



**An assessment of the state of  
youth participation in non-  
governmental organizations  
empowerment programmes:  
The case of Emfuleni Local  
Municipality**

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## DECLARATION

I, Lulama Jeanette Stoffel, declare that the study **AN ASSESSMENT OF THE STATE OF YOUTH PARTICIPATION IN NON-GOVERNMENTAL ORGANIZATIONS EMPOWERMENT PROGRAMMES: THE CASE OF EMFULENI LOCAL MUNICIPALITY** hereby submitted to the North-West University, for the degree MA (Management and Development), has not been previously submitted by me for a degree at this or any other university, that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

**SIGNATURE**

**DATE: 30 November 2022**

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## **DEDICATION**

This research work is dedicated to all the Stoffel family members and to the Emfuleni Local Municipality community for their support.

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## **ABSTRACT**

The population of Emfuleni Local Municipality (ELM) is dominated by the youth and is also having a very high level of unemployment which directly negatively impacts its participation in issues affecting them (ELM IDP, 2020-2021: 51). Hence, Non-governmental Organizations (NGOs) play a pivotal role in closing the service delivery gaps by providing the youth with the required skills empowerment programmes or tools of trade for commercializing skills in order to address unemployment, poverty and skills disparities.

The aim of the study was to assess the state of youth participation in NGOs empowerment programmes. The researcher applied a qualitative research approach in which two instruments of data collection were utilised: focus group and semi structured interviews. The researcher employed a non-probability sampling method called purposive sampling to identify participants with the help of the institution, acting as gatekeepers, who identified and referred participants from their pool for the study. The population used in this research was divided into three (3), namely programme participants, NGO officials and two funding institutions.

Theoretical exploration on youth participation was considered to understand the concepts and the content of the study. The main objective of the study was to examine existing governments policies on youth empowerment and other youth programmes. The main question asked was: What is the role of youth participation in NGOs empowerment programmes? The main finding indicated that the youth is not mainstreamed in strategies, policies and programmes of the government, and funding is inadequate to fully implement all the institution's objectives and programmes. Bokamoso Skills and Economic Empowerment Centre was the only NGO which the researcher used because it was the only one which provides relevant youth skills and training programmes that are capable of addressing the problem of unemployment and exclusion among the youth in Emfuleni Local Municipality (ELM).

The researcher recommended that government departments should review its funding model so that it enables NGOs to offer skills empowerment programme which produce qualified artisans and not semi-skilled candidates. This can be achieved if the government directly mobilizes resources from the private sector and have a bilateral or tripartite or

multilateral standing Memorandum of Agreement with all stakeholders involved. Furthermore, the government and implementing agencies should have a standing intergovernmental structure which specialises in the integration and mainstreaming of youth economically in all the policies, strategies, programmes and budget in order for the youth to fully and properly participate. This will also ensure the execution of policies through the effective cooperative flow of information, coordination of priorities and budgets across the different state of organizations.

**Keywords:** Non-governmental organizations (NGOs), Youth, Public Participation, Engagement, Service Delivery, Empowerment, Emfuleni Local Municipality (ELM)

## Table of Contents

DECLARATION .....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS .....	iii
ABSTRACT.....	iv
LIST OF ACRONYMS.....	xv
1.1 INTRODUCTION .....	1
1.2 BACKGROUND TO THE STUDY .....	1
1.2.1 Background of Bokamoso Skills and Economic Development Centre (Centre of Excellence) .....	10
1.3 PROBLEM STATEMENT.....	111
1.4 HYPOTHESIS.....	122
1.5 PRIMARY RESEARCH QUESTION AND OBJECTIVES .....	12
1.5.1 RESEARCH QUESTIONS.....	12
1.5.2 RESEARCH OBJECTIVES.....	133
1.6 JUSTIFICATION OF THE STUDY .....	13
1.7 THEORETICAL FRAMEWORK OF THE STUDY .....	14
1.8 SIGNIFICANCE OF THE STUDY .....	15
1.9 RESEARCH DESIGN .....	15
1.10 METHODOLOGICAL OVERVIEW.....	166
1.11 ETHICAL CONSIDERATIONS.....	166
1.12 CHAPTER OVERVIEW .....	177
1.13 CHAPTER SUMMARY .....	188
2.1 INTRODUCTION .....	199
2.2 DEFINITIONS AND BASIC CONCEPTS .....	199

2.2.1 Youth .....	19
2.2.2 Participation .....	211
2.2.3 Youth Participation.....	211
2.3 HISTORICAL OVERVIEW OF YOUTH PARTICIPATION .....	222
2.3.1 History and background .....	222
2.3.2 Key Principles of Youth Participation .....	233
2.4 EXISTING MODELS OF YOUTH PARTICIPATION .....	244
2.4.1 Hart’s Ladder of Participation.....	244
2.4.2 Shier's Pathways to Participation.....	266
2.4.3 Typology of youth participation and empowerment pyramid.....	288
2.4.4 The P7 Model: A thinking tool for visioning, planning, enacting and evaluating youth participation	30
2.4.5 De Backer and Jan's Triangle of Participation .....	311
2.4.6 Dimensions of Youth Participation .....	322
2.4.6.1 Normative	32
2.4.6.2 Structural	32
2.4.6.3 Operational	32
2.4.6.4 Physical	32
A2.4.6.5 Attitudinal.....	333
2.5 PARTICIPATORY THEORY .....	333
2.5.1 Geographies of children.....	333
2.5.2 Participatory theory .....	355
2.5.3 Oxfam’s Youth Participation and Leadership Meta Theory of Change.....	366
2.5.4 Underpinning Factors Influencing Change: Internal Empowerment and Enabling Environment	37

<i>Internal Empowerment</i> .....	377
<i>Enabling Environment</i>	38
2.6 YOUTH EMPOWERMENT MODELS	39
2.6.1 Social Action Model	39
2.6.2 Typology of Social Action	40
2.6.3 Ways to Enable Social Action	40
2.7 FORMS OF YOUTH PARTICIPATION ACTIVITIES	41
2.7.1 Traditional forms of participation	41
2.7.2 Alternative forms of participation.....	4242
2.7.3 Emerging ways of participation	43
2.8 CONCEPT DOCUMENT OF BOKAMOSO SKILLS AND ECONOMIC DEVELOPMENT CENTRE LIVELIHOOD HUB.....	433
2.8.1 Background.....	433
2.8.2 Development of Construction Cooperative .....	444
2.8.3 Management Relation Framework with Each Cooperative .....	50
2.9 STAKEHOLDERS OF THE YOUTH PARTICIPATION.....	5151
2.10 CONCLUSION	51
2.11 CHAPTER SUMMARY .....	52
3.1 INTRODUCTION .....	53
3.2 DEFINITIONS .....	53
3.2.1 Non-Governmental Organizations (NGOs) .....	53
3.2.2 Youth Empowerment .....	53
3.3 OVERVIEW OF EMFULENI LOCAL MUNICIPALITY.....	54
3.4 FRAMEWORK FOR THE PARTICIPATION AND EMPOWERMENT OF YOUTH	566
3.4.1 National Youth Policy (Republic of South Africa 2009-2014) .....	566

3.4.2 National Youth Development Agency Act no.54 of 2008 .....	566
3.4.3 African Youth Charter (African Union, 2006).....	577
3.5 BENEFITS OF EMPOWERMENT .....	588
3.6 YOUTH EMPOWERMENT PROGRAMMES .....	588
3.6.1 European Perspective.....	588
3.6.2 African Perspective .....	599
3.7 BARRIERS TO YOUTH EMPOWERMENT .....	600
3.7.1 South African Perspective .....	60
3.7.2 African Perspective .....	61
3.8 CONCLUSION .....	633
3.9 CHAPTER SUMMARY .....	63
4.1 INTRODUCTION .....	64
4.2 RESEARCH METHODOLOGY .....	64
4.2.1 Research Philosophy .....	65
4.2.2 Research Approaches .....	666
4.2.3 Research Design .....	666
4.3 RESEARCH ANALYSIS .....	677
4.3.1 Description of municipal area.....	677
4.3.2 Research population and sampling.....	688
4.3.3 Questionnaire analysis.....	688
4.3.4 Data Collection.....	688
4.3.5 Data analysis .....	7070
4.4 RESEARCH ETHICS.....	72
4.5 CONCLUSION .....	722
4.6 CHAPTER SUMMARY .....	73

5.1 INTRODUCTION .....	74
5.2 SPECIFIC DATA PRESENTATION .....	<b>Error! Bookmark not defined.</b>
5.3 FINDINGS FROM PROGRAMME PARTICIPANTS (YOUTH) .....	744
5.3.1 EDUCATION AND EMPLOYMENT .....	744
5.3.1.1 Education.....	744
5.3.1.2 Employment	75
5.3.2 PARTICIPATION IN COMMUNITY PLATFORMS .....	777
5.3.3 YOUTH VOICE IN PROGRAMME .....	811
5.3.4 PERCEPTIONS OF YOUTH TAKING PART IN EMPOWERMENT PROGRAMMES .....	822
5.3.5 PERCEPTIONS OF YOUTH PARTICIPATION IN YOUTH EMPOWERMENT PROGRAMMES .....	855
5.3.6 THE ROLE OF GOVERNMENT IN ADVANCING YOUTH PARTICIPATION IN EMPOWERMENT PROGRAMMES .....	888
5.3.7 POSITION OF YOUTH AFTER TRAINING .....	888
5.3.8 BARRIERS .....	888
5.4 FINDINGS OF THE INSTITUTION (SERVICE PROVIDER/NGO) .....	89
5.4.1 BASIC INFORMATION ON WORKFORCE OCCUPATIONAL STRUCTURE AND CHARACTERISTICS.....	8989
5.4.1.1 Main business activity, objectives and main products.....	89
5.4.1.2 Number of Centres and size of the institution .....	900
5.4.1.3 Legal form.....	911
5.4.1.4 Programmes, accreditation and criteria for selecting participants.....	92
A5.4.1.4. Decision on which Programmes to implement.....	92
B5.4.1.4 Accreditation.....	922
C5.4.1.4 Criteria for selecting participants .....	922

D 5.4.1.4 Programmes offered.....	93
E5.4.1.4 Programmes youth are interested in or not .....	99
F5.4.1.4 Duration of programmes .....	100
G5.4.1.4 Benefits .....	100
H5.4.1.4 Number of youths in the Livelihood Hub or Construction Company .....	1000
I5.4.1.4 Institution’s Opinion.....	101
5.4.1.5 Exit strategy .....	102
5.4.2 SUSTAINABILITY .....	104
5.4.3 STAFF .....	105
5.4.3.1 PERCEPTIONS OF YOUTH TAKING PART IN THE INSTITUTIONS EMPOWERMENT PROGRAMMES .....	106
5.4.3.2 SERVICE DELIVERY CHALLENGES .....	1077
Funding/policies .....	108
Pandemic.....	109
5.4.3.3 BARRIERS .....	109
5.4.3.4 FUTURE PROSPECTS.....	110
5.4.3.5 STAKEHOLDER INVOLVEMENT.....	110
5.4.3.6 STAKEHOLDER INVOLVEMENT IN GOVERNANCE STRUCTURE.....	111
5.5 FINDINGS OF FUNDING INSTITUTIONS (GOVERNMENT AND PRIVATE SECTOR) .....	1112
5.5.1 ROLE OF FUNDERS (INSTITUTIONS).....	112
5.5.2 SUSTAINABILITY INITIATIVES.....	113
5.5.3 EXIT STRATEGY.....	114
5.5.4 SERVICE DELIVERY CHALLENGES .....	115
5.5.4.1 Adequacy of Infrastructure, services and funding .....	1166

Policies .....	1166
5.5.5 BENEFITS FOR YOUTH IN TAKING PART IN EMPOWERMENT PROGRAMMES .....	1177
5.5.6 PERCEPTION OF FUNDERS ON YOUTH TAKING PART IN EMPOWERMENT PROGRAMMES .....	1177
5.5.6.1 Opinion of Funders .....	1188
5.5.7 INSTITUTIONS IDENTIFIED AS CENTRES OF EXCELLENCE.....	1188
5.5.8 COMMENTS ON THE WORK OF IMPLEMENTING INSTITUTIONS OFFERING EMPOWERMENT PROGRAMMES IN ELM .....	11919
5.6 CONCLUSION .....	119
5.7 CHAPTER SUMMARY .....	1200
6.1 INTRODUCTION .....	1211
6.2 SUMMARY OF THE STUDY .....	1211
6.3 SUMMARY OF FINDINGS .....	1222
6.4 RECOMMENDATIONS.....	1277
<i>Policy</i> .....	1277
<i>Strategy</i> .....	1288
<i>Youth Participation</i> .....	1288
<i>Assessment</i> .....	1288
<i>Future research</i> .....	1288
6.5 CONCLUSION OF THE CHAPTER.....	1298
6.6 CONCLUSION OF THE STUDY	129
REFERENCE LIST .....	1300
APPENDIX A: LETTER OF REQUEST TO CONDUCT RESEARCH.....	1422
APPENDIX B: CONSENT LETTER .....	1433

APPENDIX C: ETHICS APPROVAL LETTER .....	14444
ANNEXURE D: QUESTIONNAIRE FOR THE BENEFICIARIES (YOUTH) OF NONGOVERNMENTAL ORGANIZATIONS EMPOWERMENT PROGRAMMES ...	14646
APPENDIX E: QUESTIONNAIRE FOR SERVICE PROVIDERS (NGOS).....	1522
APPENDIX F: QUESTIONNAIRES FOR FUNDERS	157
APPENDIX G: NEW CENTRE HANDED OVER.....	15959
APPENDIX H: CIE SKILLS THABISO NEWSLETTER	161
APPENDIX I: LANGUAGE EDITOR CERTIFICATE .....	1622

## FIGURES

Figure 2.1 Harts Ladder of Participation .....	26
Figure 2.2: Shier's Pathway to Participation model.....	27
Figure 2.3: Typology of youth participation and empowerment pyramid.....	29
Figure 2.4: The P7 Model .....	31
Figure 2.5: Problem tree of lack of opportunities for learners/youth in the construction sector.....	45
Figure 2.6: Solution Tree .....	47
Figure 2.7 Management Relation Framework with ecah Coopertive	50
Figure 3.1 Geographical Map of Emfuleni Local Municipality	55
Figure 5.2 Staff capacity of the institution .....	91
Figure 5.3 Construction or Technical Skills.....	94
Figure 5.4 Information and Computer Training (ICT) .....	955
Figure 5.5 Marketing.....	97
Figure 5.6 Entrepreneurship .....	977
Figure 5.7 Literacy programme.....	98

Figure 5.8 Statistical data of trained participants .....	99
Figure 5.9 Bokamoso staff.....	105
Figure 5.10 Service providers.....	<b>Error! Bookmark not defined.</b>

## **TABLES**

Table 2.1 Solution using Strategy 4 And 5.....	488
Table 2.2 Coopertaives Incubation Value Chain	49
Table: 5.1 Education.....	75
Table 5.2 Employment	75
Table 5.3 Follow up question	76
Table: 5.4 Location where participants live.....	766
Table: 5.5 Distance travelled .....	766
Table 5.6 Participation in Community Paltforms	77
Table 5.7 Familiarity of social media platforms.....	800
Table 5.8 Programme Participation	80
Table 5.9 Perceptions of youth taking part in empowerment programmes.....	822
Table 5.10 Programmes offered by NGO .....	93
Table 5.11 Exit strategy .....	103
Table 5.12 Staff	105

## **LIST OF ACRONYMS**

AGM	Annual General Meeting
ANCYL	African National Congress Youth League
AU	African Union
AYC	African Youth Charter
BASSREC	Basic and Social Science Research Committee
CIE	Catholic Institute of Education
CCRD	Consumer and Cooperate Regulations Divisions
CYDF	China Youth Development Foundation
DA	Democratic Alliance
DSD	Department of Social Development
DTI	Department of Trade and Industry
ELM	Emfuleni Local Municipality
EU	European Union
FET	Further Education and Training
ICT	Information and Computer Training
IDP	Integrated Development Plan
IEC	Independent Electoral Commission
ILO	International Labour Organization
IYDC	International Youth Development Commission
IYF	International Youth Foundation
LED	Local Economic Development
MLM	Midvaal Local Municipality

MTF	Medium Term Fund
NDA	National Development Agency
NGO	Non-Governmental Organization
NPO	Non-Profit Organization
NYDA	National Youth Development Agency
NYP	National Youth Policy
PFMA	Public Finance Management Act
3P-M	Pedagogical Political Participation Model
PWD	People with Disability
SDG	Sustainable Development Goals
SDM	Sedibeng District Municipality
SMME	Small Medium and Micro Enterprises
STASSA	Statistics South Africa
TEO	The Enterprise Organizations
ToC	Theory of Change
TVET	Technical Vocational Education and Training
TYPE	Typology of Youth Participation
UN	United Nations
UNDP	United Nations Development Plan
WEF	World Economic Forum
YAI	Young Africa International
YALI	Young African Leaders Initiative

## **CHAPTER 1: INTRODUCTION**

### **1.1 INTRODUCTION**

This study is founded in the context of youth participation in non-governmental organisations (NGOs). The author sought to assess the state of youth participation in NGOs empowerment programmes with reference to Emfuleni Local Municipality (ELM). Youth participation refers to the process of involving young people in institutions and decisions that affect their lives (Checkoway and Guterrez, 2006). For the purpose of the study, youth participation refers to the involvement of youth in meaningful or development activities inside and outside their communities (Matsela, 2015). The researcher identified the Bokamoso Skills and Economic Development Centre (Centre of Excellence) in the ELM to assess the participation of youth in empowerment programmes, because it is the only NGO in ELM that provides skills programmes which are coupled with on-job placement training and incubation into cooperatives.

This chapter provides the general orientation of the study. The background of the study is discussed with the identification of the problem statement. This is followed by presenting the justification of the study and hypothesis. This will then be followed by research questions and objectives. Lastly, the chapter looks at concept clarification which will contextualize key concepts of the study. The theoretical framework of the study is briefly discussed. The significance of the study and the methodological overview is also presented.

Lastly, the chapter concludes with explaining ethical considerations and chapter overview.

### **1.2 BACKGROUND TO THE STUDY**

The concept of youth participation has been studied extensively in matured and developed democracies worldwide (Mhlongo, 2016:12). The World Bank defines meaningful participation as “a process through which stakeholders influence and share control over development initiatives, the decisions and the resources which affect them” (World Bank, 1996: 1). A concept such as participation evokes a powerful notion of local community empowerment in development projects, leads to capacity building and enables the community to be more effective and efficient in managing such projects (Robert, 2019). The United Nations (UN) defines youth as individuals between the ages of 15 and 24 (UN,

2010:8). Youth participation is held to be a marker of quality within interventions involving young people (Cahill & Dadvand, 2018:243). It is variously framed as an issue of social justice, a platform for positive development, a medium for active citizenry, a human right, and a strategy for nation-building (Zeldin, Krauss, Collura, Lucchesi & Sulaiman, 2014).

The youth of today are confronted with many challenges that include: high unemployment, poverty, crime, diseases and infections, lack of skills, lack of access to basic services (Parliament of South Africa, 2022). Participation is a commonly used approach and concept within development (United Nations, 2010:8). There is a stronger focus on youth participation and greater recognition to youth led organizations (United Nations, 2013). It is of critical importance that the youth are supported in various ways to ensure that they meaningfully participate in issues that affect them in their local communities (Mlatsheni and Leibbrant, 2011: 118).

The United Nations is doing a considerable amount to invest in youth. The World Programme of Action for Youth (WPAY), adopted by the UN General Assembly in 1995 and expanded upon in 2007, provides a policy framework and practical guidelines for national action and international support to improve the situation of young people. The WPAY identifies the following fifteen priority areas together with specific objectives and actions: Education, Girls and young women, Employment, Participation, Hunger and poverty, Globalization, Health, Information and communication technologies, Environment, HIV/AIDS, Drug abuse, Youth and conflict, Juvenile delinquency, Intergenerational relations, and Leisure-time activities (United Nations, 2010:8). Governments are required to consider the contributions of young persons on all policies affecting youth (United Nations, 2010:6).

According to Springer Science and Business Media LLC (2021) the United Nation's initiated Global Sustainable Development Goals (SDGs) 2030 to advance the need for the empowerment of youths accurately. Goal eight (8) speaks to promoting inclusive and sustainable economic growth and goal four (4) speaks to ensuring inclusive and equitable quality education. The goals acknowledge that youth are a main impetus for development but only if they are furnished with the skills and opportunities needed to reach their potential and bolster development. Next Generation Coalition (NGC) (2021) stated that one method

for empowering youths would be by implementing an economic citizenship strategy for youth. Such a strategy would help national policy-makers and leading youth-serving organizations to accomplish the SDGs and sub-targets in the drive to create a viable economic and social system for the future.

The Department of Trade and Industry (DTI) is responsible for the country's economic development and progress ((DTI, 2009). DTI work together with the Enterprise Organization (TEO), Consumer Cooperate Regulations Divisions (CCRD) and other relevant stakeholders in ensuring and promoting direct economic investment and growth with the main aim to create adequate employment opportunities for all the citizens especially the youth (DTI, 2009).

The World Economic Forum (WEF) (2016) states that the youth is facing extensive challenges in creating a bright future for its self. In high-income economies, the prospects for the youths have plunged (World Economic Forum, 2016). There are also significant concerns for the position of youth in the labour market and the future of their financial security. The situation is worse for youth in low-income countries where a majority are involved in casual employment which the International Labour Organisation (ILO) portrays as being sporadic, inadequately paid for and falling outside the protection of law. Alternatively, some engage in illicit trade, drug dealing or sex work which puts their health and safety at risk are situation that also a feature of South African society.

According to International Projects Association (INPRO) NGOs respond to different national and local communities' contexts (INPRO). A comparison of SA, China, and Rwanda show how the social and political contexts NGOs work within change their approach. According to USAID as cited in HDAK (2018: 4), in Rwanda the Educational Development Centre (EDC) established by MIT researchers announced its project Huguka Dukore, meaning get trained and let's work. The objectives of the program were to offer job-skills training, provide internship opportunities and help with employment to 40,000 Rwandan youth. Furthermore, the United Nations (2014: 15) stated that the programme seeks to support youth development programmes and help to develop their social and professional skills. These projects initiated in Rwanda were aimed at improving youth skills and thus improving their

eligibility for employment within and outside the country. The project also ensured that the youth were active in social networks.

Various youth development programmes are created to ensure social inclusion of most youth. Participation of young people is viewed from the following three perspectives:

- The basic level of participation is being a 'member' with a sense of engagement and belonging;
- The second level pertains to participation in the sense of having a voice, expressing a view and having it listened to, and participating in decision-making; and
- The third level refers to opportunities for young people to participate and contribute for the development of the community and civil society (Casimir, 2011).

According to Department of Social Development: Western Cape Government (DSD, 2022) Youth Development Programme builds on the strengths of young people by developing their skills. Parliament has committees to deal with youth issues. Committees are responsible for oversight on youth matters and must deal with legislation that affects young people. This includes providing them with leadership training, mentoring, and helping them to transition through the challenges and problems they may experience in their daily lives (Department of Social Development: Western Cape Government, 2022). The issues of education, skills and small enterprise development for youth featured strongly in the budget speech of Minister of Finance Pravin Gordhan, for the 2011/2012 financial year (Parliament of South Africa, 2022).

Youth are encouraged to take up the above opportunities by visiting respective youth centres (Department of Social Development: Western Cape Government, 2022). There has been growing enthusiasm in the contribution of non-governmental organizations (NGOs) to youth empowerment. The South African experience demonstrates the critical role of partnerships between government and NGOs (Patel, 2005: 30). NGOs strive to address challenges faced by government in providing public service targeting such outcomes as to accelerate service delivery as well as to promote its effectiveness. NGOs as alternative service providers can be a critical part of the solution in resolving poor service delivery. NGOs are seen to play an increasing role in the fight against poverty around the globe (Banks, Hulme & Edwards,

2015). Services to the youth as recipients ought to be central to all empowerment and partnership initiatives. Government ought to create an enabling environment for NGOs to partner it in accomplishing social development goals. According to Patel (2005: 30), NGOs are well positioned to render services at a grassroots level and have a responsibility for the well-being of civil society. Funded NGOs provide their own services, whilst some youth services are provided by the Department of Social Development's Service Delivery Area Offices. NGOs determine their own programme content that mainly focuses work preparation, skills development and sometimes job placement (Department of Social Development: Western Cape Government, 2022).

NGOs in China and developing nations like South Africa are emerging explosively and assume a prominent role in skills empowerment programmes. Shi (2000: 1-15) cited in Asia Pacific Youth Employment Network stated that in the 1990's unemployment rate in China reached new peak, community needs had to be prioritised. Government favoured "socializing social welfare" and a new policy which included NGOs and the private sector was passed in the legislature with the view to enable the implementation of skills development initiatives such as China Youth Development Foundation (CYDF). The CYDF aims to help young people in China build their capacities and to improve the environment for their development by providing aid services, giving a voice to the interests of young people and carrying out social.

In South Africa, the NGO sector is central to the delivery of social services. It is made up of more than 100 000 organisations which primarily contribute to activities and services required at community level and over fifty (50) youth organizations are operating in the ELM (Western Cape Government, 2014 amended in 2015). However, there are significant disparities in the nature and methods used by NGOs in the two nations, revealing different socio-economic, historical and political or ideological orientation. In China, NGOs operate in a more controlled and unified way than they do in South Africa and are closely connected to the political infrastructure of government (Zhang, 2005: 2). This means the majority of NGOs in China work in collaboration with government on challenges that affect the community.

According to the World Economic Forum (WEF) (2013), South African NGOs are viewed as more effective, dynamic and innovative entities. They are perceived to be important for the institutionalisation mechanisms, democratic accountability and government expects them help expand access to social and economic services that create jobs and reduce poverty in a cost effective and sustainable manner (Stellenbosch University). NGOs are moulding new and major developments that require diverse technical skills. Due to changes in political milieu and donor funding priorities, the profile of NGOs in South Africa has improved towards being more relevant to developmental issues. According to the National Youth Policy (2009-2014) the dawn of the democracy presented an opportunity for the creation of legislations, policies and structures to support the youth. Such support is encapsulated by the rights guaranteed in the *Constitution of South Africa* (1996) as amplified and contained in the Bill of Rights which specifies rights, duties and values that all citizens must abide by.

The implementation of social development services in Local Government is governed by Chapter 7 section 152 subsection 1(c, & e) of the *Constitution of South Africa* (1996) articulates the role of government by stating that local government should promote social and economic development. Chapter 7 section 152 subsection 1(e) of the *Constitution of South Africa* (1996) further extols the role of local government as being to encourage the involvement and participation of communities and community organizations in matters of local government (Emfuleni Local Government). Section 153 subsection (a) of the *Constitution of South Africa* (1996) specifies the developmental duties of municipalities as to:

- Develop and manage administrative, budgeting, and planning processes to prioritize the basic needs of the community and
- Promote the social and economic development of the community.

The above-mentioned duties of protecting and advancing persons or categories of persons who are disadvantaged by unfair discrimination is reflected in Chapter 13 Section 217 of the *Constitution of South Africa* (1996) particularly under procurement, Subsection 1 and 2(b) thereof make it very clear that all contracts for goods must be fair, equitable, transparent, competitive and cost effective (RSA, 1996: 112-113). Empowering of marginalised citizens

can be achieved through participation in education and skills training, though they need to be strengthened. It would be beneficial for Further Education and Training (FET) colleges and NGO's offering skills programmes to establish relationships with companies that can be used as experiential sites for their learners. A concerning example was when in an informal discussion with the retired company manager an indication was made to the effect that they received learners from a nearby FET college without guidance of what the learners should be exposed to and therefore she gave them assignments related to the needs of the company.

The National Youth Policy (NYP) (2020: 30) and Chapter 2 of the *Constitution of South Africa* (1996) advised on collaboration among government, NGOs as well as private sector stakeholders. This eliminates organisations that work in silos in order to ensure that skills empowerment programmes have exit strategies. Collaborations often link youth to employment opportunities, enterprise development and further learning and development. Collaboration will also reduce duplication of functions and the waste of resources.

The NYP (2015) to 2020 NYP (2020: 2) centred around redressing the imbalances of the past and addressing the specific challenges and immediate needs of the nation's youth. These NYC policy statements expanded on South Africa's first NYP, which covered the period 2009 to 2014. The policy sought to create an environment that enables the youth of South Africa to realize their potential outlining interventions to enable the optimum development of youth, both as individuals and as members of South African society, while enhancing their capabilities to transform the economy and the country. These aspirations were to be accomplished by tending to the needs of the youth; promoting positive outcomes, opportunities, choices and relationships; and providing the support needed to empower all youth, especially those who are marginalized socially, politically and economically. The NYP (2020) placed emphasis on the need for various youth development endeavours and interventions that holistically respond to all aspects and viewpoints of youth's lives.

The Department of Social Development (DSD) is a government department responsible for providing social development, protection, and welfare services to the public (DSD, 2002). The DSD was established in terms of several pieces of legislation such as *the Constitution of South Africa* (1996) Section 27 (1) (c), Section 28 (1) and schedule 4, *Social Assistance*

Act 52 of 1992 and 13 of 2004, White Paper for Social Welfare Services (1997) and *National Development Agency Act 108 of 1998* which provides a legislative framework for providing social assistance. The *Non-Profit Organisations Act 71 of 1997* establishes an administrative and regulatory framework within which non-profit organisations can conduct their affairs. The Act provides for their registration by the DSD. According to the Social Development guide (2018/19), the department's role is to regulate and subsidise existing private, non-governmental welfare services while providing additional services. Social Welfare (1997; 6-9) noted that the post-Apartheid South Africa had inherited social welfare programmes which were not considered to be critical social investment priorities and were underfunded.

The DSD attempts to create a better life for the poor, vulnerable and excluded people in society. It is entrusted with reducing poverty, promoting social integration and creating conditions for sustainable livelihoods. According to Western Cape Provincial Government's Department of Social Development (2005), social cohesion has shifted to the forefront of public sector intervention to address the challenge of social exclusion and provide communities in need with access to networks and socio-economic opportunities. This can only be achieved through the joint participation of all institutions and actors in society. The department also conducts research that develops the effort around factors that act as social indicators which are necessary for programme implementation and public accountability (DSD, 2002).

According to Sedibeng District Municipality Annual Report (SDM) (2016/17), the youth skills development is considered as a leading and critical programme that ensures youth readiness to assume responsibility for positive life, participate in public activities informed by principles of hard work, self-sustenance and giving back to the community. Consequently, the Youth Advisory Centre was established to provide support to the regional communities. There are other municipalities that have initiated the junior mayorship concept which would build on leadership skills if only it could be duplicated in all municipalities, such as the Midvaal Local Municipality (MLM) which is also part of Sedibeng, to identify and provide young leaders at secondary schools an opportunity to learn, use their knowledge and authority to make a difference thereby shedding light on youth's issues in their

communities. For example, Bongani Baloyi was identified at secondary school as an agent of change and in his early twenties he was elected as a member of the Mayoral committee. Subsequently in 2013 he made history when he became the executive mayor of MLM making him youngest mayor in South Africa (Democratic Alliance, 2013). According to Chapter 4 Subsection 48(1) of the *Local Municipal Structures Act*, 117 of 1998 the election of mayors must be done by the municipal council, and if the Member of Executive Council (MEC) for local government in the province so approves, another member of the executive committee can be elected as the deputy mayor, of the municipality.

The taking up of leadership by youths is echoed in Mail and Guardian (2020) arguing that municipalities need youthful leaders who thrive in collaborative learning environments that emphasise knowledge, skills and resources needed to maximise their contributions. Therefore, the youth will need the support of government, the private sector and civil society to fulfil their potential.

According to Emfuleni Local Municipality (ELM) Local Economic Development (LED) strategy (2017), the unemployment rate in 2016 increased from 35% to 46% among the economically active population of which 52% the population are youth. The major industrial hub operations in Sedibeng such as Arcelor Mittal are constantly haemorrhaging jobs due to adverse national and global demand for commodities such as gold, platinum and iron. Government services, agriculture, retail, and hospitality industries are emerging as major employers.

