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YOUTH PARTICIPATION IN DEVELOPMENT PROGRAMMES IN MOGALE CITY LOCAL MUNICIPALITY

A research report submitted to the faculty of Law, Commerce and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management (in the field of Public and Development Management).

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August 2015

DECLARATION OF NO PLAGIARISM

I, Zamile Patricia Mbanjwa (Student number, 534074), am a student registered for the Degree of Master of Management in Public and Development Management in the year 2015. I hereby declare the following:

I hereby confirm that the work I submit for all assessment for the degree is my own unaided work. It is submitted in partial fulfilment of the requirements of the degree of Masters in the field of Public and Development Management. I have followed the required conventions in referencing the thoughts and ideas of others. I am aware of the correct method for referencing material and a discussion on what plagiarism is, as explained in the Wits School of Governance study guide and these issues have been discussed in class during orientation sessions and documented in the Introduction and Orientation Guide.

I am aware that plagiarism (the use of someone else's work without their permission and/or without acknowledging the original source) is wrong. I understand that the University of Witwatersrand may take disciplinary action against me if there is a belief that this is not my own unaided work or that I have failed to correctly acknowledge the source of ideas or words in my writing.

Zamile Patricia Mbanjwa
Date: August 2015

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Mr Vuyani Bekwa: Business Development Enterprise Manager

Mr Tsepo Legodi: Infrastructure Development Plan Manager

Mr Segware Repolai: Monitoring and Evaluation Manager
Miss Mumsy Morwane: Social Worker
Mr Letshabo Tshose: Youth Coordinator
Lastly, the Mogale City Local Municipality youth

DEDICATION

This research report is dedicated to my late mother, Sarafinah Thethiwe Cebekhulu, and my father, Elson Makhomba Mbanjwa.

I would, furthermore, like to dedicate the research report to my daughter, Nobuhle Sinovuyo 'Snowy' Mbanjwa. I love you.

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ABSTRACT

Mogale City Local Municipality youth consists of more than 30% of the population, and it participates in both social and economical activities. The Office of the Executive Mayor in Mogale City Local Municipality regards participation of youth in development programmes as a significant focus for social development programmes.

This thesis has attempted to assess the contributing factors to low levels of youth participation in Mogale City Local Municipality. The study argues that contributing factors such as inadequate participation of youth in the development programmes, youth pull and push participation factors, development programmes significance, youth mentorship and return on investment have lessened the desire of youth to participation in development programmes. Subsequently, a qualitative technique was utilised by the researcher. A survey of literature review and semi-structured interviews were carried out to formulate comprehensive and harmonious solutions that redress the shortcomings facing the Mogale City Local Municipality to enhance youth participation in development programmes. The argument of this study is that the youth should be partners in the designing of policies, systems, strategies and policies that permit the participation of the youth in development programmes in Mogale City Local Municipality.

The key finding is that there is a disconnection between Mogale City Local Municipality development programmes and what the youth needs. This affects the level of youth participation and impacts negatively on its interests and well-being. The study concludes by suggesting remedial mechanisms relevant to this case.

ACRONYMS

Acronym	Definition
CDE	Centre for Development and Enterprise
CESR	Centre for Economic and Social Rights
COH WHS	Cradle of Humankind World Heritage Site
CRDS	Comprehensive Rural Development Strategy
DoJ&CD	Department of Justice and Constitutional Development
EFF	Economic Freedom Fighters
IYDS	Integrated Youth Development Strategy
MDG	Millennium Development Goals
MCLM	Mogale City Local Municipality
NDA	National Development Agency
NDP	National Development Plan
NGO	Non-Governmental Organisation
NPC	National Planning Commission
NYDA	National Youth Development Agency
NYC	National Youth Commission
NYP	National Youth Policy
RoI	Return on Investment
SA	South Africa
SAPS	South African Police Service
SMME	Small Medium and Micro Enterprises
UYF	Umsobomvu Youth Fund
UN	United Nations

UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific, Cultural Organization
USA	United States of America

DEFINITIONS

Key Words: Youth**,** Youth Participation, Development, Programme, Local Municipality and Return on Investment

I. Youth as categorised by NYP (2009-2014) relates to ages between 15 and 25.

II. Youth participation: Participation involves recognising and nurturing the strengths, interests, and abilities of young people, through the provision of real opportunities for young people to be involved in decisions that affect them, on individual and systematic levels", (McCreary Centre Society, 2002 in Ngcobo, 2004, p. 12).

III. Development: (Torado, 1992, p. 100) defines development to "be conceived of as a multi-dimensional process involving changes in structures, attitudes and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty". The author makes mention of the three pillars that constitute it namely, "life-sustenance, self-esteem and freedom" (ibid). Furthermore, (Crush, 2005, p. 22-23) elaborates that "those defined in development discourse as the subjects of development are also active agents who contest, resist and divert the will of the developer in a greater or lesser way".

IV. Programmes: A collection of projects and other items of work managed comprehensibly and their span (longer than six months) is over a longer phase than projects.

V. Local Municipality is "a municipality that shares municipal executive and legislative authority in its area with a district municipality within whose area it falls and which is described in section 155(1) of the South African Constitution as a category B municipality" (Municipal Structures Act 1998, p.14).

VI. Return on Investment (RoI): is the return received by an investor during the period (Gitman & Joehnk, 1990, p. 185).

TABLE OF CONTENTS

DECLARATION OF NO PLAGIARISM 2
ACKNOWLEDGEMENTS 3
DEDICATION 4
ABSTRACT 5
ACRONYMS 6
DEFINITIONS 8
TABLE OF CONTENTS 9
CHAPTER 1 12
INTRODUCTION AND BACKGROUND 12
1.1 Introduction 12
Figure 1: Mogale City Map in the SA Context 15
Figure 2: Mogale City Area Map 16
1.2 A Brief History of Youth Participation in South Africa 17
1.3 Youth Participation in MCLM 22
1.4 Problem Statement 24
1.5 Purpose Statement 25
1.6 Research Questions 25
CHAPTER 2 27
LITERATURE REVIEW 27
2.1 Introduction 27
2.2 Governance 27
2.3 Development Programmes 29
Table 1 Government Expenditure 33
2.3.1 Youth Development Programmes in MCLM 33
Table 2 Youth Programmes in MCLM 34
2.4 Participation 35
Figure 3: MCLM Youth Employment Statistics 36
2.5 Engagement of Stakeholders 40
2.6 Conclusion 44
CHAPTER 3 46
RESEARCH METHODOLOGY 46
3.1 Introduction 46
3.2 Research Questions 46
3.3 Research Paradigm 46

3.4 Research Design 47
3.5 Sampling /Data Gathering 48
3.5.1 Primary Data 48
3.5.2 Secondary Data 49
3.6 Positive Youth Development Theory Experiences 49
3.7 Social Capital Theory Experiences 50
3.8 Data Analysis 52
3.9 Significance of the Research 53
3.10 Limitations of the Research 54
3.11 Ethics 54
3.12 Data Validation 54
CHAPTER 4 56
PRESENTATION OF RESEARCH FINDINGS 56
4.1 Introduction 56
4.2 Research Findings 56
4.2.1 Themes 56
4.2.2 Research Findings Summary 57
4.2.3 Youth Participation 57
4.2.4 Pull and Push Participation Factors 59
4.2.4.1 Pull Participation Factors (positive factors) 59
4.2.4.2 Push Participation Factors (negative factors) 60
4.2.5 Development Programmes Significance 61
4.2.6 Youth Mentorship 63
4.2.7 Return on Investment 64
4.3 Conclusion 64
CHAPTER 5 65
ANALYSIS AND INTERPRETATION OF RESEARCH 65
5.1 Introduction 65
5.1.1 Youth Participation 65
5.1.2 Pull and Push Participation Factors 68
5.1.2.1 Pull Participation Factors (positive factors) 68
5.1.2.2 Push Participation Factors (negative factors) 69
5.1.3 Development Programmes Significance 70
5.1.4 Youth Mentorship 72
5.1.5 Return on Investment 73
5.2 Conclusion 74
CHAPTER 6 75

