe that the youth are self-absorbed, whilst the youth believe that adults are unwilling to give personal space; and adults further believe that the youth are undisciplined, whilst the youth believe that adults are strictly commanding. This displays that in community development programmes both parties (the youth and adults) encounter challenges of conflict and misunderstanding between themselves, and it is clear that if these misunderstandings are not sorted in the planning of community development programmes, they may cause the programme to be a field of blaming each other for not delivering the purpose of the programme but serving their interests. These suggest that there should be proper planning that involves clarifying of roles and understanding each position in delivering services in the community.

Akandinda *et al.* (Ibid) further stated that the youth take themselves to be still young to live independent lives. So, they see no reason to engage in development programmes, since their parents still provide for them, and mobilisation is not done well. This implies that there are some young people who acquire consent from parents before engaging in community development programmes, which may result in being a challenge when implementing the programme. In such programmes the participation of the youth fluctuates.

Akandinda *et al.* (*Ibid*) stated that youth are looked at as people who are not settled to effectively participate in the programme. As such, they are left out during the selection process. Furthermore, Akandinda *et al.* (*Ibid*) discovered that the programme designs do not give youth a chance to make decisions. Programme design and implementation do not focus on youth engagement processes. As such, the youth do not attach value to the benefit and resource from such programmes. This indicates that young people are not adequately informed and involved during the planning and initiation of the programmes. These issues faced by the youth within community development programmes affect their participation in rendering community services; and this may impede delivery and purpose of community development programmes.

Hershey (*Ibid*) further explains that involving youth requires immense patience, and unwavering trust and energy, but on the other hand, the experience offers massive satisfaction, and reenergises and re-establishes one's faith in the future. This implies that working with the youth sometimes is a challenging task, but youth participation may be unsuccessful because of lack of trust, understanding, and patience of both parties (adults and youth).

2.8 IMPORTANCE AND BENEFITS OF YOUTH PARTICIPATION

Augsberger *et al.* (2017) stated that young people's energy, creativity, unique perspectives and propensity for action lead to positive, beneficial change in organisations, community and nations. The idea of Augsberger and associates, supported by Cahill and Dadvand (2018), argues that if young people are engaged in a meaningful way and receive adequate support, they make significant impact on their communities, through developing and contributing to the place in which they live, whilst this manifests that engaging the youth in community development programmes inspires development of the area. Youth participating in community development programmes enhance young people's relationships with their families and among colleagues, and further enhance accountability and trusting.

Cahill and Dadvand (*Ibid*) pointed out that youth participation can strengthen social development, build organisational capacity, and hence positive change for both youth and their communities. This idea (Cahill and Dadvand's) suggests that the importance

of engaging the youth in community development manifests itself through improving the standard of living of the people. Moreover, in the State of the Africa Youth report (2011) it was noted that youth civic participation plays a crucial role in making government more responsive and effective in reducing poverty. However, these ideas look at the important of young people participation in an extensive context, without observing its positive effects.

Young people's participation aims to reduce tokenism, increase youth ownership, increase organisational accessibility to youth needs and facilitate equity in decision making. Actively participating youth contribute to the growth of the area and national development. Chatani (2018) suggested that young people's participation can provide benefits for children, young people and their families, the organisations working with them and for the communities they live in.

Youth participation can raise the level of accountability and reliance to community members and further build a safe environment for everyone. The children, young people and their families benefit much from active youth participation occurring in community development programmes, and Chatani (2018) indicated that youth participation can go a long way in contributing towards community development. Moreover, the community that is characterised by dominant youth participation in their community development programmes tends to meet their needs and is able to solve problems within the community.

Iwasaki (2016) further outlines the benefits for community that include: enhanced relationship between children and young people and other community members; healthier children and young people; better designed facilities for children, young people and their families; less vandalism of community structures; less bullying; reduced anti-social behaviour and crime-levels; and improved social networks and increased community cooperation. This shows that allowing and supporting youth to participate in important roles in community development programmes may develop young people to be consistent leaders of tomorrow, and to contribute much on community development. Iwasaki's idea implies that if young people are committed to community development programme activities, the whole society benefits through

their inputs. However, youth participation is subjected to the support they receive from adults or development agencies to offer benefits.

Moreover, Murno (2019) added that everyone benefits when young people are actively engaged in the decisions that directly affect their lives. The youth, families, adults, organisations, policymakers, and communities, all benefit when the youth have a voice that is listened to, respected, and utilised. Youth participation is an essential tool to achieve community development, youth should be given a chance to plan and make decision in community development overall.

2.9 FACTORS PROMOTING YOUTH PARTICIPATION

Youth development without the youth cannot be consistent; therefore, nothing for youth can be done without engaging young people. However, some scholars' findings (*Cocris and Almeida*) presume that role players in youth participation (*families; school & community*) hold much power or authority to engage young people in community development programmes. The understanding on encouraging or promoting youth participation in community development programmes calls for adults to give young people adequate access in public services. Young people should be enabled to participate in the planning of community development programmes without being restricted in decision-making. In this sense, the youth should be engaged in every step or stage of development. By so doing, the youth can be encouraged or motivated to participate and contribute towards community development and can also gain sense of ownership in their development.

Cocris (2018) reveals that in order to promote youth participation at a community level in the programmes of community development, adults should firstly, ensure capacity building is done properly to young people to increase the awareness to the young citizens. Furthermore, the adults or community leaders should ensure that communication between them and young people is effective. This idea of ensuring effective communication was supported by Liam Cairns (2015:13), who states that “for youth and adults to come together, there’s got to be communication and respect from

the youth and the adults- not to see each other as the youth and adults, but as people working together for a common goal”.

Secondly, youth’s voice should be considered in the decision-making process. The youth and adults must decide together, in order for the participants of the youth to be encouraged. Cocris (*Ibid*) further stated that young people should be shown visible results to strengthen their commitment in community development programmes.

However, Almeida (2019) identified the factors that promote youth participation in community development programmes. These state that youth can be encouraged to participate by adults or developing agency through supporting young people; Non-Government Organisations (NGO’s) and youth initiatives; organising debates and dialogues with youth; facilitating critical reflection on participation; supporting relevant communication, consultation and co-decision structures; raising awareness about participation amongst youth; and using and disseminating available tools and information channels. This implies that as much as youth development needs young people themselves, adults have to intervene and support what young people initiated through providing guidance to the youth. The two publications discussed above portray that the youth participation is valuable, and their voice is powerful, and youth and adults working together can provide best conditions for youth empowerment and positive youth development.

2.10 FACTORS HINDERING YOUTH PARTICIPATION

The participation of the youth is a central core of development of any community or nation. The development of community needs the affected residents to come together and engage in uplifting their standard of living. However, the youth are generally perceived as a large population group of communities, and if they distance themselves from the community development programmes that intend to change people’s lives, that means the development of community is going to take longer than expected to occur.

Scholars (Sexsmith, 2017; Otto *et al.*, 2018 and Sommers, 2017) have identified factors that impede youth participation in community development programmes in rural settings. In particular, Sommers' (2017) study, conducted in the rural setting environment, reveals that improper and inadequate awareness, insufficient training, and lack of encouragement by chiefs and elders of the community, are the factors that affected youth participation in community development programmes. Sexsmith (2017) also pointed out that lack of cooperation; parenting influence, inadequate assistance, and inadequate recognition of youth in the programmes, hinder young people's participation in community programmes.

Chatani (2018) pointed out that youth whose parents are actively involved in the community activities are more likely to become active themselves. A supportive and reinforcing parental relationship may have a greater contribution to civic engagement than parental modelling. This implies that parental involvement connects young people to community and further facilitates influence of youth participation.

2.11 SUMMARY OF THE CHAPTER

This chapter discussed the policy frameworks and models which adequately explain the concept 'youth participation'. The chapter further discussed the strategies of involving young people, the nature of youth participation, challenges and importance of youth participation, and further looked at factors that promote and hinder youth participation in community development programmes. The next chapter will discuss the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter gives a comprehensive description of the research process and methodology adopted in conducting the study. This includes the research design, approach, philosophy, and the methods adopted in the sampling procedure, and data collection in the study. It further provides the description of the area where the study was conducted, issues of quality criteria by explaining how the information collected was confirmed for its validity and how instruments used to collect information were tested for reliability, and the ethical considerations.

3.2 RESEARCH DESIGN

Maree (2016) defines research design as a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of participants, the data-gathering methods to be used and the data-analysis to be done. The study employed both descriptive and embedded research designs, because the primary goal was to obtain in-depth information on the level and nature of the participation of youth in community development programmes and to understand the nature of participation and possible challenges encountered by youth who participate in community development programmes.

The descriptive research design was adopted to allow the participants to describe their perceptions, ideas, and experiences with reference to participation in community development programmes, to explain the level of youth participation, and further outline what hinders or promotes their participation in community development programmes. Whereas the embedded research design was utilised to find out if there are any community development programmes in the study area. Furthermore, delineate more active gender and age distribution in participation on community development programmes. Check.

3.3 RESEARCH PHILOSOPHY

The study used the interpretive philosophy as the foundation, because it relied on information provided by the target population. The youth and their perceptions were the target group in the study, with the participatory programmes that were examined. The information was directly sourced from the youth and other relevant stakeholders involved in community development programmes. Gray (2009) stated that the interpretive philosophy focuses on how the participants make sense of specific phenomena by considering their perceptions, attitudes, understanding, knowledge, values, feelings and experience in a challenge to approximate their construction of the phenomenon.

3.4 RESEARCH APPROACH

The study employed the qualitative research approach as the focus was to describe the youth participation in community development programmes. This approach was adopted because the researcher sought to understand the extent to which the youth participate in community development programmes, specifically focusing on the level and nature of participation of the youth in development activities. It was assumed that the data collected would yield information on perceived benefits, actual participation and factors promoting or hindering youth participation in community development programmes. However, quantitative variables were adopted in the interview guide, even though the study was qualitative in nature. The quantitative variables comprised gender, age and structure, with the sole aim of determining who participates and benefits from active participation and also establish factors that may be hindrances in participation for a specific group. The quantitative variables were supportive of the qualitative data presented by means of argument, discussions, and descriptions. The quantitative variables enabled the researcher to clearly detect the type of gender that actively dominates in community development programmes. Secondly, the age group that also actively participates in community development programmes, and furthermore, the variables enabled the researcher to present the narrated data using percentages.

3.5 RESEARCH METHODOLOGY

This part covers the methods used to sample data collection tools and how the data were analysed.

3.5.1 Sampling Method and Procedure

The study used a non-probability sampling method to select the participants of the study, specifically making use of the convenience and purposive sampling techniques. This involved a process of selectively and purposely choosing a specific target population that best addresses the needs of the study. The convenience sampling technique was used to select participants to engage with in-focus group discussions and for face-to-face individual interviews. The target population was the youth who are actively involved in community development programmes. The sampling method was chosen because of the perceived ease of identifying the youth engaged in community development programmes. The study needed people who are engaged in community development programmes in the study area to establish the level and nature of participation, the contribution this has in community development and the attitudes towards engagement in development.

The purposive sampling technique was used to select the key informants such as the government officials working with young people in community development programmes in the study area. This method was chosen because the study needed to source information from specific government employees who are working closely with the youth in community development programmes. On the other hand, the Snowball or chain referral sampling was used where necessary. For an example, in the case where it was difficult to trace relevant key informants due to location and place or field of specialisation in youth development, the Snowball sampling technique was applied. Other participants were asked to suggest who also may perfectly provide adequate information, where there was a need to fill information gaps identified in the study.