ELM is situated in the Sedibeng District Municipality (SDM) in the southern part of Gauteng Province. The nodal point of the municipality is in Vanderbijlpark and the municipality covers an area of 987 square kilometres and comprises of the areas of Vereeniging, Vanderbijlpark, Boipatong, Bophelong, Sharpeville, Sebokeng, Palm Springs and Evaton including the small holdings of Vereeniging and Vanderbijlpark with a population size of 721 663 people (ELM IDP, 2015/2016: 14; SDM IDP, 2018/2019). Slightly more than half of this number are females. Africans constitute an overwhelming majority of about 616 095 and the largest segment of population in terms of age group is the 20-24 years band with just 79 000 older people.

ELM was established in terms of *Local Government Municipal Structures Act 117 of 1998*, Chapter 7, section 155 (1) (b) and was vested with the powers of promoting social and economic development in terms of section 152(1) (c) of the *Constitution of South Africa (1996)*. The establishment of ELM is further referenced in section two of the *Municipal Structures Act 117 of 1998* as the municipality that provides basic services to its residents. Emfuleni is one of Gauteng Province's poverty-stricken municipalities with a high rate of unemployment. Local industries primarily link up with South Africa's steel industry.

Young people spend much of their lives in educational settings, and their experiences in schools, colleges and universities can shape much of their subsequent lives (Furlong, 2013). Research shows that poverty and income affect the likelihood for the incompleteness of high school. These factors also increase the likelihood for the youth to not go to a college or university (Njapa-Minyard, 2010). In the United States, 12.3 percent of young people ages 16 to 24 are disconnected, meaning they are neither in school nor working (Burd-Sharps & Lewis, 2017).

Against this backdrop, several NGOs such as Bokamoso have been identified on the basis that they offer youth empowerment programmes in ELM. Their services were evaluated and upon meeting relevant criteria were afforded the opportunity to apply for funding from the Department of Social Development (DSD, 2002). ELM as a municipal area provides a good case study to assess youth participation in non-governmental organisations youth empowerment programmes.

### **1.2.1 Background of Bokamoso Skills and Economic Development Centre (Centre of Excellence)**

Bokamoso Skills and Economic Development Centre was established in 2005 at Small Farms (Ward 29) Roman Catholic Church premises by two founders in ELM. These two founders are staunch members of the church who saw the dire challenges and needs of the youth within the church and community around it. They immediately had the vision and passion to change the said status quo, by providing the youth from Small Farms and surrounding areas of ELM where poverty, unemployment and skills disparities is prevalent with empowerment programmes. The Institution was also registered as Centre of Excellence in 2019. The researcher chose this centre because after making research on NGOs offering

skills programmes in ELM, she realised that it is the only NGO that ensures that trained youth is absorbed for on-job placement training and also incubated into cooperatives.

### **1.3 PROBLEM STATEMENT**

Facilitating and encouraging youths' participation in empowerment programmes has the potential to reduce rural poverty levels across all demographics. Globally youth populations face limited or no access to essential resources that would enable their participation in agriculture or agricultural related occupations (Bennell & Hartl (2010); Food and Agricultural Organization (FAO), International Fund for Agricultural Development (IFAD) & Technical Centre for Agricultural and Rural Cooperation (CTA), 2014). Booyens and Crause (2012) concur that there are not enough opportunities to put youth at the centre of service delivery which can be in a form of community development activities. Eissler & Brennan (2015) further point that the youth is not engaged with the agricultural sector because of lack of awareness and information concerning agriculture as a whole, hence the establishment of programmes such as youth not in employment, education and training (NEET), which addresses the problem of exclusion (gap) from a holistic perspective.

Employment, education and training are key in ensuring that the youth is absolutely not intentionally or unintentionally excluded. This approach helps in ensuring that the solution to youth not participating in programmes leans on coherent and coordinated partnerships approaches to achieve successful outcomes. Youth involvement in community planning, decision making, and action has not received a lot of attention in the past, but youth are becoming increasingly involved in community development (University of Florida).

The World Economic Forum (2016) states that the youth is facing extensive challenges in creating a bright future for its self. In high-income economies, the prospects for the youths have plunged (Unicef Office of Research Innocenti). There are also significant concerns for the position of youth in the labour market and the future of their financial security. In South Africa, young people do not get enough opportunities to allow them to engage in activities that allow them to be agents of their own change and their country's broader successes (Jobson, 2011). Currently, there is a significant lack of data for understanding the determinants, causes and effects of the global "youth crisis" (Bennell & Hartl, 2010). From the abovementioned statements, this research seeks to assess the role (partnerships) of

government and NGOs in empowering youths and youth participation in empowerment programmes.

#### **1.4 HYPOTHESIS**

McCombes (2022) stated that a hypothesis is a suggested preliminary, yet a specific answer to a problem which has to be tested empirically before it can be accepted as a concrete answer and incorporated into theory. Bless & Higson-Smith (2000: 156) stated that a hypothesis is either accepted or rejected based on findings of the study.

Based on the two definitions presented above, the hypothesis underpinning this study can be framed as: Youth participation in NGO skills empowerment programmes enhances skills, knowledge and attitudes of youth and improve their personal and general employment opportunities, and thus helping the government in ensuring a collective socio-economic progress. Based on the above hypothesis, the researcher gathered data from study participants, establishment and two funders to understand and evaluate youth participation in NGO youth empowerment programmes, particular in Emfuleni Local Municipality (ELM) area.

#### **1.5 PRIMARY RESEARCH QUESTION AND OBJECTIVES**

The main research question is:

- What is the state of youth participation in NGO youth empowerment programmes?

##### **1.5.1 RESEARCH QUESTIONS**

The following questions are created to address the main research question:

- What is the role of youth participation in NGO youth empowerment programmes?
- What hinders the effectiveness of youth participation in NGO youth empowerment programmes?
- What is the impact of youth participation in NGO youth empowerment programmes in ELM area?

- What are the key service delivery challenges youth empowerment programmes are seeking to address?
- Are the objectives of the NGO youth empowerment programmes clearly understood by the stakeholders?

### **1.5.2 RESEARCH OBJECTIVES**

The main aim of this study, is to:

- Assess the state of youth participation in non-governmental organizations empowerment programmes.

The following objectives are created to address the main research question:

- Examining existing governments policies on youth empowerment and other youth programmes.
- Identify barriers that hinder the implementation of youth participation in NGO youth empowerment programmes,
- Explore the impact of youth participation in NGO Youth empowerment programmes in ELM area,
- Describe how key service delivery challenges pertaining to youth empowerment programmes are addressed,
- Assess whether stakeholders share similar objectives of youth empowerment programmes.

### **1.6 JUSTIFICATION OF THE STUDY**

Research is the mode of inquiry with multiple interpretations and questions without definitive answers and to provide insights into the setting of a problem, generating ideas and or hypothesis for later (Knowles & Cole 2008: 499). According to Gubrium (2012: 22) research means to investigate an area or issue on which little previous work has been carried out and give a voice to those rarely heard.

Coetzee, (2013: 41); Daniels, (2007: 9); Grobler et al., (2006: 10) suggest that South Africa faces pervasive skills shortages and persistent youth unemployment. Given this status quo, the study hopes to make a positive contribution to a better understanding of youth participation in NGO's empowerment programmes and how it can be leveraged in the NGO

and public sector (decision making, the data gathered and youth participation itself can be used) to close the skills gaps and enhance service delivery. The gaps were indicated to be policy or systemic related problems, lack of direct feedback reaction between government departments and NGOs and lastly limited job placements programmes.

To achieve this, the study will use one method of justification, viz. theoretical and practical. Theoretical justification is privy to the coherency theoretical model which suggests that theories or ideas should be coherent to one another in the enquiry of new knowledge. It creates a confluence between the causal conditionality and the consequence thereof (Fiske and Taylor, 1991: 23).

Local, national, regional and international (Global Agenda, 2012: 1) experience of youth participation in NGOs empowerment programmes in the community, for instance, demonstrated that there is a coherent relationship between the adoption and implementation of empowerment programmes and the resulting factor being improved service delivery. In general, theoretical justification indicates that nations which have well developed empowerment programmes are better positioned to accomplish high levels of economic growth which allows them to render effective services to their citizens.

Globalization has created both cross-border issues that NGOs address and cross-border communities of interest that NGOs represent. In the globalizing world of the twenty-first century, NGOs have a growing international calling to assist national governments to provide efficient and effective services. Despite this, government seem to face challenges of budgetary constraints to sustain viability of NGOs. To circumvent this, partnerships with private sector and foreign investors could be solicited.

Practical justification speaks to the methods of data accrual or empirical evidence. In this study, it will assist through data and sampling using qualitative research. This will allow the researcher to conduct semi-structured interviews with willing respondents and focus group.

## **1.7 THEORETICAL FRAMEWORK OF THE STUDY**

In this study Hart's Ladder of participation (1992), Shier's Pathways to participation (2006), Typology of youth participation and empowerment pyramid (2010), The P7 Model (2010), De Backer and Jans Triangle of participation (2002), Participatory theory, Geographies of

children, and Oxfam's youth participation (2015), Leadership Meta Theory of Change (2015) and Bokamoso Livelihood Hub concept (2022) were explored while primary theory was identified and applied throughout the research to examine how and why youth participate in NGO empowerment programmes.

The focus of the research was based on assessing the state of youth participation in NGO empowerment programmes in Emfuleni Local Municipality as one the spheres of government that is mandated by the *Constitution of the Republic of South Africa Act 108 of 1996 Section 152 and 153, White Paper on Local Government 1998. Section D, Sustainable Development Goals 2030 (goals 4 and 8) and National Youth Policy (2008, 2013) to promote social and economic development. Furthermore, the National Youth Policy (2008, 2013) aims to organise local resources, ensure skills empowerment programmes have exit strategies that would link the youth to employment opportunities, enterprise development and further learning and training in conjunction with local stakeholders.*

### **1.8 SIGNIFICANCE OF THE STUDY**

The participation of youth in NGO empowerment programmes has been scantily assessed particularly in Emfuleni local municipality, because DSD funded organizations provide skills and economic empowerment programmes. They are unable to gauge their service against those of the municipality because the municipality's scope on youth issues is limited to services offered to students seeking information and advice on learnerships, scholarships and job opportunities. It is anticipated, therefore, that the study will be useful for future researchers and policy makers in South Africa in reforming the policy about youth empowerment so that young people are better served by interventions in this area.

### **1.9 RESEARCH DESIGN**

The researcher preferred the qualitative research design as the official acknowledgement, endorsement and upliftment of all the ideas and pursuits which she has personally derived by means of her work, which is ordained to encourage all the concerned stakeholders to carry on with their wonderful work. It will be suitable because it is based on a detailed, captured and readily accessible information.

## **1.10 METHODOLOGICAL OVERVIEW**

Research methodology refers to the theory of how research should be undertaken (Saunders, Lewis and Thornhill, 2012: 4-5). It is a systematic way to solve a problem. Systematic suggests that research should be based on logical relationships and not just beliefs. This section is a plan which outlines and details the elements of research and how they are related to each other.

To meet the objectives of this research project, primary and secondary sources of data were utilised in qualitative research approach in which two instruments of data collection were utilised: focus group and semi structured interviews. The methodology was described in terms of several aspects: research analysis which comprises of description of municipality, population and sampling, questionnaire analysis, data collection, data analysis; literature review and justification of why the researcher chose qualitative research for the study. Methodological aspects will be discussed in-depth in chapter four.

## **1.11 ETHICAL CONSIDERATIONS**

As indicated by Sarantakos (2005: 17) the laws were acquainted all together which control the entrance to data and in addition the conduct of agents and the code of morals have been planned inside the exploration organizations, proficient establishments and also the tertiary foundations keeping in mind the end goal to guarantee that all enquiries led are as per proficient and moral measures. They should guarantee that they are not causing physical and/or psychological damage to respondents participating, do not attack protection, infringement on matters of secrecy and classification, pressure, literary theft and creation or camouflage of the discoveries of the research. The researcher should at all times follow the ethics which are as per the following: These may include:

- Maintaining objectivity in conducting a social enquiry or research;
- Upholding proficient trustworthiness;
- Demonstrating duty, fitness and appropriateness;
- Employing exact strategies for information collection and examination;
- Using appropriate research system;

- Choosing a proper translation of the information;
- Reporting information precisely and
- Avoid creation of information.

Taking into cognisance the previously mentioned moral benchmarks, convention will be scrutinised. The result of this exploration study will be directed by its author and all things considered will assert as her own work. The researcher will reference data from any source in the examination.

## **1.12 CHAPTER OVERVIEW**

### *Chapter 1: Introduction*

The chapter presents the study's orientation, the background, the problem statements and the objectives of the study. A summary of the methodology is also presented in this chapter.

### *Chapter 2: Theoretical Exploration on Youth Participation*

This study is about assessing the state of youth participation in NGOs empowerment programmes. The chapter explores the theoretical underpinnings, concept resonating with an assessment of youth participation in NGOs empowerment programmes and youth empowerment models.

### *Chapter 3: Overview of Youth Engagement in NGOs Empowerment Programmes*

An overview of youth empowerment programmes in Emfuleni local municipality is presented in this chapter. These covers frameworks for participation and empowerment of youth, benefits of empowerment, youth empowerment programmes perspectives, and barriers to youth empowerment.

### *Chapter 4: Research Design and Methodology*

The methodology adopted to satisfy the objectives of the study are presented in this chapter. The methodology is described under several topics: research design, research approaches, population and sampling techniques, data collection, document analysis, data analysis, literature review and ethical considerations.

### *Chapter 5: Presentation and understanding of data or discoveries*

In chapter five the data outcomes are presented followed by an understanding of what the data means in the context of the study's focus area.

### *Chapter 6: Conclusion and Recommendations*

In this chapter conclusion of the study and recommendations are provided.

#### **1.13 CHAPTER SUMMARY**

A conclusion is provided in this chapter, drawing from the data analysis outcomes, leading to policy recommendations and recommendations for future study. An introduction and background to the study is provided. The problem and rationale of the study is also presented. This was followed by the main research questions and objectives. The next chapter is a review of the literature relevant to the study.

## **CHAPTER 2: THEORETICAL EXPLORATION OF YOUTH PARTICIPATION AND YOUTH EMPOWERMENT**

### **2.1 INTRODUCTION**

This chapter essentially lays down the literature review of the study. The similarities and differences in the perspectives of scholars and practitioners with respect to youth participation in NGOs empowerment programmes were identified, analysed and used to form the structure and body of this literature review. While the preceding chapter outlined the orientation and background to the study, theoretical statement, research questions, objectives, methodology, literature and analysis to the study, this chapter seeks to answer the same basic components using what already exists in the body knowledge as a means of broadening this research project. The chapter begins by contextualising the significance of youth participation in the South African setting, focusing on theoretical foundations, concepts and models of youth participation in empowerment programs setting the theoretical underpinning the research inquiry embraced.

Furthermore, this chapter presents a detailed depiction of relevant Concepts and Models in Youth Work under several titles: gaining an understanding of definition and historical developments of youth participation, knowing different models and levels of youth participation and connecting the theory behind youth participation within youth work contexts. This chapter also presents the concept document of Bokamoso Skills and Economic Empowerment Centre Livelihood Hubs. Definitions and basic concepts are discussed in the next section.

### **2.2 DEFINITIONS AND BASIC CONCEPTS**

The definitions or key terms and concepts are defined and explained in the next subsections culminating with a synthesis that link the concepts with the title or topic of this research project.

#### **2.2.1 Youth**

Villa-Torres and Svanemyr (2015) adopted the United Nations (UN) definition of youth which argues that the term youth refer to persons between 10 and 24 years of age. The African Youth Charter (2006) refers to youth as every person between the ages of 15 and 35 years

of age. While the South African National Youth Policy (NYP, 2009/2014) states that the youth is constituted by individuals between the ages of 14 and 35 years. It is evident that there is hardly an agreement between those who have attempted to define youth on the basis of the age groups that constitutes it.

According to Phaswane (2009), the term 'youth' carries a myriad of connotations in diverse cultures and societies which according to Villa-Torres and Svanemyr (2015) depends on socio-economic and political factors. The South African National Youth Policy (NYP, 2009/2014) states that the youth constitute a group which is very broad for policy considerations. The policy segments the youth population in age cohorts and target groups in recognition of noteworthy variances that exist which are triggered by their own unique situations and needs.

The fact that there is no agreement on defining youths by age other scholars like Mutisi (2010) have proposed alternative methods of conceptualising youth by the ritualized statuses which are not necessarily based on age. An alternative approach which is called "The Social Constructivists view" uses a group environment to portray youth by bringing in the recorded social significance of young adults in direct relations to the contemporary social connotations that are associated with the meaning of youth (Chisholm, Kovacheva and Merico (eds), 2011).

In South Africa "the social constructivist's definition" incorporates the political, social and financial cleavages which is something mainly spearheaded by unemployment. This is because upward mobility in the South African and African youth context is proportionally equivalent to the ability to provide for families. Upward mobility indicates movement from one specific level of achievement or success into the next slightly higher one and thus giving a person a much greater authority, power and wisdom. Mutisi (2010) contends that in African societies adulthood is held in reserve for men of a significant wealth and social status with every other person being technically reduced into a complete minor. Such considerations are exactly what mainly completely cripples' youth participation and progress in South Africa and Africa as a whole thus making the youth completely disillusioned and estranged from general social development.

### **2.2.2 Participation**

Politically the term 'participation' means various things. The term creates great confusion among stakeholders in relation to roles and expectations. Verba (2006) defines political participation as the mechanism by which citizens can impart information about their interests, preferences, and needs while also continually pressurising response. As according to Thomas (2007) participation is a process through which the youth can engage and if given the opportunity will also always directly influence outcomes. Kiilakoski et al., (2012) stated that political participation is about accepting and being part of an activity. In view of the definitions provided, political participation promotes direct citizen involvement in planning, budgeting and implementation of community projects, and thus avoiding possible omissions in addressing community issues.

Verba (2006) personally captured very significant features in that he recognizes that citizens should have the options to express important matters which are applicable to them to leadership for accountability. Political participation is not adequately defined because politics constitute a very vast and complex subject matter. Especially because the objective of this study is to assess opportunities which the youth naturally have for a meaningful participation with the aim of influencing decisions which are made on all the policies which affect their day-to-day activities. World Bank (1996) defines meaningful participation as a process through which participants influence and share control over development initiatives, decisions and resources which affect them.

### **2.2.3 Youth Participation**

According to Farrow (2018) youth participation is a process where youth as citizens actively participate spot on in expressing opinions and also have a direct decision-making power over issues that affect them. Such participation, however, always properly starts with an individual.

Lerner (2004) also explained youth participation as youth development and defines it as a shift in a person's biological, cognitive, psychological and social characteristics from being considered a childish or adolescent to adultlike ones. Florin and Wandersman (1990: 43) postulated youth participation as a method in which individuals partake in decision making in organizations, projects and environments which affect them. In a more inclusive view as

per Renn et al., (1995: 17-33) public participation is seen as forums of exchange that are coordinated for the purpose of facilitating communication between government, citizens, investors and organizations in relation to particular decision.

Youth participation is seen as a remedy or collective effort against the highly limited if not the complete shifting of policy processes from the sphere of the experienced, past and everyday life of citizens. This is also exactly why politically the traditions of youth participation are viewed differently across generations as cited in Farthing (2010), Sloam (2016) and Crowley and Moxon (2017). Gretschel et al., (2014) stated that in alignment with the new approach towards creating new mechanisms in engaging youth, there is a need to venture outside the sphere of a democratic representation.

## **2.3 HISTORICAL OVERVIEW OF YOUTH PARTICIPATION**

### **2.3.1 History and background**

According to Oldfield, and Fowler. (2004) the deliberations on the involvement of children and youth in the making of decisions about their own lives and activities in community life as a whole has existed for a very long time, sufficient inquiries concerning children and youth have been made and have also intrigued many people over a very long time. Furthermore, children participation has become a central goal for social development organizations in the statutory, voluntary and private sectors. Hence, organizations can gauge participation and not demonstrate change as a result of participation, but they can demonstrate that children and youth have been involved in their programmes.

Farrow (2018) shows that the declaration on the rights of a child was approved in 1923 by International Save the Children Union in Geneva and authorized by League of Nations in 1924. More obligatory steps under United Nations were taken in 1959 and 1989, and they paved a proper way concerning the participation of children and youth as legitimate rights. This is exactly how human rights issues began to play a very important role in youth work, especially in the rising of populism, nationalism and radicalization in the digital era (Farrow, 2018). The fact that the world is revolving into the digital era, participation becomes gradually technically restricted. Technology is not yet accessible to everybody, neither is it affordable unto everybody. Digitalization is thus unintentionally causing discrimination to the poor and

vulnerable communities, while also causing setbacks to the positive approach of addressing the problem of participation (Elgenius, and Rydgren, 2021).

According to Tobin (2019) 196 states have endorsed the Convention of the rights of children and youth around the world, and there are still outstanding issues such as child labour, poverty, illegal exploitation, brutality, abuse, lack of educational opportunities, health care etc. According to Farrow (2018), the world still needs to ensure that youths have the right to speak freely in any discourse, are able to cast ballots, get the same salaries for same jobs as adults, initiate changes in community and express their concerns in order to also always properly and promptly act in saving this planet.

### **2.3.2 Key Principles of Youth Participation**

According to Burton-Hughes (2018) engaging young people in meaningful, effective and productive ways requires well-thought-out planning. Three principles that govern youth participation are empowerment, purposeful engagement and inclusiveness. The principles are discussed in the next section.

#### *Empowerment:*

Youth should have a prominent authority over their lives through participation, which basically means it should be able to decide as to where it presently stands, want to go and to subsequently develop and implement its own plans to achieve goals (Burton-Hughes, 2018). NGOs offering skills and economic empowerment programmes together with training institutions should develop programmes that will empower the youth to be actively involved in the economic development of the country, while also opening more doors in the job market. The programmes should not be adopted because of affordability and convenience on the part of training institutes and NGOs, but should be strictly adopted as necessary economic breakthroughs and way forward.

#### *Purposeful engagement:*

According to Burton-Hughes (2018) youth should occupy its own legitimate leadership roles, address its own applicable issues, and influence all the ultimate outcomes thereof within the frame of the law. Youth should be allowed to innovate new ideas and ways of doing things, and to improvise under the necessary guidance and mentorship of the adults and advisors.

### *Inclusiveness:*

Youth should ensure that they all participate, ignore personal social status, background, gender and sexuality (Oxfam, 2016). When the youth work as a collective, they are able coordinate, upgrade and consolidate ideas and thus coming up with well-planned outcomes. If things happen to go wrong, everybody will be willing to solve problems without pointing fingers.

The aforementioned principles indicate that the motive of the study is to help in improving lives of youth, individuals, communities with the due consideration to all the necessary factors and technicalities concerning issues affecting their daily lives. Furthermore, the principles guide the NGOs and training institutes to efficiently and effectively operate in the best interest of the youth and the economy of Emfuleni local municipality area.

## **2.4 EXISTING MODELS OF YOUTH PARTICIPATION**

Cahill and Dadvand (2018: 242) state that there are various proposed participation models while Karsten (2012) stated that there are at least thirty-six distinctive models with the most distinctive ones being Hart's Ladder of Participation, Shier's Pathways to Participation and De Backer and Jan's Triangle of Participation. The models of youth participation are discussed in the next sections.

### **2.4.1 Hart's Ladder of Participation**

Hart's Ladder portrays participation in eight progressive levels which are resembled by eight rungs of step ladder which are classified into two major groups (Hart, 1992). The first three are manipulation, decoration and tokenism which are non-participation based, while the next five are having a certain limited degree of participation and are identified as 'assigned but informed', 'consulted and informed', 'adult-initiated shared decisions with children', 'child initiated and directed', and 'child-initiated shared decisions with adults'. These rungs are illustrated in figure 2.1. These steps are explained as follows:

**First step:** The assigned but informed step assumes that in some cases the youth is not able to positively change the situation and actually need to be given prescribed roles and related information concerning the way forward. The youth however need to always comprehend the actual basic purpose of this particular practice (Hart, 1992: 11).

**Second step:** The consulted but informed step assumes that in some cases it is safe to open mindedly invite the youth to improvise, contribute and influence processes or activities. In this case the youth is cautiously allowed to properly express their opinions through adults for all the necessary consideration.

**Third step:** The adult-initiated and shared decisions step assumes that adults have already taken all the necessary precautionary steps and have therefore set a proper plan of guidance on how the youth should freely influence the decision with its own natural opinions.

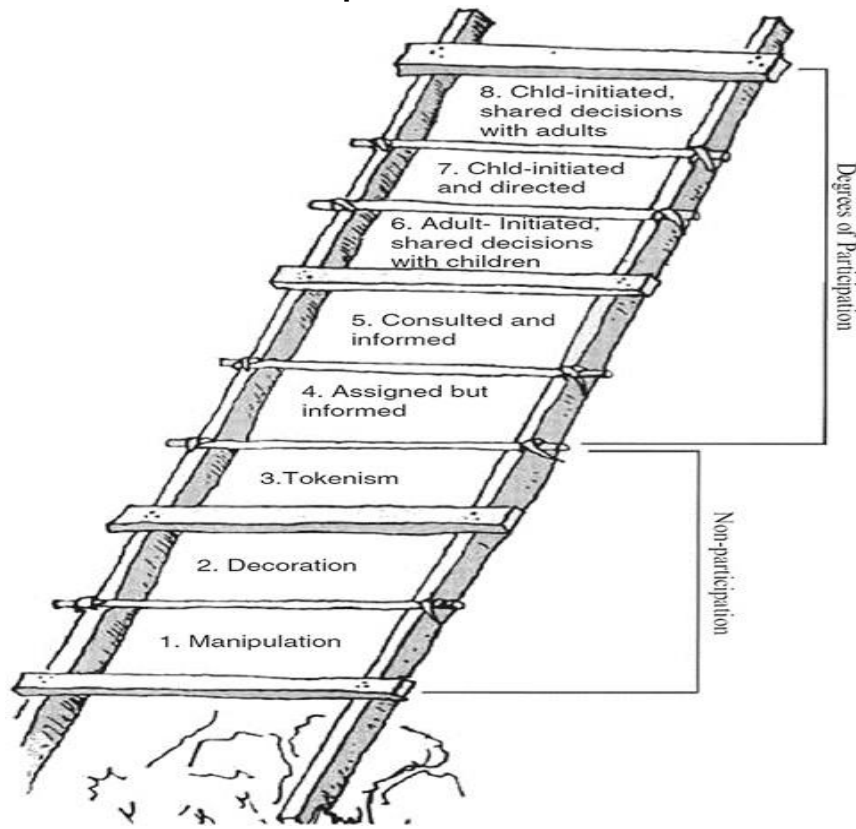
**Fourth step:** The child-initiated and directed decisions step implies that the youth can be trusted to progress without the fear of some form of childish or youthful folly and thus enjoying all the necessary backing and mentoring without any possible form of unnecessary intervention.

**Fifth step:** child-led shared decisions step implies that adults only suddenly gradually come into the picture in order to easily identify themselves with all the decisions which the youth has already fully tested and also successfully implemented under all the necessary basic precautionary steps (Hart, 1992: 12).

Lightfoot and Sloper (2001) contended that the models presumed that hierarchy disregards the context within which participatory activity happens. Malone and Hartung (2010) protested that the ladder's linear structures have limits in that it infers an intrinsic hierarchy of progression from non-participation to full participation. Cahill and Dadvand (2018: 244) commended that the ladder shows that participation can happen across a range of organizations.

In view of Harts ladder of participation and the above-mentioned critiques, the model enhances participation as a whole because it is applied across all spectrums of organizations. The model should therefore be applied and also enhanced in all the necessary areas by all applicants because of its completely inclusive nature. It is clear that progression on the part of the user of the Harts ladder model will always depend on the performance of the user himself.

**Figure 2.1 Harts Ladder of Participation**



Source: Harts (1992).

The last five steps of Harts Ladder which are relevant for youth participation are giving a good guaranteed precautionary system of progress because they help adults to safely shift the responsibility of leadership from generation to generation on step-to-step basis.

#### **2.4.2 Shier's Pathways to Participation**

Cahill and Dadvand (2018) stated that Shier's model emphasizes the relationship between participation and empowerment and proposes such an approach in reaction to the Ladder of Participation. In this way the Shier's Pathways to participation model places emphasis on effects of participation rather than strictly basing it on its modality. The model focuses on encompassing rules that adults and institutions should play in shaping pathways which lead to participation. This particular model portrays five ways or levels through which participation can be triggered: by listening to children, supporting them when communicating their views,

considering their views, involving them in decision making processes and allowing them to share power and obligation in decision making (Cahill and Dadvand: 2018: 245). The Shier's Pathways to Participation model is illustrated in figure 2.2 below.

**Figure 2.2: Shier's Pathway to Participation model**



Source: Shier (2006).

Malone and Hartung (2010) contended that Shier's Pathway to participation model focuses on formal and structural aspects of participation, and has tiered sequencing which particularly rules out youth-initiated participation. In response to Harts' ladder critiques Shier's Pathway model considers the relationship between the design and effect, and also pays attention to the dynamic nature of participation. Shier's Pathway of participation model therefore actually compliments Harts' ladder of participation in a more directly technical and strategic manner and thus making the subject of participation much more appealing and inclusive. The fact stated indicate that this is basically exactly what criticism in general should be ordained to ultimately achieve in life as a whole.

The difference between Harts Ladder and Shier's Pathways is that the former emphasises the criticality of a systemic approach to inclusion, while the latter emphasises the necessary technicalities that might hamper the former model. The fact that Bokamoso is a youth skills

and economic empowerment institute, while Shier's Pathway model is also strictly focused on youth it constitutes a relevant research basis for the researcher. What makes this model more relevant is that it considers possible technicalities that might hinder participation as a whole and thus not being obsessed about merely getting the youth involved.

### **2.4.3 Typology of youth participation and empowerment pyramid**

As per Wong et al., (2010: 109-110) the TYPE Pyramid entails three categorical types of participation which are adult control, youth control and shared control which are based on the five stages of progress. The first two namely vessel and symbolic are adult driven, the next two namely autonomous and independent are youth driven while the fifth one namely pluralistic is youth-adult shared.

#### **2.4.3.1 Vessel**

Wong et al., (2010: 111) indicated that at this level participation happen when adults retain a full control over youth activities and thus often turning the youth into containers for adult motives and plans. The relationship between adults and youth is adult driven, and thus creating little or no room for youth contribution. This limits their potential and also gives them a little room for learning and development.

#### **2.4.3.2 Symbolic**

Wong et al., (2010: 111) here indicates that participation happens when adults permit the youth voice and organization to inform participatory plans or processes, while they are still retaining partial authority over their activities. In this way the youth is able to voice viewpoints about issues and potential solutions and to be heard by decision makers.

#### **2.4.3.3 Autonomous**

In this case the youth have full control over participatory plans and processes and actually take measures to create its own spaces for voice, participation and articulation of power with a very little attention unto adult involvement (Sabo, 2008). The fact that this is highly empowering the youth might gradually create spaces to address its own needs. However, without adult guidance these spaces might be potentially detrimental for a healthy development (Wong et al., 2010: 12).