CONCLUSION AND RECOMMENDATIONS 75
6.1 Conclusion 75
6.2 Recommendations 78
6.2.1 Youth Participation 78
6.2.2 Pull and Push Participation Factors 78
6.2.3 Development Programmes Significance 78
6.2.4 Youth Mentorship 78
6.2.5 Return on Investment 79
6.2.6 Effective Monitoring and Evaluation 79
6.2.7 Effective Governance 79
7. REFERENCES 80
ANNEXURE A 87
Ethics Letter 87
ANNEXURE B 89
Consent Form 89
ANNEXURE C 90
Questionnaire 90
ANNEXURE D 91
Details of the Interviews 91

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction

In South Africa “Young people do not always engage optimally with the opportunities that exist...Youth policies appear to have had very limited effect. Government-led initiatives implemented since 1994 have been marked by ambitious rhetoric, but they are seldom converted into practical youth-centred programmes”, relates the CDE (2012, p. 3). There have been many challenges observed in the delivery of youth development programmes by government and civil societies. This study critically examines participation of the youth in development programmes. The researcher postulates that the implementers of youth development programmes should involve the participation of the youth in the formative stages of such policies in order to promote the relevance of the programmes. It has been suggested that policy makers ought to consult with the youth during the planning stage of the programmes intended to benefit them.

The need for the policy makers to formulate harmonious youth development programmes that reflects the needs and aspirations of those youths is of enormous significance. Non-inclusive approaches are flawed and may lead to poor and often low levels of youth participation and lack of ownership of youth development programmes (NPC in CDE, 2012, p. 4). This may invalidate the momentum and sustainability of youth developmental initiatives. Rather than embracing an incompetent ‘blanket approach’ intervention towards youth development programme, a more effective approach is sought.

In 2009, the NYC and UYF merged and formed the NYDA (IYDS for MCLM, 2011, p. 4). The Terms of Reference of NYDA are to “advance youth development through guidance and support of initiatives across sectors of society and spheres of government. Youth development in South Africa should be addressed in an environment where stakeholders, including young people themselves are working towards common goals” (IYDS for MCLM,

2011, p. 4). There is a compelling need for stakeholders to step ahead in delivering youth programmes instead of responding reactively to deliver youth programmes.

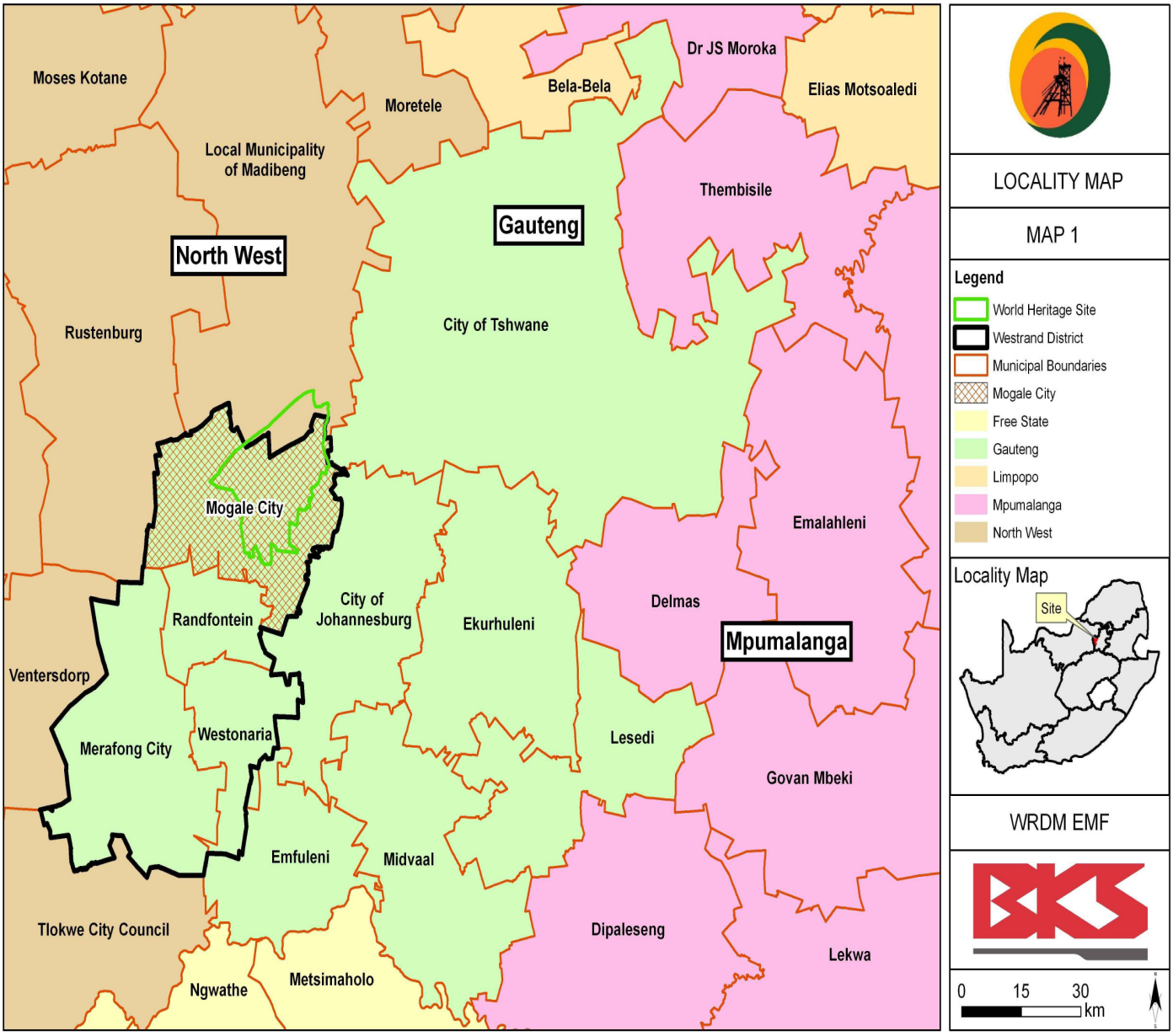
According to the *(NYDA:* speech to Board, 2012, p. 3*),* Mr Andile Lungisa, the former Chairman NYDA asserts that:

> "The National Youth Policy (NYP) is a culmination of an extensive and comprehensive consultation exercise by relevant youth institutions in the quest for an integrated and sustainable youth development framework. The policy will direct government and social partners in the pursuit of holistic youth development…Legislatively, the National Youth Development Agency (NYDA) Act Number 54 of 2008, which establishes the NYDA as a national public entity also describes the national legislative framework for youth development in South Africa…The NYP (2009-2014) Guidelines for Implementation is specifically geared towards ensuring a uniform and coordinated approach by all in South Africa in advancing youth development. With about half (42% in 2011) of our population comprised of people belonging to the age group 14-35 of age, it has become more important than ever that a coordinated and integrated approach by public, private and civil society is adopted by South Africa in this regard".