The study was conducted in wards 1 and 2 of Mtubatuba Local Municipality. The focus groups were made up of youth who are participating in programmes, ranging between 8 and 12 members per group. The researcher conducted the study using one (1) focus group per selected ward. The researcher then selected fifteen (15) individual participants per ward, which made a total of thirty (30) participants. The participants for individual interviews were selected from focus group participants and they were interviewed individually in order to triangulate, which translates to the use of two or more different methods, in a complementary way, for the same research subject, thus ensuring validity of data collected. Furthermore, ten (10) government officials, as key informants from different departments such as the Departments of Social Development, Agriculture and Forestry, and officials employed by the Local Municipality that are working closely with young people, were interviewed using the purposive sampling method. Therefore, in total, the researcher used a sample of forty (40) within Mtubatuba Local Municipality.

The researcher selected participants according to a list of specific criteria. The following criterion was, therefore, used to select participants:

- Participants in community development programmes must be between 14-35 years, excluding officials from the government institution. Informed consent for participants from 14 -17 years was signed by parents or guardians (See *Annexure H*).
- Participants must live within the selected wards (ward 1 and ward 2) of Mtubatuba Local Municipality, excluding officials from the government institution.
- The participants must understand and speak English or isiZulu.

3.5.2 Data collection technique or tools

This part explains the data collection methods that were considered to be relevant and appropriate for the study.

3.5.2.1 Focus groups

The focus group interviews were conducted to extend the range of responses from the participants, and the researcher allowed participants to build on each other's ideas and comments to provide an in-depth view on the themes around the study. The focus group discussions were conducted mainly to better understand how the participants consider their experiences and how they collectively think of their involvement in community development programmes. De Vos *et al.* (2011) state that focus groups are a means of better understanding how people feel or think about an issue, product or service. The researcher conducted one (1) focus group interview per ward in order to have an alternative and collective perspective about engagement of youth in community development programmes. In using focus group interviews, the researcher interviewed the youth who are directly involved in community development programmes in wards 1 and 2 of Mtubatuba Local Municipality.

The researcher was assisted by a trained assistant researcher in debriefing the focus groups about the project and collection of data. The discussions mainly focused on the youth participating in community development programmes, where they were allowed to share their experiences in participating in community development programmes. The discussions were guided by unstructured questions. A tape recorder was used to collect the data and to ensure that all the information was captured. Field notes were also taken by the researcher and the assistant.

3.5.2.2 Face to face Interviews (Individual participants and Key informants)

According to Creswell and Poth (2017) interviewing in qualitative studies is a unique form of conversation, which provides the researcher with empirical data about the social world, simply by asking participants to speak about their lives. The researcher, using face to face interviews, interviewed the youth who are participating in community development programmes and the key informants such as government officials working closely with the youth who are participating in the community development programmes in order to triangulate the results.

The researcher developed an unstructured interview guide (*Annexure C and E*) to obtain data from the participants. A tape recorder was used to ensure that all the data are accurately captured, and field notes were also taken by the researcher. The researcher interviewed a total of thirty (30) participants, made up of fifteen (15) participants per ward. Ten (10) key informants, such as relevant government officials, were interviewed using the face-to-face interview technique. The interview tool was translated to the language best understood by the participants (*See Annexure D*).

3.5.3 Data Collection Procedure

The data collection process started with two (2) focus group discussions with young people per ward. All members of the focus group were encouraged to participate in the discussions. The researcher, together with the research assistant, facilitated the discussion, probing where necessary. Each member in the group discussion was afforded the opportunity to participate in the discussion. The discussion was controlled to limit domination and encourage participation of all. The discussions and information generated enabled the researcher to revisit the interview guide for the face-to-face interviews. An unstructured interview tool was generated, guided by the focus group discussions.

Face to face interviews were held with the available individual participants and key informants. The researchers probed where necessary for clarity. A tape recorder was used to ensure that all the data are accurately captured, and the field notes were also taken during the conversation with both the individual participants and key informants.

3.5.4 Data Analysis and Interpretation

The analysis involved cleaning, organising and interpreting of the data collected. The content analysis method was used to analyse the qualitative data, and the Statistical Package for the Social Sciences (SPSS) software was used to analyse the quantitative variables. According to Neuendorf (2016) content analysis is a systematic approach to qualitative data analysis that identifies and summaries message content. The data collected using the tape recorder were transcribed and translated and the field notes

taken were cleaned and translated. Themes were generated using the question schedule and the cleaned data for ease of analysis. The graphs, pie charts, and tables were created to ease the process of analysing and presentation of the data.

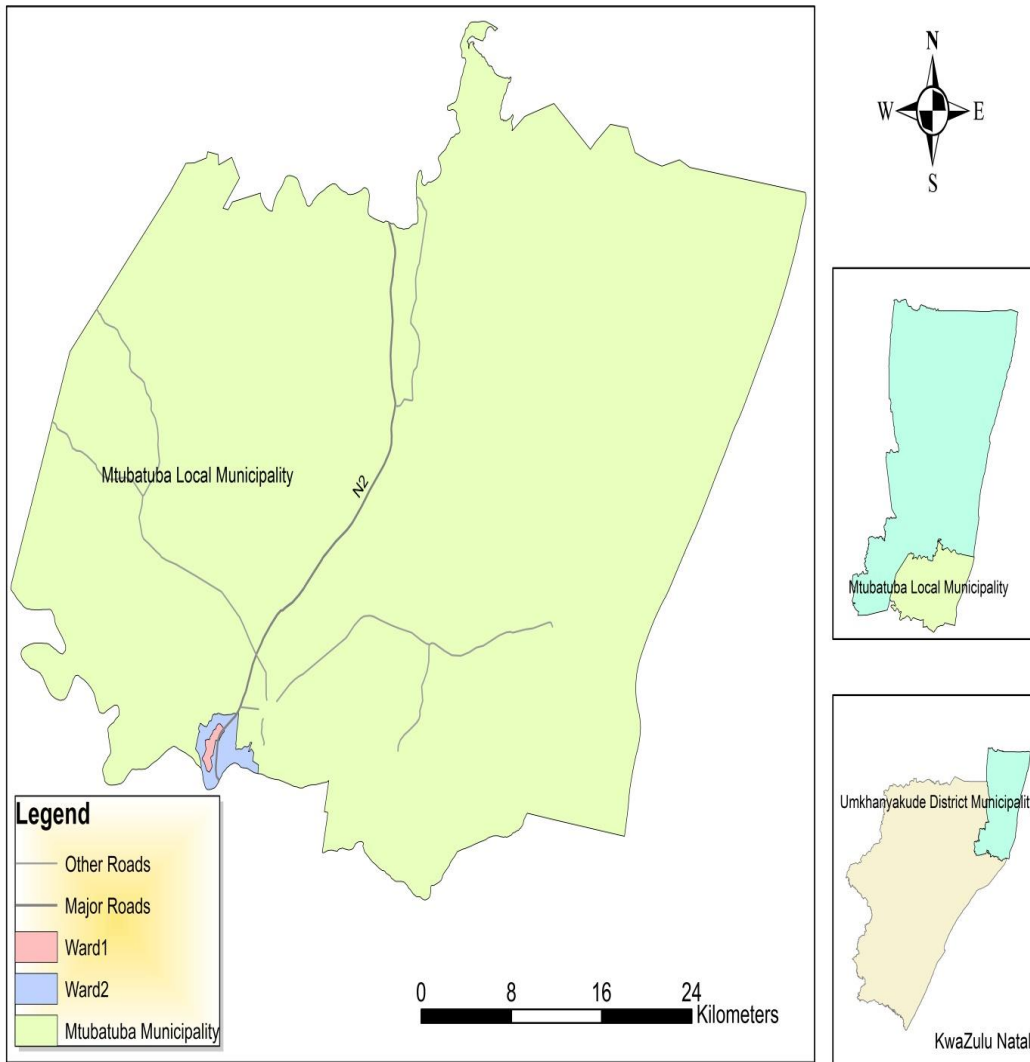
In interpreting the qualitative data collected, the researcher analysed them by using content data analysis. However, to some extent, the data were also presented in statistical form to help clearly articulate what is desired and add value to qualitative data collected. Data were analysed in a qualitative method.

3.6 STUDY AREA

The study was conducted within the two wards of Mtubatuba Local Municipality, (ward 1 and ward 2). Mtubatuba Local Municipality is located on the north-east of the province of KwaZulu-Natal (*refer to figure 3.6.1, below*). It forms the southern end of UMkhanyakude District; Mtubatuba Local Municipality is classified as one of five Category 1 Municipalities within the UMkhanyakude District. The Community Survey (2016) revealed that the population of Mtubatuba is 202 176. Mtubatuba Local Municipality Integrated Development Plan (2015) also notes that 51% of the households within Mtubatuba Local Municipality are not economically active, which suggests reliance on the government for livelihood.

Whereas, according to Statistics South Africa 2018 Mid-year Report, it was revealed that the youth is 35.7% of the total population, and females made up 51% of the population. The youthfulness of the population calls for the development and strengthening of programmes aimed at developing and empowering the younger and future assets of the municipality (*See also the Map, below or Annexure I*).

Figure 3.6.1. Mtubatuba Local Municipality Map



3.7 QUALITY CRITERIA (QUALITATIVE APPROACH)

This section covers the criterion that was used to ensure that the data collected is valid and credible. Hence, the discussion centres on the trustworthiness of the results, reliability of the instrument and data collection credibility.

Trustworthiness of results

The researcher ensured trustworthiness of results in the study by using same participants in focus groups and individual interviews of young people participating in community development programmes, from both wards (1 and 2). This method yielded consistency in the credibility of results from the process of gathering data. The

researcher further remained neutral from the results by not interfering with the context of the data collected process.

Reliability of the instruments

De Vos *et.al.* (2011) clarify that reliability refers, in general, to the extent to which independent administration of the same instrument consistently yields the same results under comparable conditions. The researcher conducted the focus group interviews before face-to-face interviews to ensure that the gaps are closed on specific areas, and to ensure the validity of responses. The researcher ensured that the tools used in data collection are reliable; they were tested and reformulated.

The process ascertained the reliability and validity of results. The researcher, with identified themes, developed the interview schedule, and these were discussed with the supervisor to ensure that they are accurate and trustworthy. The researcher triangulated through the use of different methods used in data collection which also ensured reliability and validity of information gathered. The researcher strived to eliminate any bias that was brought to the study by continuously reflecting on the research process.

Credibility

Babbie (2007) argues that validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. In this study the tools were tested by using different methods to ensure information that was gained from there is the same. The researcher established credibility in data collection and data analysis by personally conducting the interviews and transcribing the information collected with the use of a tape recorder. The interviews were done using the language that was understood by the participants, meaning, the interview schedule was translated to the language spoken by the participants (isiZulu) prior to it being administered.

3.8 ETHICAL CONSIDERATIONS

Research ethics refers to the principles and practices that guide the ethical conduct of research. These should embody respect for the rights of others who are directly or indirectly affected by the research. This study gave rights to participants, including rights of privacy and confidentiality, protection from harm, giving informed consent, access to information pre-and post-research, and due acknowledgment.

The researcher ensured that the following ethical issues are taken into consideration:

- The researcher managed to write a letter of request for permission to conduct a study (*See Annexure J*), and the permission granting letter from Mtubatuba Local Municipality (*See Annexure K*) was shown to participants in order to brief participants about the study project.
- The researcher administered written informed consent to the volunteer before the interview process - that was a way of ensuring ethical issues were adhered to. (*See Annexure F and H*).
- The participants were first asked by the researcher to participate in the interview, to ensure their participation was voluntary, with no compensation.
- The researcher ensured that all the information is confidential, and the names will not be revealed anywhere.
- The right and safety of participants were protected throughout the study.
- Permission was granted by the participants for all pictures used in this study.
- The researcher strived to be honest, respectful and kind towards all participants and participants were allowed to ask questions for further information.
- The results of the study will be shared with participants, and a paper will be published out of the research.