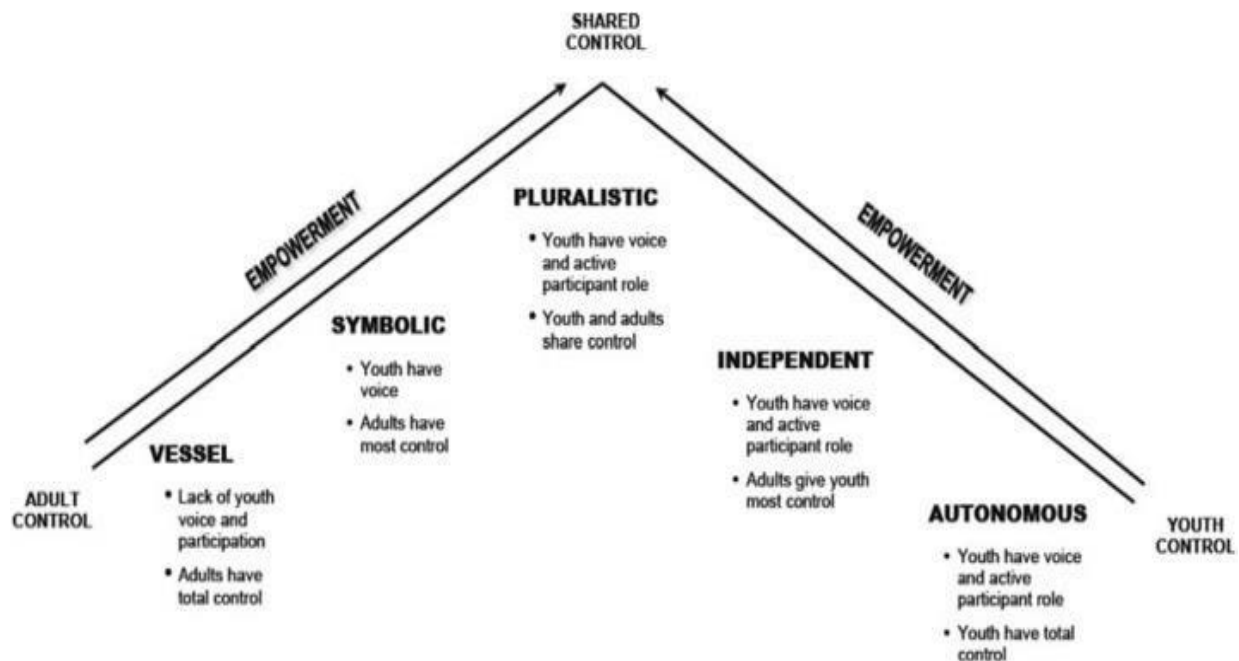
#### 2.4.3.4 Independent

Here the youth is already having a degree of complete control over participatory plans and processes but adults can still veto their decisions. Only a very limited number of adults are willing to gradually hand over unto the youth in this particular manner, but actually often use whatever authority they often give the youth in order to conceptualise and implement their own programming (Wong et al., 2010: 12).

#### 2.4.3.5 Pluralistic

Wong et al., (2010: 13) states that pluralistic method is a form of participation where the youth and adults share planning and decision making. This method appears at the peak of the pyramid as a reflection of the highest level of potential in youth and adult partnerships. A collective or common control between the youth and adults is positive for positive youth development and empowerment.

**Figure 2.3: Typology of youth participation and empowerment pyramid**



Source: Wong et al. (2010)

The five different types of adult-youth driven participation further compliment the ideas of Hart and Shier models in a more systemic and detailed technical manner, and thus further making participation more appealing and inclusive. The typology of youth participation and empowerment pyramid representation of facts indicates gradual rise and decline in

challenges and progress, with the resultant inclusive view and approach constituting the ultimate climax of success thereof long before its actual ultimate full achievement.

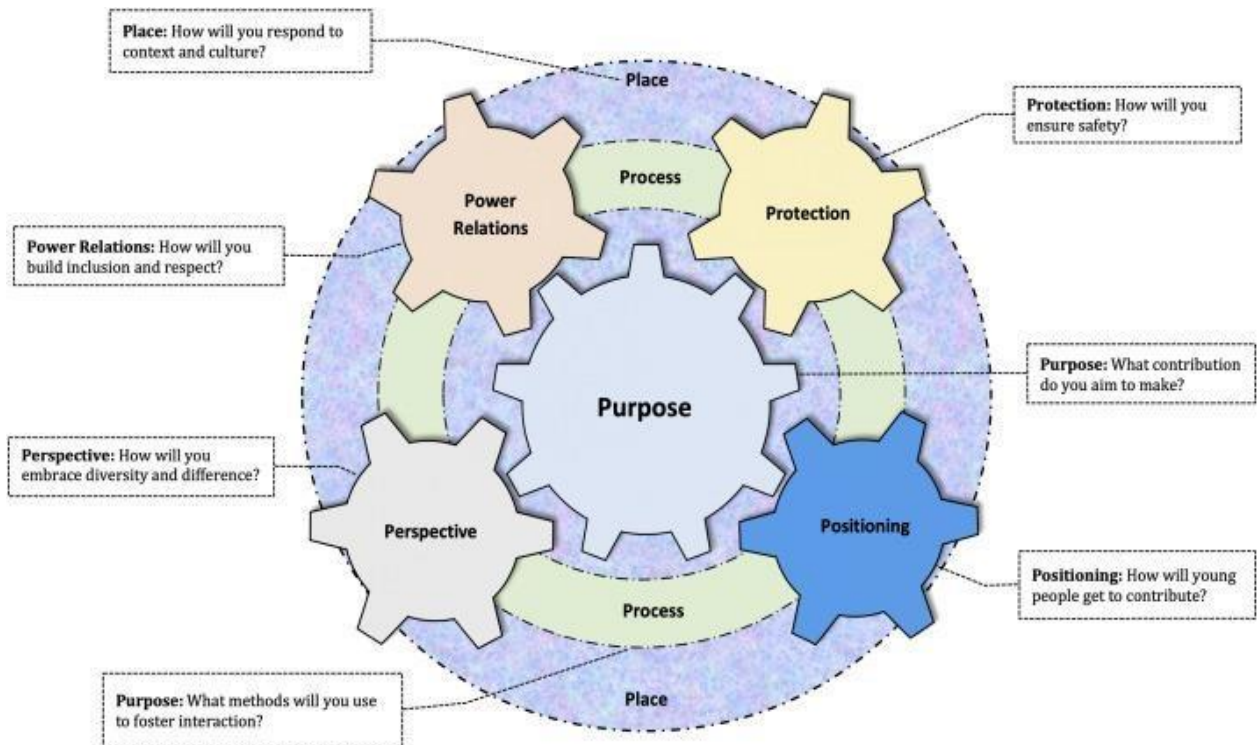
#### **2.4.4 The P7 Model: A thinking tool for visioning, planning, enacting and evaluating youth participation**

The fact that participation has to respond to circumstances and alteration in social power dynamics which can advance, regress and drift in any given endeavour, its framework has to be completely inclusive in consideration of the necessary social developments and progresses. Wong et al., (2010: 13) stated that the framework has to consider the critical perceptions of theorists who often engage with concepts of empowerment, voice, identity and agency as well as all researchers who often address the relationship between methods and outcomes of participation (Walden University Library).

Wacquant (1989) proposes seven interacting domains which are capable of offering an equally critical thought and practical response: purpose, positioning; perspective, power relations, protection, place and process. Wacquant (1989) "Machine-like" schematic representation shows how each one of these seven domains directly impact each other. The proposition does not allow the youth to become mere beneficiaries or instruments of a project but are actually essential to its visioning, design and fulfilment. Especially because it allows all activities to be continually collectively considered and also always consolidated into every idea, plan and activity of the project.

Figure 2.4 shows the P7 model as well as the inter-connections between the proposed domains. The P7 model does not only further compliment Harts' ladder, Shier's pathway to participation model and Typology of youth participation and empowerment models. The P7 model also ensures that all the possible stumbling blocks as well as all the necessary breakthroughs, are tackled and achieved under a constant back and forth working general review, analysis and upgrading program. In view of this, all the possible negative setbacks or surprises which might be technically neglected by all the other models are strategically and practically completely avoided.

**Figure 2.4: The P7 Model**



Source: Wong et al., (2010: 13)

### **2.4.5 De Backer and Jan's Triangle of Participation**

De Backer and Jans (2002) Triangle of Youth Participation indicates that youth will effectively engage with society when tempted to do so in three definite ways. I) Whenever they are given something that is challenging; ii) Whenever they are made to feel they have the ability to make a difference; and iii) Whenever they are allowed to connect with others in order to handle the issue effectively (De Backer and Jans, 2002).

The model brings another very important completely distinct element which could not have become a reality without complete openness to genuinely positive criticism. The idea entices the youth to strictly participate in the running of their affairs and projects, constitutes the icing on the cake in the approach towards the collective co-operation of citizens within a country.

## **2.4.6 Dimensions of Youth Participation**

In Kudva and Driskell (2009: 377-378) five key dimensions of participation are identified in order to reflect a much-detailed inter-relation in stages of progress and action concerning youth participation: Normative, Structural, Operational, Physical and Attitudinal. The dimensions are discussed in the next sections.

### **2.4.6.1 Normative**

Kudya and Driskell (2009: 378-379) stated that the normative dimension is where an organization expresses values as indicated by the youth and its participation. The fact that they constitute a public declaration of values, status, roles and worth of the youth within it, it dominates its affairs and therefore naturally functions as a vessel for other dimensions. This creates a philosophical space, standards, norms and expectations that embrace positive youth participation and empowerment.

### **2.4.6.2 Structural**

This particular dimension is about an organization's budget plan, programming, staffing, and related needs. Kudva and Driskell (2009: 379) point out that without the structural dimension, the normative one is automatically rendered null and void, whereby its practical functioning can go adrift. This is because participation cannot happen spontaneously someone has to facilitate it and also pay for it. This is a pretty obvious fact and a completely objective form of approach towards running organizations and projects.

### **2.4.6.3 Operational**

Kudva and Driskell (2009: 379) stated that operational dimension is about the physical running of an organization as well as actual propagation of its ideas which is exactly where youth influence and strength is a key factor. This is where the implementation of the way forward plan as adopted by relevant executive structures and undertakings are gradually implemented and thus enabling the youth to provide all the necessary feedback concerning them.

### **2.4.6.4 Physical**

This particular dimension is about the ownership of a building with all the necessary recreational centres and public structures where the youth can also often gather and interact

for other necessary social matters and undertakings. The physical dimension creates technical allegiance thus allowing the youth which constitutes a very great percentage of all communities to duly gradually put an organization at a complete advantage over all the others. Kudva and Driskell (2009: 380) argued that in this way the physical dimension allows youth participation to happen naturally.

#### **A2.4.6.5 Attitudinal**

Kudva and Driskell (2009: 380) postulated that the attitudinal dimension is where all the multiple forms in which relations and identities naturally occur in society as a whole are used in gradually reconciling the diversity of approaches, principles, convictions and priorities between the youth and adults as well as among the youth as a whole. The attitudinal dimension strikes a balance in the approach towards the participation of an entire society in all its different affairs irrespective of its different and often completely distinct backgrounds. If not carefully and properly dealt with, the attitudinal dimension can prove to be the most fragile and delicate of the others but it can also be the ultimate source of complete success in youth participation and empowerment.

The five dimensions in which Kudva and Driskell (2009: 380) classify youth participation are basically giving countries, governments, communities, projects and individuals a successful general approach, a system of control and a possible general way forward. Thus, properly guiding whatever necessary redresses, upgrading and replacements which needs to be put in place.

For the purpose of this study the operational dimension is suitable because it focuses on the youth as a target group and thus directly contributing towards their participation in empowerment. The other dimensions are more inclined to technicalities that might positively or negatively impact youth participation and empowerment.

## **2.5 PARTICIPATORY THEORY**

### **2.5.1 Geographies of children**

According to Aries (1962), Ruddick (2003), Philo (2003) and Kett (1971) stated that the theory on the classification of the progress of young people has often changed respectively. Youth was assumed as a phase of emotional instability and semi-dependence. All these

ideas were later revised by building rigid life stage models (Hall, 1904; van Gennep, 1960). Subsequently Mead (1973) worked on alternative adolescence and the model has been subject to revision respectively and scholars engaged in creating a more complex map of young lives (Kenniston, 1971; Vigh, 2006).

Beck (1992), Furlong and Cartmel (1997) and Valentine (2003) states that academics in a number of disciplines have developed a flexible and empirically informed account of people's 'transitions' from childhood to adulthood. Valentine (2003), Hörschelmann and Schäfer (2005), Punch (2002) and Lloyd (2005) stated that the transitions model is a geographical reflection of how youth in capitalist and poor countries move in and out of education, work, and home.

According to Hansen (2005), Ralph (2008) and Jeffrey (2009) the then existent research proposed three issues with the transition approaches. The idea was based on the notion that young people will reach adulthood, despite the sensitivity of geographical work. According to Valentine (2003), it was not clear how far transition literatures have moved beyond some of the normative and teleological conventions of life stage models. Wyn and Woodman (2006), and Roberts (2007) stated that the concept of transition is grounded by the assumption that people move from relative dependencies to autonomous selfhood.

Zolfagharian et al., (2018: 1-17) stated that other scholars have moved beyond transitions models by focusing on certain important events in the lives of young people: 'Turning points', 'Critical moments' (Thomson et al., 2002), or 'Conjunctures' (Johnson-Hanks, 2002: 870). As proposed in Johnson-Hanks as cited in Sewell (2005: 105), structural elements such as schools and workplaces constitute the basis for vital conjunctures in the classification of youth progress. Schools mainly sharpen the thinking of the youth concerning their future, while workplaces sharpen their ultimate professions and daily life pursuits.

In view of the above-mentioned facts and critiques, it is very clear that the classification of children and youth based on age will always be directly influenced by the natural socioeconomic and political challenges and breakthroughs of their respective countries, geographic regions, cities, towns and communities. All the motivations and acknowledgements concerning these contrasts will therefore always slightly or completely

differ and should therefore all be taken into consideration in the name of collective world positive approach to challenges and problems people are often faced with. The only thing that can completely change the challenges and problems is the existence of a legitimate common world central government.

### **2.5.2 Participatory theory**

Participatory theory is a method through which individuals gradually take control of their own lives by resolving their own community related problems. Hence Chambers (1997), Oakley (1991), Rahman (1993: 19) and Swanepoel and De Beer (2006: 26) agreed in defining it as a method that is reverent of individual positions in society, its needs and interests. This is exactly why the participatory theory recognizes the importance of the participation of all stakeholder through the gradual inclusion of all previously excluded or ignored parties (Oakley et al., 1991; Swanepoel & De Beer, 2006: 26). The value add is that when all parties voice the needs as a collective, common issues can be clustered together and tackled for a visible progress and quick turnover. Therefore, the leadership will be able to plan, implement and evaluate progress and in cases where deviation of funds has to be approved in order to urgently address the dire needs, decisions can be made immediately.

Rahman (1993: 19) and Oakley (1991) stated that participatory development must begin with marginalized masses of the community and the statement is supported by Abbott (1995: 158-169) when he says its theory functions effectively in an environment where the government and other development practitioners are open to the participation of ordinary individuals in the decision-making process. Swanepoel and De Beer (2006: 26) further support this by saying its concept is collective and inclusive of ordinary individuals in order to satisfy their felt needs.

In view of the above-mentioned statements and critiques, participatory theory is nothing but the full consideration of all the different factors and technicalities which are directly or indirectly, positively or negatively affecting participation as a whole and all the necessary partial or complete re-adjustments, changes and implications thereof. In simple terms participation is a necessary basic plan and approach which is ordained to avoid any possible negative socio-economic and political shock in the life of a country, government, community or project.

### **2.5.3 Oxfam's Youth Participation and Leadership Meta Theory of Change**

Oxfam Australia (2015: 02) stated that youth have great potential to become both present and future drivers of an inclusive and sustainable development. In observing the potential of youth and the power of collective action, it has established a Theory of Change (ToC) which is ordained to help the youth, institutions and communities to jointly create a positive, equitable and justifiable transformation. This meta-theory was established through a series of workshops which gathered numerous stakeholders, youth working in civil society and youth activists from around the world, Oxfam staff, as well as Oxfam staff, partners, in country programming staff and the youth from communities surrounding Oxfam. The joint venture effort recognized three crucial paths for supporting youth active citizenship to empower a collective societal impact. These parts are discussed in the next sections.

Path A: The participation of youth in decision-making in affected communities. Youth participation in decision making causes them to always identify with all the necessary changes and restrictions and to see themselves as an important element of change and transition as a whole (Oxfam Australia, 2015: 02).

Path B: The youth as a whole should work together in all the necessary distinct fragments which naturally form part of the society as a whole in order to influence and direct change in harmony and direct co-operation with adults. For this massive position of its society to function properly, it must be provided with all the necessary budget, resources, guidance, support and infrastructure to always gather, travel, interact and implement all the necessary propagations and changes (Oxfam Australia, 2015: 03).

Path C: The youth should be gradually be absorbed into formal decision-making institutions and all the influential structures and projects of stakeholders. The gradual intake of youth in decision making institutions allows them to gradually see things the way the authority often sees them. The youth become very optimistic about finding more and more better ways to improve the culture and belief of their own ancestor-leaders, pioneers etc without any form of rebellion or unnecessary radical changes. The improvement of culture and beliefs by the youth is a very critical positive migration towards a more and more much brighter future for the entire human race (Oxfam Australia, 2015: 04).

The Oxfam Youth Participation and Leadership Meta Theory of Change displays the critical value of research, which is the willingness of all stakeholders in spending a very significant amount of money in establishing all the necessary strategies regarding participation as a whole. This is equivalent to the strategy of the supply of free samples by manufacturing companies, and a company cannot suddenly achieve a great portion of the slice of a country's economy without directly engaging its target market or considering the opinions, aspirations and ambitions of members of its market. Hence, youth participation cannot suddenly become a success without bringing all stakeholders together.

#### **2.5.4 Underpinning Factors Influencing Change: Internal Empowerment and Enabling Environments**

The preceding pathways show fundamental factors that can spontaneously gradually and positively influence change. These fundamental factors can be divided into two major groups: internal empowerment and general enabling environments or opportunities. The factors influencing change actually need to be always present in all the different levels of individuals, family, community and institutional participation as they will automatically and gradually get rid of all the unnecessary traditionally upheld convictions and practices (Oxfam Australia, 2015: 10).

The fact that acquaintance and progress completely spoil the mind of an individual because of its resultant continued smooth flow of activities and projects, the gradual emergence of challenges within projects always seem to be directly confrontational unto members of the concerned projects or undertakings. The natural dynamics of culture as a whole are often seen as barriers and not a need to improvise in addressing the identified challenges or blockages. Individuals, youth, families and institutional participants should take into account the fixed laws of time and change as a whole in order to acquire progress in all the endeavours of the projects. Internal empowerment is discussed in the next section.

#### ***Internal Empowerment***

Internal empowerment factors entail factors which reflect individual abilities and traits that lead to active citizenship such as personal knowledge, skills, motivation and discipline

(Oxfam Australia, 2015: 10). This is something that has more to do with an individual's awareness about himself, his view point on the world, the criticality of productivity and how all these things impact on practices and a self-based empowerment.

Bokamoso Skills and Economic Empowerment Centre has succeeded in encouraging some of the employment sectors such as Mafube Afrika Construction and Arcelor Mital of Emfuleni municipality to embark upon gradually absorbing their qualified candidates into the sectors employment projects. This is a direct confrontation to the problem of marginalisation as a whole in direct cooperation with power holders and all stakeholders. On the other hand, the fact that there is a fair balance in the age groups and sexes of both the employees and candidates of Bokamoso, marginalisation is truly addressed from a collective basic approach.

### **Enabling Environments**

Oxfam (2015: 10) states that enabling environments refers to factors which extend beyond individual or self-based ones. Besides a gradual inclusion in decision making, here the youth is encouraged and safely influenced to improvise, take calculated economic, social and political risks under all the necessary completely precautionary sense of security. The institution has managed to achieve internal empowerment and a shift or transformation of strategies to suit the current economic market despite the limited services provided by the Youth Advisory Centre in the Emfuleni municipality. It is not only seeking out spaces where change is already happening and intensifying, but literally gradually creating intensifying change amid the complete absence of self-gauging aids such as the research and findings of Emfuleni municipality. The unspeakable drive, commitment and discipline on the part of the institution employees and participants deserves a great applause and support from all the stakeholders.

Based on the theories and models explored, the study approach is founded on Shier's Pathways to Participation because this particular model emphasizes the relationship between participation and empowerment. It also proposes an approach on the basis of participation and empowerment in reaction to the Ladder of Participation. The model places more emphasis on the effects of participation rather than strictly basing it on its modality. It focuses on encompassing rules that adults and institutions should play in shaping pathways

which lead to participation. This model also portrays five ways or levels through which participation can be triggered with the aim of gradually shifting leadership roles into the hands of future generations (Cahill and Dadvand: 2018: 245).

## **2.6 YOUTH EMPOWERMENT MODELS**

### **2.6.1 Social Action Model**

The Office for Civil Society alludes to the fact that social action is the collective tackling of challenges and problems by the concerned communities. It can be defined or summarized as a collective physical action whereby communities are assisted by their own members and stakeholders in four basic ways: It is carried out together by individuals or groups of people working together, It is not mandated or intended for profit making, It is for the good of other individuals, groups or society in general and finally it brings about the necessary social change and or value (United Kingdom Cabinet Office, 2015). In other words, the model constitutes certain basic principles and precautionary actions which are ordained to ensure that whatever identified plans the community often pursue strictly groom and also channel the youth in the right direction of growth. The four basic principles are thus guarding against any possible deviation from identified plans and aspirations.

Zastrow (2006: 298) says that the fact that there is often an oppressed or neglected segment of people, social action helps in organizing and guiding the necessary process of addressing the problem. Hence, he says social justice needs to be employed in order to assist the community system in challenging power structures. Minkler et al. (2008: 291) says social action model applies like concepts such as empowerment, community capacity, social capital, participation, critical consciousness, issue selection and relevance.

Just as education cannot be excluded from the social empowerment of all citizens within a country, schools can be used in preparing students for their own community roles by developing their ability to form thoughtful opinions on matters of public policy. Hence advocates of active citizenship agree that reflective thinking about public matters is very important but students have to be also allowed to act on their guided beliefs. This encourages them to identify, plan and carry out responsible community actions. In this way their ideas are always tested and also learn about personal efficacy through social action

(Canadian Teachers Federation and The Critical Thinking Consortium, 2010). In other words, education and training institute should not only focus on educating and training people in all the necessary ways, but should also drive their thinking towards enhancing their own skills while also considering they can gradually inspire everybody else to do the same. This can be done by using principles and propagations of subjects and studies such as ecology and social studies in order to show learners (the youth) the technical importance of collective bargaining (participation).

### **2.6.2 Typology of Social Action**

Social action is a virtually evident spectrum of activities which focuses on individuals, communities and stakeholders who are volunteering their time in a range of ways. It starts with activities that involve significant input from all professionals up to ordinary members of the community on the ground. Activities of professionals may be directly commissioned through existing services or new community projects. Those on the ground require more focus, constant monitoring and a hands-on commissioning. This might mean providing skills training to local community organizers and ensuring that local spaces are accessible to a collective that has interest in organizing activities (Cabinet office, 2015).

The abovementioned opinion should be taken to a slightly next higher and more professional approach where all the ordinary members can be encouraged to learn more and also to desire to do more by means of workshops. The truth is the world often produced many great leaders and achievers by means of certified and non-certified training workshops, such as most leaders of trade unions and political organizations.

### **2.6.3 Ways to enable social action**

There are ways through which the public sector and members can incorporate social action used by public bodies to enable a range of activities across the typology of social action: Existing services, New Projects and Creating the right conditions (Cabinet Office, 2015).

#### I) Existing services

These are all the already fully implemented and functional formal and informal social undertakings which are working towards social participation.

#### II) New projects

These are all the envisaged and all the already gradually implemented formal and informal social undertakings which are working towards social participation.

### III) Creation of the right conditions

These are not any literal formal or informal social undertakings, but rather all the necessary technical spaces for the continued growth and existence of a perfect social participation, which are technically created by the community's completely objective approach to progress as a whole (Cabinet Office, 2015). When the society is often exposed to a lot of information and activities which are directly and indirectly promoting the drive to form part of progress as a whole, they become inspired to behave and often unconsciously act in such a manner that they always create right conditions for participation as a whole.

## **2.7 FORMS OF YOUTH PARTICIPATION ACTIVITIES**

There are three different forms of youth participation: Traditional, Alternative and Emerging ones (Crowley and Moxon, 2017). It does not matter as to whether an idea or concept is completely new and original or merely much clearer, more precise, detailed and distinctively expressive of all the already existing ones as long as it is helping to promote a complete inclusion or empower youth participation, it needs to be welcomed with both hands (Sivakumar, 2021). The most important thing is not to pioneer or improvise ideas and concepts but rather to succeed in using them in ensuring a completely inclusive active citizenship around the world. This is why it is important to focus on classifying the forms of youth participation in the next sections.

### **2.7.1 Traditional forms of participation**

Crowley and Moxon (2017) defined traditional forms of participation as those which are completely reflective of the natural democratic set-up of the concerned nation or community. Traditional forms of participation do not only refer to the rights and authority of democratically elected individuals, committees, bodies, hierarchical structures and formal processes but also to all the spontaneous social and economic sub-structures thereof. In this way whatever things which are often necessary for the continued complete safety and prosperity of all communities will not be suddenly faced with a lot of unnecessary technical delays, rejections, direct confrontations and set-backs (Day et al., 2020).

Traditional forms of participation are standing conditions concerning the general affairs of a nation or communities which need to be considered, thus directly or indirectly ensuring the complete absence of marginalisation as a whole. In other words, the traditional forms of participation are day to day activities within a country or community which are used in monitoring, propagating and uplifting inclusion as a whole as indicated by the relation between implementing institution (Bokamoso) and all stakeholders.

### **2.7.2 Alternative forms of participation**

Technically alternative forms of participation have got more to do with the way in which public spaces and other new approaches still to be developed are used (Crowley & Moxon, 2017). If they are used in direct proportion to the authority, popularity and diversity of all the already existing and recognized traditional forms of participation, then participation as a whole becomes systemic, fixed, collective, dynamic, progressive and eternal. In this way communities will not have to often struggle in quickly arriving to solutions and also timely completing whatever projects which are often necessary to their own continued complete progress and prosperity and thus not often splitting into completely opposed sects into their ultimate complete destruction.

The main reason there are unending new theories and concepts regarding youth participation as a whole is because the youth constitute a very great majority of the world's population, countries and communities. They therefore naturally entice a great majority of researchers, which is exactly why there are many different findings and opinions regarding the challenges and interests in youth participation. In other words, every form of research work or project which often forms part of the world or any given country, government or community mainly leans on the strength and majority of youth in order to ultimately succeed, irrespective of the implications thereof.

Crowley and Moxon (2017) contended that every good plan, idea or concept which often crops up amongst communities is ultimately turned into a complete source of confusion, division, war and carnage. In this way standing conditions concerning the general affairs of the world, country or community are not duly strictly used in order to trigger all the necessary alternative forms of participation.

### **2.7.3 Emerging ways of participation**

Crowley and Moxon (2017) were concerned of the fact that the emerging ways of participation are characterized by informality, issue-based goals, parallel organization, and sporadic and micro-level engagement. They bear testimony to the sentiments stated in alternative forms of participation that every good plan, idea or concept regarding youth participation ultimately becomes a complete source of confusion or division amongst communities and stakeholders. Crowley and Moxon (2017) argued that emerging ways of participation often blur the line between public and private space because some of them are absolutely having nothing to do with progress as a whole, but are mere pathways out of complete lack of income, opportunities etc.

In view of the aforementioned, communities should never be under the impression that the world is no longer in need of new emerging ways of participation as a whole. The fact that the world population is continually growing, and thus causing needs and challenges of life to naturally continually increase, there is need for the continued upgrading and emergence of new forms of participation.

## **2.8 CONCEPT DOCUMENT OF BOKAMOSO SKILLS AND ECONOMIC DEVELOPMENT CENTRE LIVELIHOOD HUB**

### **2.8.1 Background**

The Bokamoso Skills and Economic Development Centre's sustainable inhouse Livelihood hubs Programme implements a participatory community development centre model in collaboration with NGOs to tackle unemployment, poverty and skills disparities (Brocklesby, 2003: 185). The model has four pillars which are i) Advise and Referral; ii) Social Programmes (social relief, awareness and prevention); iii) Skills Development (life, business and technical skills); and iv) Entrepreneurship Development Programme. Participants progress through the aforementioned pillars until they exit the programme. Once the participants have completed one or more of the skills development programmes, they exit to employment or attend the Entrepreneurship Development Programme which is referred to as Livelihood Hub at Bokamoso Centre of Excellence.

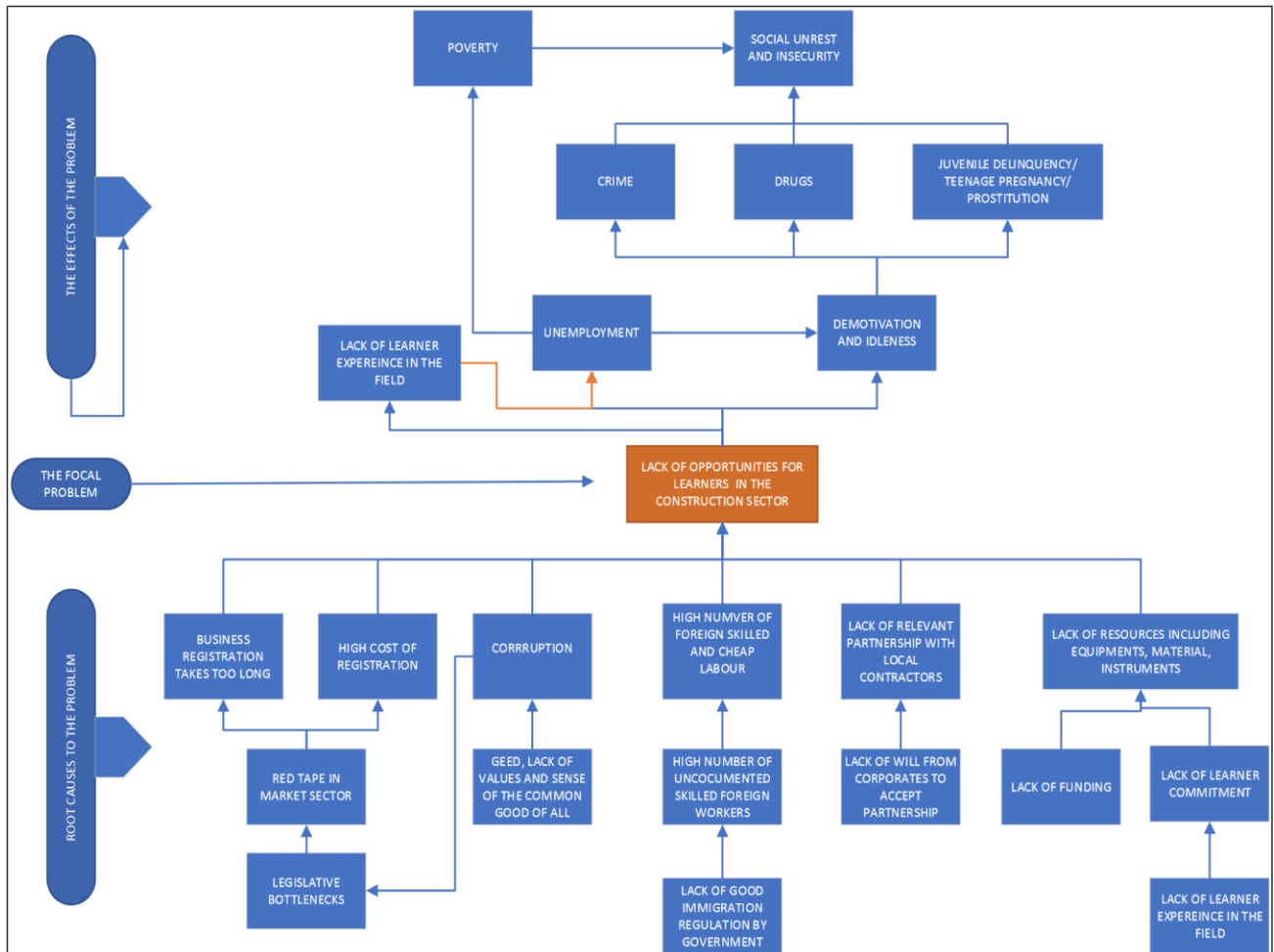
The Livelihood Hub shall provide the support to established businesses or cooperatives. The incubation entails i) the registration of the cooperative; ii) Business Management and Life Skills Training; and iii) Networking and Mentorship. Each cooperative in the Hub will have a mentor and these mentors are in the sector in which each of the cooperatives is focussing. The relationship between the Livelihood Hub and the cooperatives shall be driven through the signing of the MoU with the following conditions:

- i) Use of equipment and material provided to generate income in order to procure own equipment which shall be used post incubation;
- ii) All cooperatives shall have access to the mini truck of the Hub to carry out their respective activities;
- iii) The Hub shall assist the Cooperatives to grow in order to create more job opportunities and to create opportunities for workplace-based learning experience for active participants in the programme; and
- iv) The incubation of the Cooperatives shall be for a period of two years.