The above speech indicates that there is a compelling strategy to address the youth development programmes in SA. According to NYP (2009-2014, p. 18), in SA interventions should be guided by six areas of development imperatives namely: education, economic participation, health and wellbeing, social cohesion and civil participation, national youth service and youth work. Again, the needs and challenges of the youth differ according to geographical area and therefore there is no 'one size fits all' approach to addressing them. In striving to address the youth participation challenges, for the next 20 years policies should be viewed through a youth lens (NPC in CDE, 2012, p. 4). Otherwise, youth programmes and other interventions might be irrelevant to the recipients, thus contributing to the low level of youth participation. Due to the lack of monitoring and evaluation mechanisms, it has been challenging to assess the impact of interventions through training, information and finance, (CDE, 2012, p. 7).

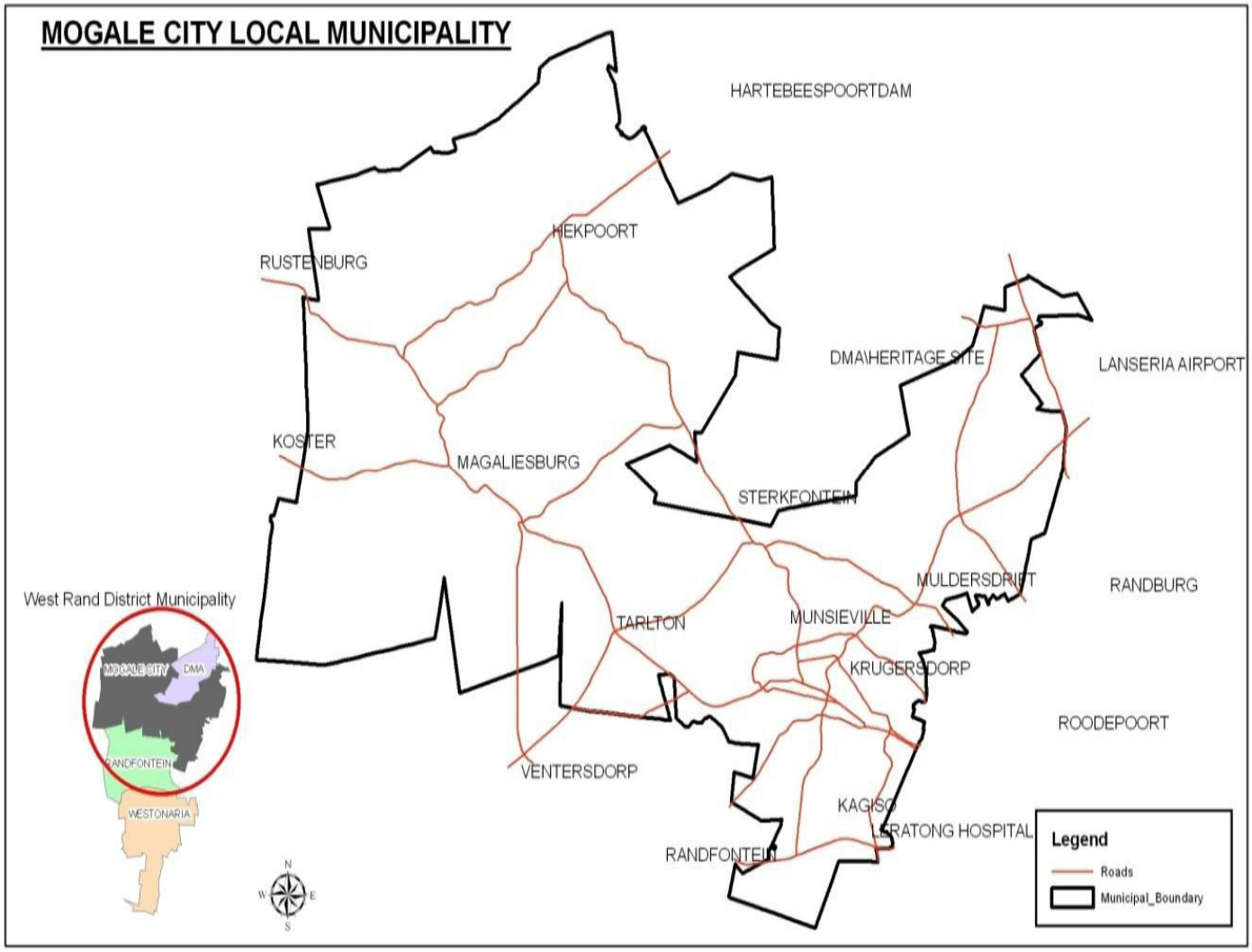
MCLM is geographically located on the border of Gauteng. MCLM was previously known as the Krugersdorp Local Council and it also forms part of the broader West Rand District. The MCLM supports the participation of youth in development programmes as an important aspect towards development. The objective of the research is to investigate the effects of the youth participation in the youth development programmes offered by MCLM in SA in the period of 2012-2014. A qualitative approach and semi-structured interviews were used to assess the level of youth participation in development programmes in the MCLM.

Figure 1: Mogale City Map in the SA Context



Source: WRDM (West Rand District Municipality) Locations Maps (15 January 2015)

Figure 2: Mogale City Area Map



(Source: Mogale MCLM IDP Review 2010-2011)

MCLM is made up of the following wards (Figure 2): Kagiso, Krugersdorp, Muldersdrift, Munsieville, Tarlton, Randfontein, Sterkfontein, Magaliesburg and Hekpoort.

1.2 A Brief History of Youth Participation in South Africa

In the past 20 years of democracy, SA has committed to creating an enabling environment for youth participation. This is evident in the variety of youth development programmes which exist. Youth development programmes are guided by the National Youth Policy (2009-2014). This is a national policy framework endorsed by cabinet in 2009 (NYP, 2009). The implementation guidelines of the National Policy "seek to outline an integrated approach and propose new and innovative ways of promoting and coordinating an approach to youth development that will yield desired results. The objectives are drawn from the founding policy, the NYP and the associated legislative framework, the NYDA Act Number 54 of 2008", (NYP, 2009-2014, p. 5). The guidelines focus on the promotion of a uniform approach, the provision of a guide on interventions and programmes, the provision of standard youth development indicators and standardization of monitoring, evaluation and reporting (ibid).

For the purpose of executing the mentioned objectives, a number of stakeholders play an important role in ensuring the mainstreaming of youth development programmes across all sectors. The stakeholders include the civil organisation, the public sector, the private sector and Non-Governmental organisations. "By virtue, all these role-players must support young people who, by virtue of theory vulnerability and other constraints, find themselves relegated to the margins of society and are unable to benefit from the policy dispensations offered by our democracy local government", notes (NYP, 2009-2014, p. 16).

The participation of youth in development programmes is guided by five documents:

- Constitution of the Republic of South Africa, 1997
- The White Paper on Local Government 1998
- The Municipal Structures Act 1998
- The Municipal Systems Act 2000
- The National Youth Policy 2000

With regards to development programmes, there is no clear cut intervention because for an intervention to be sustainable, developmental interventions need to be holistically approached. In this case, a human being requires physical, spiritual, mental, and social growth. In the quest for a holistic development, the NYP (2009-2014, p. 14) outlines the six main crucial areas of youth development in South Africa:

- Education (In and out of school youth);
- Economic Participation (Unemployment and Poor Entrepreneurship);
- Health and Well being;
- Social cohesion and civil participation;
- National Youth Services; and
- Youth Work.