3.9 DELIMITATION

The study focused only on the youth participants in community development programmes and government officials working with the youth in community development programmes in the study area. Participation in the study was limited to the youth of Mtubatuba Local Municipality that is between 14 and 35 years of age and residing in selected wards (Ward 1 and 2), and other age groups were excluded. However, the above restriction did not affect the key informants (government officials), those who are working with youth in community development programmes at Mtubatuba Local Municipality.

3.10 CHAPTER SUMMARY

This chapter has outlined the methodology adopted in this study. The next chapter will outline the raw data, analysis and findings of the study. In a nutshell, the chapter presents, analyses and interprets the data collected from the participants (youth) of Ward 1 and Ward 2 of Mtubatuba Local Municipality, as well as from the key informants who work closely with the youth in community development programmes.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents, analyses, and interprets the data collected from participants from Ward 1 and Ward 2 of Mtubatuba Local Municipality. The data were sourced from the participants using focus groups and face-to-face interviews. This chapter starts with presentation of results and then provides a detailed analysis and discussion of the results.

4.2 DATA PRESENTATION

The data presented are categorised into three sections. The first section presents data collected through the focus group discussions, and the second part presents the data collected through the use of face-to-face individual interviews. This is followed by the last part which presents the data collected from the key informants or the facilitators of community development programmes. The focus group and individual interviews populace was formed by the youth that participate- in community development programmes, whilst key informants were composed of government officials and the communal leadership (Induna, and ward councillors).

4.2.1 DATA FROM FOCUS GROUPS

The qualitative data presented in this section include the types of community development programmes available in which the youth are involved, the role played by the youth in the programmes and how the youth are involved, the benefits and challenges and the general perception about youth participation in the community development programmes.

4.2.1.1 Types of Community Development Programmes

Various types of youth development programmes were identified as existing in the community such as the youth clubs, educational programmes and the sports and recreation programmes. The *Youth Clubs* were described as programmes that provide a platform where young people network and share knowledge with relevant stakeholders that support youth development programmes such as the government, the private sector, and Non-Profit Organisations. The participants further articulated that in *Youth Clubs*, the youth perform activities such as youth dialogues, awareness campaigns against eminent social ills that are affecting the community, and through these activities, the youth develop the sense of leadership.

The development agencies offered the youth a chance to lead community development initiatives through mobilising the community. The *Educational Programmes* were described as programmes that are largely government supported to develop youth skills and enable the youth to be competitive in the job market and gain capacities to potentially start businesses and other programmes. Participants in Ward 1 particularly indicated that an educational programme available in the area has assisted and capacitated young people. Further, the participant clarified that the youth are capacitated on organisational management and financial management, and then, afterwards, the participants in the programme were awarded certificates for the purpose of encouraging them to commits.

The participants mentioned that the youth have gathered and established the agricultural co-operations for purposes of ploughing vegetables and sell them to supermarkets with the help of government institutions. The participants described the agricultural programmes as programmes supported by the Local Municipality and the Department of Agriculture and Forestry with an intention of assisting local people in their endeavour to generate a living using traditional agricultural activities. Another programme that was identified was the *Sport and Recreation Programme* which was declared as a programme that seeks to promote a healthy lifestyle within the community. It is a programme which creates spaces where the youth can access a variety of sport activities such as soccer, netball, volleyball and rugby. The participants further pointed out that the programme focuses on the youth and helps them to refrain from engaging in crime and it helps prevent substance and alcohol abuse.

4.2.1.2 The Role of the Youth in Community Development Programmes

The discussions held with the focus group participants described the role of youth in community development programmes as mainly focused on recruiting new members from their communities to participate in youth- focused community development programmes, to provide support for each other in various areas such as skills provision, academic development and participating in the execution of already planned activities in community development programmes.

4.2.1.3 Youth Attitudes towards Community Development Programmes

Participants in the focus group discussions expressed that community development programmes were found to be useful in achieving youth and community development, although in some programmes participants do not fully participate and some often lose interest. It was indicated that some of the development programmes have been shown to have a contribution towards achieving the desired goals of combating social ills and crime, by providing the opportunities to grow and lead the development process in the area. The participants also expressed that they felt that young people adapt and support most community development programmes and work diligently and committedly in the programmes if they are given the opportunity to do so, and they welcome orders of activities from leaders and assist in implementing those activities. The youth expressed that they want to be part of development programmes, particularly in the areas of service delivery, creation of job opportunities and provision of infrastructure in the communities. Participation was said to be based on the hope that given programmes could help realise better and improved livelihoods in the study area.

4.2.1.4 Challenges in Community Development Programmes

Numerous challenges that affect community development programmes in the study area, Ward 1 and 2 of Mtubatuba Local Municipality, were identified. Lack of participation and discipline among the youth was mentioned and it was expressed that youth participants sometimes fail to work in the programmes introduced, and if they do get involved, they do not tolerate each other in the process of implementing programmes. This may be attributed to conflict of attitudes which often badly affects

programmes and slows down their progress, where young people object to adult's beliefs.

The participants also identified inadequate support as one of the greatest challenges in youth participation in community development programmes. They expressed that there is limited support, such as financial, technical, and emotional support received from community development stakeholders or agents, citing that it makes community development programmes unviable and non-functional.

The limited availability of resources was mentioned as one of the greatest challenges hampering the youth participation. The participants indicated that inadequacy of financial resources, human capital, and the needed infrastructure affected the ability to execute planned activities of community development programmes. This was regarded as one of the most pressing challenges hindering the interested participants from pursuing community development programme activities.

Furthermore, poor attendance was also reported as a challenge that largely slows down progress in community development programmes. The participants further explained that poor attendance may be perpetuated from the types of community development programmes that the young people dislike, where adults have full control. The participants indicated that poor attendance is a huge challenge that is attributed to participants not being given any form of compensation. As a result, attendance in most activities can neither be ensured nor challenged with severe measures. Others, however, reported that poor attendance may be attributed to preference, in that the youth freely choose to attend preferred programmes, and often those are programmes or activities that strike interest to a particular individual.

4.2.2 DATA FROM INDIVIDUAL INTERVIEWS

The data presented below comprised the demographic data of the youth as participants in the study and the narratives categorised into themes such as the types of community development programmes available in the study area and where the youth is engaged, the nature of community development programmes, the role played by youth in community development programmes, encountered challenges and

benefits accrued in community development programmes, and the level and nature of youth participation in community development programmes.

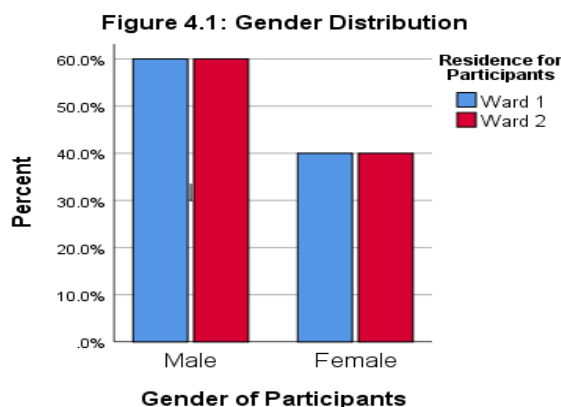
4.2.2.1 BIOGRAPHIC DATA FROM THE PARTICIPANTS

The variables included in the demographic data of participants were selected on the assumption that they potentially contribute to the effectiveness, success or failure of youth participation in community development programmes. The variables selected were also included to find out who the active participants are in community development programmes among the youth residing in a rural area setting. Also, the variables related to the nature and level of participation in community development projects that indicate who needs support, the type of support required, and the challenges experienced and how to assist where possible.

a. Gender of the Participants in the Projects

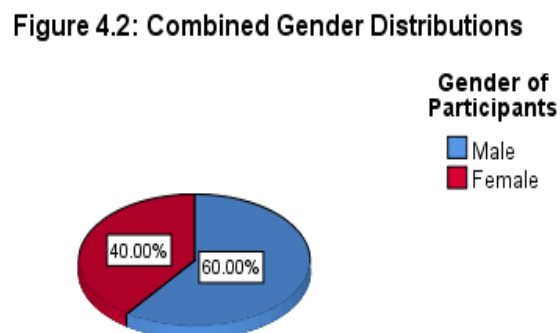
The study selected fifteen (15) participants, respectively, per area (ward 1 and ward 2) to make a total of thirty (30) participants. The study discovered that males dominated as participants in community development programmes as portrayed in figures 4.1 and 4.2, below. It is shown that 60% of the participants from each ward were males, whilst females made up only 40%. Figure 4.2 shows the combined gender distributions of Ward 1 and Ward 2, demonstrating that there are more males in community development projects than females who constituted 40% collectively.

Figure 4.1: Gender Distribution per Ward



Source: Survey Data, 2019

Figure 4.2: Gender Distribution Combined

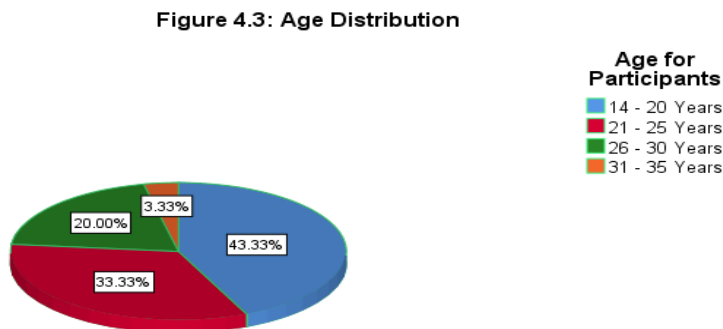


Source: Survey Data, 2019

b. Age of the Participants

In the study the age group range of 14 – 20 years was the most dominant age group of participants in community development programmes. Figure 4.3 below, displays the age categories of participants and shows that 43.3% participants were between 14 – 20 years of age. About 33.3% of the participants were between the age category of 21-25 years, whilst 20% were between 26 – 30 years, and only 3.3% were found to be between 31 and 35 years. This clearly demonstrates which is the most dominant age group participating in community development programmes which, to a certain extent, indicates the type of programmes to be considered, including incentives that will encourage participation.

Figure 4.3: Age of Participants



Source: Survey Data, 2019

4.2.2.2 QUALITATIVE DATA FROM THE PARTICIPANTS

The data presented in this section were collected using individual interviews and include information that relates to the nature and level of participation in the development programmes, perceived role of youth, the challenges experienced, and benefits accrued through active participation in community development programmes.

a. Youth Recruitment in Community Development Programmes

The participants were asked about their involvement in community development programmes and how they were recruited to part-take in the programmes, and varied

responses were obtained on how they were recruited. Some expressed that they joined CDP after obtaining information through the 'word of mouth' from others, particularly their peers. Other participants indicated that they heard about programmes through attendance of community meetings. They decided to join the community development initiatives in a quest to generate a living and bring about change in the area. There are those participants who joined because of benefits observed, such as those who attended educational programmes. One of the participants stated as follows:

I joined because I was assisted in various subjects that were difficult to master when I was still at school. I was given support as a learner and my results improved. I never stopped after completing school; hence I still participate in the development programmes.

With regards to the stage at which they joined the programmes, whether during inception or later on, the majority of the participants indicated that they were not involved during the planning phase but joined development programmes that were already existing and operational. They also indicated that most programmes were conceived and brought before them by government departments, local leadership, and programmes led by individuals.

b. Type of Youth Development Programmes

The participants indicated similar information as the one from focus groups, that the youth in the study area actively participate in various types of youth clubs, agricultural production projects, educational, sports and recreation programmes. They also indicated that they understand the community development programmes as networks where people engage in development activities, where skills are acquired, information sharing spaces, and where social ills are tackled.