### **2.8.2 Development of Construction Cooperative**

The focal problem requiring a construction coop that would serve as a solution is that “learners do not have the opportunity and easy access into the construction sector within the local community market” (Bokamoso, 2022).

**Figure 2.5: Problem tree of lack of opportunities for learners/youth in the construction sector**



Source: Bokamoso 2022

The Bokamoso management together with its partners identified a gap in the placement of its trained candidates and came up with a concept document which reflects the problem tree, solution tree, prospective strategy and value chain incubation into cooperatives to bridge the gap.

The problem tree is based on three key areas namely, effects of the problem, focal problem and root cause to the problem.

**Effects of the problem:** these are social actual problems as triggered by the focal problem.

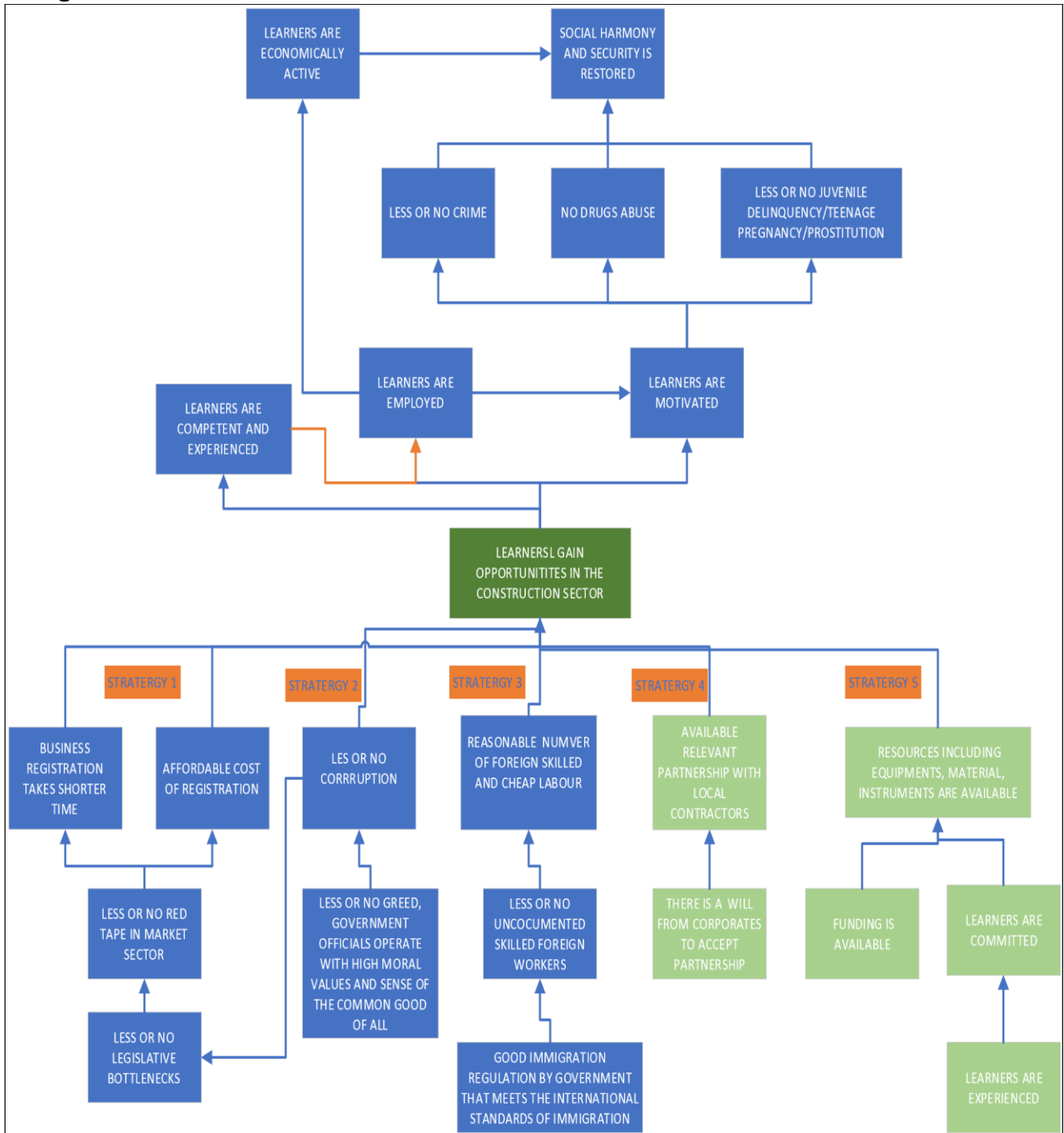
**Focal problem:** lack of opportunities for learners in construction sector.

**Root cause of the problem:** these are technical negative impacts as triggered by the third party. For example, legislation, legislation loopholes, political planning, and conflicting economic interests etc.

### ***Solution Tree***

A solution tree was developed in relation to the problem tree in order to identify the strategies which are within the capacity of the establishment in bringing about a solution to the focal problem. This forms the basis of theorizing and establishing a log frame or a result framework that identifies and describes what has to be done, what the requirements are, and to establish the work or value chain flow of cooperatives within the establishment's Livelihood hub.

**Figure 2.6: Solution Tree**



Source: Bokamoso 2022

### Choice of Strategy

From figure 7 the solution tree, based on the criteria such as relevance to the target group, cost of implementation, time constraints, benefit to the target group and the local community, feasibility and reach, strategies 4 and 5 were found to be within the reach of the establishment. Strategies 1, 2 and 3 could only be influenced through advocacy and networking.

**Table 2.1 SOLUTION USING STRATEGY 4 AND 5**

STRATEGY 4: BUILD RELEVANT PARTNERSHIPS		
ACTIVITIES	IDENTIFICATION OF RELEVANT PARTNERS	Consult chambers of commerce, carry out community profiling
		Consult municipality database, maintain and strengthen existing partnerships
	NETWORK	Use social media, and print media (if cost-effective) to carry out company visits at partner premises and invite relevant partners for the Bokamoso open day event.
	MARKETING	Partake at IDP meetings, company visits, attend relevant expos.
STRATEGY 5: RESOURCES, EQUIPMENT, AND MATERIAL ARE MADE AVAILABLE		
ACTIVITIES	FUNDRAISE	Develop proposals for funding, launch, free donation campaigns, exhibitions, sell services such as plumbing etc.
	ENGAGE WITH DEVELOPMENT PARTNERS	Engage with DSD, NYDA, SEDA, and GEP
		Engage with funding facilitators such as Catholic Institute of Education (CIE) Skills Thabiso.

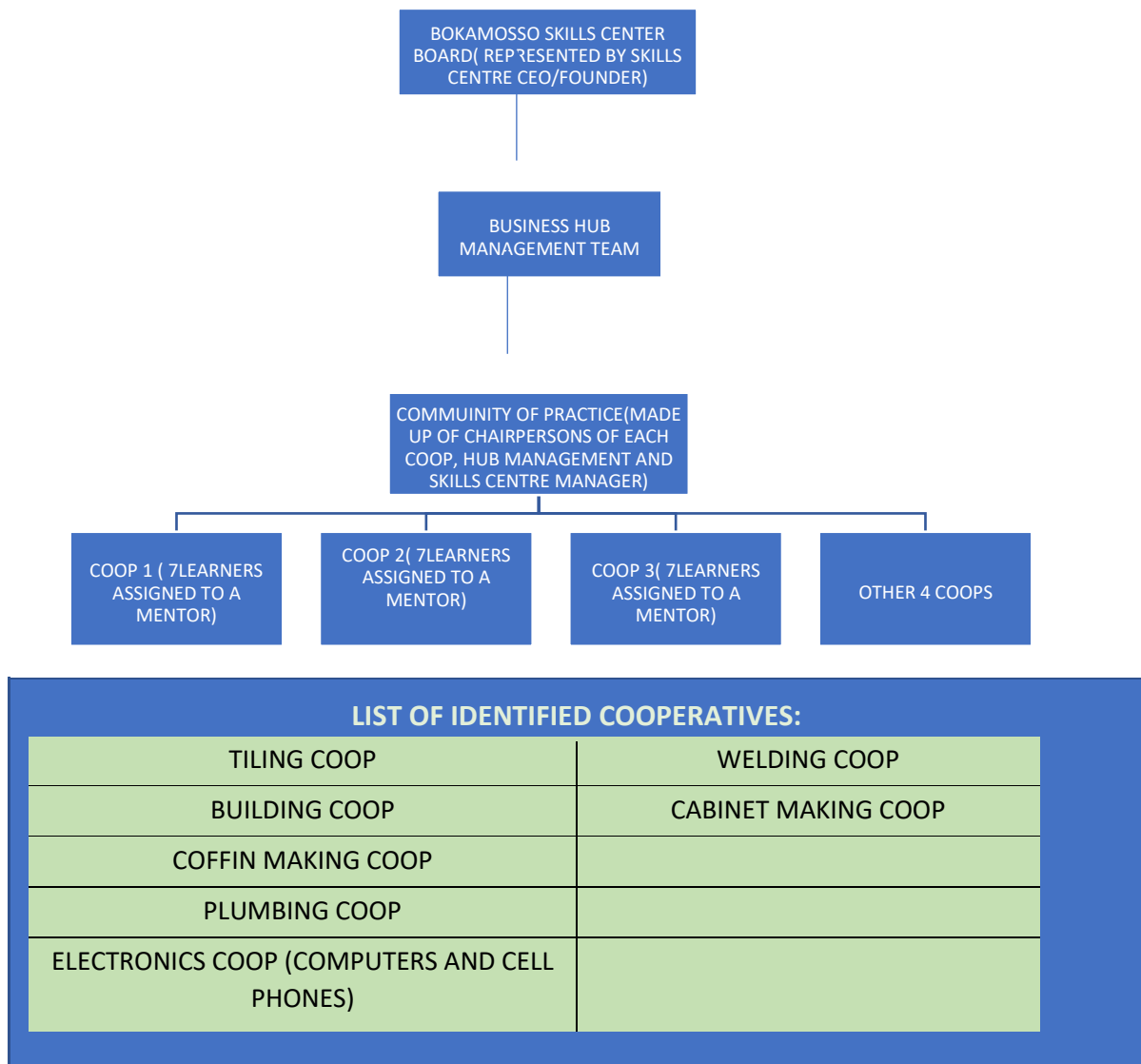
**Table 2.2 COOPERATIVES INCUBATION VALUE CHAIN**

ID	DESCRIPTION	NOTES
1)	LEARNER INDUCTION	Use selected items of the life skills such as: teamwork, conflict management, trusting relationship
2)	PSYCHOMETRIC TEST	Chose 7 learners based on the psychometric tests conducted by Labour Department specialists. The centre management and Livelihood hub management can together make a jurisprudence decision on choosing a learner who is judged fit even if he or she fails the psychometric test.
3)	REGISTRATION OF THE HUB	The registration entails structuring the composition of the hub and delivering business management training.
4)	HUB SIGNS AN MOU WITH COOP	Bokamoso and Coop sign the MOU, coop functioning and responsibilities within the hub, financial arrangements which stipulate coop contributions to the hub, and a sustainability fund for other learners
5)	HAND OVER EVENT TO COOPS	The hub hands over equipment and all the necessary requirements for the coop functioning. Coop mentors should be present in this ceremony.
6)	MONITORING AND EVALUATION	The coop activities shall be monitored against matrices of accountability and progress within the accepted functionality of the coop as agreed upon with the hub.
7)	EXIT STRATEGY	Each coop will be given a start-up pack bought from the income they generated. There will be a graduation ceremony and award. Exited coops shall remain in contact with the hub for support, coaching and mentorship.

### 2.8.3 Management Relation Framework with Each Cooperative

The Livelihood Hub concept complements Shier’s Pathway model, in that qualified youth are given the opportunity to establish themselves as cooperatives while also being continually mentored in all the necessary ways through the five levels.

**Figure2.7 Management Relation Framework with Each Cooperative**



The Livelihood Hub concept complements Shier's Pathway model, in that qualified youth are given the opportunity to establish themselves as cooperatives while also being continually mentored in all the necessary ways through the five levels.

## **2.9 STAKEHOLDERS OF THE YOUTH PARTICIPATION**

Stakeholders are all the individuals, groups and establishments who have interest in the progress and results of projects which are affecting the youth. They vary from government institutions, NGO's, line staff and directors of the NGOs, private corporations, donors, members of the public, youth groups or any of their members, and media (University of Minnesota, 2015). Sometimes stakeholders' participation and contribution to youth empowerment as a whole can be informal and passive yet very progressive and critical towards dragging the youth out of their deliberately and technically created general empowerment spaces. Stakeholders mainly help in the gauging of participation as a whole in multiple ways by means of their independent research and analysis and thus completely avoiding any deliberate or technical biasness.

## **2.10 CONCLUSION**

The Oxfam's Youth Participation theory gives a clear and good example on how all stakeholders should work as a collective globally and thus directly confronting all barriers and challenges in such a manner that even culprits of children and youth marginalization will find themselves suddenly doing what is right. The Leadership Meta Theory of Change explains and underpins the understanding of youth participation and empowerment which is the gradual smooth shifting of the control of affairs in society as a whole from generation to generation by means of a dynamic consistent co-operation between youth and adults.

Shier's Pathway Model has been adopted as an underpinning theory in this study.

Bokamoso Skills and Economic Development Centre has successfully implemented Shier's Pathway Model in developing and empowering its qualified participants (youth) with the launching of the inhouse Livelihood Hub in June 2022.

Participatory theory clearly analyses all the socio-economic, political and historical aspects that hinder or facilitate youth participation in NGOs funded efforts and all the other projects by stakeholders in ELM area. All the theories jointly drive to one major basic achievement,

which is the continued growth of organizations, projects, ideas, laws and principles after the departure of the initial founders with the help of new unending chains of generations, grooming, training, general awakening and infrastructures. This case study and research work gives us a practical example on how all the ever-growing research and theories on the subject of youth participation and empowerment, are gradually making this highly critical global transitional process a continued complete reality.

## **2.11 CHAPTER SUMMARY**

In this chapter basic concepts and definitions of youth participation, participation and youth within both the international and South African contexts and also in line with the objectives of this study were discussed. The historical overview, key principles and the existing models were used to draw a global parallel comparison and conformity while still maintaining the basic objective of this study which is to assess youth participation in NGOs empowerment programmes in Emfuleni Local Municipality area. The Bokamoso Skills and Economic Empowerment Centre Livelihood Hub concept was discussed. The Shier's Pathway Model underpins this study.

## **CHAPTER 3 OVERVIEW OF YOUTH EMPOWERMENT PROGRAMMES IN THE NON-GOVERNMENTAL ORGANIZATION SECTOR**

### **3.1 INTRODUCTION**

According to Simon (1994) it has been proven that since the late 1970s empowerment became a buzz word in many NGO development interventions. Partpart et al., (2000: 3) contended that it has become a comfortable and undisputable motherhood term of various institutions. It actually hangs on the readiness of the community to manage the course of action envisioned to eradicate poverty or improve its living conditions.

In this chapter the researcher presents definitions of non-governmental organisations (NGOs), general empowerment and youth empowerment. The chapter further provides an overview of youth empowerment programmes in the NGO sector, overview of Emfuleni Local Municipality, the framework of participation and empowerment of youth, youth empowerment benefits and programmes, and ends with a conclusion.

### **3.2 DEFINITIONS**

The definitions and concepts relevant to the study focus area are explained.

#### **3.2.1 Non-Governmental Organizations (NGOs)**

According to Thompson (2017) non-governmental organisations (NGOs) are viewed as mediators between the government and the underprivileged and also as a means of hatching autonomous practices in society. Eade (2000: 9) stated that NGOs are formal community structures which are sensitive to the needs of individuals. According to Clark (1991: 14) NGOs constitute an autonomous channel that empowers individuals to direct leaders or government to be open, responsible and to exercise participatory methods in their development efforts.

#### **3.2.2 Youth Empowerment**

Empowerment is a process that encourages independence and collective control. According to Gajanayake et al. (1993) empowerment suggests that individuals decide their present and future pursuits, and thus developing and also implementing specific strategies to achieve their set goals. According to Swanepoel and De Beer (2006: 26) empowerment means the free-will and potential to improvise and make decisions whereas Masango (2002:

52) argues that it is deeply embedded in inner power that often suddenly burst when properly tempted to do so with the aim of effecting change. The researcher personally sees youth empowerment as a process through which the next generation of leaders and adults are gradually guided by the present generation towards the freedom of choice, decision making, will and good life pursuit. The aim .is to exalt the entire human population to the next higher level of authority, power, wisdom, success and discipline.

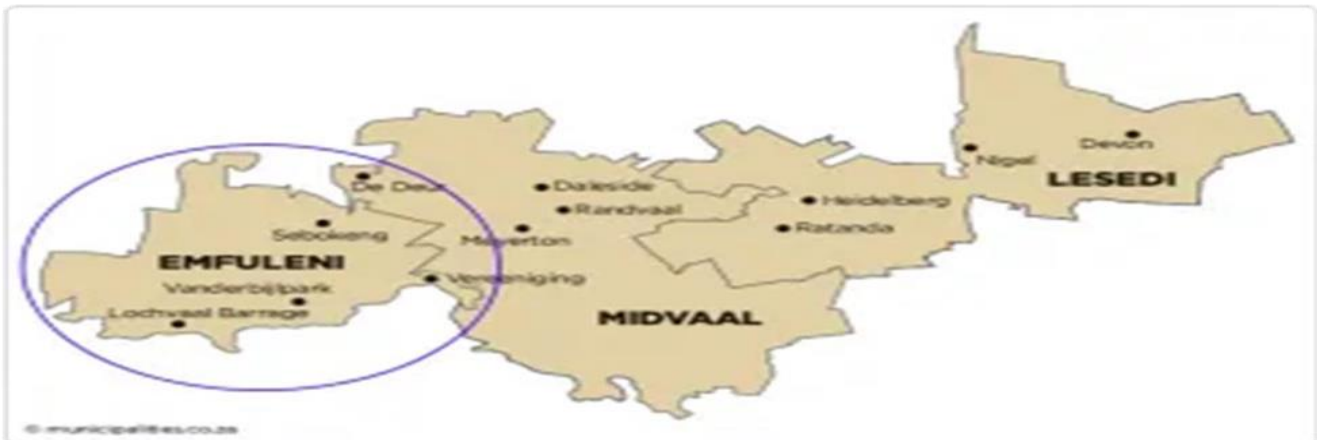
Boeck (2009: 88-103) stated that empowerment is the opening up and adaptation of spaces where the youth can genuinely compliment the constant socio-economic policy changes while holding concerned stakeholders accountable for sustainable development. According to Sustainable in Action (SiA) youth empowerment analyses six co-dependent dimensions namely psychological, community, organizational, economic, social and cultural. The dimensions aim to create confidence and provide youth the skills to gain knowledge (Sustainability in Action Tanzania, 2021).

Empowerment and participation are considered as equally comprehensive ideas meaning that for youth to participate in any empowerment effort they need to be recognized as a group skilled in grasping the nature of their problems and implementing solutions to resolve them. This is also emphasized by the Shier's Pathway Model. An overview of the target municipality is presented in the next section.

### **3.3 OVERVIEW OF EMFULENI LOCAL MUNICIPALITY**

ELM is situated in the Sedibeng District Municipality (SDM) which is the southern part of Gauteng Province. The municipality covers an area of 987 square kilometres which is made out of Vanderbijlpark, Boipatong, Bophelong, Sharpeville, Vereeniging, Sebokeng, Palm Springs and Evaton residential areas with Vanderbijlpark as its nodal point.

**Figure 3.1: Geographical map of ELM**



According to ELM Integrated Development Plan (ELM IDP, 2015/2016: 14) and Sedibeng District Municipality IDP (SDM IDP, 2018/2019) Sedibeng municipality population stands at 721 663 people with a slightly more than half being females. About 616 095 members of the Sedibeng municipality are Africans. The largest portion of its population is made out of segments group range between 20 to 24 years having 79 000 being comprised of the elderly.

In terms of *Local Government Municipal Structures Act*, 117 of 1998 Chapter 7 section 155 (1) (b) and section 152(1) (c) of the *South African Constitution* the municipality is vested with the powers for promoting socio-economic development in the said area (Stellenbosch University). According to section two of the *Local Government Municipal Structures Act*, 117 of 1998 the municipality is entitled to provide basic services to its constituency. While the municipality is home to a major giant industrial company in the name of Arcelor Mittal, its industrial base is actually declining because of the problem of downsizing. The industrial downsizing explains why the municipality is part of Gauteng Provinces with a high unemployment and poverty rate (South East Academic Libraries System). Coupled with other compounding social challenges such as climate change and shortage of electricity supply, the municipality is faced with reduced economic and employment opportunities. The municipality is therefore faced with an emerging challenge to close the gap in the backdrop of the problem of a limited budget and corruption. According to STATSSA (2011) Emfuleni is constituted by 45% of unemployed youth. The Local industries primarily link up with South Africa's steel industry.

Against this backdrop, several NGOs have been identified that offer youth development programmes in ELM. Their services were evaluated and were afforded the opportunity to apply for funding from the Department of Social Development (DSD, 2002). ELM as a municipal area provides a good case study to focus on the role and the impact of government and non-governmental organisations (NGOs) in empowering youth with skills as a mechanism for youth engagement and employment creation in the municipality.

### **3.4 FRAMEWORK FOR THE PARTICIPATION AND EMPOWERMENT OF YOUTH**

This section introduces the framework for the participation and empowerment of youth is made up of legislation namely, National Youth Policy (2009-2014), National Development Agency Act no 54 of 2008 and African Youth Charter (2006).

#### **3.4.1 National Youth Policy (Republic of South Africa 2009-2014)**

The National Youth Policy forms part of a global trend where governments are formulating policies that respond to youth related changes in the 21st century (NYP, 2009-2014) (University of Cape Town). The South African youth policy approaches this from both an African and global perspective. There is a prevailing continuous global engagement review concerning the national youth policy. It is the responsibility of our country's national government to ensure that it does not lag behind in this global rush to ensure that the youth are not excluded contrary to the advantages or offerings of multiple policy dispensations of South African democracy (Christopher & Karr, 2019). This is exactly why the National Youth Policy is based on the National Integrated Youth Development Strategy for the youth sector.

#### **3.4.2 National Youth Development Agency Act no.54 of 2008**

According to Morgan (2013:18), the *National Youth Development Agency Act 54 of 2008* purpose is to provide for the establishment of the National Youth Development Agency (NYDA) with the aim of mainstreaming, coordinating and facilitating youth development in all the economic spheres of the country (NYDA, 2015). The aim of the Agency is to develop an Integrated Youth Development Plan and Strategy on behalf of South Africa.

The Act requires the NYDA to provide multiple services such as career guidance with the aim of making information, products and services National Youth Fund accessible (Pillay, 2014: 1). The act further requires NYDA to create and manage databases for employment

opportunities for the youth and to provide financial assistance with the aim of furthering their careers and small, micro and medium enterprises. All the other guidelines and requirements are still directly or indirectly related and linked to all the already briefly mentioned factors (Pillay, 2014: 1) Morgan (2013: 18), postulated that youth development without the consideration of vital social programmes such as campaigns against HIV/AIDS, gender violence and many others is a completely futile exercise. In this way all youth development intended organizations and undertakings should not be politicized or seen as agents of political formations (Morgan, 2013: 18).

In view of the postulation, campaigns and trainings as a whole are a natural mechanism which should be used in motivating the next generation of leaders and adults to focus on uplifting and upgrading all the cultural beliefs and practices which are directly responsible for the natural continued survival, complete safety and prosperity of their own existence.

### **3.4.3 African Youth Charter (African Union, 2006)**

The African Youth Charter (2006) is a policy guideline that addresses continental, regional, national youth development and empowerment challenges. The charter is in line with the African Union pursuit for an effective youth development path. This is consistent with the South African Constitution and all its provisions are in line with the implemented social and economic programmes.

The argument of Efem and Ubi (2007) that the problem of HIV/AIDS, persistent civil wars and bad governance have intensified the challenges of the youth in the continent. However, the same can still be said about many other countries which are scattered all over the world which are having a very great number of natural resources, whose leaders are often not willing to hand over governance every time they lose elections. In other parts of the world this particular threat is often successfully completely quenched by many different forms of bribery.

Since the African Youth Charter was predominantly continentally adopted back in July 2006 in Gambia, it has created a document for the rights of the youth. It is made out of 31 Articles which are legally binding in 38 African countries which among many very important aspects propagates that the youth should become custodians of their own development (African Youth Charter, 2006).

### **3.5 BENEFITS OF EMPOWERMENT**

Benefits of empowerment include to create or strengthen the ability of youth to earn a living, financial freedom, good education standards, prevent or reduce vulnerabilities such as poverty and crime to unstable socio-economic and political environments, while also promoting responsible and sustainable personal interventions. As already indicated Bokamoso Skills and Economic Empowerment Centre is a good example to this. It also helps the youth to gain access to target communities, build trust and social capital (World Economic Forum, 2021).

Constitutionally, education is one of the basic human rights (Constitution of RSA, 1996 Chapter 2). The fact that education can be formal or informal and can therefore either intentionally or unintentionally positively impact people's lives, it needs to be properly regulated in order to be implemented, promoted, recognized, structured, rewarded and completely made available to every citizen. Education is therefore naturally ordained to benefit a country as part of empowerment as a whole.

### **3.6 YOUTH EMPOWERMENT PROGRAMMES**

Globally there are numerous empowerment programmes focused on a wide variety of things. According to Kar et al., (1999) unsuccessful youth empowerment programmes have not been carefully documented or published in research studies. The international perspective of this subject is thus highly limited. This is exactly why this review provided a limited focus on Europe and Africa.

#### **3.6.1 European Perspective**

The European Union (EU) youth policy aims to meet the changing expectations of youth while also encouraging them to contribute to society. The union's policy scope was extended by the Maastricht of 1993 which included the youth (European Youth Portal, 2001). The EU later considered specific programmes such as Youth for Europe, which began in 1988 to promote international exchange and youth mobility in European member countries (European Youth Portal, 2001). The practice of countries of the world exchanging student with the aim of bridging existing progress, development, digitalisation and globalisation gaps has a direct positive impact to the entire world's economy and economic challenges. Exchange programmes constitute a very important basic positive approach towards

addressing the problem of climate shifting as a whole by means of youth empowerment programmes.

According to the European Youth Portal (2001), the Youth White Paper which was adopted in November 2001 for European Union countries, proposed increased collaboration in the areas of participation, information, and voluntary activities. The aim thereof is to seek deeper understanding and knowledge of the youth to use its aspects in developing policies. This highly positive and progressive approach has already been adequately emphasized.

In 2005 the European Youth Agreement was announced in Brussels which was aimed at promoting a more uniform and coherent approach to youth issues in the European Union. Its framework for youth policy consists of three main basic approaches: promotion of active youth citizenship, promotion of youth social and professional integration and mainstreaming youth aspects to other policies. To ensure this the European Union contributes to the development of youth mobility and the recognition of their informal learning initiatives (European Youth Portal, 2001). The mentioned basic approaches are intended to ensure that the youth or students are often moved across their own distinct natural geographic regions, cultures and civilizations in unending alternating ways. This will make the entire world's approach towards its ever-growing economy related challenges to become strictly collective, systemic and inter-dependent.

### **3.6.2 African Perspective**

As defined by the National Youth Policy (2019-2023), the Federal Government of Nigeria provided youth within the ages 15 to 29 with the opportunity to expand their farming skills and the acquisition of training in tailoring and fashion design in 2021. All these things were promoted by the Youth and Sports Ministry with the aim of empowering the youth to realise their potentialities and take advantage of the opportunities available to make positive contributions to the well-being of their communities across the entire country (National Youth Policy, 2019-2023). The resultant gradual rise of the Nigerian tailoring and fashion industry has not only highly economically benefitted its citizens, but has also succeeded in making the world to adopt the Nigerian traditional dress as a legitimate symbol of the African traditional dress. This enabled Nigerians to open fashion shops all over around the world.

The Young Africa International (YAI) was founded by Netherlands in 1988 with the aim of empowering young Africans with employability and entrepreneurship in Zimbabwe, Zambia, Mozambique, Botswana and Namibia. A great percentage of the funding was poured into the establishment of training centres. In 2017 there were 1,980 professional graduates who were produced by the programme, with sixty nine percent thereof being employed or self-employed.

Zimbabwe Works which focuses on hiring marginalized groups in society is part of YAI programme under its International Youth Foundation (IYF) and it combines education, employment, entrepreneurship and social innovation. Part of its partners and some entrepreneurs support IYF by offering business courses, access to micro loans and related programmes. Approximately 80 percent of these internships is transitioning to full time employment at various companies (Borgenproject, 2019, International Youth Foundation & Young Africa International). Zimbabweans have also succeeded in opening many different informal art shops all over Southern Africa, and the fact that these informal art shops are open for the whole week and also up to very late in the evening, means that IYF has managed to internationally generate wealth for Zimbabweans.

### **3.7 BARRIERS TO YOUTH EMPOWERMENT**

In this section two (2) perspectives are discussed juxtaposed one another, namely South African and African Perspectives.

#### **3.7.1 South African Perspective**

Youth empowerment can address many challenges which are responsible for a very low rate of success to the youth (Development Bank of Southern Africa, 2022). Among contributing factors is:

- the problem of lack of required infrastructure;
- solid youth empowerment policies;
- inadequate youth empowerment activities; and
- poor youth participation in the decision-making processes of each youth empowerment programme.

### **3.7.2 African Perspective**

There are five barriers impeding the growth of African youth, namely:

- Lack of access to opportunities
- Age discrimination
- Lack of access to quality education
- Impatience
- Gender disparities

#### **Lack of access to opportunities**

According to the African Development Bank (AfDB) this particular barrier is triggered by lack of job opportunities and the provisioning of irrelevant skills training programmes as far as national socio-economic needs and requirements are concerned. This prevents employers from recruiting young talent, while it on the other hand creates a great lack of capital for the youth to duly embark upon building their respective national economic growth. As indicated by the United Nations (UN, 2014) all these things are as the result of restrictive legal frameworks (e.g., Finance Management Act)

#### **Age discrimination**

Elderly people have the tendency to assume that all or most young people are always not willing to learn from them, and therefore often deliberately reject their goodly intended guidance, leadership and experience as elders. This is exactly why elderly people often say young people are too young to understand or lead the way, and thus often deliberately excluding them from all or most socio-economic plans and undertakings.

#### **Lack of access to quality education**

According to Ntonjira (2021) developed countries such as Germany, Japan, United States, China and United Kingdom etc., have the best tertiary institutions in the world while most African countries lack good quality education systems. Ntonjira (2021) further states that learning in Kenya is not progressive because of lack of innovation.

## **Impatience**

Ntonjira (2021) emphasises the importance of processes in ensuring economic progress for the youth. In other words, the youth need to be very careful not to take any shortcuts to success as a whole. This is exactly why in the Forward program which was offered by McKinsey and Company a lot of emphasis was made on the critical importance of processes.

## **Gender disparities**

According to Ntonjira (2021) women are always faced with the challenge of male domination and it is clear that a lot still needs to be done in order to address this problem. They therefore have to always endure masculine stereotypes and prejudices.