These six guidelines are not linear. For the purpose of crafting, implementing and evaluating development programmes, “the guidelines are developed for all sectors in South Africa that are providing services to young people. They are intended to facilitate the general understanding of the implementation of youth development programmes and create a better coordination of the already existing programmes”, (NYP, 2009-2019, p. 19).

In principle, it is important to remedy root causes rather than waste resources to cure the symptoms. Likewise, the implementation of guidelines is informed by the evidence pertaining to socio-economic issues affecting the youth. The underlying causes should vary slightly from province to province depending on the demographics and other pertinent issues, however at national level they include the following (NYP, 2009-2019, p. 19):

- Unemployed youth;
- Young women;
- Youth in Rural areas
- Youth with disabilities;
- School-aged-out-of-school-youth;
- Youth at risk;
- Youth heading households;

- Youth in conflict with the law; and
- Youth abusing dependency-creating narcotic based substances, including alcohol.

Scholars observed that in democratic countries, such as Russia, Italy, USA, South Africa, Australia and others, economic participation is exclusive to the poor and illiterate; and therefore the cycle of restriction continues from generation to generation (World Development Report, 2006; Jones & Smyth, 1994, p. 14 cited in Bessant 2010, p. 397; Branbdury & Jantti, 200?, p. 397 cited in Bessant 2010; Neville, 2008, p. 8 cited in Bessant 2010). South Africa is no exception to these social and economic exclusion patterns, thus economic participation is another major challenge that hampers youth development in SA. Moreover, SA has a high unemployment rate and what is even more concerning is that the majority of the unemployed are the youth. “Coupled with high unemployment rate, is the low entrepreneurship level amongst youth, globally entrepreneurship is known to be a driver for economic participation. There are various attributes to low entrepreneurship participation of youth”, NYP (2004-2019, p. 30):

- Lack of start-up capital;
- Lack of mentorship;
- Lack of information;
- Lack of entrepreneurship culture amongst South Africans and youth in particular;
- Insufficient incubation programmes for new youth owned ventures;
- Lack of sufficient funding, specifically made relevant to cater for youth entrepreneurs; and
- Lack of skills for sustainability of business ventures.

Nonetheless, MCLM is equally faced with similar challenges posed by low level of youth participation in economic activities, substance abuse, truancy, teenage pregnancy and others. The following Legislative Framework guides MCLM youth development programmes (IYDS for MCLM, 2011, pp. 5, 6 & 7):

- The Constitution of SA: which guides the service of all groups of people in a non-discriminatory manner; and that all groups includes youth;

- MCLM observes National Youth Commission Amendment Act, 2000: guiding the coordination between National and Provincial Commission, an integrated and holistic approach to youth development for SA;
- Development Social Welfare Services Financial Policy: which guides the utilization of resources to its efficiency, effectively and thus skewed allocation of resources. This legislation makes provision for youth groups;
- Local Government Municipality Systems Act 2000 (Act 21 0f 2003): providing Municipalities with enabling core principles, mechanisms and processes to move towards social and economic upliftment of local communities of which youth is part; and
- Local Government: Municipal Structures Act 1998: regulating municipalities' internal systems, structures, office bearers and appropriate electoral system provision. The youth sector is part of the ward system and a key component of community participation and governance.

In the process of delivering the above mentioned six areas of development imperatives, MCLM faces challenges. In spite of a number of attempts to improve youth participation in development programmes, the low level of youth participation in development programmes remains unresolved. This study therefore examines the contributing factors to the low level of youth participation in the rendered development programmes.

In 2004/05, the MCLM commissioned research from the Centre for Youth Development in partnership with the University of KwaZulu-Natal to diagnose the level of youth participation in the development programmes among 300 youth in 32 wards in Mogale City (IYDS for MCLM, 2011, p. 6). The study aimed at understanding the challenges facing MCLM youth in post-Apartheid SA. The following findings were presented: unemployment, poverty, lack of access to bursaries and loans for higher learning. Amongst the findings, the lack of youth participation in youth programmes was identified.

Attempts to improve youth participation in development programmes have been done without much success. These attempts were focusing on an integrated youth development strategy for the municipality by a collaboration of 6 municipal departments, NGO's,

businesses and the civil society. In addition, the following challenges were required for a strategic approach towards youth development in Mogale City (IYDS for MCLM, 2011, p. 9):

I. Youth in MCLM are serviced by a variety of governmental and non-governmental organisations in an uncoordinated manner.
II. The scenario as given above has been created by “quick-fix” approaches to youth problems including the high rate of unemployment, the high usage of substance that leads to young people dropping out of school and committing crime, rather than a long-term development such as the integrated model.
III. A key challenge towards this is for the Municipality to develop programmes which will provide an enabling environment for young people to participate fully in aspects affecting them and the community of MCLM.
IV. The lack of youth participation is an indicator and there are underlying factors contributing to these impediments.

A different study was conducted by the CDE, which convened two workshops in KwaZulu-Natal in partnership with researchers, practitioners and youth sectors stakeholders in 2011 in attempt to understand how the youth is coping with the challenges they faced. Amongst other challenges the followings were recognized (CDE, 2012, p. 15-29):

a) The challenges that young South Africans face in making effective transitions into adulthood are clearly enormous.
b) South African society is highly stratified. People’s life-chances are to a considerable extent constrained or enabled by their starting-points.
c) Few political analysts have grasped the generally fragile nature of the democratic citizenship in South Africa.
d) The on-going role of churches and sports clubs as agents of socialisation has been neglected as an area of research.
e) Thus, the youth has become less and less likely to vote relative to other South Africans.
f) Training programmes should be assessed to determine whether they have been successful in making unemployed young people more employable.

The six above stated challenges demonstrate that the youth indeed have challenges that need to be resolved.

1.3 Youth Participation in MCLM

MCLM has a diverse population of approximately 400 000, consisting of black African, White, Asian, Indian, Coloured and others. The youth 15-25 proportion is about 140 000 (Space Time Research, 2013). About 63% constitute unemployed youth, while13% have jobs, the majority of out-of-school youth are employed part time if they are not casual workers, while some are employed full time, a portion of 41 043 youth in MCLM are heads of households (IYDS, 2010, p. 12). These circumstances affect both rural and urban areas in MCLM. In fact, when youth participation is well managed, it can lead to greater emancipation of the youth and also contribute to economic growth.

The youth has a right to be treated with dignity. ”Human rights are inherent in all human beings, often expressed and guaranteed by law. International human rights law lays down obligations on the state to refrain from certain acts, in order to promote and protect human rights”, argues the UN (2012, p. 9). It is acknowledged that “In nearly all countries, constitutions and national legislation, continue to recognise explicitly or implicitly elements of economic, social and cultural rights in virtually all countries. NGOs such as CESR, COHRE, FIAN, SAHRC and others are devoted to securing these rights” (Leckie, 2014, p. 5). All the same, the Constitution of South Africa is the supreme law of the country, and as such, the above mentioned rights relating to human dignity, equality and freedom are stated in chapter 2 of the SA Constitution (The Constitution of the Republic of SA No. 108 of 1996). In essence, participation of MCLM youth in development programmes that are fashioned to empower them is a constitutional human right issue. Moore and Mitchell (2009, p. 39) equally argue that regardless of social-cultural context, race, gender and age, the youth has the same human rights to decision making and implementation of development programmes.