4.2.2.2.3 Initiation of Community Development Programmes

The majority of the participants indicated that the youth are not involved in the establishment of community development programmes. The participants in both wards

articulated that the programmes are the ideas of the leadership (government, traditional leaders, and councillors) within communities. In both wards, participants expressed that the youth are not engaged in the conception stages about the development or establishment of community development programmes. The participants also indicated that they usually know about the community development programmes when they are invited mostly by other peers to join existing development initiatives. They also pointed out that the programmes are normally organised and facilitated by the municipality and/or other stakeholders, not the youth.

It was further indicated that the youth often join community development programmes presented before them in community meetings, or through planned visits by government officials. About 10% of the participants in both wards indicated having had some form of engagement in the establishment of community development programmes, and most of these were initiated through youth gatherings and the government institution and ward leadership were later on approached for assistance, advice and resources to establish new programmes. These programmes include skills development programmes where the participants indicated that they felt the need to develop programmes based on perceived benefits.

4.2.2.2.4 Decision-Making in Community Development Programmes

The majority of the participants insisted on not being part of decision-making processes over their development programmes, including involvement in decisions on any community development programmes. A number of participants indicated that young people are not given adequate opportunities to exercise their voice by providing input in decision making in the community development programmes. Programmes are designed and decided on by the leaders or the municipality.

The youth expressed that the programmes that are designed for the youth are mostly headed by other people than the youth, such as the government or leadership and most of the authority is centralised within the leadership. Some participants also indicated that the community leaders often fail to recognise young people during the programme planning stages and only invite young people to participate during the implementation process. Some of the participants stated:

I have never participated in the decision-making process of any community development programme. I think society believes that if you are still at school, you cannot discuss issues. I also believe that our elders are of the opinion that we young people are incompetent and cannot participate in planning our own projects.”

The participants also expressed their frustration caused by government officials, and communal leaders who fail to listen to their views, based on belief that young people are inexperienced and cannot make rational decisions concerning community development programmes.

4.2.2.2.5 Youth’s Role in Community Development Programmes

It was also highlighted that the youth played diverse roles in community development programmes, such as participation as workers in the project. Others felt that they are not given any leadership positions in their projects. They perceived their role as mainly confined to providing manual labour and to persuading others to join the programmes.

4.2.2.2.6 Support Provided to Youth Development Programmes

The general response was that the government is the only provider of support for the different types of community development programmes that are found in ward 1 and ward 2 of Mtubatuba Local Municipality. The various ways in which the government supports the development programmes are provided in Table 4.1 below (overleaf):

Table 4.1: Government Support

Type of Support	Example	Description
Capacitating	Project management	To sustain initiatives and manage programmes on daily basis.
Infrastructure	Community Hall,	To have events in conducive venue and attract other young people.
Skill development	Information Technology	To assist in starting business ventures.
Financial support	Funding	To assist in planning and executing the activities in CDP.
Advices	Dialogues	To assist young people with informed decision making in CDP.
Networking	Referral	To help identify opportunities available for development. To connect youth with relevant structures

The participants indicated that they assist the youth structure through *capacitating* them and guiding them in sustaining their structures. They also stated that they work close to young people to identify the gap, and then help in training youth in order to keep structures functioning. The participants also mentioned that they make community *infrastructure* such as community halls available for young people to operate in them during their events.

The participants further indicated that working close with youth academy which is funded by government within the uMkhanyakude district can assist to render *skills development* to young people. They select a number of youth per ward to be sent for skills development. The participants also mentioned that they assist youth through *funding* their programmes, and youth structures in order to reach their goals of development. The participants mentioned that they also render *advice* to the youth

structures on how to sustain the programmes and help young people to make informed decisions. They further indicated that they also assist the youth through referring them to potential assistance, through their networking system.

4.2.2.2.7 Challenges in Community Development Programmes

With regards to a question on the challenges associated with community development programmes, the participants indicated several challenges and the leading challenge expressed was tolerance for each other and lack of discipline among the youth. The youth participate only when they have interest in the projects, and this may be attributed to the manner in which the programmes are introduced and the fact that there are no incentives to encourage participation. It was indicated that the youth are becoming more concerned with the programme outcomes than the process itself.

Limited support from other stakeholders was identified as a shortcoming. The government is the sole supporter with no support from other stakeholders such as those in the private sector. Although support is received from the government, the participants expressed that the government sometimes does not keep promises, causing the youth and other participants to lose hope and interest in the process of implementing programmes.

Another challenge put forth was the issue of conflicting attitudes, it was indicated that young people and adults often have differing views about the development programmes and they have different needs. It was also mentioned that adult participants in programmes tend to believe that young people are ill-disciplined while, on the other hand, the youth believe that the adults are control freaks and fail to afford the youth the opportunity to drive their development programmes.

Furthermore, poor attendance was also viewed as a challenge. The participants indicated that the low level of attendance by the target population makes community development programmes to be dysfunctional. It was mentioned that the attendance depends on the type of programme and nevertheless, people tend to lose interest in programmes if they see no fast positive outcome in that particular programme.

The participants also had a reason to believe that limited resources slow down the progress of the CDP's. The programmes face a challenge of inadequate resources, such as financial resources and poor infrastructure, and this tends to stop interested residents from pursuing their activities in addressing their needs. Lastly, there is a challenge of poor consultation. The participants indicated that the community leaders tend to design activities that only suit them, and forget about other interested people, such as the youth, who are unemployed.

4.2.2.2.8 Perceptions on Youth Participation in Community Development

In response to views held about participation of youth in community development programmes, more than 80% of the participants from both wards indicated that youth participation is inadequate and limited to implementation of previously conceived ideas. The participants indicated that more development programmes are designed by community leadership than the youth itself, and they are only invited to implement the ideas conceived by people with authority and resources.

Furthermore, the participants indicated that youth should be encouraged, mobilised and given a platform and access to voice their opinions which they hold about their needs for development. However, the majority of participants indicated that youth participation in community development programmes is inadequate, as more young people dominate the community development programmes, but still, they are unlikely to control their community development.

4.2.2.2.9 Youth Benefits and Contribution in Community Development Programmes

The participants mentioned various ways through which the youth benefits from participating in community development programmes. Below, is a list of benefits that the participants declared as benefits obtained by the youth.

The participants indicated that through participating in community development programmes, they have gained much needed exposure in the society. They indicated that young people have gained exceptional leadership roles and are networking with

relevant people towards a shed community development goal of uplifting people's lives. The participants felt that the young people are the future leaders, and if they are groomed in the present time that would mean the future is bright for the next generation with regards to CDP. Hence, the communities will be able to work in diversity and link with other stakeholders to develop their communities in near future.

Another benefit that was declared was that of skills development. The participants indicated that various stakeholders are engaged in skills development, which includes government institutions. The participants indicated that the youth are provided with project management skills such as capacity building, computer, from institutions such as Consultation Programmes that provides Information Technology (IT) training.

The youth also benefit from job opportunities. Participants pointed out that young people who participate in community development programmes stand a good chance of employment, should there be opportunities, within programmes and from other stakeholders, given the experience they gain from the participation in CDP'S. The participants also disclosed that academic excellence is a prime benefit for the youth. The youth are engaged in programmes that are aimed at improving performance in that they provide most of the youth skills for those who attend high school, especially those doing subjects Mathematics, Science, and Accounting.

The participants mentioned that the development programmes do contribute to the development of the youth. They stated that there are young people who have gained skills (*such as capacitation on financial management, project management*) and services brought into the area through community-based development. They felt that the skills and support provided have addressed unemployment for some and poverty has been reduced as well.

Examples mentioned included access to government services through contact and provision of information through projects. *"CDP supports poor families to access government institutions such as home affairs and clinics to get the required help."* However, it transpired that some were of the opinion that there are minimal benefits

that can be listed and expressed a negative feeling about the development programmes in the area.

4.2.2.2.10 Factors Promoting and Hindering Youth Participation

In response to factors that promote or hinder youth participation in community development programmes, the participants indicated various factors, and these are explained below:

a. Factors Promoting Youth Participation in Community Development Programmes

Participants explained numerous factors that promote youth participation in community development programmes. They indicated that the government, local leaders and structures of the community give the youth adequate support, ranging from emotional, financial, infrastructural, motivation, and capacity building, in order to enhance the growth of the programmes. The participants also indicated that the encouragement keeps the youth participating more and committed to the community development programmes. They indicated that the youth are referred and exposed to available opportunities to gain skills development freely and further be given job opportunities.

b. Factors Hindering Youth Participation in Community Development Programmes

The Participants outlined several factors that hinder youth participation in community development programmes, and these factors are discussed below:

The first hindering factor mentioned by the participants was Isolation. It was indicated that the youth feel they are being isolated in the initiation process of community development programmes, and often this led youth to partial participation from most participants. Another factor was politics. It was indicated that the political affiliation within the programmes has divide participants, and has caused most of the young

people to refrain from community development programme activities, because they are avoiding political affiliations. The lack of facilities was also mentioned. It was indicated that the youth do not have enough space to do their activities and, as a result, most participants lose interest to participate when there are no facilities. The participants also indicated that young people need to be provided or supported with facilities in order to motivate them to play a role in community development programmes.

It was also outlined that the dominance of, and adult control, cause a huge challenge in community development programmes., The participants indicated that adult dominance causes the youth to lose interest in participating under the guidance of adults. They indicated that the youth need a free environment and shared control for them to feel a sense of ownership in the community development programmes they participate in, because too much control from the adults results in a feeling of dictatorship and little decision making from the side of the youth.

4.2.3 DATA FROM KEY INFORMANTS

Data from key informants comprises only narratives which are categorised into specific themes, such as level of youth participation, strategies used to involve youth in community development programmes, challenges experienced when working with youth, and youth attitudes towards community development programmes. Key informants refer to government officials and community leaders working with young people in community development programmes in the study area.

4.2.3.1 Strategies towards youth participation

Various strategies were identified through which the youth become involved in community development programmes.

The participants indicated that the youth camps are the strategy where they mobilise youth to attend the programmes in order to discuss and resolve issues, thereby provide solutions to be implemented back in the community. The participants

mentioned that this strategy of using youth camps is usually used by the Department of Social Development (DSD), working together with the Department of Defence (DOD), and organisations pursuing community development related activities in the study area. The participants further enlightened that DSD work closely with DOD, to invite the specific number of youth who are actively participating in youth clubs that exist in DSD Non-Profit Organisation (NPO) database. The aim is to train and skill them in order to sustain youth clubs and contribute towards community development. The participants indicated that this strategy attracts a number of the youth and succeeds in helping young people to learn values of life.

The participants further indicated that youth mobilisation is a strategy that is seen to enhance youth participation in community development programmes. The participants continued to clarify that this strategy allows the youth to participate in the community development programmes, and this is done through using influential youth to persuade other young people. It was also indicated that government institutions also use entertainment and sports to mobilise young people, and to capacitate them on leading the community programmes.

The participants also indicated that the youth dialogues are a strategy where young people discuss and share ideas on various issues concerning them in the community. They further indicated that the youth is engaged in dialogues to empower young people in decision making processes, and this makes them to be active participants in community development. This strategy was clarified as a strategy that assists young people to form youth clubs which can benefit the youth in the community. Participants further indicated that they monitor those structures, and train young people to perform well in their structures.

4.2.3.4 Government Support in Community Development Programmes

The participants mentioned various types of support provided by the government in community development programmes.

The participants indicated that the youth who are engaged in community development programmes are provided with capacity building based on youth sector of specialisation in that particular organisation or programme. It was indicated that capacity building assists to improve the performance of programmes and boost participation of the youth in the process of community or youth development and sustain it. The participants also indicated that young people's initiatives in addressing their issues in community development programmes are supported through monetary funding which is monitored by government institutions. Furthermore, the participants indicated that the youth access funding to implement their programmes in the community through government institutions.