In summing up this section, youth participation in empowerment programs is a global problem which is a result of the complete lack of all the needed support to make impact. Hence according to Inter Press Service (IPS) (2019), there is a need to develop systems that build institutional capabilities. If the youth have access to mentors and partners, this creates room for the mobilization of a wider segment of population. From a political point of view, the government needs to create safety nets for the youth in order to create contact with a wider segment of population such as academics, NGOs and public sector to promote informal involvement in places that enable sustainable, collective and long-term action (Development Bank of Southern Africa, 2022).

General social ills such as gender-based violence, bullying, discrimination, injustice etc which are predominantly associated with marginalized social groups constitute a very high percentage of barriers to youth empowerment. These are the same challenges which the Aboriginal heritage, LGBTQ, and many other marginalized groups are often faced with. In this context, it is understandable that some youth may come to empowerment programmes without the interest needed to immerse themselves in education, life and learning (European Youth Insights, 2014). The youth is the centre of absolute strength because they think big and hope for the best which is why they put a lot of effort to turn their life long dreams into action through learning and education.

### **3.8 CONCLUSION**

This analysis paints a picture as propagated by Shier's Pathway Model that participation and empowerment are equally comprehensive concepts which are directly proportional to service delivery. It also shows that the fact that these two concepts are a direct response to socio, economic and political challenges that affect youth participation and empowerment, there is a cause-and-effect relationship between them. The youth should see the creation of youth empowerment programmes as a personal binding duty which operates separately from government in order to develop their lives and to make them participate in issues that affect them. Especially because the best thing the youth can often bring to any environment is THEM.

The most critical achievement of youth empowerment in general is the gradual instilling and upgrading of a completely self-sustaining social mentality and approach to the challenges of life towards the youth. Individuals should never sit back, analyze, criticize and condemn the government, the business sector or the privileged for their unfortunate state of affairs.

Both the privileged and underprivileged should always see each other's fortunes and misfortunes as a call for collective complete neutralization of energy and life activity as a whole, or else they are all doomed to die. The truth is at the end of the day ecology (balance) is the ultimate goal to complete success, and without ensuring complete participation this cannot become a reality.

### **3.9 CHAPTER SUMMARY**

This chapter has discussed ensuing definitions of Non-Governmental Organisations (NGOs), Empowerment and Youth Empowerment. It also provided an overview of youth empowerment programmes in NGO sector, the framework for participation and empowerment. It further provided youth empowerment models; the benefits of youth empowerment as well as perspectives on youth empowerment in South Africa, Africa and Europe.

## **CHAPTER 4: METHODOLOGICAL OVERVIEW**

### **4.1 INTRODUCTION**

This chapter discusses the research methodology employed and the data processing analysis leading to the findings. The rationale behind utilising the selected methodology, tools, and designs is further explained. Furthermore, the chapter discusses the participants in the study and why they were specifically chosen for the study. The data analysis technique of the study is explained.

### **4.2 RESEARCH METHODOLOGY**

Research methodology refers to the theory of how research should be undertaken (Saunders, Lewis and Thornhill 2012: 4-5). It is a systematic way to solve a problem. Systematic suggests that research should be based on logical relationships and not just beliefs. This section is a plan which outlines and details the elements of research and how they are related to each other.

Adams et al. (2007: 26) stipulated that the qualitative research approach utilises the methods of data collection and analysis and describes the reality reported by respondents. Qualitative research includes interviews, field notes, conversations and the recording of conversations (Davies, 2007: 10). Qualitative data are data in the form of descriptive accounts of observations (Crowther and Lancaster, 2009: 79). Qualitative research is the verification of facts behind the subject or subjects of research with the help of directly involved target individuals or focus groups.

Myers (2010: 305) stated that the major strength of the qualitative approach lies in the complexity of the investigations undertaken and reports that are normally produced. This usually provides adequate details for the reader to understand the features of a research problem. These techniques increase the likelihood for the information collected to be relevant to those concerned questions, increase its credibility, and also ensure that it is unbiased (Davies, 2007: 9). The researcher used qualitative research approach in which two instruments of data collection were utilised: focus group and semi structured interviews.

The methodology was described in terms of several aspects: description of Emfuleni municipality, population and sampling, questionnaire analysis, data collection, data analysis, literature review, justification and research ethics.

#### **4.2.1 Research Philosophy**

In this section three philosophical research paradigms that are used to guide research methods and analysis were explored, namely positivism, interpretivism and critical theory.

##### **A. Positivism**

This paradigm was first labelled by Auguste Comte in the 19<sup>th</sup> Century and it is mainly based on physical facts and findings, which is more on statistics and it has limitations. All the positive and negative impacts thereof are reflected in concerned era or period of research.

According to Brynman (2008), there are four key characteristics of positivism, namely phenomenism, deductivism, objectivity and inductivism.

##### **1. Phenomenalism**

Only science facts-based knowledge is regarded as a true knowledge.

##### **2. Deductivism**

A process through which science proven facts are tested and applied (all the possible indications of energy and chemical reaction, inter-relations and interactions are verified in order to ascertain outcomes).

##### **3. Objectivity**

Science must never be based on any form of assumptions but strictly on proven facts.

##### **4. Inductivism**

Scientifically proven facts form the basis of prescribed laws.

## **B. Interpretivist Paradigm**

According to Stanford (2003) the interpretivism paradigm originates in the 18<sup>th</sup> century through the philosopher Giambattista Vico. Flick (2014) states that interpretivism is mainly based on the opinions of the researcher in direct relation to the personal ambitions, objectives and convictions of participants concerning whatever things they often achieve or aspire to achieve socially, economically, politically or spiritually.

## **C. Critical Theory**

According to Howell (2013: 80) the critical theory is mainly based on analysing the ultimate general long-term impact of activities and undertakings with the aim of ensuring a continued complete sustenance of all the necessary human daily social, economic, political and spiritual needs in life.

In concluding this section, the researcher adopted interpretivism paradigm based on the nature and context of research. This interpretivism paradigm and the qualitative method enabled the researcher to gain in depth experience and perception in relation to a particular social context.

### **4.2.2 Research Approaches**

There are five common approaches to qualitative research. The researcher personally focused on using only three of them, namely ethnography, narrative and action research approaches. Ethnography is a process whereby the researcher is immersed in the concerned groups which constitute the target object of the study. The narrative approach is a process whereby the researcher interprets all the related stories in order to understand the experiences and perceptions of the concerned groups. The action research approach is a process whereby the researcher gradually links theory and practice in certain multiple ways which are able to drive innovative changes.

### **4.2.3 Research Design**

The researcher applied the case study method in order to derive a knowledge upon which the research should be based. The aim of this study was to assess the state of youth participation in NGO empowerment programmes. A case study method occurs in three (3)

different stages, namely the formulation of objectives, the collection of data, and lastly the analysis and interpretation thereof.

### **Formulation of objectives**

In this study this stage is based on the main research question.

### **The collection of data**

This particular stage of research is mainly based on conducted semi-structured interviews and focus group interviews. It is also based on secondary data derived from reports, minutes, policies, the Livelihood Hub concept document and field notes.

### **The analysis and interpretation**

This stage was accomplished through thematic analysis which involved the application of qualitative tools. Data interpretation was presented in the form of three different groups, namely programme participants, NGO officials, and finally two funding institutions.

## **4.3 DATA ANALYSIS**

To realise key objectives of this research the primary sources of data responses were three institutions and 15 programme participants:

- Institution (Non-governmental Organization officials/Service Provider- Bokamoso).
- Two Institutions (Funders) namely Catholic Institute of Education Skills and NYDA officials.
- A total of fifteen (15) out of four hundred and thirty-five (435) programme participants (learners). This small number was due to limitations by the commitments and programmes of the institute and learners.

### **4.3.1 Description of municipal area**

The study was completed in Ward 29 of Emfuleni Local Municipality (regions 1 and 1b which comprises of Small Farms, Evaton, Zone 7) which is constituted by 14 wards. The selected

regions include wards 18, 19, 20, 24, 26, 29, 37, 38, 39, 40, 41, 42, 43, and 44. These wards cover 3 locations which have some degree of similarities in faced social challenges.

The researcher collected the databases of youths from region 1 and 1b wards in Emfuleni Local Municipality for selection purposes. The communities and wards were selected based on researcher accessibility and time constraint. The researcher chose these wards and communities because they are situated closer to the centre, which community members travel less than 5 kilometres in order to reach it. Researcher also utilised statistics related to poverty levels within Emfuleni Local Municipality of various wards.

#### **4.3.2 Research population and sampling**

Population refers to the entire group with common characteristics. Sampling is the process by which a small proportion of a population is selected for analysis. The sample refers to a small subgroup that is thought to represent a larger population (Ravikiran, 2023).

The population was divided into three (3), namely programme participants, NGO officials and two funding institutions. At the time of the research there were four hundred and thirty-five (435) learners and for the sake of this study as well as the limitations of time only fifteen (15) of them were interviewed as a sample. Ten (10) NGO officials and two (2) officials from each of the two (2) funding institution were also interviewed.

The aforementioned was achieved because the researcher employed a non-probability sampling method called purposive sampling to identify participants with the help of the institution, acting as gatekeepers, who identified and referred participants from their pool for the study.

#### **4.3.3 Questionnaire analysis**

The researcher has created questionnaires that are used to collect data from various stakeholders, which included the three (3) institutions (Bokamoso, CIE Skills and NYDA) and fifteen (15) programme participants. The researcher was not limited to the set questions.

#### **4.3.4 Data Collection**

Data was collected by using two main collection methods: focus groups and semi structured interviews. The interviews were based on set of questionnaires. Secondary data from

reports, minutes, policies, Livelihood hub concept document and field notes were also utilised in assessing the state of youth participation in NGOs empowerment programmes.

It is common to use multiple data collection methods in Participation Action Research (PAR) (McNiff & Whitehead, 2006; McDonald, 2012). The methods are developed for a specific issue or situation, and the researcher and research subjects work together to create the appropriate data collection techniques. Nevertheless, it is suggested that, at least three choice technique selections should be utilised to go beyond the restrictions of each participant, to triangulate information gathering methods and to develop more operational problem-solving tools (McDonald, 2012). Focus groups, participant reflections, interviews, diaries, individual records, questionnaires, and assessments are operational data collection techniques that are engaged in PAR. For the purposes of this study, data collection sources comprised three focus groups, field notes, progress reports, team meetings minutes, policies, participant observations and semi structured interviews.

In support of various methods of data collection in PAR, when the data was collected participants felt more comfortable speaking within the group than being alone. The interviews were carried out in English and no translation was required. Semi-structured interviews were used in the institution interview, as well as in the interview guide for the focus groups. Interviews are a technique used to enable participants to define their position (Mc Donald, 2012: 42), and they constitute an engaging form of inquiry and an appropriate method for collecting data regarding human experiences (Terre Blanche et al., 2006).

Moreover, researchers can access people's ideas, thoughts and memories in their own words, rather than in the words of the researcher.

During semi structured interviews with the three institutions, the researcher explored some general topics based on the research objectives to reveal the participatory experiences of the youth undergoing skills training as part of the NGO's Youth empowerment programme. Both the researcher and the respondents exchanged knowledge comprehensively from the beginning to the end of the interviews process. However, the researcher relied on the willingness of each respondent to consent to share their experience and opinions. The researcher's experience with interviews is that when collecting data, respondents are always looking for the accurate answer, irrespective of whether they agree or do not agree with the

subject. The researcher explained the purpose of the study very well and did not expect accurate and concrete answers, but the opinions and actual individual experiences of the respondents, which always naturally differ. This helped because they expressed their own real perspectives.

Focus group interviews were conducted at the selected skills and empowerment Institution. In this study programme participants were grouped into three groups of five (5). In both collection processes, participant's responses were handwritten notes captured in a notebook. "Focus groups are a socially orientated process and are considered a form of group interviews that capitalizes on communication between the research participants in order to generate data" (McDonald, 2012: 41). The chairman of the Bokamoso board was the gatekeeper for the institution director and employees, while the programme trainers were the gate keepers of the programme participants.

Secondary data sources were utilised to determine the accuracy of the data collected through interviews. Throughout the process, the researcher was able to track progress, separate tasks, productivity and the difficulties encountered. She could get some information on how the institution employees get their work done in different contexts, and this method allowed the observation of sensitiveness, improvement of work and the validation of acquired information from the institution and programme participants. However, this method can be time-consuming, particularly if the researcher observes it over an extended period. Furthermore, according to Hategekimana (2011), it can be challenging to know what to pay attention to, when there is a lot of things going on. Finally, the researcher's direct observation of skills and empowerment activities by visiting the centre during the course of the year, attending the launch, taking field notes and photographs were other methods of data collection.

#### **4.3.5 Data analysis**

Data is the empirical evidence and information that one gathers carefully according to rules or procedures. Durrheim (2006: 47) stated that data can be quantitative the objective measurement and statistical or numerical analysis of data collected through questionnaires and surveys, or by manipulating pre-existing statistical data using computational technique while qualitative data is expressed in the form of written or spoken language or in the form

of observations that are recorded in language, and also analyses data by identifying and categorizing themes.

Since the study was based on the case study method, data analysis was accomplished through thematic analysis which entails identifying emerging themes and sub-themes in line with the research questions posed to participants. Data analysis also involved the application of qualitative tools that involve transcribing, scrutinising, classifying and dissecting the data in order to identify patterns i.e., similarities, dissimilarities, emerging themes and deviations (Merriam, 2009:19-22) (Babbie, 2014:102). Documents relating to NGO empowerment programme were weekly reviewed. The researcher monitored the activity timelines against the original project plan by using excel spreadsheet. The spreadsheet was updated weekly to ensure reliability, accuracy, validity and completeness. By so doing the researcher was able to identify the risks.

The findings and recommendations will be shared with Bokamoso, DSD, NYDA, CIE Skills etc and the University where I have registered. The document will be uploaded on Orcid and accredited journal publications in the field of the study, data can be reused for multiple publication and researchers can access it for secondary outcomes. The researcher was guided by ethics regulations to publish results that are unbiased. Her research principles were binding unto her for example trustworthiness, reliability and validity of gathering and analysing data collected. Data will be presented at professional meetings such as International Conference on Public Administration and Development Alternatives (IPADA). The latter may take the form of either oral (platform) or poster presentations.

The findings will assist the organization to properly evaluate itself and to also make all the necessary adjustments and improvements in the empowerment of youth following the recommendations that will be made by the researcher e.g., capacity building for staff members. The researcher will try to support the organization where she can for example, sharing information of possible funders or sharing best practices based on her work experience. Furthermore, the findings will assist government departments to gauge themselves and to make necessary adjustment in order to meet their objectives and mandates regarding youth participation and empowerment.

#### **4.4 RESEARCH ETHICS**

Resnik (2015: 2) defines ethical research as a just manner applied by the researcher in collecting data, and is characterised by integrity. In this study the empirical data was collected ethically throughout. The researcher requested permission to conduct the study at the institution, consent was granted and the letter is attached as Annexure B. Pamphlets for advertising the intended interviews were placed on the institution's notice boards with the permission of the director a week prior the interviews. The participants signed the Basic and Social Science Research Committee (BASSREC) informed consent forms on the day the research was conducted, the researcher shared the information sheet which explains the anonymity, privacy and confidentiality rules. Participants were duly informed that they will not be financially compensated for travel costs because the interviews were conducted at the organization meeting rooms during office and training hours. The inclusion and exclusion criteria were explained. Covid-19 protocol was observed, temperatures checked, researcher provided participants with masks and sanitiser which was used at the beginning up to the end of the interviews. The interviews and follow up sessions were conducted from 15 June 2022 to 08 July 2022. Participants were given the opportunity to peruse the transcriptions, to ensure that their names are not recorded and signed them off as true reflection of the interviews.

#### **4.5 CONCLUSION**

At the beginning of this chapter, it was articulated that it would discuss the research methodology and research analysis of this study through qualitative research approach in order to assess the state of youth participation in non-governmental organizations empowerment programmes. In this study, no participants were coerced into agreeing to be interviewed and participants were made aware that they can withdraw from participation any time if they feel uncomfortable. Furthermore, they were informed that both the researcher and the study leader will be responsible for accessing the information.

Data was successfully collected and a total of three (3) institutions and fifteen (15) programme participants participated; the researcher employed a non-probability sampling method called purposive sampling to identify participants with the help of the institution management and facilitators who identified and referred them from their pool for the study.

Data recorded was expressed in the form of written or spoken language, and analysed by identifying and categorizing it into themes. Furthermore, data was analysed by transcribing, scrutinising, classifying and dissecting it in order to identify similarities, dissimilarities, emerging themes and deviations. Findings from the collected data will be discussed in the next chapter.

#### **4.6 CHAPTER SUMMARY**

In this chapter research methodology employed and the data processing analysis leading to the findings of the study were discussed. The rationale behind utilising the selected methodology, tools, designs and data analysis techniques were further explained. Furthermore, the chapter discussed the participants in the study and why they were specifically chosen for this particular study. Lastly, research ethics was discussed. The findings of this empirical study are outlined and discussed in chapter five.

## **CHAPTER 5 FINDINGS**

### **5.1 INTRODUCTION**

This chapter presents the empirical findings of the study whose primary aim was to assess the state of youth participation in NGOs empowerment programmes in Emfuleni Local Municipality. Findings will be presented according to themes as emphasized in the focus areas of data collection detailed in the previous chapter. These findings were interpreted by integrating the information collected from administering focus groups and semi structured interviews.

### **5.2 SPECIFIC DATA PRESENTATIONS**

The data findings will be divided into three sections: findings from programme participants (youth), findings from the NGO/institution officials and findings from funders (institution officials). The discussions will be based on the themes that emerged from data and analysis. They are discussed as follows:

- Findings from programme participants
- Findings from Institution officials
- Findings from funding institutions officials

### **5.3 FINDINGS FROM PROGRAMME PARTICIPANTS (YOUTH)**

The findings from the programme participants are discussed under the themes: Education and Employment, Participation in Community Platforms, Youth Voice in Programme, Perceptions of Youth taking part in Empowerment Programme, Perceptions of Youth Participation in Youth Empowerment Programmes, and Barriers.

#### **5.3.1 EDUCATION AND EMPLOYMENT**

##### **5.3.1.1 Education**

In order to establish the highest qualification participants have attained, a question was asked as: What is your highest qualification attained?

It was important to note that the institution referred fifteen programme participants to undertake the study. In response to the highest qualification attained, the participants provided the statistics as follows:

**Table: 5.1 Education**

Never enrolled at tertiary institutions	Grade 10	M	F	Grade 12	M	F	Tertiary institution
15	10	6	4	5	2	3	0

The findings indicated that all programme participants were never enrolled at tertiary institutions, majority hold Grade ten and minority Grade twelve. The ratio is very skew and indicated that majority of the participants have to be empowered to close the education disparities of both genders.

Reasons for participants not to be enrolled at any empowerment institution vary depending on an individual, family condition and geographic area. The demographic profile provides context for assessing the state of youth participation in NGOs empowerment programmes. The responses indicated that all participants have never enrolled at any tertiary institution e.g., TVETs the reasons being: the majority did not qualify for university entrance because of low scores, capacity related limitations, while minority lacked money to enrol. Hence, they all enrolled at Bokamoso. One participant stated that he was booked for rehabilitation and later referred to the institution.

### 5.3.1.2 Employment

Participants were required to provide their employment status details and the findings were presented as follows:

**Table: 5.2 Employment**

a. Formal employment	b. Informal/self employed	c. Unemployed but seeking employment or undergoing training	d. Inactive
1	2	12	0

In response to employment status details, the findings indicated that out of all participants, minority is formally employed as artisans or in informal employment. While majority is still undergoing training at Bokamoso.

A follow up question was: How easy is it for youths to get formally employed?

**Table: 5.3 A follow up question**

1. Very tough	2 Tough	3. Fairly easy	4. Easy	5. Very easy
15	0	0	0	0

The participants stated that on a scale of 1 to 5, all the participants stated that it is very tough to get formally employed due to lack of job opportunities. The reason being majority of companies require skilled labourers with work experience while other companies are downsizing or closing down.

Participants were required to state the location where they live and the distance travelled between their homes and the institution in order to assess the youth access to the empowerment institution.

**Table: 5.4 Location where participants live**

Sharpeville	Small Farms	Sebokeng Zone 3	Sebokeng Zone 7	Palm Springs	Evaton North	Evaton West
2	8	0	0	0	2	3

**Table: 5.5 Distance travelled**

a. very close	b. less than 5 kilometres	c. 5-10 kilometres	d. Over 10 kilometres
8	5	0	2

In assessing the distance travelled between their homes and the institution, majority stay around Bokamoso while minority travel short distances to get to the centre.

In summing up the education and employment theme, the findings indicated that the programme participants are faced with triple challenges which are unemployment, poverty and skills disparities. There are also many youths who fall out of the net and are not impacted by the empowerment programmes. The TVETs in the area are unable to register more participants, it can be deduced that the institution received high number of applications that they cannot service due to capacity. There is a need of additional institutions offering empowerment programmes for the youth in the area and the possibility of Bokamoso servicing them should be explored.

### 5.3.2 PARTICIPATION IN COMMUNITY PLATFORMS

In responding to the question, it is important to establish how the participants knew of the institution and the programmes it offers. The question posed was: How did the participants know of the NGO and the programmes they offer? The responses were tabled and explained as follows:

**Table: 5.6 PARTICIPATION IN COMMUNITY PLATFORMS**

a. Local newspaper	2
b. Community/Ward meetings	3
c. Local notice board	0
d. Call for workshops/training	2
e. Church	1
f. Friend/family	1
g. NGO staff	1
h. Social Media	4
i. Municipal website	0

j. Other (please specify) Referral by SANCA Social Worker	1
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In interpreting the findings, the participants proclaimed that majority got to know of the institution and the services provided from the social media platform, community meetings, invitations to workshops and trainings, and local newspapers. While minority got to know the institute through church, were referred by SANCA Social Worker, family friend and lastly were referred by the institution staff. The findings paint a salient picture that the institution makes use of local newspapers, social media platforms, community meetings and call for trainings to recruit youth. Furthermore, the NGO conducts door to door information sessions and distribute pamphlets. Hence, the youth are able to participate in community platforms.

Questions posed to youth were: What interested or motivated the youth to participate in the programme? The participants responded that they are interested in the programmes offered because they are relevant for the job market. They also said that they were confident that after acquiring the qualification they will be able to get jobs or at least establish their own businesses.

*“We are confident that the qualification will assist us in finding jobs” said Interviewee 1, 2 and 4.*

To add on the afore mentioned, two of the construction participants stated that when the institution’s premises were renovated, programme participants were given the opportunity to work.

*Interviewee 3 and 9 “We participated in renovating the old premises”.*

The interviewees further stated that some participants that are undergoing merchandising training conduct on-job training at retail shops sourced by it, thus showing that there is a possibility for them to be absorbed in the job market. Furthermore, they observed that some of the 2021 participants received on-job training from the construction company sourced by the institution.

A follow up question required participants to provide information about what they are trying to accomplish when participating in empowerment programmes.

In response they proclaimed that they want to acquire skills and qualifications in order to earn a living out of them and to become change agents by assisting their families to move out of poverty. Others stated that they will focus on acquiring additional qualifications in order to occupy higher positions in the corporate world in the future (improve their chances of excelling in life).

A follow up question was posed to assess how the youth are doing in terms of progression in empowerment programmes. The question was: How well are you doing?

In responding to the question, all the participants proclaimed that they have completed a six months Life Skills training and progressed to other skills programmes. Minority indicated that they have acquired the qualification and are employed as artisans while others are employed by their family members. Furthermore, minority are currently participating in merchandising programme and are constantly taken to retail shops for practical work, and have progressed to computer and cell phone repairs programme after passing a computer training programme. While majority are currently studying towards acquiring technical skills such as construction, plumbing, carpentry and welding.

A follow up question required participants to establish how long they participated in the empowerment programmes. Participants were asked how long have they been in the programme.

In response, they stated that minority participants were trained for one year, which entailed six months training in life skills and another six months in programme of choice. In this case the programmes of choice were plumbing and carpentry. While majority stated that they are in their first year of training, of which the first six months is compulsory Life Skills and the next six months will be programme of choices depending on the individual interest.

Participants were required to provide information on their awareness of other community projects in their area. Question posed was: Are you aware of other community projects in your area?

Their response was that all participants were aware of the community projects in the ELM area. However, they have identified that the majority of the projects focused on Early Childhood Development, Health related issues and only a few are offering skills

programmes such as manufacturing of reusable sanitary towels, Kitso in Sharpeville provides training in food gardening, Information and Computer training and the assembling of electronic bicycle. The participants proclaimed that Bokamoso Skills and Economic Empowerment Centre was their preferred institute because it provides a number of skills programmes that are relevant to the job market and the institute was gradually placing them for on-job training and empowering them to establish cooperatives.

The youth of today have access to social media platforms as a means or space to communicate their issues. Question posed was: Which of the following social media platforms are you familiar with and have access to? The table below paints a picture of the findings.

**Table 5.7 Familiarity of social media platforms**

Social media	Social media familiar	Social media access
a. Smartphone	15	15
b. Facebook	15	15
c. WhatsApp	15	15
d. Microsoft Teams	5	3
e. Zoom	8	5

The participants responded that they were all familiar and have access to social media platforms. The institution has unlimited WIFI and therefore enabling the participants to have access to internet and social media platforms. However, they do not engage in Microsoft Teams and Zoom more often due to the fact that trainings are conducted physically and not virtually, and training information is shared on the WhatsApp and Facebook groups after hours.

Participants were required to provide information on the programmes they participate in. The question posed was: Which programme activity do you participate on?

**Table 5.8 Programmes participation**

a. Agriculture	
b. Early childhood development (ECD)	
c. Health Care	
d. Construction: Bricklaying, plastering, plumbing, carpentry	6
e. Skills development	3

f. Information and communication and Technology	3
g. Enterprise development	
h. Fashion Design	
i. Carpentry: Qualified participants	2
j. Bricklaying	
k. Plumbing: Qualified participant	1
l. Baking Classes	
m. Other services	

In response to the question posed, minority of participants have qualified in Carpentry and Plumbing respectively, while some are receiving training in Information and Computer Technology and Merchandising. Majority are in Construction training. The findings indicated that a majority of participants are preferring construction training because of the high possibility of employment opportunities. The participants further stated that the institution through its inhouse Livelihood Hub provides them the opportunity to receive on job-training as well as the opportunity to establish own cooperatives. Based on the institution programmes, construction training includes bricklaying, plastering, plumbing, carpentry and welding.

In summing up the theme, the institution makes use of the media platforms to market its programmes and the youth are able to access the information. The findings indicated that the institution also enables the participants to have access to internet for their research and to participate in the programme, because it has installed WIFI. The participants are aware of other community institutions that provide empowerment programmes and they are at liberty to choose any service provider and programmes. Time spent in the programme is similar to those of the TVETs and the participants are aware of what they want to achieve by participating in the programmes.

### **5.3.3 YOUTH VOICE IN PROGRAMME**

Youth voice in the empowerment programmes is critical and institutions should ensure that they are involved in the decision making. A question asked was whether participants were involved in deciding on the type of programme to be implemented by the institution. A follow up question was how were they involved.

The proclamation was that majority of participants were involved because they participated at the institution’s meetings and dialogues, and community meetings. They provided inputs, completed presentations assessment forms and surveys. Minority of participants stated that initially they were not involved, however they later participated at the institution’s meetings, dialogues, and community meetings because they realised that their voices are important and the institution is accommodating them in its planning, implementation and evaluation processes. They further indicated that they also used a suggestion box placed in the administration block to submit their inputs, they also completed presentations assessment forms after each unit was completed. It was also mentioned that survey forms are distributed and results are shared.

The afore mentioned proclamations indicated that the institution has the best interest of its beneficiaries because it makes use of various consultative platforms to communicate its strategies and to gather inputs. It takes into account all the inputs received to come up with relevant and market related empowerment programmes. It also ensures that youth actively participate in them.

#### **5.3.4 PERCEPTIONS OF YOUTH TAKING PART IN EMPOWERMENT PROGRAMMES**

Governments, funders, and charity organizations increasingly demand that young people be involved in the processes that affect their lives and communities (Morton and Montgomery, 2011). Participants were asked to indicate how true the statement was for them. Below are some statements that might describe how youth feel about their participation in the empowerment programme.

**Table 5.9 Perceptions of youth taking part in empowerment programmes**

	<b>Not at all true</b>	<b>Somewhat true</b>	<b>Mostly true</b>	<b>Completely true</b>
There are things happening in this programme that I feel excited about	X	X	15	X
This programme helps me build new skills	X	X	X	15
This programme has helped me to handle stress	X	3	12	X

This programme helps me explore new ideas	X	X	7	8
What we do in this programme will help me succeed in life	X	X	X	
I fit in at this programme	X	X	X	15
I have the authority to make decisions	X	X	X	15
I can influence the way work is done in my unit/base/ship.	X	X	2	13
I am inspired by the goals of the organization	X	X	X	15
The programmes offered are relevant, educative	X	X	X	15
The programmes offered provide the necessary skills required for employment opportunities	X	X	X	15
Empowerment programmes assist the career opportunity for youth	X	X	2	13
Can you recommend other youths to participate and be involved in NGO empowerment programmes?	X	X	X	15

**X means no response and numerical numbers indicate total responses by participants.**

In response to assessing the perception of youth taking part in empowerment programmes. It was deduced that all participants concur with the statement that there are things happening in this programme that they feel excited about. Reason being that Institution affords them the opportunity to interact with various stakeholders, and thus being exposed to exciting finer details about their training. All participants stated that the programmes offered help them build new skills, be more objective and informed on how they can further improve their knowledge and skills after acquiring specific training and knowledge. Minority of the participants proclaimed that it is somewhat true that this programme has helped them to handle stress, because during the day they are engaged with training and they forget about their problems but immediately they get back home, the situation draws them back to their misery. Majority also agree that whilst they are waiting for the opportunity to be absorbed into the working industry, the institution offers them the opportunity to focus on increasing their chances of being employed.

In response to the fact that the programmes help participants to explore new ideas, minority of participants mostly agree while majority completely agree. They stated that since the institution introduced new programmes, they were given the opportunity to further upgrade their knowledge by means of additional training and skills. In addition, all of the participants completely agreed that the programmes offered will help them succeed in life. Reason being that programmes offered are in line with the job market and the fourth industrial revolution.

Participants were required to state if they fit in at these programmes. In response, majority of participants completely agreed with the statement and stated that they are no longer under pressure to find jobs, but are focused on improving the opportunity to finding and creating jobs. They further said that this is exactly what makes them to have confidence in what they are doing.

The question posed was do the participants have the authority to make decisions. In responding to it, all participants completely agree that they are the ones who decide which programmes they want to follow and which to later further follow as an upgrading.

A follow up question was: can participants influence the way work is done in their department? In response minority of participants mostly agreed and majority completely agreed, their reason was that they are given the opportunity to give their opinions and voice their concerns in regard to whatever work they often do. Their contributions are positively accepted and fused in the implementation process.

Another question was whether participants are inspired by the goals of the institution. In response, All the participants completely agreed and stated that they were impressed by the future plans and objectives of the institution such as the inhouse Livelihood Hub that was launched in June 2022.

Participants were required to indicate the relevance of the programmes in their lives. All participants proclaimed that the programmes offered are educative, relevant and provide the necessary skills required for employment opportunities. Participants stated that they can confidently apply the acquired knowledge and skills at their homes, for example fixing of broken doors, leaking pipes. They mentioned that the training programmes are based on things which form part of their daily activities such as cell phone and computer repairs, and

thus making enough room for possible employment. Furthermore, they can use the skills to generate income on part time basis whilst they continue with their studies.

A question was asked to establish whether empowerment programmes assist the career opportunity for youth. Participants proclaimed that minority mostly agree while majority completely agree and based their proclamation on the fact that the programmes offered are having follow up trainings which have a deeper and more informative training in the same basic direction. This opens up more employment opportunities for participants.

A follow up question was: can participants recommend other youths to participate and be involved in NGOs empowerment programmes? The participants stated that majority of them completely agree and that they always recommend and encourage the youth to participate in NGOs empowerment programmes, and are also always sharing their experiences with each other.