According to the UN (1993, p. 4), “Economic, social and social rights are often viewed as effectively ‘second-class rights’ - unenforceable, non-justifiable, only to be fulfilled “progressively” over time”, whereas these human rights should be treated equally like civil and political rights as they are recognised in international human rights law. Consequently, a developing country like SA has an obligation to respect, protect and promote human rights and economic rights of the youth. For the purpose of realising these rights, MCLM has the responsibilities of carrying out their obligation to achieve positive outcomes and should (UN, 1993, p. 8):

- Undertake to take steps by all appropriate means, including particularly the adoption on legislative measures;
- To achieve progressively the full realization of the rights;
- To maximise its available resources; and
- Without discrimination.

SA has one of the highest levels of inequality and unemployment. Young people live close to the poverty line, as such; they are socially and economically excluded (NDP, 2011, p. 3). An ideal society ought to comprise the youth who have capabilities and confidence to seize equal opportunities presented by Government, Private Sector, Civil Society and NGOs to participate in development activities. “By default, we have had a distorted development effort...needs to apply a ‘youth lens’ to policies to expand opportunities, enhance capabilities and provide second chances”, argues the NDP (2011, p. 5 & 86). Otherwise, the connotation of youth non-participation in development programmes may possibly lead to them participating in criminal activities, truancy, etc.

In pursuit for promoting youth participation, MCLM observes the human rights as outlined in the Constitution of SA in terms of how youth should participate in development programmes. MCLM subscribes to the idea that it is every youth’s rights to participate in the economic activities in order to have a brighter future. In spite of these attempts by the MCLM, there is low level of youth participation in different programmes. Notably, high attendance of the youth is reported in Arts and Culture and sports annual programmes. However, economic platforms such as cooperatives and the registration of SMMEs have

shown little success. Amongst other reasons, youth development services are not well coordinated. Hence, the Youth Desk Coordinator stationed in the Office of the Executive Mayor in MCLM has established a Stakeholder Forum, which will share experiences and also become a networking platform for enhancing youth development programmes.

Therefore, it is imperative that the youth participate in the crafting of their programmes to articulate what is important to them and for the policy-makers and implementers to see development programmes through youth lenses. By allowing the youth to take ownership of their development programmes, their confidence and sense of belonging are restored. In turn, youth development programmes designed for youth will probably be relevant and sustainable.

By virtue, in a bid to formulate comprehensive and harmonious solutions that redress the shortcomings facing the youth, this research seeks to highlight the need for youth participation in the MCLM beginning stages of crafting intervention projects, and for policy makers to cordially respond to those needs identified in the previous studies. Phrased differently, the MCLM should involve the youth in decision making when they are formulating solutions that relate to the youth. Consequently, the main objective of this research was to investigate the extent to which youth participation in the development programmes has been embraced by MCLM management. Furthermore, qualitative techniques and semi-structured interviews were used to examine harmonious youth participation in youth development programmes. The findings of this research helps to fill in the knowledge gap within the MCLM, relating to the factors contributing to low level of youth participation and suggests possible mechanisms relevant to this case.

1.4 Problem Statement

There is low level of youth participation in youth development programmes in MCLM. Often than not “programmes targeting young people are reactionary in approach and impact negatively on their interests and well-being”, explains IYDS-MCLM (2012, p. 9).

The office of the executive mayor in MCLM regards youth participation as central to social development and has established the Youth Desk to implement youth development programmes. Yet, not much improvement in youth participation has been realised.

In spite of a number of attempts to improve youth participation in development programmes, low levels of youth participation in development programmes remains unresolved. In 2004/05 the MCLM commissioned a researcher from the Centre for Youth Development in partnership with the University of KwaZulu-Natal; to diagnose the level of youth participation in the development programmes, among 300 youth in 32 wards in Mogale City (IYDS for MCLM, 2011, p. 6). The study aimed at understanding the challenges facing MCLM youth in post-Apartheid SA. The following findings were presented: unemployment, poverty, lack of access to bursaries and loans for higher learning. Amongst a number of findings, the lack of youth participation in youth programmes was identified. Thus, a low level of youth participation in various youth development programmes remains a challenge.

In light of the above, this study attempted to fill the knowledge gap in determining the impediments resulting from the lack of youth participation.

1.5 Purpose Statement

The purpose of this research is to: (i) Ascertain the level of youth participation in their development programmes in MCLM; (ii) Examine the factors contributing to low levels of youth participation in youth development programmes in MCLM; (iii) and to make policy recommendations on how to improve youth participation in youth development programmes in MCLM. The study is descriptive.

1.6 Research Questions

The purpose of this research was to ascertain the participation of youth in development programmes in MCLM, from 2012 – 2014.

Hence, the research puts forward the following questions:

Primary question

1.6.1 What is the level of youth participation at the MCLM in the period 2012-2014?

Secondary question

1.6.2 What are the factors contributing to a low level of youth participation in development programmes?

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This section examines what has already been written by scholars on the research topic of youth participation in development programmes. “Literature review is where you show that you are both aware of and can interpret what is already known and where eventually you will be able to point out the contradictions and gaps in existing knowledge” argue Jesson, *et al.*, 2011:10).

This chapter reviews key global issues of youth participation in development programmes. As such it summarized “what concepts and theories will be applied to the topic and what research methods have been applied to the topic”, explains Bryman (2012, p. 8). Five themes were summarized in relation to their applicability namely: i) Governance; ii) Development programmes; iii). Youth development programmes; iv). Participation; and v). Engagement of stakeholders.

2.2 Governance

Stoker (1998, p. 18) acknowledges that governance is concerned with benchmarking conditions for efficient regulation and collective action. In accord, Fukuyama (2013, p. 350) defines “governance as a government’s ability to make and enforce rules, and to deliver services, regardless of whether that government is democratic or not”.

In order to evaluate the quality of good governance, four approaches are suggested: “procedural measures, input measures, outputs measures, and measures of bureaucratic autonomy”, (Fukuyama, 2013, p. 351). In view of the above mentioned approaches as proposed by Fukuyama; the approaches include facilitating the issues of corruption in the government system; further looking at capacity level and professionalism of implementers; the efficiency of service delivery and overlaps of mandate between office bearers and their

principals. In view of governance processes, Stoker (1998, p. 18) presents the following harmonizing suggestions:

- Governance refers to a set of institutions and actors that are drawn from, but also beyond, government.
- Governance identifies the blurring of boundaries and responsibilities for tackling social and economic issues.
- Governance identifies the power dependence involved in the relationships between institutions involved in collective action.
- Governance is about autonomous self-governing networks of actors.
- Governance recognises the capacity to get things done which does not rest on the power of government to command or use its authority, but uses new tools and techniques to steer and guide.

Similarly, MCLM upholds the Local Government System Act and Municipal Finance Management Act in view of valuing public participation. This is inspired by "Strategic Goal 3: To provide sound governance for local communities and Strategic Goal 4: To ensure sound governance and practices within the Municipality", states (MCLM – IDP, 2013/14, p. 49). MCLM's vision attempts to have "vibrant and sustainable communities where residents live in harmony and positively contribute to the growth of the local economy", explains Mogale City RDS (2012, p. 3&4). Moreover, MCLM is guided by four political priorities outlined for administration in order to implement good governance which are mainly "to provide sustainable services to the community; to promote a sustainable environmental management system; to provide sustainable governance for local communities and to ensure sustainable governance practices within the Municipality (MCLM: IDP 201/14, p. 45).