The participants indicated that government institutions assist young people with a venue to conduct activities, such as community halls and sports fields. It was further indicated that the youth use the community facilities to conduct their activities.

The participants also indicated that the government is a constant motivator in community development programmes. Also, it was indicated by the participants that the government assists young people through advising in the progress of community development programmes to carry on activities in a manner that benefits the community at large.

Concurrently the participants also mentioned that the government provides skills development - they train youth based on scarce skills that are required in the government departments. It was further indicated that government works together with other institutions that provide hard skills to the youth from different municipalities. The participants further mentioned that they provide different skills for the youth in community development programmes, and also hire the youth, and allow them to start their own ventures. Lastly, is the support on resources. It was indicated that the youth in action in community development programmes are assisted by government with resources to address the eminent issues in the community.

4.2.3.5 Challenges Experienced When Working with Youth in Community Development Programmes

The participants indicated that they encountered some challenges working with the youth in community development programmes. They indicated that poor attendance is the main challenge faced in most community development programmes. The youth seemingly have no interest in community development programmes where there are no perceived benefits, and in programmes that are not funded or which lack resources. Young leaders lack mobilisation strategies and fail to encourage youth participation or to mobilise other young people to attend the programmes regularly.

Lack of commitment was also identified as a challenge in that the youth fail to commit themselves in the community development programmes., They sometimes initiate or join the programmes, but fail to be active participants and to be agents that spread the development to the community, because they tend to have other personal interests apart from the programmes.

It was also indicated that the youth are award oriented. The participants explained that they seek award-motivation before participating in community development programmes. They become interested in the benefits attached to the programme. Furthermore, the participants indicated that another challenge working with youth is the demand for resources from government. The youth join community development programmes with the motive of demanding resources from government institutions.

4.2.3.6 Youth Expectations in Community Development Programmes

The participants indicated that the youth are expected to be the agents of change in community development programmes in order to provide inspiration, hope, and prosperity to the community, especially to other young people. They indicated that the youth are expected to lead community development programmes and bring or contribute to community change. The participants also felt that the youth are expected to be a tool to drive or implement community development programme activities and bring enlightenment to the community about community development programmes. The youth should also be hands- on in community development programmes, and design programmes to be more youthful in order to increase the youth participation.

The participants also mentioned that the youth are expected to establish youth structures in the community that may help to address the increasing number of social ills in the community and develop young people. It was also indicated that the youth should not always adopt what is being implemented by adults, but they should be creative, and establish more projects and govern community development programmes. They added that they expected the youth to create networks and be the agents of change.

The participants indicated that the youth should be proactive participants, by raising voice, taking action and having access to the community development programmes. They further expressed that the youth should be hands- on in all community development programmes as they are future leaders. Lastly, the participants indicated that they expect the youth to create networks where the young people will be able to socialise together with adults for better support in their community development programmes.

4.2.3.7 Perceptions of Key Informants about The Participation of Youth in Community Development Programmes

The participants indicated that the youth do participate in community development programmes, although they join programmes in progress or adopt the programmes that have been initiated by government institutions. The participants also expressed that the youth participation protects young people from drugs and substance abuse. They indicated that the youth are capacitated through soft and hard skills, such as financial management, computer literacy, welding, and project management. Also, they indicated that the youth in community development programmes are holding a great advantage of accessing opportunities that are introduced in the community, such as employment opportunities and trainings. It was also indicated that the youth who voluntarily perform tasks in the community are placed to be considered first if any opportunity avails itself.

4.2.3.9 Factors of Promoting and Hindering Youth Participation

The participants indicated that the youth are encouraged through support from their families, elders, and government structures in order to actively participate in community development programmes. They further expressed that the level of the youth participation is determined by the support given towards the programmes, and also indicated that the opportunities available in community development programmes attract the youth to participate in the programmes.

Among other things, the participants indicated that some of the youth have withdrawn their involvement in community development programmes, because of the domination of politics within the programmes. It was revealed that affiliation of politics within community development programmes divides the youth, where young people find themselves serving a political mandate, whereas they do not benefit from it.

Participants also indicated that the lack of trust is one of the factors which hinder the youth participation in community development programmes. They expressed that the community development programme leaders do not trust young people in leading the programmes, whilst the youth want to be the leaders at the forefront of the programmes.

The key informants also indicated that development agencies, such as government officials or community leadership, don't trust young people in community development programmes with community resources. They believe that the youth are always careless and causing trouble, and this has led some of the youth to withdraw the participation, since elders always control them. It was further indicated that the youth are not trusted to deliver when they are working alone, elders believe that youth should be guided all the time.

4.2.4 Types of Community Development Programmes

The participants from focus groups, individual interviews, and key informants were asked to provide the types of community development programmes that the youth actively participate in, with regards to the wards selected in this study. Table 4.2 below

(overleaf) displays the types; the location (ward); and the description of community development programmes that the youth actively participate in.

Table 4.2: Types of Community Development Programmes

Type of Community Development Programmes	Ward	Description
Youth Clubs	1 and 2	Youth network structures attacking social ills and providing skills.
Expanded Public Work Programmes	1 and 2	Government programme catering for employment opportunities.
Education programme	1 and 2	Aimed to improve subject results for youth in schools.
Agricultural sector programme	1 and 2	Government programme tackling poverty through ploughing.
Sport and Recreation	1 and 2	Aimed to improve healthy lifestyle for people and skills.

The table above shows various community development programmes that are present in ward 1 and ward 2 (selected in the study). It also provides a description of each community development programme, identified according to the data collected from focus groups, individual interviews, and key informants.

4.3 DISCUSSION OF RESULTS

4.3.1 Types of Community Development Programmes

The findings further indicated that youth clubs, educational programmes, consulting programmes, and agricultural cooperation's are the available types of community development programmes in the study area that young people actively participate in,

in their quest of developing their communities. The study revealed that the majority of participants in community development programmes are between 14 and 20 years of age. Sommers (2017) also notes that this age group actively participates in community development programmes, but mostly in areas that relate to skills acquisition, education, agriculture, sports, religion, water projects, market, and town hall.

The study findings indicated that there were more male participants in community development programmes than female participants. One would expect more female participants in community development programmes, because the demographics of the country generally suggest that females make up 50.91 % of the total population in South Africa. (World Bank, 2016). Otto *et al.* (2018) once reported that there was more male participation in rural development projects than female participation. Sommers (2017) stated that it is the norm in the rural areas that females are more engaged in household chores (*such as cleaning, cooking, and fetching water*) than community activities.

4.3.2. Level of Youth Participation in Community Development Programmes

The level of youth participation in the study area is closely associated with the type of programme introduced. The level seems to be higher if the youth have interest in the type of programmes introduced, and lower if they have no interest. This also relates to the level of commitment and attendance in that, if there is vested interest, the level of commitment becomes higher, or vice versa. The youth expressed that they do not participate in the planning stages of whatever programme is introduced. They sometimes obtain information through other members of the community or through attendance of community meetings that there are programmes taking place and join if they feel that they are going to benefit.

The study revealed that the youth level of participation is high, though it depends on the type of programme that the youth participate in. Therefore, the youth participation in the study area can be defined by the fourth (4) rung of Hart's Ladder of young

people's participation, where young people are assigned, but informed. Hart (1992) argues that the youth in the fourth rung volunteer whilst adults decide on the project.

Young people have limited access to decision making processes in the community development programmes, and adults dominate in controlling the processes of community development programmes, through planning and decision-making in community development programmes. Wong *et al.* (2010) once defined this type of participation as symbolic participation, where the youth have a voice, but adults have most control. This suggests that the youth may voice out criticisms on the programmes, but the decision power is held by adults, who control the system of community development programmes.

The study findings further revealed that the community development programmes are designed and initiated by professional officials who take decisions on their own, and the youth in the study area are invited as volunteers or participants in programmes. This result may be influenced by the lack of structured youth participation model within Mtubatuba Local Municipality, and it further shows that the youth depended on development agencies or community leadership to access the services offered by community development programmes.

These findings suggest that there is much to be done and corrected in empowering young people. The level of the youth participation may be high in the study area, but it is not adequate if it is still related to Rung 4 of Hart's Ladder of young people's participation. The participation of the youth should be at the level where adults recognise the youth as partners in community development, not as tools to catalyse the process of community development.

4.3.3 Nature of Youth Participation in Community Development Programmes

The results reveal that the nature of youth participation depends on development agencies that design and introduce programmes for the community and train the youth for better competency in order for the community to sustain community development. Furthermore, results show that the youth is very active, and they respond well to

development programmes brought before them. Also, the youth are more active in group community discussion platforms; they share ideas in war rooms, and on community meetings on the subject of developing communities.

The study results reveal that the youth only participate or are usually invited to join during the implementation stage. Their participation is confined at that level, meaning the youth is not involved in the initiation of programmes intended to develop them and their communities. Most programmes that are introduced tend to focus on fulfilling the objectives and plans of development agencies that bring ready-made development programmes to communities and only invite community members, including the youth, to assist with the implementation of the programmes. The nature of youth participation in the study area can be well defined by Top-down approach. According to Macdonald (1995), Top-Down Model is structured around the use of professional leadership and evaluates development programmes. Top-down model means that adults control community development programmes, and they invite young people to community development programmes as beneficiaries or volunteers of the services offered by the programmes that tend to uplift the standard of living of the residents.

It transpired that the youth are involved through invitation to implement the programmes, whilst key informants added that the youth respond well on the programmes presented before them. This may suggest that the youth leadership role in community development is overlooked by development agencies and community leadership who plan community development programmes without consulting young people who are also affected by situations that prevail in the community.

4.3.4 Youth Perceptions on Community Development Programmes

The results show that the participants believe that community development programmes can result in significant improvements in the development of communities. Some perceived participation is providing opportunities for developing potential networks and interactions with potential agencies and that this will assist them on other ventures that may contribute to personal or community growth. Iwasaki (2016) allude to improved social networks and increased community cooperation through community development programmes. This implies that the community

development programmes in the study area, strengthen the networks in community to work towards developing the area.

4.3.5 Role of Youth in Community Development Programmes

The results revealed that the youth perceive their role in community development programmes as mainly confined to recruitment of other people to participate in the implementation of programmes, and that they provide support where it is needed and to put plans into action. The results show that the role played by youth remains the provision of labour, but they were also mobilisers and mentors, in that they were invited.

YES (2013) outlined the roles for youth as leaders in community. These included that the youth should help other young people to identify their own needs and those of their communities. Furthermore, it is to share information, transfer skills and knowledge to their peers and to adults, and to encourage other young people to take a leadership role in their national society and communities.

4.3.6 Role of Government in Community Development Programmes

Different views pertaining to the perception that the government supports the youth in community development programmes were expressed, such as that the government provides programmes that capacitate the youth, skills development, infrastructure support, guidance, and strengthen network between youth and other potential funders of programmes. Moreover, the South African administration has National Youth Development Agency (NYDA), Act No. 54 of 2008 framework, which bound government to set conducive platforms for young people to participate and benefit in democratic processes, and further create and support social networks where the youth can voice out their demands and participate in addressing their needs. This is an indication that government is trying to address young people's needs through considering their demands. However, it was noticed that there were cracks in addressing the youth participation in community development programmes that may be caused by challenges that exist in community development programmes.

Figure 4.6 (see in *Annexure A*) shows that the youth participate in developing each other, through this young people initiative, and it was indicated that young people in school are motivated to do better and assist one another in school assignments. Government intervenes in this programme to provide support that helps young people to shape their programmes and also learn to work together or cooperate in developing community development programmes, as well as further strategies on how they plan to develop themselves.