### **5.3.5 PERCEPTIONS OF YOUTH PARTICIPATION IN YOUTH EMPOWERMENT PROGRAMMES**

In this section, participants were asked to discuss their perception of youth participation in empowerment programmes in the community. The response indicated that the perception of youth-to youth participation in empowerment programmes in the community to be very good. Reason being that the numbers of participants are growing steadily because they now have the influence in the programme's development, planning, implementation and evaluation. They see that the skills disparities are gradually closed and they are better equipped to find or create jobs.

Participants were required to rate their satisfaction in the programme developed and their rating was very high, because the trainings provided are in line with the current job market and also the institution assists the qualified participants to be absorbed in the job market.

Participants were required to state their opinion on the resources and services offered in terms of trainers, infrastructure, tools, training time. The responses were that in terms of ICT each participant is provided with a working laptop on daily basis and later taken back for safe keeping. The manuals are sufficient and in good condition. The control and attendance registers are used and are up to date. In terms of Construction, required working tools and

manuals are available and are in good condition. Materials for each programme are also available. Life Skills and Merchandising manuals are in place and in good condition. Control and attendance registers are in place and updated daily. The participants stated that the trainers are qualified and competent. They are always present, prepared to offer trainings, and also provide relevant information and the required support.

The participants stated that the institution has an admin block, adequate and safe training rooms, properly equipped rest rooms, a community nutrition centre, enough space for practical construction lessons and lockable parking garages. The premises are user friendly for physically disabled people. There is proper electricity and water supply, a big hall for meetings, fenced and lockable premises, and each room has security camera with monitors. At the gate there are security guards, control and visitors' registers are used and are up to date. The inhouse Livelihood Hub is fully resourced with the required tools, material and staff. The organization operates from 7h30 am to 16h00 pm for five working days. The training schedules and the inhouse Livelihood Hub programmes are aligned to the institution operational hours.

In summing up the afore mentioned proclamation, the institution is functional, fully resourced to offer required services and safety and security is prioritized. It can be deduced that the institution complies with all the regulations of various government departments such as Department of Employment and Labour, Occupational Health and Safety Authority etc.

Participants were required to provide their opinion on how has the participation of youth in empowerment programmes changed in the last five (5) years. The responses indicated that the institution has improved its services and has grown into a bigger institute because there are new additional programmes that are in line with the job market and an inhouse Livelihood Hub that was established to incubate cooperatives. It was also stated that an increased number of youths are taking part in the empowerment programmes because they saw that the institution has established a working relationship with upcoming community private companies for on job trainings. Furthermore, the youth indicated the enthusiasm to participate since the inception of the inhouse Livelihood Hub because they envision themselves as entrepreneurs.

The participants were required to rate the influence of youths in community development. They stated that the influence is good because the youth were involved in the revamping of the institution structure and were also engaged in the construction of RDP houses through Mafube Afrika Construction company. Based on the afore-mentioned statement, the youth are inspired to participate in developing their skills and environment as a whole.

The world evolves so is the economy and activities relating to life as a whole. Participants were asked to identify the kinds of activities they would like to see offered in this programme. In response they stated that they would like the institution to introduce sports training and management courses, hotel catering, tourism and agricultural management and training courses. Reason being that the mentioned programmes have a market and there are potential job and cooperatives opportunities. Furthermore, investing in agriculture will assist in addressing climate change and environmental related problems, food security, poverty and unemployment challenges and it also solves energy related problems. The fact that agriculture constitutes a very great percentage of export and import globally, it is a guaranteed lasting economic progress. According to the United Nations Development Plan (UNDP, [yr](#)) 65% of the youth from the age of 18 to 35 consider climate change to be a global emergency. That is why the youth has to be skilled in energy transition, be innovative and pursue careers aimed at decarbonizing the sector in order to achieve affordable and clean energy (Sustainable Development Goal 7). In this way more employment opportunities in the energy sector can be created for the youth in future.

In concluding this theme, as the world is evolving there are more changes, challenges and threats which are affecting development and youth participation as a whole. Government should ensure that it put in place mitigating plans in order to address unexpected and anticipated challenges.

### **5.3.6 THE ROLE OF GOVERNMENT IN ADVANCING YOUTH PARTICIPATION IN EMPOWERMENT PROGRAMMES**

Question posed was: What do participants think should the role of government be going forward in advancing youth participation in empowerment programmes?

The participants stated that Emfuleni local municipality should play an oversight role, ensure that there is budget for youth, take a lead in youth issues and ensure that they fully participate. This means it needs to plan, budget, implement and evaluate youth programmes on behalf of the government.

### **5.3.7 POSITION OF YOUTH AFTER TRAINING**

The participants were required to provide information on where do they see themselves after training and how they will achieve that.

In responding they stated that they see themselves as future managers, inventors and workers. They will achieve this through participating in on-job trainings, internships, learning from experienced employees by volunteering and also through acquiring jobs after building their CVs.

The findings indicated that participants completely agree with the view that the empowerment programmes offered play a pivotal role and it enables them to acquire the necessary skills and knowledge in order for them to participate in the economy. The institution has invested in programmes that are relevant and progressive, the inhouse Livelihood Hub will also serve as an incubator for upcoming cooperatives where they will be mentored for two years. The partnering with upcoming private community companies has also aided the institution to provide trained participants with on-job training and job opportunities.

### **5.3.8 BARRIERS**

In this section, the participants were requested to identify the barriers or challenges they have experienced since participating in the empowerment programmes and they were required to provide examples of the barriers or challenges.

In responding to the questions, the participants stated that their challenge is mainly a required funding such as NSFAS or Bursary so that they can be able to pay for subsistence (food for after hours and weekends) and transport. This is seen as the barrier because it is mainly attributed by the high unemployment of the family members.

A further question was how can the identified barriers or challenges participants have mentioned be addressed.

The participants stated that government should treat empowerment programmes provided by institutions (NGOs) the same as those provided by TVET and Universities. In this section, funding is identified as a challenge. Participants believe that the institution provides similar empowerment programmes as those offered by TVETs and so it should be treated the same as them. There is an issue of entitlement which in the future might lead to revolts, unrests, and vandalism.

## **5.4 FINDINGS OF THE INSTITUTION (SERVICE PROVIDER/NGO)**

In this section, the institution's (NGO) findings will be presented. The themes that emerged from data analysis are basic information on workforce occupational structure and characteristics, staff, and challenges.

### **5.4.1 BASIC INFORMATION ON WORKFORCE OCCUPATIONAL STRUCTURE AND CHARACTERISTICS**

#### **5.4.1.1 Main business activity, objectives and main products**

The institution was requested to briefly describe its main business activity, the objectives and indicate its main products or services.

In response the institution reported that its main business activity is to provide skills and economic empower programmes to the youth in Emfuleni local municipality area. It has four programmes which are interrelated

- Centre of Excellence provides:
  - (a) Technical skills training e.g., welding, plumbing and electrical wiring and repairs.

- (b) Information and Communication technology (ICT) e.g., End User Computing, electronics, computer repairs, mobile phone repairs, and coding
  - (c) Literacy programme.
  - (d) Career guidance and linking youth with labour office for advertised jobs.
  - (e) Entrepreneurship skills.
  - (f) Merchandising.
  - (g) Psycho-social support for rehabilitated substance abuse users.
- Inhouse Livelihood Hub incubates the qualified participants as cooperatives as one of the institution's exit strategies.
  - Food Bank which provides social assistance e.g., food parcels to vulnerable communities as per the DSD households profiling and referral of unemployed youth to the skills programme.
  - Community Nutrition and Development Centre which provides daily cooked meals and food gardening training to vulnerable community members.

The institution's short-term objectives are to select more qualified applicants, train, provide an after-care programme, link them with the job market, monitor and evaluate all programmes. Its long-term objectives are to build the youths knowledge and skills, develop their sustainable programmes, grow the inhouse Livelihood hubs, monitor and evaluate all programmes on a continued basis, and to contribute towards reducing unemployment and poverty rate amongst the youth and women.

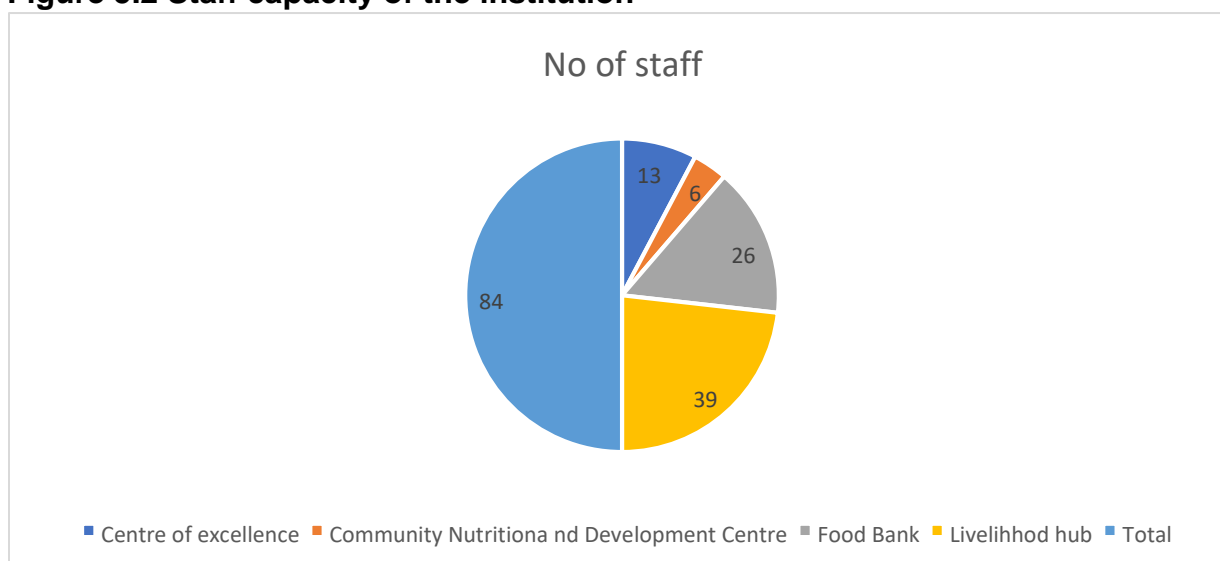
#### **5.4.1.2 Number of Centres and size of the institution**

A question posed was to establish the number of centres the institution has for offering services to the youth and to establish the size of it.

The institution proclaimed that it has only one centre based at the Church premises, however it is renting a warehouse for the Food Bank operations. Its establishment began with two founders who are staunch members of the church and saw the dire challenges and needs of the youth within the community around it. They immediately had the passion to change the said status quo. Their vision included the youth from Small Farms and surrounding areas of Emfuleni Local Municipality (ELM) where unemployment, poverty and skills disparities are prevalent.

Furthermore, the institution is a small enterprise which is fully established, equipped and operational. It comprises of forty five permanent staff members; thirty-nine cooperative staff members and its training facilities can accommodate more than 400 youth participants. Thirteen employees inclusive of the director are designated for the Centre of Excellence. There are also twenty-six employees for Food Bank, and six for Community Nutrition and Development Centre. The graph below paints a salient picture of the staff capacity of the institution.

**Figure 5.2 Staff capacity of the institution**



### 5.4.1.3 Legal form

The institution was requested to state its legal form and deduce the one it falls on from the provided ones: Limited liability company, Joint-stock company (open or closed), Cooperative, Private enterprise (certificate), Public institution, and Another form (write).

In response the institution stated that it falls under another form of enterprise. It was registered with the Department of Social Development in 2005 as a Non-Governmental Organization, it was also registered as Centre of Excellence in 2019 and it complies with the requirements.

#### **5.4.1.4 Programmes, accreditation and criteria for selecting participants**

##### **A5.4.1.4. Decision on which Programmes to implement**

The National Youth Policy (2009) upholds that the youth of South Africa are key decision makers in problem identification, policy and programme design, implementation, monitoring and evaluation of community programmes (NYP, 2009). In pursuit of the provision of the policy, the question posed to the institution was as to how did it come about deciding on which empowerment programmes to implement.

The response was that the youth provided inputs at meetings, they were also engaged in dialogues and the reports had their recommendations, and from the door-to-door campaigns the youth provided suggestions. The institution also conducted a community profile and its findings were used for strategizing. Also, the management realised that the programmes offered should be in line with the current economic market in order to address unemployment, poverty and skills disparities.

##### **B5.4.1.4 Accreditation**

A further question posed was to establish whether the programmes offered are accredited or not and the details thereof were sought.

The institution proclaimed that it provides accredited programmes and it has MICSETA accreditation for Information and Communication Technology. On the other hand, it is in the process of acquiring accreditation for Construction programmes with relevant SETAs. In the meantime, the institution uses the services of accredited construction training service providers. Their credits depend on each programme offered, NQF level, unit standard and the nominal hours.

##### **C5.4.1.4 Criteria for selecting participants**

Another question posed was to establish the criteria used for selecting participants.

In establishing that it was proclaimed that the criteria for selecting participants is stipulated in the recruitment advert as per various SETA programmes and DSD requirements. The participants are required to have a minimum of Grade ten for technical skills programme

and Grade twelve for Merchandising. However, learners from special schools who are without Grade 12 qualification are also accommodated.

#### **D 5.4.1.4 Programmes offered**

The institute was asked to provide information on the programmes it offers. The responses were tabulated and explained as follows:

**Table 5.10 Programmes offered by NGO**

a)	Agriculture	
b)	Early childhood development (ECD)	
c)	Health Care	
d)	Construction/ Technical - bricklaying, plastering, plumbing, solar geyser installation and repairs, welding, carpentry, electrical repairs and wiring	X
e)	Skills development	X
f)	Information and communication and Technology	X
g)	Enterprise development	
h)	Fashion Design	
i)	Baking Classes	
j)	Other services – Merchandising (marketing)	X

The institution stated that it provides Basic Life Skills, Construction or Technical skills, Information and Computer Training, Merchandising/Marketing, Entrepreneurship and Literacy programme. Below are the skills programmes offered and the statistical data. i) Basic life skills

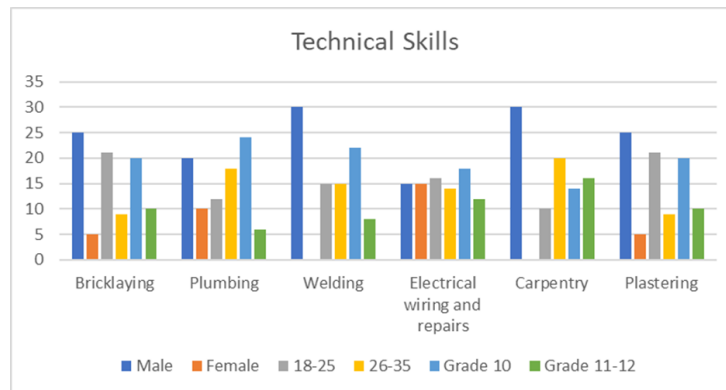
Basic life skills programme is compulsory for all participants and encompasses basic human relations, basic administration and financial management. In 2021/2022 financial a total of 435 participants were trained and a full statistical breakdown will be painted in below discussions.

#### ii) Construction or Technical Skills

According to the Service Level Agreement (SLA) signed between the institution and the funder, every six months it must train only fifteen (15) participants per programme. Even though it has a greater capacity, it has to strictly comply with the pre-set limitations. The other dynamic is that it has another wing of a rehabilitation programme, which according to the funder it is required that 90% of recovered service users must be given first priority for

technical training. This poses a challenge for the institution because there are walk-in applicants who should be placed on waiting list.

**Figure 5.3 Construction or Technical Skills**



The findings indicated that majority of males and minority of females are trained in bricklaying. Majority of participants are between ages 18-25, while minority are between ages 26-35. Majority of participants have a grade ten qualification, while Minority have grade twelve. This implies that more males are interested in the programme and a great majority of participants are between ages 18-25.

Majority of males and minority of females are trained in plumbing. Minority of participants are between ages 18-25, while majority are between ages 26-35. Majority of participants have a grade ten qualification, while minority have grade twelve. Based on the statistics, more women are interested in the programme. This shows a great shift from the wrong culture of associating certain skills and professions with males.

All participants who are trained in welding are males. Half of participants are between ages 18-25, while the other half is between ages 26-35. Majority have a grade ten qualification, while minority have grade 12. It is evident that women should be strongly encouraged to pursue a career in welding.

Half of male and another half of female participants are trained in electrical wiring and repairs. Majority are between ages 18-25, while minority are between ages 26-35. Majority of participants have a grade ten qualification, while minority have grade 12. These two equal parts of participants indicate a positive shift in the electrical sector, thus striking a balance

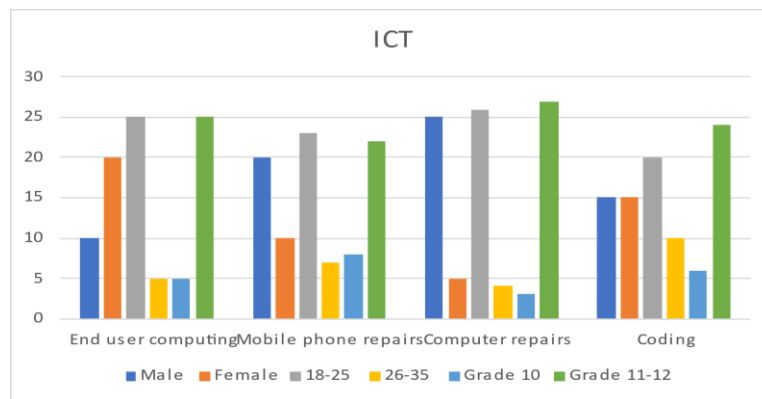
in gender equality. All the participants trained in carpentry are males. The minority are between ages 18-25, while majority are between ages 26-35. The minority have a grade ten qualification, while majority have grade twelve. The carpentry sector is still male dominated, women should be strongly encouraged to pursue this career.

The majority of males and minority of females participated in plastering training. The majority are between ages 18-25, while the minority are between ages 26-35. Majority have a grade ten qualification, while minority have grade ten. The findings indicated that there is a slow shift in the plastering sector as women are slowly becoming interested in pursuing this particular career.

iii) Information and Computer Training (ICT)

This programme encompasses End User Computing, Mobile phone repairs, Computer repairs and Coding.

**Figure 5.4 Information and Computer Training (ICT)**



The findings indicated that the minority of male and the majority of females participate in End User Computing programme. The majority are between ages 18-25, while the minority are between ages 26-35. The minority of participants have a grade ten qualification and the majority have grade twelve. This shows that even if a person has successfully acquired matric, chances of employment without a tertiary qualification are very slim.

On the other hand, there is a great traction towards ICT qualifications. This can be attested by the fact that civilization as a whole is completely shifting towards fourth industrial revolution.

The majority of males and the minority of females participate in mobile phones' repairs programme. The majority are between ages 18-25, while the minority are between ages 26-35. The minority have a grade ten qualification and the majority have grade twelve. This profession has recently become one of the great job opportunity creators. The number of women in it is an indication that there is indeed an ever-growing positive shift.

The majority of males and the minority of females participate in computers' repairs programme. The majority are between ages 18-25, while the minority are between ages 26-35. The minority have a grade ten qualification, while the majority have grade twelve. The majority of youth between 18-25 show interest in computers' repairs programme. This indicates the gradual takeover of the youth in the sector.

Half of males and half of females participate in coding programme. The Majority of participants are between ages 18-25, while the minority are between ages 26-25. The minority have grade ten, while the majority of participants have a grade twelve qualification. The attraction of both genders indicates that the programme is definitely progressing and will also go a long way.

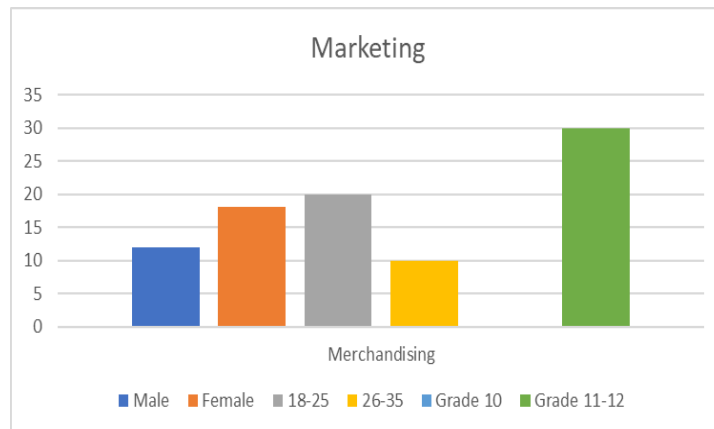
The statistics indicate that majority of the participants acquired a grade twelve qualification and more females are also interested in ICT, End user computing and coding.

#### iv) Marketing

The requirement for participating in the merchandising or marketing programme is a minimum of Grade twelve. However, learners from special schools who are without Grade twelve qualification are also accommodated.

The findings indicates that the minority of male and the majority of female participants are trained in merchandising (marketing) programme. The majority of participants are between ages 18-25, while the minority are between ages 26-35. All the participants have grade twelve qualification.

**Figure 5.5 Marketing**

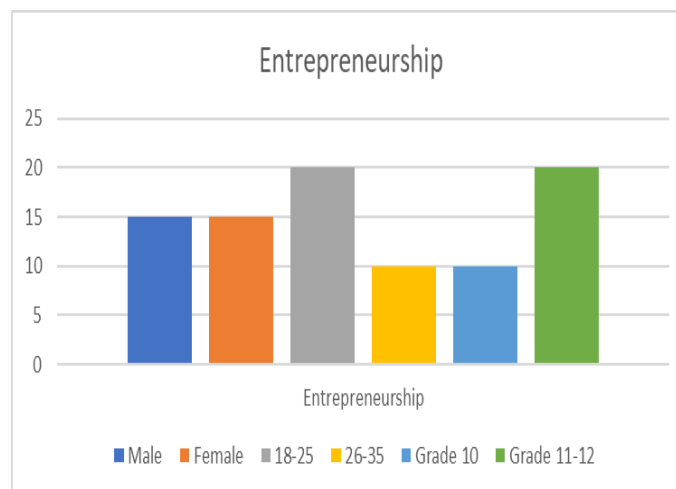


Qualified participants are placed at various supermarkets as part of on-job training and are given stipends for transportation. The participants meet the criteria set by SETA (grade twelve for marketing programme).

v) Entrepreneurship

This programme is aimed at encouraging the youth to become job creators and economy builders instead of job and opportunity seekers.

**Figure 5.6 Entrepreneurship**



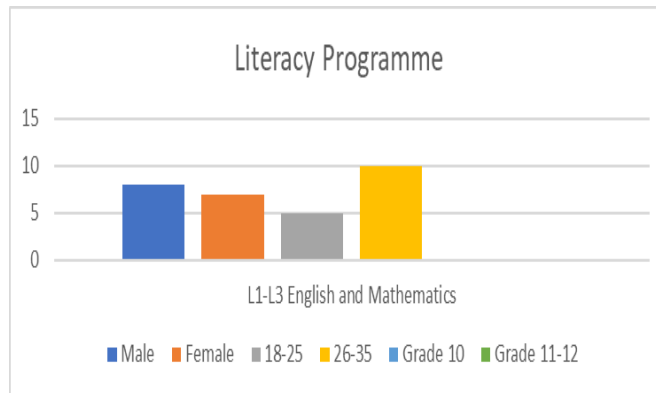
The findings indicated that half of male and half of female participants are trained in an entrepreneurship programme. The majority of participants are between ages 18-25, while the minority are between ages 26-35. The minority of participants have a grade ten

qualification, while the majority have grade twelve. This indicates that both genders are willing to actively participate in the building of the economy.

vi) Literacy programme

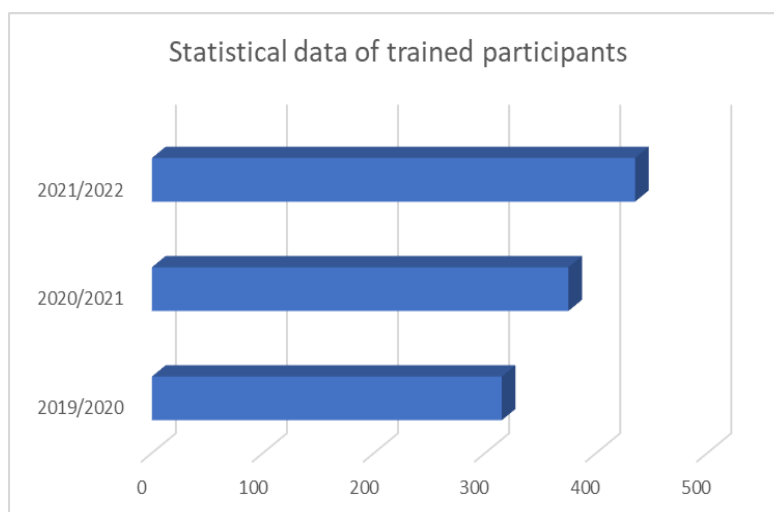
The institution is placed at an area which is having a lot of vulnerable people, where poverty is rife and they lack motivation to acquire education. The proclamation is based on the community profile report.

**Figure 5.7 Literacy programme**



Findings indicated that the majority of male and the minority of female participants are trained in literacy programme (level 1-3). The minority are between ages 18-25, while the majority are between ages 26-35. The statistics indicated that there is a need for the existence of the literacy programme in the area where the institution operates in order to provide the vulnerable community with the required skills. The skills will enable them to address some of the challenges they are faced with.

**Figure 5.8 Statistical data of trained participants**



The comparison of three financial years was made. During the 2019/2020 financial year 315 participants were empowered, in 2020/2021 a total of 375 participants were impacted, while in 2021/2022 a total of 435 were impacted. The statistical data indicated a fractional growth of participation in the institution's skills programmes per financial year.

#### **E5.4.1.4 Programmes youth are interested in or not**

It was important for the researcher to establish which programmes most youth are interested to participate in and to get an explanation to substantiate the response. The questions posed were: Which programme/s most youth are interested to participate in? Can you explain why you say this?

In response, the institution stated that based on the statistical data presentations discussed above the youth are interested to participate in technical skills, Information and Computer Training and Marketing programmes. The reason provided was that the participants will have acquired the essential skills required by the job market and there are greater possibilities for them to get employed or they can establish their own cooperatives.

A further question posed was to establish if there are programmes which most youth do not like to participate in or are showing lack of interest in participating in the programme.

The institution stated that the participants did not indicate any dissatisfaction or concern with the currently offered programmes and from its observation the participants are excited and happy with the programmes offered.

#### **F5.4.1.4 Duration of programmes**

The question was: What is the average duration of youth participation in training? The question asked was to establish the average duration of the programme for each programme and what informed the decision.

The responses stated that the average duration for each skills programme is six months and participants are encouraged to progress through the four pillars which are i) Advise and Referral; ii) Social Programmes (social relief, awareness and prevention); iii) Skills Development (life, business and technical skills); and iv) Entrepreneurship Development Programme until they exit the programme. The crux of the matter is that participants should exit the programme having acquired the necessary skills in order for them to be employable.

#### **G5.4.1.4 Benefits**

It is critical to establish what benefits do institution believe youth can gain from taking part in empowerment programmes (family life, professional life and personally). They were required to name them.

In responding, the institution stated that the participants gain knowledge, market related skills and qualifications that will enable them to be self-confident, self-reliant and employable or self-employed, and thus living a productive life. They will be able to support their families and encourage the younger generation to pursue their studies and dreams. Therefore, it is important for them to actively participate in the empowerment programme for their own good.

#### **H5.4.1.4 Number of youths in the Livelihood Hub or Construction Company**

The question posed was to establish the number of youths appointed in the Livelihood Hub and the number of youths employed or who have started their own businesses. The questions were: How many youths are/ were currently appointed in the Livelihood Hub or

referred to the construction company? Are there any trained youth absorbed in the employment market or have started their small businesses?

The institution reported that fifteen construction participants were referred and placed by the emerging private construction company (Mafube Afrika) during the 2021/2022 financial year, majority were males and minority were females. In the current financial year, out of the 57 identified participants, 39 were incubated as cooperatives in the Livelihood Hub, they are currently active and establishing clientele. The figure was explained as follows: 10 for mobile repairs the majority are males and minority are females, 7 for carpentry all participants are males, 15 for Aluminium doors and windows are all males, and 7 for brickmaking the majority are males and the minority are females. The cooperatives have registered with SEDA as clients for cooperative registration, SARS compliance and Conflict Management training. They are awaiting SEDA to appoint the service provider in order for them to receive the services. Furthermore, out of 18 qualified participants the majority are females and the minority are males, and they are absorbed by the construction company for on-job training in mobile construction projects such as building, plastering, painting, plumbing and tiling.

The results indicated that the establishment is moving towards being an employer and an on-job training service provider, and its partnership with the private company proves to be yielding great results. The institution has to strengthen the partnership for sustainability purposes.

#### **15.4.1.4 Institution's Opinion**

The institution was requested to provide own opinion on how the participation of youth in empowerment programme changed over the last five (5) years. Whether the change was positive or negative.

The institution indicated that the participation of youth in empowerment programmes steadily increased over the years, due to the fact that they were engaged in programme development, planning, implementation and evaluation as key stakeholders. New programmes that are in line with the job market were initiated and implemented. It was and still a positive change because they have changed their perception on how they want to participate in issues that affect them. An increased number of youths are taking part in the

empowerment programmes because they saw that the organization has established a working relationship with private sector companies for on job trainings. Furthermore, the youth show the enthusiasm to participate since the inception of the in-house Livelihood Hub because they envision themselves as entrepreneurs.

#### **5.4.1.5 Exit strategy**

Based on the background provided, it was critical for the researcher to establish whether the institution has an exit strategy in place for it to successfully continue.

The response was that it is critical for every institution to have a business continuity plan or exit strategy to ensure that it continues beyond its founders. The institution proclaimed that there is a formal exit strategy in place, namely the invitation of potential employers during the certification ceremonies. The inhouse Livelihood Hub concept was discussed in chapter 2 and it highlighted that the institution has realized it actually needed to establish a direct professional relationship with potential employers through the local chamber of commerce in order to ensure a more guaranteed absorption into the job market.

Furthermore, in September 2021 it submitted funding proposals to the current funders and other targeted funders so that they can help to finance the intended establishment of an inhouse Livelihood Hub (Cooperatives). The funding was approved in March 2022 and bilateral service level agreements were signed by the institution and the funders. The other commitment that the institution had to abide by was that there should be an official launch of the Livelihood Hub during the youth commemoration month. This would be done in order to endorse the incubation of the seven established cooperatives as stated in the concept document and the handing over of certificates to fifteen youths who were trained through the Tswelopele Development Centre in Solar Geyser Installation, Plumbing and Maintenance. This would assist the development centre to gain stakeholders confidence and support towards achieving the set objectives through the socio-economic development programme.

The inhouse Livelihood Hub was launched in June 2022. Seven cooperatives were also established and incubated. They are currently functional. All these things were achieved because the institution was supported and guided by the funders, and it also requested the

services of the Department of Employment and Labour to conduct psychometric evaluation and selection of suitable candidates. The evaluation was conducted on 08 March 2022. The referred candidates were evaluated using the Situation Specific Evaluation Expert (SPEEX) which consists of psychological scales that measure aptitude, intellectual ability, social and emotional behaviour related to the working environment. 7 SPEEX subtests were selected and administered to the candidates based on the job description, job skills required, and NQF level for the job. The findings were articulated in a report dated 18 March 2022, which recommend that qualified candidates proceed through the institution's appointment process. Its selection was as follows:

**Table 5.11 Exit strategy**

No	Name of Cooperative	Services Rendering	Registration Number	Number of Beneficiaries
1	Tswelopele Carpentry Coop	Cabinet Making	In progress	10
2	Eco Ubuntu Primary Brick Coop	Brickmaking	In Progress	7
3	Plumbers Pride Plumbing Coop	Plumbing Services	In Progress	8
4	Orangeville Plumbing Coop	Plumbing Services	In Progress	8
5	Accurate Tiling and Painting Coop	Tiling and Painting Services	In progress	8
6	Elite Steel Welding Coop	Aluminium Making	In progress	7
7	Master Wire Installation Coop	Electronics Repairs	In progress	9

The afore-mentioned information has been discussed in H5.5.1.4 under the subtheme number of youths in the Livelihood Hub or Construction Company.