In fact, Kumssa (2004, p. 852) associates developmental problems in African countries to the weak institutions and impassivity of their administrative systems. Governance is an ongoing process, similarly, in MCLM good governance practice is in progress and lessons are learned during the implementation of youth development programmes. Stoker (1993, p. 26) is of the view that governance is about noticing the uncertainty in our surroundings,

acknowledging strengths and shortcomings of human knowledge and understanding as we design our institutions. An argument puts forward is that “poor enforcement of the rule of law, corruption and mismanagement, the absence of civil society, lack of competitive pressure in delivery of public goods and services, and the inefficiency of public sector have all combined to cripple the development process in Africa” (Kumssa, 2004, p. 852).

Another proponent defines good governance as the “exercise of authority through political and institutional processes that are transparent and accountable, and encourage public participation”, notes the UN (2007, p. 2). In essence, good governance endorses human rights and economic rights in government as it advocates for inclusion in law-making and policymaking, accountability and transparency of elected and appointed officials and development programme beneficiaries.

2.3 Development Programmes

In pursuit of defining development programmes, the Role of Public Administration in the Management Programmes (1995, p. 2) emphasizes that it has forward-looking plans for improving the social and economic well-being of the country and its people. Development programmes are usually multi-sectoral. For the purpose of sustainability, these programmes require an extensive range of institutions namely: public, Non-Governmental and private sector for their implementation, to mention a few**.** In developed and developing countries, development programmes are “mechanisms of public policy and intermediaries between the beneficiaries at the grassroots and national or regional government”, notes Paul (1983, p.12).

Development programmes are designed to provide for the three spheres of government, namely national, regional and local needs. Also, they are not limited to providing for development fundamentals, such as infrastructure, capacity building issues, human resource development, as well as basic needs, namely education, health and shelter. Substantial amounts of money have been spent by government, local and international donor agencies in a variety of developmental programmes mainly in developing countries; however, performance, ownership, possibility and sustainability of many of them remain a

challenge. A suggestion for a successful governance looks at “a host-country government with adequate capacity in all aspects of managing development: macro-planning, fiscal management, programme design, project execution, budgeting, financial control review and evaluation, accountability reporting, and, in the substantive areas, specific technical know-how”, relates the Role of Public Administration in the Management of Development Programmes (1995, p. 2).

Several challenges observed by Paul (1983, p. 1&2) in development programmes are mainly:

- Management has been identified as a neglected factor;
- Little knowledge exists on how to organise and manage development programmes;
- Traditionally, the focus has been on the technology and economics of programmes, not on their management. The bureaucrats and managers of programmes were left to improvise and muddle through; and
- Lack of qualified administrative and management personnel in the public service has been, and still is, a critical factor impeding the success of development programmes” (Role of Public Administration in Management in Development Programmes, 1995, p. 14).

In order to remedy development programmes challenges, Paul (1983, p. 2) suggests that strategic management is the key. He defines strategic management to be an “inter-related set of top management interventions which create the framework within which operational decisions and actions are taken to accomplish the goals of the development programme” (ibid). This strategic management structural approach proposes that managers, administrative heads of ministries, policy makers and others pay exceptional attention to four main influences on the performance. According to Paul (1983, p. 39), performance of a development programme improves when there is “congruence among environment, strategy, structure and processes”. Failing which, the performance of development programmes will suffer.

Development programme scopes are a process and there are not a 'one size fits all'. For example in India they "formulated and publicised a series of 'five years plans, in Nigeria they adopted six-year plans, whereas many others Asian and African countries have three and four-year plans" acknowledges Paul (1983, p. 5). As such, some of the development programmes in MCLM targeting unemployed and out of school youth have a three-year plan. These MCLM development programmes are discussed in the next sub-theme.

Access to education and skills development is very important to aid development, even in rural communities. Equally, MCLM understands that educated and skilled people will fast-track development involvement. This interest was also motivated by a study conducted in MCLM which revealed that "most rural settlements do not have access to suitable education facilities, there is an opportunity to develop technical skills that will support both the primary and tertiary agricultural sectors, tourism and manufacturing industries" (CRDS and Implementation Plan for Mogale City Report, 2012, p. 25).

Consequently, for the purpose of having an impact in the lives of the youth, it is vital to examine three defining characteristics of youth development programmes. These features consist of "programme goals, atmosphere, and activities" note Roth and Brooks-Gunn, (2003, p. 94). By considering the above three features, it means that the intervention has taken into consideration the kind of outcomes to be achieved, a conducive environment that will facilitate learning, the quality of activities facilitated for the purpose of the intervention and its relevance to its recipients, where else a conventional approach suggested that attendance was a good measure of success without evaluating the intended outcomes. This traditional approach presented challenges, among others; it included low levels of youth participation, no sense of ownership and a minimal experiential learning during development programmes.

In the theories of development, "culture, ethnicity, and race are viewed as critical dimensions of growth and development, as they [are] underlying the development of

identity, belief, cognition, and social intervention", note Rodriguez and Morrobel (2004, p. 109). Notwithstanding this important recognition, researchers have commonly avoided examining the contributing factors to low levels of youth participation in development programmes within their investigations and as a focal point of study.

Youth development programmes promotes structured and non-structured activities with an intention to "optimise youth exposure to opportunities and supports that further their development" explain the NRC (2002); Pittman *et al*., (2001) in Roth and Brooks-Gunn, (2003, p.102). Structured programmes may consist of life skills, mentorship, counselling, group planning meetings, specific training, etc. Non-structured programmes may include sports and other activities which are meant for fun. Youth development programmes aim to broaden, build the abilities of the youth and competencies by increasing youth "exposure to supportive and empowering environments where activities create multiple opportunities for a range of skill-building and horizon broadening experiences", relate NRC (2002); Pittman *et al*., (2001) in Roth and Brooks-Gunn (2003, p.102). In order for the development programmes to be realised, countries need to have a budget to cater for financial and human capital.

In SA, the budget is presented to parliament annually by the Minister of Finance, usually in February. The Minister outlines government spending plans for the financial year which runs from 1 April of the current calendar year to March of the following calendar year, and indicates how government proposes to finance its expenditure (Mohr, *et. al* 1995, p. 354). In as much as budget supports growth and social development, it is important to warrant financial sustainability. Accordingly, "The 2012 budget supports the objective while encouraging more efficient and effective use of resources over the medium-term expenditure framework (MTEF) period", notes the Medium Term Expenditure and Division Revenue (2012, p. 107) in Mohr, (1995).

Table 1 Government Expenditure

R Million	2012/2013 Medium-term estimates	2013/ 2014 Medium-term estimates	2014/ 2015 Medium-term estimates
Youth development programmes	R77,8 billion	R73,4 billion	R80,3 billion

Source: Mohr*, et al*. 1995, p. 115

For the purpose of efficiency, there need to be result-based planning for youth development programmes. Further to that, a development programme cost analysis mechanism should be put in place, and be utilised by the stakeholders in order to cut down wasteful expenditure. As it stands "economics is concerned with scarcity. The basic fact of economic life is that there are simply not enough goods and services to satisfy everyone's want"; relate Mohr, *et al* (2012, p. 6). The budget is essentially a reflection of political decisions about how much to spend, what to spend it on and how to finance the spending. The crafters and implementers of youth development programmes have a responsibility to assess programmes outcomes and explore alternative usages of investments if need be.