4.3.7 Challenges within Community Development Programmes

Despite the positive attitude expressed in the study area about the youth participation, numerous challenges were also cited, such as lack of discipline, inadequate support, limited resources, and poor attendance. The study findings reveal that challenges which exist within community development programmes are perpetuated from conflict mismanagement between development agencies and the youth of the study area. The study findings discovered common challenges that were revealed by participants, namely: impatience of the youth, poor attendance, lack of commitment and discipline of youth participants, and limited resources.

The findings revealed that challenges hinder the progress of community development programmes, and also affect the interest of the participants, both youth and adults. It was further revealed that limited resources and inadequate support hinder the interested participants from pursuing community development programme activities, and that these challenges perpetuate the poor attendance in the designed programmes.

The findings of the study revealed various challenges encountered in community development programmes, but it was identified by majority of participants that the issue of poor attendance in community development programme is a common challenge hindering the functionality of the programmes in the community. The findings also revealed that poor attendance is caused by intervention of politics and personal interest in the CDP, and also the inadequacy of resources to implement community development programmes.

The impatience of the youth was also revealed in the study findings as one of the major challenges that hamper the progress of the community development programmes. The youth with interest in activities of CDP quickly want to enjoy the benefits and forget that development is not a one-day programme, but a gradual process. However, Akandinda *et al.* (2016) pointed out that the youth think that programmes will take long to generate benefits. The youth want quick benefits, yet government programmes such as youth clubs, take long to generate such gain. This implies that the youth care more about immediate results, and not the process.

The key informants and participants provided a similar response, that conflict of attitudes is one of the major challenges in community development programmes. Hershey (2019) argues that conflict of attitudes between the youth and adults exists in community development, including that; adults believe that the youth lack commitment, whilst the youth believe that adults are too demanding. This suggested that conflict of attitudes or interests between the youth and leadership, which is perpetuated from poor consultation when leadership planning community development programmes, is a major challenge in community development programmes which results from having many challenges, mentioned above, that affect youth's effective participation.

Gibbs (2002) stated that the youth groups have not been viewed as essential contributors to society in terms of community development, due to stereotypical images and misconception of their age and development capacity. This implies that leadership tends to overlook young people's role during the planning stage of programmes and invite them late as volunteers in implementing the activities. However, some participants were concerned about isolation of other community members in the community development programmes, and letting the programmes be driven by profit seeking individuals.

4.3.8 Youth Participation and Benefits in Community Development Programmes

The study results revealed that the youth participation in community development programmes contribute positively towards community development. The study results also revealed that the youth's participation in community development programmes has assisted in building a balanced and conducive community and further contributed in changing people for the better. Iwasaki (2016) has pointed out that the youth's participation benefits community through improving social networks and increasing community cooperation and further reducing anti-social behaviour and crime-levels.

This suggests that the youth's participation improves the quality of life for all. If the youth are energetic and active participants in community development programmes in an area, that area will be more likely to develop. Moreover, the participants continued to reveal that youth's participation does not only contribute to community development, but further benefits young people in different ways.

The results revealed that there are benefits accrued through participation in community development programmes, and these include empowerment in decision making which prepares the youth for leadership. They learn about management of resources and the efficient use of resources. It was discovered that participants get to be interested in CDP through some benefits they receive for being a part of community development programmes in the study area. The results reveal that the youth, through community development programmes, advance their skills, network with potential development stakeholders, receive opportunities for growth, and get to be empowered.

The study discovered that the youth in community development programmes get their self-esteem booster and tend to get more confident. They further receive exposure to community issues, and those who are still schooling in educational programmes tend to excel academically. These findings are supported by Iwasaki (2016) who mentioned that the youth gain new skills such as problem-solving, decision-making, negotiation, listening, communication, and feedback. Further, Iwasaki (*ibid*) further mentioned that the youth is likely to feel more involved in a group and democratic processes, and will

have a better understanding of the society in which they live. This suggests that community development programmes do not only contribute to community development, but further develop and prepare future leaders.

4.3.9 Factors Promoting Youth Participation

The findings of this study revealed that the support, encouragement, opportunities, resources, and voice are the factors that promote the youth participation. Findings show that the youth like their voice to be heard and need to be involved in planning, decision-making and negotiation stages of community development programmes, and further like to be offered opportunities to perform and grow. These results suggest that the youth cannot perform miracles of changing communities without support and guidance from adults, leaders, and government.

These findings can be closely related to Alexander's (2008) view who suggested that with strong adults and system support, the youth are able to develop new skills and knowledge that will allow them to participate in community building. In this way the youth can contribute much in community development as they acquire more skills and experience and develop much confidence and self-esteem, and thereafter the youth can participate highly positively in numbers. This clearly indicates that in community development programmes, adults have to prepare a conducive platform to engage the youth and further observe the youth as partners in working for a common goal.

4.3.10 Factors Hindering Youth Participation

The participants revealed that the inadequate support, affiliation in politics, lack of facilities, isolation, dominance of adult control, lack of motivation, and being overlooked, hinder youth participation in community development programmes, and this suggest that the youth require mammoth support to perform well in the programmes. It is well-known that community leadership (councillors) is nominated based on existing political parties. It is the nature of leaders who are involved in politics, particularly in community development programmes, that leads the youth to lose interest in certain programmes.

The Lack of youth participation is perpetuated because of ineffective communication and integration of interest in community development programmes between youth and adults. Sommers (2017) stated that the factors that hinder the youth participation in community development programmes include: inadequate awareness, non- inclusion of the youth in the planning stage, government policies, corruption, etc. This implies that the youth need to be engaged in the planning and designing of CDPs, and further be aware of community development programmes, and for them to bring the best participation they need to be engaged from initiation stage of the community development programme.

4.4. SUMMARY OF THE CHAPTER

This chapter has presented, analysed, and interpreted the data that were collected from the community development programme participants and government officials (key informants) who are working close with the youth. The next chapter will outline the summary, recommendations also the conclusion of the study. The summary will be based on the objectives of the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the entire study, conclusion, and recommendations that were drawn from the study's findings. The summary presented is based on the objectives that the study intended to achieve, and on the conclusions that were drawn from the findings of the study. Moreover, the chapter also presents the recommendations on what can be improved in youth development programmes and identifies other areas for further study.

5.2 SUMMARY

The aim of the study was to examine youth participation in community development programmes. The objectives, on the other hand, included looking into the level and nature of the youth participation, establishing the extent to which the youth participate in the community development programmes, and further, examining the perceptions the youth have on community development programmes. This study was, therefore, qualitative in approach and, therefore, used qualitative data collection methods such as focus groups, interviews for both participants and key informants. Non-probability sampling methods (convenience, purposively, and snowball sampling methods) were used to select the relevant participants in this study. The subtopics, below, denote the findings in line with the objectives of the study.

5.2.1 To analyse the level of youth participation in community development programmes.

The level of the youth participation in Community Development Programme in the study area was high, but sometimes, it depends on the type of community development programme. For instance, if the programme focuses on the youth as its target population, it serves the interest of the youth and has immediate results, that programme is more likely to have a high level of participation from the youth. But, if

the programme design isolates the youth systematically in planning and controlling of the CDP and does not directly address the issues affecting the youth, then the level of the youth participation tends to be low.

However, the results of the study show that the youth were assigned, but informed, and this clearly indicated that the youth have limited access to decision making process in the community development programmes, and adults dominate in controlling the processes of community development programmes, through planning and decision-making.

The effect of the level of youth participation may be on the numerous types of community development programmes where the youth participate in the study area which includes youth clubs, educational programmes, agricultural sector, and sport and recreation programmes, and these community development programmes were dominated by the youth participants with a range of years between 14 and 20 years of age. These youth ages are believed to be more easily manipulated by any incentive brought before them. Contrary to demographics statistics, there were more male participants in community development programmes than female participants. Nonetheless, the norm remains that females in the rural areas are more engaged in household chores (*such as cleaning, cooking, and fetching water*) than in community activities.

5.2.2. To assess the nature of youth participation in community development programmes.

What transpired in the study area was that most of the community development programmes use the Top-down approach when engaging with the youth. The youth were rarely consulted about the programmes and, as a result, the youth in the study area seemed to have no control over community development programmes, because they are not invited, or they lack access in decision-making processes concerning CDP.

It was also discovered that the youth join programmes which are already designed, and are only invited in the execution stage, they do not initiate CDPs, and they depend on being recruited and being guided. Therefore, a need for recognition of youth participation in all stages of the development programme cannot be overemphasised. It is proposed that the Headroom Model of the youth participation should serve as a guide in the design and implementation of youth programmes as it clarifies youth participation practices that involve recruiting young people to join the programme; engaging young people on regular basis and allowing youth to have control in the operation; provide training and support to boost skills of youth in order to reach targeted goal of the programme.

The model has the potential to assist and guide the Municipalities in structuring a correct model of youth participation, which may cover participation practices, values, and ways of working with the youth. This model was designed to assist the organisation and agencies working with young people to determine participation practices, and values and ways of working with young people in reaching effective results on promoting active youth participation of young people.

5.2.3 To examine the attitude of the youth participating in community development programmes.

The youth's attitudes towards community development programme were seen to be positive. The youth in the study area perceive community development programmes to be useful in achieving both youth development and community development. The youth responded positively about engagement in community development programmes. Even though most of the community development programmes are government initiated with more adults control, the youth is actively participating in the community development programmes.

Though there were challenges with youth participation in community development programmes which were identified as, impatience of the youth, poor attendance, lack of commitment and discipline of youth participants, and limited resources, the youth still perceived their participation as providing opportunities for developing potential

networks and interactions with potential agencies, and this will assist them on other ventures that may contribute to personal or community growth.

5.3 CONCLUSION

The youth were having limited control over community development programmes; their participation level was determined by the type of the programme brought by development agencies. The youth were informed and assigned to community development programmes. Centralisation of power and authority have an effect on the level and nature of participation in community development programmes. It was also clear that the adults centralise power and authority in CDP's and, as a result, the youth have no control over CDP's. They often join programmes during the implementation stage and, therefore, are in no position to take decisions on the programmes.

The norm of overlooking the role of females in community development remains live in this study, as it was indicated that youth's participation in community development programmes is dominated by males, who are in the range of 14-20 years old. This shows that adults or government institutions find it easy to assign young people to the CDP.

Top-down approach was applied when the community development programmes are introduced and executed. The youth were not engaged in planning and initiating those programmes. They were only invited during the execution of the programmes, where the youth were informed about programme processes and were being assigned on the tasks and activities of the programmes. The youth were having limited control over the community development programmes, and the majority of control lay with the adults.

Despite the identified challenges in community development programmes, the youth have a positive attitude towards participation in development programmes, and it transpired that participation keeps the youth occupied and prevents participation in crime and other social ills. The attitude of the youth towards CDP is positive; young people are committed to see their areas developing through their efforts.

5.4 RECOMMENDATIONS

The following recommendations are offered for related other researches in the area of youth participation in CDP's:

- An effective and adequate youth participation in CDP's is recommended to develop skills for the youth and boost young people's self-esteem.
- Participation of both males and females has to be prioritised, and both need to be considered in any development initiatives.
- Youth's involvement in the design, implementation and evaluation of community development initiatives is recommended, and their involvement should not be by chance. Youth's participation has to be infused into community development programmes and should not be an add-on planning.

5.5 AREAS FOR FURTHER RESEARCH

The following recommendations are offered for related research in the CDP:

- The study revealed or identified gaps on the models (*The Headroom model of youth participation; Hart's ladder of young people participation; and Typology of youth participation and empowerment pyramid*), all fail to describe the strategies used to engage the youth.
- The development of indicators that may be used to measure the level of the youth participation in CDP is recommended.

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ANNEXURE A

Figure 4.4.: Capacitation session



Source: Mbatha Data

The diagram (figure 4.4) above demonstrates the support provided by government institutions where young people were capacitated on sustaining the community development programmes that assist developing community.