The institution further stated that after two years of incubation, each established cooperative will be provided with start-up packs paid from the income generated. While exited cooperatives shall remain in contact with the hub for support, coaching and mentoring. In concluding the theme, the fact that the main objective of the study was to assess the state of youth participation in NGOs empowerment programmes, Bokamoso Skills and Economic Development Centre and partners involved the youth in analysing and mapping the needs of its community shows that the object of the study is relevant.

Since the other objective of the study was to document and unpack the objectives of youth participation in NGOs empowerment programmes, while on the other hand, Bokamoso provides the youth with relevant skills and training in relation to current economic requirements, the object of the study is still spot on. The other objective of the study was to identify barriers against the implementation of effective youth participation in NGOS youth empowerment programmes, Bokamoso has indicated a problem of mainstreaming and inadequate funding, the object of the study is once more spot on.

Lastly the objective of the study was to explore the impact of youth empowerment programmes within the NGOs sector as a mechanism of a sustainable livelihood in the creation of employment. In this regard, Bokamoso has successfully implemented one of its exit strategies, which is the inhouse Livelihood Hub. Youth as change agents are taking leadership role in implementing the cooperatives in the hub, the management of Bokamoso as mentors are overseeing the implementation.

#### **5.4.2 SUSTAINABILITY**

The question posed was: What measures are put in place to ensure that programmes are sustainable and funding is secured?

The institution stated that the launching of the inhouse Livelihood Hub is a basic strategy for the growth and sustainability of the establishment. The cooperatives are on the other hand used for marketing and selling manufactured goods such as aluminium windows, kitchen units and plumbers will be doing house calls thereby generating income. Qualified participants will also be provided with on-job training, and thus causing the cooperatives to serve as employers.

### 5.4.3 STAFF

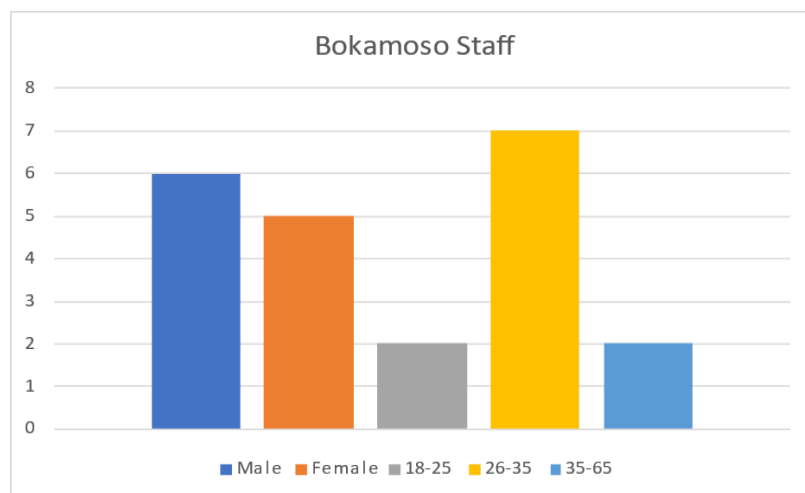
It is critical for every institution to have staff who will be implementing its programmes and ensuring that its objectives are met timeously. The institution was requested to indicate approximately how many employees of its institution work in its projects. Also, to provide the education level that is most common among its employees in each occupation category.

**Table 5.12 STAFF**

Item	No of staff members	Gender		Age Group			Education level:
		Male	Female	18-25	26-35	35-65	
Centre of Excellence	10	6	5	2	7	2	2 degrees, 9 diplomas
Centre of Excellence facilitators	3	2	1		3		3 diplomas
Food Bank	26	15	11	3	18	5	1 Degree 2 Diplomas 23 Matric
Community Nutrition Centre	6	0	6		4	2	1 Diploma 5 Matric

The graph below indicates age and gender of the permanent staff members designated at Centre of Excellence and are presented as follows:

**Figure 5.9 Bokamoso staff**



The institution stated that the majority of the staff are males, while the minority are females. The minority of participants are between the ages 18-25, the majority are between the ages 26-35, while the second minority are between ages 35-65. In total the majority of the staff fall under the youth category, while the minority fall under the category of adults. This clearly indicates that the organization supports the empowerment of youth.

#### **5.4.3.1 PERCEPTIONS OF YOUTH TAKING PART IN THE INSTITUTIONS EMPOWERMENT PROGRAMMES**

Youth empowerment programs generally place a heavy emphasis on human resources, which can drive up the cost of youth interventions (Morton and Montgomery, 2011). The institution was requested to discuss its perception of youth taking part in empowerment programmes in the community.

In responding it stated that Boeck (2009), Cornwall (2010) and Perkins (2009) contended that the youth will only be able to undertake responsibility in a programme's operations if programme leaders facilitate a mutual partnership between them and the youth in such an endeavour. Such partnerships, according to Flage, Vettern, Schmidt and Eighmy (2010), form the necessary adhesive to contribute towards true community empowerment. This is so because both groups would contribute towards the skills basis, the building of knowledge as well as the carrying out of tasks in order to reach common goals.

On the basis of these theoretical assumptions, the implementing institution was asked a series of questions that sought to ascertain their perceptions on youth empowerment programmes offered, and as to whether they are positively impacting their lives or not. In order to fully develop discussions on these questions, the researcher duly utilised focus groups discussions to ascertain responses.

A focus group interview with the institution revealed that the involvement of youth in the programme's operation, as well as the development of a mutual partnership amongst all the participants was in a partially concrete state. Subsequently, one of the programme leaders said this:

*Respondents A, C and F stated: "We are constantly involving the youth in the identification of new programmes envisaged, as well as in the planning, development*

*and implementation phase thereof. We also provide them with evaluation forms to fill, so that the organization can gauge its services for future improvement.”*

Moreover, in one of the interviews, the institution’s director admitted that the process took much longer than anticipated and all that the management had to do was to afford the youth the opportunity to participate and to engage them in board meetings. This suggested that the management of this institution deemed the youth to have valuable experiences and solutions to make decisions, automatically translate into the practice of youth empowerment. The institution presented the general programme, with the base from which to introduce the youth in decision-making practice, which later translated into the youth taking complete roles in the programme.

Subsequent to the acknowledgment by the institution’s director:

*“The empowerment programme was advanced as one of the strategies that was used to integrate youth participation practice, and to respond to the need for a common partnership among adults and the youth in the governance structure of the institution.”*

Fortunately, the United Nations (UN, 2006) always ensures that education as a whole is used towards the ultimate, collective, complete safety and prosperity of the world at large. For example, The introduction of student exchange programmes across nations. This was done in order for developed and developing countries to be able to help and monitor each other as well as all the not yet developed countries towards ensuring a safe and ever-growing global economy through knowledge sharing and skills exchange.

#### **5.4.3.2 SERVICE DELIVERY CHALLENGES**

Youth empowerment programs are generally focussed on human resources and can increase the cost of youth interventions (Morton and Montgomery, 2011). In pursuit of the Morton and Montgomery (2011) perspective, question was asked to that: what are the key service delivery challenges and barriers which youth empowerment programmes are seeking to address?

The institution stated that the youth empowerment programmes seek to address unemployment, poverty and skills disparities. Such a contribution will immediately gradually positively contribute towards the ultimate complete recovery of the already continually deteriorating world economy. It further stated that there is no politics administration dichotomy, the challenges are systemic and policy related by nature.

A follow up question was to establish the service delivery challenges associated with youth empowerment programmes. In responding, it was indicated that the challenges are policy related and others are uncontrollable. They are explained as follows:

### **Funding/policies**

The findings indicated that the youth is not mainstreamed in all existing main strategies, policies and programmes of the three spheres of government. There are few reports mentioning youth and expenditure of items benefitting the youth. This is the indication that government departments pay little attention to youth development and economic empowerment is not prioritized.

The funding provided by the Department of Social Development is inadequate to fully implement all the institution's objectives and programmes because the approved budget is mostly not in line with the proposed business plans and budget of the NGOs. There are also pre-set conditions for payment of subsidies. The inefficiency of policies brings a challenge in ensuring that youth empowerment programmes are implemented competently, this is a technically triggered failure.

The fact that the institution is using the services of accredited training providers, all the money which it could use in sustaining itself is lost through the payment of these services. To circumvent this, the institution is in the process of acquiring accreditation on construction. While it is doing everything in its power to place qualified participants, the prevailing world economic meltdown is unfortunately directly negatively affecting its efforts.

It is evident from the proclamations that funding is a scarce resource because there are more institutions implementing youth empowerment programmes and are competing for limited funding. Funders share the piece of the pie to qualifying ones and not all institutions

will be satisfied with the afforded grants. Hence, implementing institutions should put in place their sustainability plans and ensure they generate funds.

## **Pandemic**

The institution indicated that Covid-19 pandemic resulted in the complete disruption of learning and training in the last two years. This had a direct bearing in the commitment and performance of participants in particular. On the other hand, the fact that most parents were forced to settle for reduced salaries while others were retrenched. This had a direct impact on the possibility of full-time attendance by some of the participants. To circumvent this, the institution had to provide transport for them to attend training, and also provide them with daily meals (lunch) while attending trainings. Based on the afore-mentioned statement, institutions should have strategies for natural disasters in place. The Covid-19 pandemic was not planned for, it caught all institutions off guard and posed a strain in the economy and the lives of the people.

### **5.4.3.3 BARRIERS**

The question posed was to establish the barriers preventing an increase in demand of youth participation and involvement in empowerment programmes and an explanation was required. The question was: What are the barriers preventing an increase in demand of youth participation and involvement in empowerment programmes? Can you explain why you say this?

The institution stated that it has the capacity to train a greater number of participants, however, according to the quota given by DSD only fifteen (15) participants per programme are supposed to be trained every six months. The number of walk-in applications is very high because of mobilization and marketing, only not to be able to accommodate them because of the set restrictions. The prioritization of 90% of rehabilitated service users further makes things more difficult for the institution.

The aforementioned highlights the bottleneck that should be addressed between both institutions. The implementing institution should establish whether the quota was based on funding available or not, if the barrier is funding related the institution should seek funding from other potential funders.

#### **5.4.3.4 FUTURE PROSPECTS**

The institution was required to provide information in relation to its future prospects. The question posed was: Where do you see the organisation in the next five (5) years?

The institution responded that it anticipates that in the next five years it will be having its own premises that houses all its projects, and have expanded its services to cater for more participants who are not absorbed by Technical Vocational Education and Training centres and tertiary institutions. Furthermore, one of its strategies is to invest in health, beauty and agricultural projects for job creation, food security and productivity. It is anticipated that profit will be made from the agricultural produce and the Community Nutrition and Development Centre and Foodbank will be supplied with those food stalks at a cost.

Research indicates that Emfuleni area has ample arable land that could be used productively to create employment opportunities and feed the nation. The municipality LED department is mandated to promote and develop the economy through various projects such as agriculture (ELM LED, 2017). The implementing institutions should make use of the opportunity and require their services and support to facilitate the formation of its community food project.

#### **5.4.3.5 STAKEHOLDER INVOLVEMENT**

Stakeholders are the glue to any development project and their involvement is critical. A question to establish the relationship between the institution and the community was asked as follows: Does the organisation have a relationship with the community around the centre?

In responding, the institution stated that it does have a relationship with the community around it, because all programmes are directly based on the community and is therefore always directly involved in the activities of the institution such as the official hand over of the Centre of Excellence, launch of the Livelihood Hubs, peer-to peer programmes and awareness campaigns based on the gazetted calendar. Community members are also sentimentally attached to the institution that they always ensure that there is no vandalism taking place at its premises.

Furthermore, the institution is established inside the church premises and thus showing that there is truly coherence. The institution established a relationship with emerging private

community companies for on-job training and mentorship, and a number of the qualified participants are afforded on-job training opportunity by those companies. Lastly, the institution's hall is used by communities for public meetings and funerals.

#### **5.4.3.6 STAKEHOLDER INVOLVEMENT IN GOVERNANCE STRUCTURE**

There is a great concern that community members be involved in the running of the institution's affairs. The question posed was: Are community members involved in the governance structures? How? Who is involved in the planning process?

The institution responded that it always convenes Annual General Meetings (AGMs) in order to provide the community with feedback on the progress of its programmes, objectives, achievements and challenges. The process for holding an AGM is guided by the NPO Act. The community also take part in the election of board members. The ward councillor is also an additional member of the board while a local business owner holds the position of a secretary. The institution further stated that the board members, institution management, staff, and the youth are involved in the planning, implementation and monitoring process of the organization.

It is evident that stakeholder involvement and contribution to youth empowerment as a whole can be informal and passive, yet very progressive and critical towards keeping the youth out of the technically created space and empowerment. They primarily help measure participation as a whole in multiple ways through independent research and analysis, avoiding technical biases.

### **5.5 FINDINGS OF FUNDING INSTITUTIONS (GOVERNMENT AND PRIVATE SECTOR)**

This section presents the findings for funders in assessing the state of youth participation in NGOs empowerment programmes. The themes that emerged from data analysis are Role of Funders, Sustainability Initiatives, Exit Strategy, Service Delivery Challenges, Benefits for Youth in Taking Part in Empowerment Programmes, Perception of Funders on Youth Taking Part in Empowerment Programmes, Institutions Identified as Centres of Excellence, and Comments on The Work of Implementing Institutions Offering Empowerment Programmes In ELM. The aforementioned themes were derived from the aim and objectives of this study.

### **5.5.1 ROLE OF FUNDERS (INSTITUTIONS)**

In this section, the institutions were requested to provide their role in advancing youth participation in empowerment programmes. The institutions stated their roles as follows:

- i) The Department of Social Development's (DSD) role is to fund, regulate and ensure that funded institutions comply with the minimum norms and standards of the National DSD Directorate (NPO Act 71 of 1997) and Public Finance Management Act 1 of 1999 (PFMA). Furthermore, it provides guidance and support in terms of programme development, implementation, monitoring and evaluation.
- ii) The National Youth Development Agency Act (Act 107 of 1998) stated that its primary mandate is to establish partnerships between government and civil society to eradicate poverty. This should be done by providing funding to small and emerging businesses and cooperatives that meet a certain administrative criterion for implementing projects and programmes in line with developmental needs of poor communities. In this case Bokamoso Livelihood Hub is funded for starter packs (equipment). It also aims to strengthen the institutional capacity of NPOs in order to provide direct services to poor communities (NDA, 1998: 22).
- iii) Catholic Institute of Education's (CIE Skills Thabiso) role is to mobilise group funding, provide strategic guidance and support, and to establish partnerships with relevant stakeholders that share similar objectives.

In this regard, Bokamoso is part of the skills network established through the mobilised group funding and receive funding for capacity building and programme development (Catholic Institute of Education). In a nutshell the role of all government departments is to ensure that youth strategies are effectively implemented (NYP, 2020). This can be achieved through collaboration with private sector companies and NGOs that provide youth development programmes. In this case two private sector companies are in collaboration with Bokamoso.

The 2030 Agenda for Sustainable Development addresses the principles of human security and emphasizes a world free of poverty, hunger, violence, disease and want. This can be achieved by providing communities with equitable and universal access to quality education,

health care and social protection, as well as access to affordable, reliable and sustainable energy (SDGs).

### **5.5.2 SUSTAINABILITY INITIATIVES**

What measures are put in place to ensure that the programmes are relevant for the current business market and that they are sustainable? Is there any information related to sustainability initiatives?

The institutions stated that National Youth Development Agency (NYDA) consulted with all youth formations in 2021 to gather inputs from youth regarding programmes relevant to it. Furthermore, the agency has planned a summit for further development of youth programmes later in 2022 and all youth sectors which are responsible for implementing youth empowerment programmes will be invited.

Furthermore, the Department of Social Development (DSD) guides the implementing institution with programme development. Funders use Medium Term Funding strategy (MTF, 2019) to implement youth programmes, taking into account the five key performance areas which are economic participation, education and skills development, health and wellbeing, policy and research, and governance and administration (NYDA, 2014).

The funders proclaimed that each institution conducted community profiling and research on programmes related to sustainable initiatives. Their findings were used to develop youth strategies which were proposed to implementing institution. In this regard NYDA lobbied and advocated for the integration and mainstreaming of youth programme within all government departments to ensure youth programmes are successfully implemented and are sustainable. It indicated that its interventions are advised by national discourse, its youth policy and Integrated Youth Development Strategy (IYDS) looks at youth challenges that impede them from acquiring jobs. It further stated that its goal and obligation is to provide assistance to youth that want to venture into business market by providing grants and ensuring job's placement programmes.

In view of the responses the agency can facilitate and guide the youth. Bokamoso was afforded the opportunity and has been funded. The funding institutions stated that they assisted the implementing institution to develop business strategies, provided the necessary

required business tools specific for those trades and monitor them on ongoing basis. Furthermore, they (Catholic Institute of Education (CIE) and NYDA) guide the institution in acquiring SETA accreditation. The Catholic Institute of Education's financial support assists with the implementation of additional empowerment programmes that are not catered for by the Department of Social Development (DSD).

### **5.5.3 EXIT STRATEGY**

The question asked was: Do you think that government can serve as a link or foot in the door to businesses for employment opportunities in ELM (absorption or internship or entrepreneurship training)? Do you have any plans in place for aftercare programme or exit strategy?

The funders proclaimed that they can serve as a link to businesses for employment opportunities. NYDA stated that it has established relationship with steel industries in ELM area and has managed to place qualified youth for on-job training. The implementing institution will be recommended to those industries. Furthermore, they encouraged the implementing institution to establish a direct professional relationship with potential employers through the local chamber of commerce in order to ensure a more guaranteed absorption into the job market.

In response, it was highlighted that the funders together with the implementing institution convened a round table discussion to plan an exit strategy and they all came up with the concept document for the inhouse Livelihood Hub. Each institution committed their support in a form of funding, guidance, support, monitoring and evaluation to ensure its successful implementation and sustainability.

Another question posed was: In your opinion should businesses or corporation's partner with NGOs? What are the advantages or disadvantages of this relationship?

In responding the NYDA stated that it has market linkages programme to assist the youth to penetrate mainstream economy. However, it is difficult to link them with private sector companies due to stringent red tapes. E.g., small scale farmer needs to place goods on shelves or market them, however, the challenges are the location, education level, difference in type of projects, experience, trial and error, quantity and standards.

The funders responded by stating that it is critical for companies to partner with implementing institutions (NGOs) to advance community impact and to find new market opportunities. The knowledge, expertise and skills of implementing institutions and companies vary and may be complementary. Implementing institutions and companies can often achieve more together than they could alone. However, misunderstandings and other impediments can prevent the partnership from reaching its full potential. In this case, the partnership between Bokamoso (institution) and Mafube Afrika (company) has proven to be beneficial for both institutions. Its qualified participants are offered employment opportunities while the company benefits more skilled labourers and production is fast tracked.

#### **5.5.4 SERVICE DELIVERY CHALLENGES**

Youth empowerment programs are generally focussed on human resources and can increase the cost of youth interventions (Morton and Montgomery, 2011). In pursuit of the Morton and Montgomery (2011) perspective, question was asked to that: what are the key service delivery challenges and barriers which youth empowerment programmes are seeking to address?

In response to the question asked, funders stated that the youth empowerment programmes seek to address unemployment, poverty and skills disparities. Such a contribution will immediately gradually positively contribute towards the ultimate complete recovery of the already continually deteriorating world economy. They further stated that there is no politics administration dichotomy because politicians interfere in administration work, while other challenges are systemic and policy related by nature.

To address the challenges identified, the institution made reference to the fact that youth development strategy aims to ensure that youth development is mainstreamed. The only thing government should do is to use Medium Term Funding strategy (MTF, 2019) to implement youth programmes, taking into account the five key performance areas which are economic participation, education and skills development, health and wellbeing, policy and research, and governance and administration (NYDA, 2014). They also stated that the establishment of NGOs (institutions) is part of the government's plan for decentralising services, and most of the mitigating factors are more governmental in nature.

#### **5.5.4.1 Adequacy of Infrastructure, services and funding**

Governments, funders, and charity organizations increasingly demand that youth be involved in the processes that affect their lives and communities (Morton and Montgomery, 2011). In pursuant to the need to assess the adequacy of infrastructure, services and funding, funding institutions were asked to provide their opinion on the policies and whether the infrastructure, services or budget allocation was sufficient to implement programmes?

##### **Policies**

The funders stated that the approval is mostly not in line with the proposed business plans and budget. The Service Level Agreement between DSD and the implementing institutions stipulate that budget allocations are based on the preconditions for the payment of subsidies to the institutions. The preconditions include that the Provincial Legislature approved the future annual budget, even though the institutions have submitted an annual service plan or multiyear plan, funds are available to the department to pay for allocations of funds, Treasury regulation 8.4.2 (transfers and subsidies) does not apply; and lastly priority is given to the service for which funds are applied for (National Treasury, 2004). Therefore, institutions are encouraged to always source additional funding in order to meet their set objectives and to ensure sustainability.

Furthermore, the misalignment between proposed business plans and government determined budgets hampers service delivery and that it is inherent because it is a system triggered incapability. Participants also stated that in some cases, some institutions do not have the capacity to source additional funding and therefore they are likely to fail to adequately provide services and even to sustain themselves. The system induced failure can lead to ultimate closures. The institutions had the following to say:

*“Allocated budget is not adequate to fully implement or fund all youth programmes and initiatives, as well as for personnel to duly support and run all structures. The goal and obligation of NYDA is to provide assistance to youth that want to venture into business market by providing grants and ensuring job placement programmes. The inefficiency of policies brings a challenge in ensuring that youth empowerment programmes are implemented competently”*

The responses suggests that the youth must be encouraged to be entrepreneurs and to attend Centre of Excellence (Bokamoso) and Technical Vocational Education and Training (TVET) colleges to acquire technical skills, so that they can establish their own businesses and create employment opportunities. The expectation is that all trained candidates be given the opportunity to participate in on job trainings offered by Livelihood Hubs and private sector companies. Furthermore, after receiving experiential training, implementing and funding institutions should assist youth to develop business strategies, provide the necessary required business tools specific for those trades and monitor them on ongoing basis.

#### **5.5.5 BENEFITS FOR YOUTH IN TAKING PART IN EMPOWERMENT PROGRAMMES**

What benefits do funders believe youth can gain from taking part in empowerment programmes (family life, professional life)? Can you please give me examples of benefits from community to national level?

The institutions stated that youth can gain knowledge, communications, leadership and decision-making skills, confidence and can improve their well-being, that of their families and their environment. They can become resourceful and improvise through their hidden talents. The programmes can provide them with hope that they can achieve great strides in life.

Importance of youth empowerment, is to see young people using their skills in the communities and becoming leaders. The funding institutions also want to see them transforming the economy into a stable state.

#### **5.5.6 PERCEPTION OF FUNDERS ON YOUTH TAKING PART IN EMPOWERMENT PROGRAMMES**

The questions awed were: what is the institutions perception of youth taking part in empowerment programmes in the community? Does your perception change, depending on the quality of training and outcomes achieved?

In response to the awed question, the institutions observed that the youth are very much interested in taking part in empowerment programmes because they have realised that the

afforded programmes are relevant to their daily lives, enabling them to be employable because qualifications carry weight.

#### **5.5.6.1 Opinion of Funders**

The participation of youth in empowerment programmes has changed over the last ten years. The institutions indicated that the change in their perception is evident, and this was based on the fact that they now have a sense of belonging because they believe that they are engaged in issues that affect them. They are provided space to participate in the decision making, and to voice opinions and inputs which are ultimately listened to and implemented.

Lastly, they are exposed to employment opportunities or the establishment of their own cooperatives thus ensuring that they are skilled, supported through mentorship and provided with the tools of trade. The response was also based on Bokamoso as case study. The funders identified that the institution promotes youth leadership in the programme and has employed a majority of youth. Furthermore, the implementing institution's governance structure is dominated by the youth and they advocate on behalf of others.

#### **5.5.7 INSTITUTIONS IDENTIFIED AS CENTRES OF EXCELLENCE**

A question was asked as: Can you share with me three (3) NGOs you believe are centres of excellence in ELM?

In response, the institution stated that Bokamoso Skills and Economic Empowerment Centre is the only institution identified by the main funder (DSD) as Centre of Excellence in Emfuleni Local Municipality and it was officially handed over in 2019 by the former MEC of the Department of Social Development. Reason being that the centre was revamped and completed. It is compliant, properly registered, provides various programmes that are related to the current job market and its partnership with emerging private community companies has a positive impact in addressing unemployment and poverty.

### **5.5.8 COMMENTS ON THE WORK OF IMPLEMENTING INSTITUTIONS OFFERING EMPOWERMENT PROGRAMMES IN ELM**

A question asked was to establish comments on the work of implementing institutions offering empowerment programmes. The question was: What is your general comment on the work of the institutions offering empowerment programmes in ELM?

In response to the question asked, the funders focused on Bokamoso and not the general implementing institutions. They proclaimed that they are happy with the work of the implementing institution because it has improved its performance, exhibit stronger job performance, report higher job satisfaction, and display greater commitment to offering quality empowerment programmes to the youth. It goes an extra mile to establish partnerships which have a dual positive impact to all stakeholders.

### **5.6 CONCLUSION**

In conclusion, the themes for participants and the three institution's findings were discussed. Funding was identified as the main challenge. The implementing institution indicated that funding from government is not adequate to implement programmes as proposed in the business plans. The funding model should be reviewed to enable institutions to redirect the funds in the sequence of priorities, however Public Finance Management Act does not allow that. The fact that funders (government) expect institutions to be predominantly run on the basis of legislation and targets, this completely ignores all the unforeseeable technicalities which they are often faced with on the ground. The impact of youth participation is that the youth are empowered with knowledge and skills which will afford them the opportunity for on-job placements and long-term employment opportunities which is what will also give them guidance to establish livelihood hubs or co-operatives. The trained youth are further seen as change agents in their personal lives, family life and environment. There are a lot of challenges such as red tapes, political interference and natural disasters which impede youth participation in institutions (NGOs) empowerment programmes.

Furthermore, the institution is having a relationship with the community, the programmes offered are directly based in the community and it leases the land from the church. The youth provide inputs on which programmes to implement. The perceptions of youth-on-youth

empowerment programmes is that the youth as a willing group expressed their changing perceptions and their abilities to take on the responsibilities in the programme's processes. The implementing institution revealed that the involvement of youth in the programme's operation, as well as the development of a mutual partnership amongst all the participants was in a partially concrete state and the process took longer than anticipated. The institutions (government, NGOs and companies) at large are careful to ensure that the youth is always directly involved in the running of their different affairs, and are also very careful to legislate this entire endeavour as a basic precautionary act. However, the fact that they mainly monitor this entire youth participation in programmes on the basis of statistics (attendance, employment ratio etc.), this always basically deceives them about the progress of youth participation in general.

The institution has an exit strategy in place and has already launched the inhouse Livelihood Hub with the aim of absorbing qualified trained participants into job market. This also further encourages youth to establish cooperatives and employ other qualified youths.

## **5.7 CHAPTER SUMMARY**

The researcher successfully used the focus group discussions, semi structured interviews and secondary data in order to assess the state of youth participation in NGO empowerment programmes. The findings were discussed, conclusion drawn and the recommendations will be discussed in Chapter 6.

## **CHAPTER 6 CONCLUSION AND RECOMMENDATIONS**

### **6.1 INTRODUCTION**

This chapter presents the conclusion based on the findings of the research objectives stated in Chapter one. It also provides recommendations based on how to improve youth participation in NGOs empowerment programmes.

The chapter is sub-divided as follows: a) summary of the study; b) summary of findings; c) recommendations; and d) conclusion.

### **6.2 SUMMARY OF THE STUDY**

This study consisted of six chapters, summarised as follows:

#### Chapter 1: Introduction

The chapter provided the basis of the study and presented the study's orientation, the background, the problem statements, the objectives and questions together with the summary of the methodology undertaken.

#### Chapter 2: Theoretical Exploration on Youth Participation

Chapter two focused on literature review in relation to assessing the state of youth participation in NGOs empowerment programmes. The chapter explored the theoretical underpinnings and concepts resonating with an assessment of youth participation in NGOs empowerment programmes. In this chapter the concept document of Bokamoso was also discussed. It concluded by indicating the theory underpinning the study.

#### Chapter 3: Overview of Youth Engagement in NGO Empowerment Programmes

This chapter presented an overview of youth empowerment programmes in Emfuleni local municipality and it covered frameworks for participation and empowerment of youth, youth empowerment models, benefits of empowerment, youth empowerment programmes perspectives, and the barriers to youth empowerment. The international, African, South African and local perspectives were explored.

#### Chapter 4: Research Methodology

Chapter four discussed the research methodology adopted to satisfy the objectives of the study. The methodology was described under several topics: research design, research approaches, population and sampling techniques, data collection, document analysis, data analysis, literature review and ethical considerations in obtaining the data. The researcher preferred a qualitative research approach and it was explained in this chapter.

#### Chapter 5: Presentation and understanding of data or discoveries

Chapter five presented the outcomes of the study undertaken about assessing the state of youth participation in NGOs empowerment programmes in Emfuleni Local Municipality area, and followed by an understanding of what the data means in the context of the study's focus area. The results were based on the analysis of the data that were collected through semi structured interviews and focus groups.

#### Chapter 6: Conclusion and Recommendations

Chapter six provided summary, conclusion, and recommendations which are drawn from the objectives of the study data analysis outcomes.

### **6.3 SUMMARY OF FINDINGS**

This section provides a summary of the main empirical findings of the study.

The aim of this study, is to:

**Assess the state of youth participation in non-governmental organizations empowerment programmes.**

In assessing the state of youth participation in non-governmental organizations empowerment programmes, National Youth Development Agency (NYDA) consulted with all youth formations in 2021 to gather inputs from youth regarding programmes relevant for them. The agency has planned a summit for the development of youth programmes later in 2022 where all youth sectors which are responsible for implementing youth empowerment programmes will be invited.

Bokamoso conducted community mapping and analysis of needs, and requested inputs from the youth within the community regarding empowerment programmes and how they can participate.

The Department of Social Development (DSD) as the main funder guides the organization with programme development, implementation, monitoring and evaluation of all programmes.

Emfuleni Local Municipality (ELM) was involved in the launching of the Bokamoso Livelihood hub with the intention of providing the youth with its plans, strategies and implementation in relation to youth participation in empowerment programmes. However, this was not achieved as the officials only provided an oral motivation to the youth where they discouraged it from substance abuse or being involved in criminal activities.

The objectives are to:

#### **6.3.1 Objective 1:**

##### **Examining existing governments policies on youth participation and other youth related programmes**

The objectives of youth participation in NGO empowerment programmes are to provide the youth with required skills and competencies, and to align skills to those required by the economy in order to enable the youth to effectively and efficiently participate in the economy in order to address unemployment, poverty and skills disparities. Based on the findings Bokamoso has managed to provide the youth with the required skills to match the economy. In chapter 1, the researcher indicated that Bokamoso employed thirty-three youth out of a total of forty five employees, eighteen of the recently qualified learners have been placed for on job training by Mafube Afrika Construction while the other thirty-nine were placed at the inhouse Livelihood Hub as cooperatives.

#### **6.3.2 Objective 2:**

##### **Identify barriers against the implementation of effective youth participation in NGO youth empowerment programmes.**

The findings indicated that the youth is not mainstreamed in all existing main strategies, policies and programmes of the three spheres of government. There are few reports mentioning the youth and the expenditure of items benefitting the youth. This is the indication

that government departments pay little attention to youth development and economic empowerment is not prioritized. The funding provided by the Department of Social Development is inadequate to fully implement all the organization's objectives and programmes because the approved budget is mostly not in line with the proposed business plans and budget of the NGOs. There are also pre-set conditions for payment of subsidies. The inefficiency of policies brings a challenge in ensuring that youth empowerment programmes are implemented competently, this is a technically triggered failure. Hence, organizations have to often mobilise additional resources. On the other hand, organizations do not have the capacity to raise funds, they should therefore employ all the necessary skilled people for support and capacity.