2.3.1 Youth Development Programmes in MCLM

According to the MCLM Annual Performance Report (2012/13 p. 2), during the period of 2011-2012, MCLM rendered four youth development projects namely: i). Life skills; ii) Capacity building for youth NGO's; and iii). Skills development; and, iv). Youth Imbizo. Moreover, the Youth Desk Coordinator established a Youth Desk Stakeholder Forum where groups of similar interests share experiences and seeks pathways in improving the status quo. Attempts made by the Youth Desk Office to register cooperatives in MCLM and SMME's to put them in the municipal database for arising business opportunities have not shown much success either. On the bright side, the MCLM annual arts and culture events have been successful in terms of youth attendance and participation. During this event, youth groups display talent such as entrepreneurship, scholarship, business employment activities, poetry, music and dance. A question to be asked is whether the MCLM will need

do things differently, especially in implementing the economic programmes in order to attract youth and encourage them to take ownership of these opportunities. The office of the executive mayor in MCLM regards participation of youth in development programmes as a significant focus on social development (MCLM - IDP 2013/14, p. 33-35).

Accordingly, this office is supporting the following programmes as presented in the table:

Table 2 Youth Programmes in MCLM

Period	Programme	Budget
2012-2014	Annual Township Arts Festival	R100 000
2012-2014	Establishment of Youth Cooperatives	R200 000
Annual	Executive Mayor Bursary Scheme	R3 million
Annual	Learneship Programme	No budget
Annual	Mogale City Lindi Nzondo Memorial Games	R100 million
Annual	Mogale City Career Expo	R50 000-
2009-2014	Public Private Skills Development Programme	R5000 (once off launch)
2011-2013	Public Safety	R16 000
2012-2013	Ward Games	R234 000
2007	Young positive living ambassador programme	No budget
2012-2012	Overall Youth Development Programmes	R4 million
2011-2014	Youth Business Networking Sessions	R150 000
2007-2014	Youth Forums	No budget

Source: MCLM IDP 2013/14, 5 Year Integrated Development Plan 2011-16: 34&35

The Gauteng Department of Economic Development successfully initiated a project called Tourism Safety Monitors project targeting age group of 30-35 ages with stipends for the participants. This is a 3 year project with a 2010-2013 cycle. The objective of the project is to initiate a community project to employ tourism, safety and liaison officers in the COH WHS. The project involves training, employing and equipping tourism, safety and liaison officers with skills, in partnership with the SAPS. According to the Mogale City RDS (2012, p. 30-33), the project kills two birds with one stone in MCLM. First, areas with ballooning informal settlements have the highest crime statistics and are not spared from the national challenge of crime. In order to combat and alleviate crime, the community and SAPS are

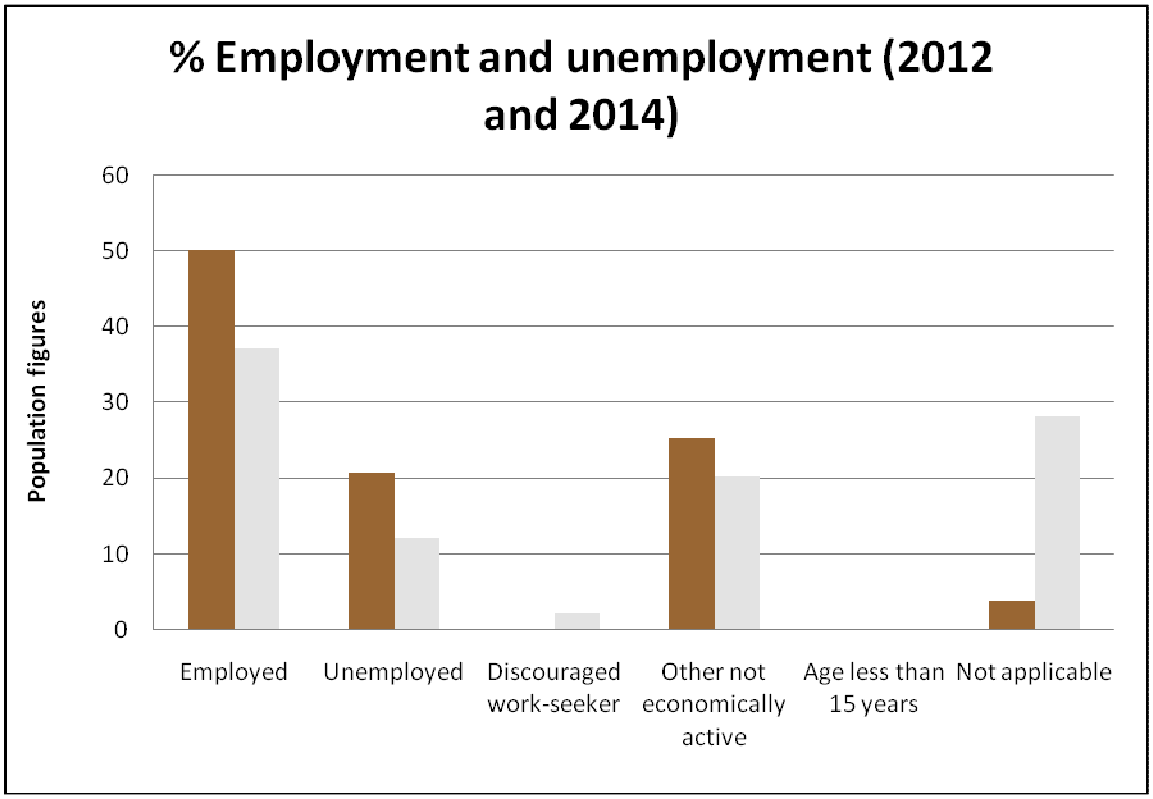
required to work together. Second, this intervention gives the youth work experience and improves their employability. Additionally, some of the young people join the SAPS reservists programme at a later stage and get permanent jobs within the SAPS when opportunities arise (Mogale City RDS, 2012, p. 30-33).

2.4 Participation

Participation is “an intentional comprehensive approach that provides space, opportunities and support for young people to maximise their individual and collective creative energies for personal development as well as development of the broader society of which they are integral part” defines the NYP (2009-2014). When young people are partners in their development processes, they are able to define their needs and further implement resolutions accordingly. Participation comes with responsibility; therefore the youth needs to understand the standards of operation, and may struggle at the beginning of the programme with time management, responsibility, rules and discipline. Thus, some youth development programmes focus on mentorship and supervision to ensure that there is sharing of skills during the learning process. Moreover, “working proactively to form meaningful partnerships with young people, duty bearers can make the type of enduring, long-term investment that fosters social cohesion, and reduces economic and political volatility”, (UN Programme on Youth, 2011, p.7).

Proponents of this assertion (participation) see youth as community builders and competent citizens. These proponents encourage the notion that young people are seen as growth engines rather than problems to be addressed (Dr Mamphela Ramphele cited in UN Programme on Youth, 2011, p. 8). It is crucial that the youth is “viewed as a partner in development and fellow leaders in the pursuit of their own development in development programmes not just beneficiaries and corporate social responsibility”, notes the United Nations Programme on Youth (2011, p. 6). Likewise, in MCLM the youth desk responsible for coordinating development programmes is in support of this notion, even though it remains a challenge to increase the number of youth participating in development programmes. There is no clear cut reason as to what the impediments are. This research seeks to examine what the contributing factors are to the low level of youth participation in development programmes and further to make relevant recommendations.