Figure 4.5.: Skills development



Source: Mbatha Data

The figure (figure 4.5) above demonstrates the young person who had received skills development provided by government through funding Nsingweni Consultation Programme. Through this programme young people are trained to fix computers and office machine in order for them to create job opportunities.

Figure 4.6.: Youth initiative



Source: Mbatha Data

The figure (figure 4.6) shown above provides an example of one of the youth community development initiatives.

Figure 4.7.: Poor attendance



Source: Mbatha Data

Figure 4.7 demonstrate the community development programme session characterised by poor attendance.

Figure 4.8.: Academic Programme



Source: Mbatha Data

Above diagram (figure 4.8) demonstrate the youth help each other through academic programme in quest to improve results for learners.

Figure 4.9.: Government supporting youth initiative



Source: Mbatha Data

Above the diagram (figure 4.9) demonstrates government officials supporting youth organisation in campaign of distributing sanitary pads to young gals in schools.

ANNEXURE B



QUESTIONNAIRE FOR FOCUS GROUPS - PARTICIPANTS (ENGLISH)

Nota Bene: This questionnaire is carried out to find out the youth participation in community development programmes within the Mtubatuba Local Municipality, which may contribute in the development of the location. Please answer the questions freely and as honestly as possible. You will be personally identified and under no circumstance will the information provided be revealed. This is purely an educational study for the Master's Degree.

1. Note to participants:
 - a) We need your help to understand the participation of youth in community development programmes within Mtubatuba Local Municipality.
 - b) Although we would like you to help us, you do not have to take part in this research, if you feel uncomfortable.
 - c) What you say in this questionnaire will remain private and confidential.

2. How to respond to the questionnaire?
 - a) Please respond to the questions as truthfully as you can.
 - b) If you are not comfortable with a question asked, indicate that you do not want to answer.

1. Are there any community development programmes found in your ward? If yes, please mention.
2. What role youth play in the community development programmes?
3. In your opinion, what is the youth attitude towards community development programmes? please explain.
4. Are there any challenges associated with community development programmes? If yes, please mention.

ANNEXURE C



QUESTIONNAIRE FOR INDIVIDUALS' INTERVIEWS - PARTICIPANTS (ENGLISH)

Nota Bene: This questionnaire is carried out to find out the youth participation in community development programmes within the Mtubatuba Local Municipality, which may contribute in the development of the location. Please answer the questions freely and as honestly as possible. You will be personally identified and under no circumstance will the information provided be revealed. This is purely an educational study for the Master's Degree.

3. Note to participants:

- d) We need your help to understand the participation of youth in community development programmes within Mtubatuba Local Municipality.
- e) Although we would like you to help us, you do not have to take part in this research, if you feel uncomfortable.
- f) What you say in this questionnaire will remain private and confidential.

4. How to respond to the questionnaire?

- c) Please respond to the questions as truthfully as you can.
- d) If you are not comfortable with a question asked, indicate that you do not want to answer.

SECTION A

1. Gender

Male	01		Female	02	
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2. Age

14 – 20 years	01		21 – 25 years	02		26 – 30 years	03		31 – 35 years	04	
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3. Residence

Ward 1	01		Ward 2	02	
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SECTION B

4. Are there any community development programmes found within your area? If yes, please mention.

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5. Are you involved in community development programmes? If yes, please mention and give short description of community development programmes you involved in.

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6. How did you get involved in community development programme? Please explain

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7. How you are involved?

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8. Are you involved in initiation of community development programme? If yes please explain How; if No please explain Why

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9. Are you involved in decision –making in community development programme? If yes please explain How; if No please explain Why

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10. Is the programme contributing? If yes How; if No Why, please explain

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11. What role do you play in the community development programme you involved in? Please explain.

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12. Is there any support from government received by your community development programme? If yes, please mention.

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13. Are there any challenges associated with community development programme? If yes, please mention.

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14. Does youth participation contribute to community development? In general, please explain how.

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15. Does youth benefit through community development programme? Please explain.

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16. Do you think current youth participation in community development programmes is adequate for your community development? If yes, please explain how; if No, please explain how you propose should be done to improve it.

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17. What factors that promote or hinder youth participation in community development programme? Please explain.

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Thank you for your co-operation, the information that you have provided will be held with the utmost respect thus it will be helpful in my study.

ANNEXURE D



IMIBUZO YABA BAMBE IQHAZA (ISIZULU)

Qaphela: Leli phepha lemibuzo lenziwe ukuthola iqhaza elibanjwe intsha ezinhlelweni zentuthuko emphakathini kumaMasipala wendawo yase Mtubatuba, okungase kube nomthelela ekuthuthukiseni indawo. Sicela uphendule imibuzo ngokukhululeka futhi nangokwethembeka ngangokunokwenzeka. Angeke nangephutha noma ngaphansi kwaziphi izimo uvezwe ngolwazi olunikezile. Lokhu kwenzelwe nje ucwaningo lwemfundo lweziqu ze Master's.

1. Qaphela!

- a) Sidinga usizo lwakho ukuqonda iqhaza elibanjwe yintsha ezinhlelweni zentuthuko yomphakathi womasipala wendawo wase Mtubatuba.
- b) Nakuba sithanda ukuba usisize , ukumele ubambe iqhaza kulolucwaningo , uma uzizwa ungakhululekile.
- c) Ozokusho kulemibuzo yocwaningo kuyongcinwa kuyimfihlo.

2. Indlela yokuphendula imibuzo?

- a) Sicela aphenndule imibuzo ngokweqiniso ngangokunokwenzeka.
- b) Uma ungakhululekile ngombuzo othile obuziwe, bonisa ukuthi ngeke ukwazi ukuphendula.

INGXENYE A

1. Ubulili

Owesilisa	01		Owesifazane	02	
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2. Iminyaka

14 – 20 weminyaka	01		21 – 25 weminyaka	02		26 – 30 weminyaka	03		31 – 35 weminyaka	04	
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3. Indawo yokuhlala

isigceme 1	01		isigceme 2	02	
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INGXENYE B

4. Ingabe nawe zikhona inhlelo zentuthuko yomphakathi obambe iqhaza kuzo? Uma impendulo kuwu-yebo , sicela uzisho lezozinhlelo bese unikeza incazelo emfushane ngazo.

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5. Ngabe zikhona izinhlelo zentuthuko yomphakathi endaweni yakho ? Uma impendulo kuwu-yebo , sicela uzibale.

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6. Wabandakanyeka kanjani ohlelweni lwentuthuko yomphakathi? Sicela uchaze.

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7. Ubandakanyeka kanjani?

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8. Ngabe intsha iyabandakanyeka ekusungulweni izinhlelo zokuthuthukisa umphakathi? Uma impendulo kuwu-yebo, sicela uchaze ukuthi kanjani; uma impendulo kuwu-Cha, sicela uchaze ukuthi ngobani.

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9. Ngabe intsha iyabandakanyeka ekwenzeni izinqumo ezinhlelweni zentuthuko yomphakathi? Uma impendulo kuwu-yebo, sicela uchaze ukuthi kanjani; uma impendulo kuwu-Cha, sicela uchaze ukuthi ngobani.

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10. Ingabe uhlelo lwentuthuko yomphakathi lunothelela omuhle? Uma impendulo kuwu-yebo, sicela uchaze ukuthi kanjani; uma impendulo kuwu-Cha, sicela uchaze ukuthi ngobani.

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11. Iyiphi indima oyidlalayo ohlelweni lwentuthuko yomphakathi obandakanyeka kulo? Sicela uchaze.

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12. Ingabe lukhona uxhaso oluvela kuhulumeni olutholwa uhlelo lwentuthuko yomphakathi? Uma impendulo kuwu-yebo, sicela uchaze.

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13. Ngabe zikhona izinselelo ezihambisana nohlelo lwentuthuko yomphakathi? Uma impendulo kuwu-yebo, sicela uchaze.

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14. Ngabe ukubamba iqhaza kwentsha kunomthelela entuthukweni yomphakathi? Uma impendulo kuwu-yebo, sicela uchaze ukuthi kanjani.

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15. Ingabe kukhona yini okuzuzwa yintsha ebambe iqhaza ohlelweni lwentuthuko yomphakathi? Sicela uchaze.

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16. Ingabe ucabanga indlela intsha yangakini ebambe ngayo iqhaza ezinhlwelweni zentuthuko yomphakathi, esikhathini samanje yanele? Uma impendulo kuwu-yebo, sicela uchaze indlela ebambe ngayo iqhaza; uma impendulo kuwu-Cha, sicela uchaze ukuthi wena ubona ingenziwa kanjani ncono ekubambeni iqhaza.

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17. Ngabe kukhona okungagqihugqihuzela noma kuvimbe intsha ekubambeni iqhaza ezinhlwelweni zentuthuko yomphakathi? Sicela uchaze.

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Siyabonga ngokubambisana nawe, ulwazi olunikezele luzophathwa ngenhlonipho futhi luyoba usizo ekuqhubeni izifundo zami.

ANNEXURE E



INTERVIEW QUESTIONS FOR RELEVANT GOVERNMENT OFFICIALS AND WARDS COUNCILLORS

Nota Bene: This interview is carried out to find out the youth participation in community development programmes within the Mtubatuba Local Municipality, which may contribute in the development of the location. Please answer the questions freely and as honestly as possible. You will be personally identified and under no circumstance will the information provided be revealed. This is purely an educational study for the Master's Degree.

5. Note to interviewees:

- g) We need your help to understand the participation of youth in community development programmes within Mtubatuba Local Municipality.
- h) Although we would like you to help us, you do not have to take part in this research, if you feel uncomfortable.
- i) What you say in this interview will remain private and confidential.

6. How to respond to the interview?

- e) Please respond to the questions as truthfully as you can.
- f) If you are not comfortable with a question asked, indicate that you do not want to answer.

1. Are there any youth community development programmes in wards of Mtubatuba Local Municipality?

2. Is it possible to provide us with the names plus location of the programmes?

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3. What can you say about the level of youth participation in community development programmes?

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4. Can you explain how the youth participate in community development programmes?

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5. In your opinion, is the youth active in community development programmes?
Please explain.

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6. How does youth get informed about community development programmes?
Explain

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7. What strategy or strategies are used to encourage the involvement or participation of youth in community development programmes? Explain how.

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8. How is groundwork prepared for working with youth in community development programmes? Please explain.

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9. What collaboration programme available to work with youth in community development programme?

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10. What support is given by the local government to youth community development programme? Explain how.

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11. What challenges do you encounter working or engaging with youth in community development programme? Please explain.

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12. In your opinion, what is the youth attitude towards community development programmes? Explain

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13. What role could be played by the youth participation in community development programmes? In general, explain.

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14. Who initiate the community development programmes? Please explain.

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15. Does youth involved to decision making in community development programmes? Please explain.

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16. Does youth benefit through community development programmes? If yes, please explain how, if no, please explain why.

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17. What factors promote or hinder the participation of youth in community development programmes? Please explain.

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Thank you for your co-operation, the information that you have provided will be held with the outmost respect thus it will be helpful in my study.

ANNEXURE F



PARTICIPANT INFORMED CONSENT DECLARATION

I am Sandiseni Lennox Mbatha, a registered student for the Master's degree in Development Studies, at the University of Zululand, in the Department of Anthropology and Development Studies. The aim of this study is to collect information on the research entitled: **“Assessing the participation of youth in community development programmes at Mtubatuba local municipality, KwaZulu-Natal province”**. This research is conducted mainly for academic growth and development and is of no commercial value. The information will solely be used to complete the research document. Your participation in the study will also increase the body of knowledge on community development and add value to growing literature on possible ways to strengthen the administration of emerging youth participation, particularly for community development programmes formulation and operational efficiency.