The fact that Bokamoso is in process of acquiring Construction SETA accreditation, the institution uses accredited service providers to train participants, and this extra expenditure could be redirected to other envisaged programmes. Furthermore, findings suggest that the socio-economic challenges are systemic in nature and that the government should implement a Medium-Term Funding strategy (MTF: 2019) for youth empowerment programmes. Bokamoso has the capacity to accommodate a very great number of youths, but the fact that DSD has set a fixed quota for training programmes this prohibits the maximum utilization of the building. Youth economic empowerment in Emfuleni Local Municipality is not integrated in the Integrated Development Plan (IDP) and Local Economic Development Plan (LED) strategies. Organizations are thus implementing their programmes based on the inputs of the youth.

### **6.3.3 Objective 3:**

**Explore the impact of youth empowerment programmes within the NGO sector as a mechanism of sustainable livelihood in the creation of employment opportunities in ELM area.**

Based on the concept document of the Bokamoso Livelihood hub discussed in Chapter 2, the establishment, equipping and launching of the Livelihood hub played a pivotal role in the creation of the youth employment opportunities. Recently qualified programme participants have been identified to work at the hub as cooperatives to generate their own income and create job opportunities. Through the assistance by NYDA and CIE Skills, the Bokamoso inhouse cooperatives will be registered with the relevant construction SETAs. The

cooperatives have been provided with mentors who will guide them to successfully implement and grow their businesses.

The programmes offered are enabling the qualified programme participants to join the employment market as artisans, business owners and employers. In this way these skilled youths become change agents in their personal, family, and environment life, thus reducing unemployment statistics, poverty and skills disparities. Therefore, youth must always strive to become entrepreneurs and to attend Bokamoso Centre of Excellence and Technical Vocational Education Training Colleges to acquire technical skills, so that they can establish their own businesses and create employment opportunities, rather than mainly focusing on finding jobs.

#### **6.3.4 Objective 4:**

**Describe key service delivery challenges and document the experience of NGO youth empowerment programmes, particularly how they address service delivery challenges.**

In this case study, key service delivery challenges are red tape, political interference, stipends and unforeseeable factors or natural disasters such as pandemics. These challenges are systemic and policy related. The findings indicated that the barrier preventing an increase in youth participation is that there is too much red tape and political interference meaning there is no politics administration dichotomy. The youth also indicated that majority of them come from poor households and therefore need stipends in order to help them to have the necessary basic cash for their personal general job training, marketing and travelling. They based this on NSFAS funding which is available to TVET and University students.

The institution has a capacity to accommodate a very great number of participants, but the fact that DSD has set a fixed quota for training programmes this prohibits the maximum utilization of its building. The prioritization of rehabilitated service users as a pre-requisite also stands in the way of walk-in applicants, and thus unnecessarily increasing the number of applicants on the waiting list. Furthermore, the whole sector of training and development makes decisions for the youth. This leads to the youth lacking interest in their development because of the resultant exclusion in economic opportunities.

The new anticipated barriers after Covid-19 are a possible further decline in the casting of votes, which leads to the reduction of available political seats. This results in an economic meltdown because of the fight over limited employment opportunities by politicians. Climate change also has a negative impact on youth development and participation.

#### **6.3.5 Objective 5:**

##### **Assess whether stakeholders and NGOs share similar objectives in youth empowerment programmes.**

Bokamoso is always having a relationship with the community around it, because all the programmes are directly based on the community. The findings indicated that NGOs are the ones who propose programmes as guided by the needs of the communities. The board is elected by the community members at the Annual General meeting, which its aim is to provide feedback on its objectives, progress, successes and challenges. The Ward Councillor and one emerging private company CEO holds positions in the board of the institution. The board members, institution management, staff and youth who are participants of the programme are involved in the planning, implementation and monitoring process of its programmes and projects. It leases the land of the church, where it has constructed its skills empowerment structures. This indicates that there is truly coherence. Stakeholders are directly engaged, however, in most cases their inputs are frustrated by allocated funds, while on the other hand all the activities identified need funds in order to be fully implemented. Some of the qualified participants are afforded on job training opportunities by some of the emerging private companies which are operating within the community. The community members make use of the institution's hall for public meetings and funerals.

The staff and management also provided the youth with evaluation forms as a means of a self-analytical strategy. In relation to the ability of the youth as development participants, further research should be particularly directed in areas where the youth is put in charge of planning activities and taking on responsibilities. The empowerment programmes were advanced as one of the strategies that was used to integrate youth participation practice and to respond to the needs for a common partnership among adults and youth.

The findings indicated that the youth have changed their perceptions and improved their abilities to take on responsibilities in the programmes' processes. The programmes offered

match the skills obtained and skills required by the market and economic developments, and thus affording the youth the opportunity to be employable. The youth requested to be mentored in order to strengthen their knowledge and skills. They believe in working parallel with adults as they have wisdom and experience. Based on the aforementioned objectives findings suggested that the efficient implementation of youth strategies should be under the direct supervision of the government. The findings also encourage partnerships between government and civil society for the successful participation of youth in issues that affect them.

#### **6.4 RECOMMENDATIONS**

This section aims at offering recommendations in line with the empirical findings of the study, which are practical and relevant to all the stakeholders that endeavour to promote a sustainable youth participation and empowerment. These recommendations are guided by the objectives highlighted in this study, and also by the principles of Shier's Pathway Model. The recommendations are as follows:

##### ***Policy***

The government ought to create an enabling environment for NGOs to partner in accomplishing social development goals by reviewing its funding model. The government to be a foot in the door to private funders and SETAs to enables NGOs to offer skills empowerment programme which produce qualified artisans and not semi-skilled candidates. This can be achieved if the government directly mobilizes resources from the private sector and have a bilateral or tripartite or multilateral standing Memorandum of Agreement with all stakeholders involved.

The government to implement actions supporting access to quality employment, including new forms of employment. This will encourage the youth to a broader scope concerning employment opportunities instead of strictly competing for existing limited jobs and professions. The government to also implement actions supporting young people's participation in political life, including those living in rural communities, in its decision-making and actions at local and regional levels, particularly in co-operation with local authorities.

### ***Strategy***

Bokamoso to explore the vocational sector for entrepreneurial skills such as health and beauty industry and agricultural projects, which constitute a broad wealth in industry as it addresses energy and environment-related problems, and food shortage with the aim of creating job opportunities. It is advisable that the NGO should partner with private sector in order to supply them with products produced for income generation. The NGO to document its work from inception till to date, in order to use it in gauging itself, in also properly upgrading its services in all the necessary areas and directions and to also use the document as a funding tool. NGO to establish a mentorship programme or a succession plan, wherein it is prioritizing the youth to be gradually absorbed into leadership roles.

### ***Youth Participation***

The youth to convene youth dialogue sessions on issues that affect them and come up with a solution. The youth is also recommended to also establish a youth newsletter and draft annual reports.

### ***Assessment***

All stakeholders to evaluate youth involvement efforts on a regular basis to identify and capitalize on strengths, identify and address weaknesses, and help gain more meaningful youth participation.

### ***Future research***

In relation to the ability of youth as development participants, further research should be directed, particularly in areas where the youth is put in charge of planning activities and taking on responsibilities.

## **6.5 CONCLUSION OF THE CHAPTER**

In this chapter the researcher outlined summary of study chapters, empirical findings of the study based on the aim and objectives as discussed in chapter one. The researcher further made recommendations under policy, strategy, youth participation, assessment and future research, and also provided conclusion of the study.

## **6.6 CONCLUSION OF THE STUDY**

The study agrees that youths are powerful change agents with enormous potential to bring about the positive changes in society. Many NGOs prefer working with them and for them to achieve greater impact at grassroots levels as they are expected to become future leaders spearheading sustainable development processes. It is important to empower youth with required job-related skills in order to address unemployment, poverty and skills disparities. Resources for youth development are minimal in the implementing institutions and this hampers the realisation of NGOs goals to fulfil their mandate. It is necessary for the review of resource allocation in the Youth NGO sector for the upliftment of youth participation.

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## **APPENDIX A: LETTER OF REQUEST TO CONDUCT RESEARCH**

Bokamoso Skills and Economic Development Centre

Small Farms

22 March 2022

Dear Sir/Madam

Ms. L.J Stoffel student number: 24573450 is a Master's student in Public Management and Governance at the North-West University in the Vaal Triangle Campus. She is conducting a research study to complete a dissertation entitled "An assessment of the state of youth participation in non-governmental organizations empowerment programmes: The case of Emfuleni Local Municipality".

It would be greatly appreciated if permission would be granted to Ms. L.J Stoffel in order to conduct research on the matter. The purpose of the research is mostly academic.

We assure you that all ethics protocols will be followed, and privacy regulations adhered to. For any clarity or additional information, my contact information is 0835737332 /lulamastoffell@gmail.com. Attached is the information for research participants for perusal.

I thank you in greatest appreciation.

Your Sincerely

Lulama Stoffel

## APPENDIX B: CONSENT LETTER

# Bokamoso Skills and Economic Development Centre



*We are the future. We instil hope!*

REG NO: 055-185 NPO

P.o. BOX 5191  
MAFATSANA  
EVATON  
TEL/FAX: (016) 100-5570

57 GAMDOR ROAD  
SMALL-FARMS  
1984  
E-mail: bokamosocentre@webmail.co.za

14 April 2022

To whom it may concern

### RE: CONSENT FOR L.J STOFFEL RESEARCH STUDY

This is to confirm that Bokamoso Skills and Economic Development Centre gave L.J Stoffel student number: 24573450 the consent to conduct her research study with our organization from the 03 May to 30 June 2022.

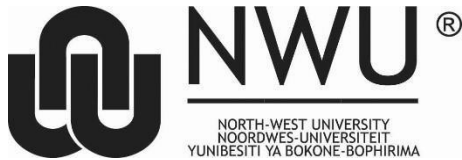
Research Topic: An assessment of the state of youth participation in nongovernmental organizations empowerment programmes: The case of Emfuleni Local Municipality.

We hope the management, staff and learners will be of assistance to her.

Yours Sincerely

Elizabeth Marabe  
Centre Manager

## APPENDIX C: ETHICS APPROVAL LETTER



Private Bag X1290, Potchefstroom,  
South Africa 2520  
Tel: 018 299-1111/2222  
Fax: 018 299-4910  
Web: <http://www.nwu.ac.za> **Senate Committee for Research Ethics**

Tel: 016 103 4446  
Email: [nkosinathi.machine@nwu.ac.za](mailto:nkosinathi.machine@nwu.ac.za)

09 June 2022

### ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Basic and Social Sciences Research Ethics Committee (BaSSREC)** on 23/02/2022, the Basic and Social Sciences Research Ethics Committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWUSERC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

**Study title: An Assessment of the State of Youth Participation in Non-Governmental Organizations Empowerment Programmes: The Case of Emfuleni Local Municipality**

**Study Leader/Supervisor (Principal Investigator)/Researcher: Prof L.B Mzini**

**Student/Research Team: LJ Stoffel-24573450**

**Ethics number:**

N	W	U	-	0	0	9	6	1	-	2	2	-	A	7
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*Status:* S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

**Application Type: Single study**

**Commencement date: 15/06/2022**

**Risk:**

**Low**

**Expiry date: 15/06/2023**

**Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.**

**Special in process conditions of the research for approval (if applicable):**

**General conditions:**

*While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:*

- *The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the BaSSREC:*
  - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
  - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the BaSSREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*

- *In the interest of ethical responsibility, the NWU-SCRE and BaSSREC reserves the right to:*
  - *request access to any information or data at any time during the course or after completion of the study;*
  - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process; – withdraw or postpone approval if:*
    - *any unethical principles or practices of the study are revealed or suspected;*
    - *it becomes apparent that any relevant information was withheld from the BaSSREC or that information has been false or misrepresented;*
    - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
      - *new institutional rules, national legislation or international conventions deem it necessary.*
- *BaSSREC can be contacted for further information or any report templates via [BaSSRECAAdmin@nwu.ac.za](mailto:BaSSRECAAdmin@nwu.ac.za).*

The BaSSREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the BaSSREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



Prof E. Idemudia

Chairperson NWU Basic and Social Sciences Research Ethics Committee

## **ANNEXURE D: QUESTIONNAIRE FOR THE BENEFICIARIES (YOUTH) OF NONGOVERNMENTAL ORGANIZATIONS EMPOWERMENT PROGRAMMES**

**Enquiries:** Ms. Lulama Stoffel (Masters student)

**Supervisor:** Prof. Loraine Boitumelo Mzini

**Title: An assessment of the state of youth participation in Non-Governmental Organizations empowerment programmes: A case of Emfuleni Local Municipality**

The objective of this study is to assesses the state of youth participation in NonGovernmental Organizations empowerment programmes. This study is conducted by Ms. Lulama Stoffel within the field of Public Management and Governance under the guidance of Professor Loraine Boitumelo Mzini. These questions have been designed to capture the required information. Thus, the information gathered will be utilized in the master's dissertation to ensure effective implementation of youth participation processes and its benefits both to NGOs and youth in the Emfuleni Local Municipality.

### **Confidentiality**

All the information you provide will be treated with **STRICT CONFIDENTIALITY**. While results will be made available by type of school within a district, you are guaranteed that neither you, this school nor any of its employees will be identified in any report of the results of the study. The results will only be used for academic purposes only. *Participation in this survey is voluntary and any individual may withdraw at any time.*

The researcher will ensure that all results will be kept confidential and no ethical guidelines will be breached. Only the researcher, the supervisor and statistician will have access to the data being captured. After the specified timeframe the data collection process will end and the statistical analysis will commence, which will take place scientifically and ethically.

### **Instructions and Information in completing the interview questions.**

- Please answer the following questions with honesty and transparency.
- Participants can provide extra information if the need arises.
- This questionnaire should take approximately 20 minutes of your time.

I thank you in advance for your willingness to participate in this research project.

## SECTION ONE: BACKGROUND INFORMATION/DEMOGRAPHIC DATA

Please tell us about yourself:

Note: This information will be used to describe our sample

Please mark (x) inside the box as appropriate

1. What is your gender?

Male	Female
------	--------

2. To which age category do you belong?

a. 18-22	b. 23-28	c. 29-34	d. 35-39
----------	----------	----------	----------

3. Marital status of the respondent?

a. Married	b. Widowed	c. Separated	d. Divorced	e. Single
------------	------------	--------------	-------------	-----------

## EDUCATION AND EMPLOYMENT

4. What is your highest qualification attained?

Never enrolled	Primary education	Standard 8/ Grade 10	Matric/ Grade 12	Higher Certificate	National Diploma	Bachelor's Degree
----------------	-------------------	----------------------	------------------	--------------------	------------------	-------------------

4.1 If the respondent never enrolled, what was the reason

a. Lack of fees	b. Poor health	c. Other(specify)
-----------------	----------------	-------------------

## Employment

5. Employment status details

a. Formal employment	b. Informal/self employed	c. Unemployed but seeking employment	d. Inactive
----------------------	---------------------------	--------------------------------------	-------------

6. On a scale of 1-5, how easy is it for youths to get formally employed? (5– very easy)

1. Very tough	2 Tough	3. Fairly easy	4. Easy	5. Very easy
---------------	---------	----------------	---------	--------------

7. In which location do you live?

Evaton	Small Farms	Sebokeng Zone 3	Sebokeng Zone 7	Palm Springs	Evaton North	Evaton West
--------	-------------	-----------------	-----------------	--------------	--------------	-------------

8. How far do you live from the project venue? (Please circle)

a. very close	b. less than 5 kilometres	c. 5-10 kilometres	d. Over 10 kilometres
---------------	---------------------------	--------------------	-----------------------

**Participation in Community Platforms**

9. How did you know of the NGO and the programmes they offer?

k. Local newspaper	
l. Community/Ward meetings	
m. Local notice board	
n. Call for workshops/training	
o. Church	
p. Friend/family	
q. NGO staff	
r. Social Media	
s. Municipal website	
t. Other (please specify).....	

10. What interested or motivated you to participate in the programme?

11. What are you trying to accomplish? .....

12. How well are you doing? .....

13. How long have you been in the programme? .....

14. Are you aware of other community projects in your area?

15. Which of the following social media platforms are you familiar with and have access?

Social media	Social media familiar	Social media access
f. Smartphone		
g. Facebook		
h. WhatsApp		
i. Microsoft Teams		
j. Zoom		

16. Which programme activity do you participate on?

n. Agriculture	
o. <i>Early childhood development (ECD)</i>	
p. Health Care	
q. Construction	
r. Skills development	
s. Information and communication and Technology	
t. Enterprise development	
u. Fashion Design	
v. Carpentry	
w. Bricklaying	
x. Plumbing	
y. Baking Classes	
z. Other services	

### Youth Voice in Programme

17. As a beneficiary where you involved in deciding on the type of programme to be implemented by the organisation?

Yes	No
-----	----

18. If yes, in which ways were you involved?

---

19. If no, in which ways were you involved?

---

### Perceptions of youth taking part in empowerment programme

Governments, funders, and charity organizations increasingly demand that young people be involved in the processes that affect their lives and communities (Morton and Montgomery, 2011):

20. Below are some statements that might describe how you feel about your participation in the programme. For each statement, please indicate how true the statement is for you.

	<b>Not at all true</b>	<b>Somewhat true</b>	<b>Mostly true</b>	<b>Completely true</b>
There are things happening in this programme that I feel excited about				
This programme helps me build new skills				
This programme has helped me to handle stress				
This programme helps me explore new ideas				
What we do in this program will help me succeed in life				
I fit in at this programme				
I have the authority to make decisions				
I can influence the way work is done in my unit/base/ship.				
I can influence decisions taken in my department.				
I am inspired by the goals of the organisation				
The programmes offered are relevant, educative				
The programmes offered provide the necessary skills required for employment opportunities				
Empowerment programmes assist the career opportunity for youth				
Can you recommend other youths to participate and be involved in NGO empowerment programmes?				

## PERCEPTIONS OF YOUTH PARTICIPATION IN YOUTH EMPOWERMENT PROGRAMMES

21. What is your perception of youth taking part in empowerment programmes in the community?

1. Excellent	2. Very good	3. Good	4. Poor	5. Very bad
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22. How do you rate your satisfaction in the programme developed?

1. Extremely high	2. Very high	3. High	4. Low	5. Very low
-------------------	--------------	---------	--------	-------------

23. What is your opinion on the resources and services offered in terms of trainers, infrastructure, tools, training time?

---

24. In your opinion, how has the participation of youth in empowerment programmes changed in the last five (5) years?

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25. How would you rate the influence of youths in community development?

1. Excellent	2. Very good	3. Good	4. Poor	5. Very bad
--------------	--------------	---------	---------	-------------

26. What kinds of activities would you like to see offered in this programme?

---

27. What do you think should the role of government be going forward in advancing youth participation in empowerment programmes?

---

28. Can you please provide information on where do you see yourself after training and how you will achieve that?

---

## BARRIERS

29. What are the barriers or challenges you have experienced since participating in the empowerment programmes? Can you please provide examples of the barriers or challenges?

---

30. How can the identified barriers or challenges you have mentioned be addressed?

---

Thank you for participation.

## **APPENDIX E: QUESTIONNAIRE FOR SERVICE PROVIDERS (NGOS)**

**Enquiries:** Ms. Lulama Stoffel (Masters student)

**Supervisor:** Prof. Loraine Boitumelo Mzini

**Title: An assessment of the state of youth participation in Non-Governmental Organizations empowerment programmes: A case of Emfuleni Local Municipality**

The objective of this study is to assesses the state of youth participation in NonGovernmental Organizations empowerment programmes. This study is conducted by Ms. Lulama Stoffel within the field of Public Management and Governance under the guidance of Professor Loraine Boitumelo Mzini. These questions have been designed to capture the required information. Thus, the information gathered will be utilized in the master's dissertation to ensure effective implementation of youth participation processes and its benefits both to NGOs and youth in the Emfuleni Local Municipality.

### **Confidentiality**

All the information you provide will be treated with **STRICT CONFIDENTIALITY**. While results will be made available by type of school within a district, you are guaranteed that neither you, this school nor any of its employees will be identified in any report of the results of the study. The results will only be used for academic purposes only. *Participation in this survey is voluntary and any individual may withdraw at any time.*

The researcher will ensure that all results will be kept confidential and no ethical guidelines will be breached. Only the researcher, the supervisor and statistician will have access to the data being captured. After the specified timeframe the data collection process will end and the statistical analysis will commence, which will take place scientifically and ethically.

### **Instructions and Information in completing the interview questions.**

- Please answer the following questions with honesty and transparency.
- Participants can provide extra information if the need arises.
- This questionnaire should take approximately 20 minutes of your time.

I thank you in advance for your willingness to participate in this research project.

**SECTION 1. Basic information on workforce occupational structure and characteristics**

1. Could you please briefly describe the main business activity of the enterprise (this specific establishment) the objectives and indicate your main products or services:
2. How many centres do you have for offering services to the youth?

3. Size of the enterprise (establishment)

1 Large (250 persons and more)	2 Medium (100–249 persons)	3 Small (10–99 persons)	4 Micro (less than 10 persons)
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4. Legal form of the enterprise (Select only one answer):
  - a. Limited liability company
  - b. Joint-stock company (open or closed)
  - c. Cooperative
  - d. Private enterprise (certificate)
  - e. Public institution
  - f. Another form (write)
5. How did you come about deciding on which empowerment programmes to implement?
6. Are the programmes accredited?  
The programmes are accredited.  
6.1 If yes, kindly provide details.  
6.2 If no, are there plans in place to apply for accreditation?

\_\_\_\_\_

7. Which programmes does the enterprise operate/offer?

aa. Agriculture	
bb. Early childhood development (ECD)	
cc. Health Care	
dd. Construction/ Technical - bricklaying, plastering, plumbing, solar geyser installation and repairs, welding, carpentry, electrical repairs and wiring	x
ee. Skills development	X
ff. Information and communication and Technology	X
gg. Enterprise development	
hh. Fashion Design	

ii. Baking Classes	
jj. Other services – Merchandising (marketing)	x

8. What are the criteria used for selecting participants?
9. Which programme/s most youth are interested to participate in? Can you explain why you say this?
10. Are there programmes which most youth do not like to participate in or are showing lack of interest in participating in the programme?

---

11. How do you suggest we fix this problem?

---

12. What is the average duration of youth participation in training?
13. What benefits do you believe youth can gain from taking part in empowerment programmes (family life, professional life and personally)? Name them.
14. How many youths are/ were currently appointed in your establishment?

Programme	2019/2020		2020/2021		2021/2022	
	male	female	male	female	male	female
a. Agriculture						
b. Early childhood development (ECD)						
c. Health Care						
d. Construction						
e. Skills development						
f. Information and communication and Technology						
g. Enterprise development						
h. Fashion Design						

i. Baking Classes						
j. Other services						

15. Are there any trained youth absorbed in the employment market or have started their small businesses?

---

16. In your opinion, how has the participation of youth in empowerment programme changed over the last five (5) years? Do you think it has been positive or negative?

17. Do you have an exit strategy in place?

18. Does the organisation have aftercare programme or conduct refresher trainings to ensure that the youth are relevant with the current technology and market needs?

---

19. What measures are put in place to ensure that programmes are sustainable and funding is secured?

---

20. Is there any information related to sustainability initiatives?

---

21. Where do you see the organisation in the next five (5) years? Do you see the organisation regarded as centre of excellence or being the employer of the trained youth?

---

*Staff*

22. Could you please indicate approximately how many employees of your establishment work in each of the following occupations: (If an employee has more than one occupation, choose the main one, i.e. the one to which most work hours are dedicated. Also provide the education level that is most common among your employees in each occupation category

Occupational groups	Number of employees			
	Female		Male	
	Currently	1 year ago	Currently	1 year ago
a. Managers			1	
b. Professionals				
c. Technicians and associate professionals				
d. Clerical support workers	1			
e. Services and sales workers				
f. Skilled agricultural, forestry and fishery workers				
g. Craft and related trades workers				
h. Plant and machine operators and assemblers				
i. Elementary occupations				

### SECTION 3. CHALLENGES

Youth empowerment programs generally place a heavy emphasis on human resources, which can drive up the cost of youth interventions (Morton and Montgomery, 2011):

23. What is your perception of youth taking part in empowerment programmes in the community?

---

24. Are there service delivery challenges associated with youth empowerment programmes?

---

25. Are there barriers preventing an increase in demand of youth participation and involvement in empowerment programmes? Can you explain why you say this?

---

26. Where do you see the organisation in the next five (5) years?

---

27. Does the organisation have a relationship with the public around the centre?

---

## **APPENDIX F : QUESTIONNAIRE FOR FUNDERS (GOVERNMENT INSTITUTIONS)**

**Enquiries:** Ms. Lulama Stoffel (Masters student)

**Supervisor:** Prof. Loraine Boitumelo Mzini

**Title: An assessment of the state of youth participation in Non-Governmental Organizations empowerment programmes: A case of Emfuleni Local Municipality**

The objective of this study is to assesses the state of youth participation in Non-Governmental Organizations empowerment programmes. This study is conducted by Ms. Lulama Stoffel within the field of Public Management and Governance under the guidance of Professor Loraine Boitumelo Mzini. These questions have been designed to capture the required information. Thus, the information gathered will be utilized in the master's dissertation to ensure effective implementation of youth participation processes and its benefits both to NGOs and youth in the Emfuleni Local Municipality.

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The researcher will ensure that all results will be kept confidential and no ethical guidelines will be breached. Only the researcher, the supervisor and statistician will have access to the data being captured. After the specified timeframe the data collection process will end and the statistical analysis will commence, which will take place scientifically and ethically.

### **Instructions and Information in completing the interview questions.**

- Please answer the following questions with honesty and transparency.
- Participants can provide extra information if the need arises.
- This questionnaire should take approximately 20 minutes of your time.

I thank you in advance for your willingness to participate in this research project.

1. What is the role of government in advancing youth participation in NGO empowerment programmes?
2. Does the process of appointing NGOs for youth empowerment programmes adequately take the input of stakeholders into account?
3. What measures are put in place to ensure that the programmes are relevant for the current business market and that they are sustainable? Is there any information related to sustainability initiatives?
4. Do you think that government can serve as a link or foot in the door to businesses for employment opportunities in ELM (absorption or internship or entrepreneurship training)? Do you have any plans in place for aftercare programme or exit strategy?
5. In your opinion should businesses or corporation's partner with NGOs? What are the advantages or disadvantages of this relationship?
  - Can you think of NGOs and business partnership that has been beneficial?
6. What are the key service delivery challenges and barriers youth empowerment programmes is seeking to address? Are they systemic or direct challenges?
  - What is your opinion on the policies (skills, financial etc), facilities, resources and services on offer to NGOs offering empowerment programmes or youth in empowerment programmes in ELM? / on the offer: Insufficient or inadequate infrastructure, services and products? Are the policies still relevant?
  - What do you think are the barriers preventing an increase in demand of youth participation and involvement in empowerment programmes?
  - Are there new barriers that you think we will have to think or plan for, after Covid is brought under control?
  - How do you think we can address these barriers you have mentioned? Do you know of any initiatives that are already trying to help address the barriers?
7. What benefits do you believe youth can gain from taking part in empowerment programmes (family life, professional life)? Can you please give me examples of benefits from community to national level?
8. What is your perception of youth taking part in empowerment programmes in the community?
  - Does your perception change, depending on the quality of training and outcomes achieved?
  - In your opinion, how has the participation of youth in empowerment programmes changed over the last 10 years? Do you think it has been positive or negative change?
9. Can you share with me three (3) NGOs you believe are centres of excellence in ELM or in the province and why you say so?
10. What is your general comment on the work of the organisations offering empowerment programmes in ELM?

## APPENDIX G: NEW CENTRE HANDED OVER

# MEC Khawe handed over new centre of Excellence in Vaal

Department of Social Development 2019/09/04 - 22:00



Gauteng Social Development MEC Thuliswa Khawe calls for young people to fully grasp opportunities presented by government which aim to empower and skill the youth population.

MEC Thuliswa Khawe was speaking during the official hand over of Bokamoso Skills and Development Centre, a newly completed, compliant and properly registered Centre of Excellence to the community of Small Farm in Evaton, Sedibeng Region.

Addressing community of Small Farm, MEC Thuliswa Khawe said the Gauteng government continues to care for and prioritise the development of young people because they represent the future of this country.

She said the centre of excellence will offer state of the art facilities for accredited artisan training.

"The department will continue to work with Non-Profit Organisations to ensure that youth is capacitated in a form of training and employment opportunities." Said MEC Khawe.

"I would like to see the graduates of this centre start their own businesses and being able to employ other people. That will be one of the key milestones of this centre of excellence. I am convinced that the centre will have massive impact in changing the lives of young people" she added.

The MEC further pleaded with all community members to guard the centre against criminals and ensure that no one vandalises the property because it is there to give young people a bright future.

The Managing Director of the centre Eliabeth Marabe is pleased and grateful to see the centre making the impact in the community.

"Although there is more that needs to be done, I am glad that the institution is fulfilling the purpose that was initiated for" she said.

Jane Fakase who used to be a beneficiary at Bokamoso encouraged her fellow young people to use opportunities that the centre provides to better their career. A highly motivated Fakase said she started off as a volunteer in the garden and later worked in the kitchen. She is currently a supervisor in the nutrition centre of Bokamoso where she supervises more than five people.

"I am proud of Bokamoso and appreciate the changes they brought in my life. To other young people I am saying wake up and strive to be the person that you want to be" she concluded ([News Details - Gauteng Digital Platform](#), [www.gauteng.gov.za](http://www.gauteng.gov.za)).

## **APPENDIX H: CIE SKILLS THABISO NEWSLETTER**

**by Fawzia Naidoo. Published: 22 June 2022.**

### **Bokamoso Livelihood Hub Development Kicks off**



The Bokamoso Skills & Economic Development Centre in partnership with DSD, NYDA and the CIE – Thabiso Skills Institute has embarked on the “Bokamoso livelihood hub development project”. The primary mandate of the project is to understand the role of partners to ensure Bokamoso establishes a successful business hub in order to help learners find work place-based learning as well as to mentor them into independent business units that are sustainable. The project will follow a specific model of intensive training: various co-operatives will be introduced progressively such as bricklaying and building, coffin and cabinet making, welding, tiling and electronics such as fixing of cell phones (most of which target the informal sector). There will be need to collaborate with existing businesses to mentor the coops and outsource some of their works through the coops. Life skills should be central to promote and sustain the culture of working together. Furthermore, the coops will follow a business model where they can learn the various aspect of a how to run a business such as managing finances and budgets, marketing etc (<https://www.cie.org.za>).

Mr Bheki Maduna – Bokamoso skills training centre manager noted that for years it has been difficult to place learners especially in the construction industry and it is also difficult for learners to penetrate the local construction business as most of it is in the hands of foreigners. He says this is another avenue that the centre is wanting to explore to see what opportunities could be made possible for their learners.

## APPENDIX I: LANGUAGE EDITOR CERTIFICATE



**ABC SOLUTIONS**

ACADEMIC AND BUSINESS COACHING SOLUTIONS

Cal/Lau/11/2022

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Monday 28 November 2022

### CERTIFICATE OF ENGLISH EDITING

To whom it may concern

This is to certify that the dissertation titled **An assessment of the state of youth participation in non-governmental organisations empowerment programmes: the case of Emfu leni Local Municipality**, to be submitted by LJ Stoffel (24573450) to the NORTH-WEST UNIVERSITY has been edited for language by ABC Solutions, a division of Cal Link Investments. Neither the research content nor the author's intentions were altered in any way during the editing process.

ABC Solutions guarantees the quality of English language in this paper, provided our editor's changes are accepted and further changes made to the paper are checked by our editor. The referencing and sources were checked, as far as was possible, as per the university's referencing guidelines.

The final corrections and adjustments remain the responsibility of the author.

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