Participation in the study involves no medical investigations or testing. Confidentiality is guaranteed as no names will be revealed to anyone in the final document or in future. No one will be able to trace any information back to you. Participation is entirely voluntary with no risks associated with participation. The results will be shared in the form of seminar presentations and publication in academic journals.

If you agree to participate in this study, please sign this informed consent letter and note that this declaration will be kept only for record purposes as anonymity is guaranteed.

I _____ have read the contents of the declaration and confirm that adequate information has been provided in the language I understand. I fully understand what is expected from me and have not been coerced in any way to participate in the study. I therefore, willingly and voluntarily participate in the above mentioned study.

Participant's Signature

Date

ANNEXURE G



IMVUME NESIBOPHEZELO SOBAMBE IQHAZA

Ngingu Sandiseni Lennox Mbatha, umfundi obhalisiwe kwiziqu zeMasters kwi Development Studies, e-University of Zululand, eMnyangweni we Anthropology and Development Studies. Inhloso yalolu cwaningo ukuqoqa ulwazi ngocwaningo esihloko esithi: **"Ukuhlola iqhaza elibanjwa intsha ezinhlelweni zentuthuko emphakathini kumasipala wendawo eMtubatuba, esifundazweni sa KwaZulu-Natal"**. Lolucwaningo lwenziwa ngenhloso yokukhula ngokwezemfundo nokuthuthukiswa, lolu ncwaningo alenzelwa ngenhloso yenzuzo. Ulwazi luzosetshenziswa ukuqedela umqulu wocwaningo. Ukubamba kwakho iqhaza ocwaningweni kuzokhulisa ulwazi ekuthuthukiseni umphakathi futhi kuphinde kukhulise ulwazi ezincwadini zendlela yokuqinisa nokuphathwa kwentsha ebambe iqhaza esafufusa, ikakhulukazi ezinhlelweni zentuthuko ekwakhiweni kanye nokusebenza komphakathi.

Ukubamba iqhaza ocwaningweni akuholeli ekubeni uphenywe ngesimo sempilo noma uhlolwe. Imfihlo iqinisekisiwe ngokuthi akukho amagama uyokwambulwa noma kubani emqulwini esikhathini esizayo. Akekho ozokwazi ukulandela umkhondo wokuthi yiluphi ulwazi olukhiphile. Ukubamba iqhaza kungokuzikhethela ngokuphelele futhi abukho ubungozi obuhambisana nokubamba iqhaza. Imiphumela izokwabiwa ngesimo sokwethula ulwazi, nango kwethula incwadi emaphephabhukwini ezemfundo.

Uma uvuma ukubamba iqhaza kulolu cwaningo, sicela usayine le ncwadi mvume yolwazi yokubamba iqhaza, uqaphele ukuthi lesi sibophezelo siyogcinwa kuphela ngenhloso yokugcina ulwazi njengoba ubumfihlo buqinisekisiwe.

Mina _____ ngifundile okuqukethwe sibophezelo futhi ngiyaqinisekisa ukuthi ukwaziswa okwanele kwenziwe ngolimi engiluqondayo. Ngियाqonda ngokugcwele okulindeleke kimi futhi angizange ngiphohqwe nganoma iyiphi indlela ekubambeni iqhaza ocwaningweni ngakhoke

ngizinkelela ngokuthanda nanokuzikhethela ekubambeni iqhaza kulolu ocwaningweni olungenhla.

Isisayino sobambe iqhaza

Usuku

ANNEXURE H



INFORMED CONSENT DECLARATION FOR PARTICIPANT (14 – 17 Years)

I am Sandiseni Lennox Mbatha, a registered student for the Master's degree in Development Studies, at the University of Zululand, in the Department of Anthropology and Development Studies. The aim of this study is to collect information on the research entitled: **“Assessing the participation of youth in community development programmes at Mtubatuba local municipality, KwaZulu-Natal province”**. This research is conducted mainly for academic growth and development and is of no commercial value. The information will solely be used to complete the research document. Your participation in the study will also increase the body of knowledge on community development and add value to growing literature on possible ways to strengthen the administration of emerging youth participation, particularly for community development programmes formulation and operational efficiency.

Participation in the study involves no medical investigations or testing. Confidentiality is guaranteed as no names will be revealed to anyone in the final document or in future. No one will be able to trace any information back to you. Participation is entirely voluntary with no risks associated with participation. The results will be shared in the form of seminar presentations and publication in academic journals.

If you agree to participate in this study, please sign this informed consent letter and note that this declaration will be kept only for record purposes as anonymity is guaranteed.

Parent/Caregiver

I _____ have read the contents of the declaration and confirm that adequate information has been provided in the language I understand. I fully understand that the participation of my child is voluntary and also understand that my child will not be paid for his/her participation in the study. I understand that confidentiality is guaranteed, the researcher will not expose my child name to anyone. I also understand that my child will not be exposed to any risk or harm associated with his/her participation in the study. I therefore, grant permission for my child to participate in the above mentioned study

Parent/Caregiver Signature

Date

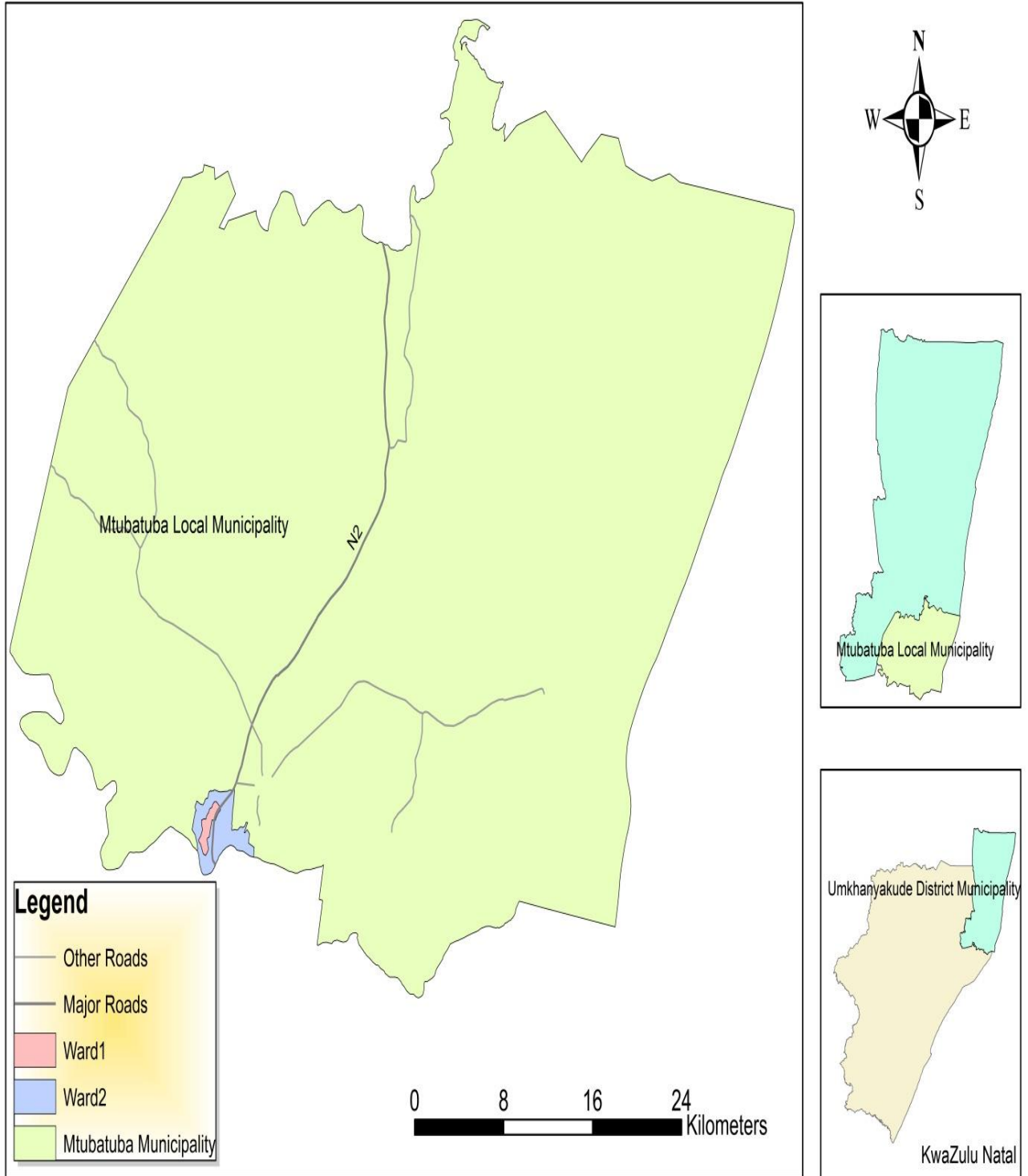
Child Name

Mr. S.L Mbatha (my contacts) sandiseni.lennox2@gmail.com 073 1549338

Dr. P.T Sabela (Supervisor) SabelaP@unizulu.ac.za 082 358 1172

ANNEXURE I

MTUBATUBA LOCAL MUNICIPALITY MAP, WARD 1 AND WARD 2



ANNEXURE J

ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

University of Zululand
P.O Box X1001
Kwa-Dlangezwa
3886
11/06/2015

The Municipal Manager
Mtubatuba Local Municipality
P.O.BOX 52
Mtubatuba
3935

Dear Ms/Mr.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Anthropology and Development Studies at the University of Zululand. My supervisor is Dr. P.T Sabela

The proposed topic of my research reads as thus: "***Assessing the Participation of Youth in Community Development Programmes at Mtubatuba local municipality, KwaZulu-Natal province***". The objectives of the study are:

- a) To identify the types of community development programmes in which the youth participate actively.
- b) To establish the level of youth participation in community development programmes.
- c) To examine the attitudes of the youth towards participation in community development programmes.

I am hereby seeking your approval to conduct research in the following wards 1, and 2 of Mtubatuba Local Municipality. The research is mainly for academic growth and development and is of no commercial value. I believe completion of this study may contribute on administration of youth participation and other related factors within Mtubatuba Local Municipality. With this letter I have attached the research questionnaires or rather instrument that will be used to saturate the objectives and aim to this research project.

Should you require any further information, please do not hesitate to contact me or my supervisors. Our contact details are as follows:

Mr. S.L Mbatha (my contacts) sandiseni.lennox2@gmail.com 073 1549338

Dr. P.T Sabela SabelaP@unizulu.ac.za 082 358 1172

Upon completion of the study, I undertake to provide you with a bound soft copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Sandiseni Lennox Mbatha

Signature:

ANNEXURE K

LETTER GRANTING PERMISSION TO CONDUCT RESEARCH

MTUBATUBA LOCAL MUNICIPALITY {KZ-275}



UMASIPALA . MUNICIPALITY . MUNISIPALITEIT

Physical Address: Lot 105 Inkosi Mtubatuba Road, Mtubatuba, 3935

✉ 52 Mtubatuba 3935

☎ (035) 550 0089

📠 Fax (035) 550 0060

22 June 2015

Enquites: Office of the Municipal Manager

TO WHOM IT MAY CONCERN

RE: GRANTING OF PERMISSION TO CONDUCT RESEARCH

This communique serves to attest that **Mr Sandiseni Lennox Mbatha** who is registered Master's Student at the University of Zululand has been granted permission to conduct his research study under Ward 1, and 2 of Mtubatuba Local Municipality.

We wish to assure that the student will get necessary support in order to successfully complete the study under the said topic: "Assessing the Participation of Youth in Community Development Programmes at Mtubatuba Local Municipality, KwaZulu Natal Province".

Yours Faithfully

A handwritten signature in black ink, appearing to read 'S.R. Mathobela', written over a horizontal dotted line.

Mr. S.R. Mathobela
Acting Municipal Manager