Figure 3: MCLM Youth Employment Statistics



Source: Mogale City Local Municipality IDP, 2013/14; 18

Conducive environments for participation provides youth with an opportunity to be innovative and creative. There is a view that in developing countries youth participation is important for maintaining democratic related values such as freedom and justice (Bessant, 2010, p. 389). In fact, full participation implies that the youth take part in youth policy making, program design, intervention of the youth development programmes. Whilst in this process, a sense of ownership for them as recipients is stimulated. This takes into account an "effort by young people to take initiative and organise around policy issues that concern them, by adults to involve them in policy proceedings of public agencies, and adults to work together in interrogational policy partnerships", notes Checkoway (1998) in Checkoway, *et al*, 2005, p. 1150). A study conducted in the USA validates the analysis that as means of participation, "young people have mobilized for civil rights at the national level; for educational reform and youth services at the state level; and for affordable housing and environmental justice at the local level" relate Branch, (1998); Moses and

Cobb (2001); and Ross and Coleman (2000) in Checkoway (2005, p. 1159). In accord, Rahnema (1992, p. 121), cited in Sachs (1992) articulates that “participation is the only way for them to the important moral, humanitarian, social, cultural and economic objectives of a more humane and effective development can be peacefully attained”. About 5% of the youth in MCLM are taking full advantage of the opportunities available to them to acquire skills, get employment and start small businesses. Furthermore, the same group of participants in youth forums include the West Rand Chamber of Commerce. Some of the benefits have been that the active youth also get opportunities to network with the youth from different areas, and draw lessons. The question remains, how can MCLM increase the number of active youth members in order to have a greater impact?

Participation is a process through which interpretation of development can be classified in two discrete development areas (Tlakula, 2009, p.9 cited in UNDP, 1997, p. 5). The distinctions between these are neither precise nor commonly restricted, but they do characterize two different purposes and approaches to promoting participatory development. The two separate ways of participation are: participation as a means as well as participation as an end.

> Tlakula (2009, p. 9) cited in UNDP (1997, p. 5) defines participation as a ‘means’ because it is a:
>
> “Process whereby local people cooperate or collaborate with externally introduced development programmers or projects. In this way participation becomes the means whereby such initiatives can be more effectively implemented. People’s participation is sponsored by an external agency and it is seen as a technique to support the progress of a programme or project. The term participatory development is more commonly used to describe this approach and it implies externally designed development activities implemented in a participatory manner. This approach would appear to be quite widespread and essentially promotes participation as a means of ensuring the successful outcome of the activities undertaken”.

Conversely, participation as an 'end' is considered as: (Tlakula, 2009, p. 9 cited in UNDP, 1997, p. 5)

> *"*A goal in itself. This can be expressed as the empowering of people in terms of their acquiring the skills, knowledge and experience to take greater responsibility for their development. People's poverty can be explained in terms of their exclusion and lack of access to and control of the resources, which they need to sustain and improve their lives. Participation is an instrument of change and it can help to break that exclusion and to provide poor people with the basis for their more direct involvement in development initiatives".

The underdeveloped and developed regions share a view that young people are capable; they advocate for youth-led initiative and youth participation. In 2000, leaders of 189 countries met at the United Nations in New York and endorsed the Millennium Declaration, called the MDG; and out of the eight goals that were set, one says 'develop a partnership for development' (The Millennium Development Goals Report, 2013). It is on this premise that UNESCO realised the MDG principles and other key documents; and has identified "youth participation in media as a key strategy that needs to be strengthened at various levels – local, national, and international", explains Asthana (2006, p. 4). These development programmes are reported to be sustainable. In order for these programmes to materialise and succeed; resources are needed. That is why the UN-HABITAT has set up the Youth Opportunity Fund to support youth-led development in a concrete manner (UN Programme on Youth, 2011, p. 10). The Business Development Enterprise office has been able to facilitate the establishment of a few cooperatives and small businesses which are youth owned. Interventions are also made in local high schools as an early intervention in order to encourage participation of youth in sports, arts and culture. An increase in the number of facilitators could help reach more youth which would aid increase the level of youth participation.

This participatory development approach takes into consideration factors of full participation and decision making of the youth, and ownership and sustainability is likely to

be realised. Success of these sustainable groups include: “Trendsetters in Zambia, Young Journalists Groups in Vietnam and Timoun at Madya in Haiti” reports Asthana (2006, p.13).UNESCO established for the youth to write about themselves and the social media around them by producing magazines and newspapers (Asthana, 2006, p.12). According to Asthana (2006, p.12), these writing processes create a “sense of identity and self-expression to the youth which takes many forms – personal, public, social, and creative – and engenders dialogue and participation”. Other countries that have adopted youth media innovative approaches and strategies include: Mozambique, India, Somalia, Ghana, Kyrgzstan, and Mexico. In fact, these platforms have given the youth a chance to discuss matters, including children’s rights, HIV/AIDS in terms of poverty, safe sex practices, substance abuse, social development, homelessness, sustainable developments, education, equal participation, media responsibility (Asthana, 2006, p. 12).

These processes allow the youth to be active rather than being passive users. The reality is that the one-size-fits all approach is not suitable as youth development needs differ according to ethnicity and capabilities. Unlike their predecessors, the present generation of young people live in an increasingly globalizing world that is being transformed by a wide range of technological innovations. But then again, if these processes are not participatory in nature, low levels of participation will be experienced and that means less youth participating in the economic and social activities. MCLM is still faced with a majority of passive and despondent youth, as a result of disappointment, delay in the implementation of some development programmes and ignorance, whereas if young people are involved in crafting, implementation and evaluation of development programmes; more will be achieved. “Despite these major developments, it is a world that still faces deep socio-economic disparities across various regions. Still, the contemporary developments may hold a promise for creating opportunities in alleviating the inequities”, argues Asthana (2006, p. 7). The media platform has provided youth with networking opportunities, such that there is sharing of skills in the process. For example, a success is noted about “Young Journalists Group’s focus on environment that has opened up numerous opportunities in the form of civic engagement and participation involving local officials, governmental leaders, and social workers...the members of the group offer an interesting participatory

development model not only for other children, but also for the adult-world" (Asthana, 2006, p.13).

Likewise, SA recognises the contributions young people make to our society and build upon the imagination, energy, vibrancy and talents of all young women and men (Asthana, 2006, p. 13). MCLM consists of a vibrant youth with lots of skills and talent which needs an aggressive approach in order to be nurtured and utilised. It is suggested that the existing interventions and future interventions are formalised and progress is monitored in order to measure successes and failures. Some of these interventions may be led by the youth themselves, under the supervision of development programmes implementers and mentors.

In support of a holistic approach to youth participation in development programmes**,** Checkoway (2010, p. 341-344) sums up the following propositions:

- Youth Participation is a right protected by the Convention on the Rights of the Child
- Youth participation is a process of involving young people in the institutions that affect their lives
- Youth participation refers to the active engagement and real influence of young people, not to their passive presence or token in adult agencies
- Youth participation assumes that young people are competent citizens, rather than passive recipients of services
- Participation has various objectives, outcomes and assessment criteria
- Participants have several strategies.

2.5 Engagement of Stakeholders

By definition "a stakeholder is any individual or group who can affect or is affected by the actions, decisions, policies, practices, or goals of the organisation" (Friedman & McKaiser, 2010, p. 25). Youth development programmes require active engagement of different stakeholders, to mention a few: government, civil society, private sector, youth, policy makers, etc. The engagements are essential at an operational level to successfully

execute intended youth development programmes. Engaging young people is not a responsibility of governments alone, nor should it "connote that the myriad benefits of increased youth participation can only be reaped at the national level. The private sector, for one, not only has an important role to play in this process, but it also stands to gain amply through it", cites the UN Programme on Youth (2011, p. 3). From an economic point of view, the youth is an important stakeholder for business. It represents customers, future customers, trend-setters and employees who are actively involved in the economic activities.

According to the UN Programme on Youth (2011, p. 7, 8, and 11), for young people to actively participate in the economy, the followings should be considered:

- Fostering their entrepreneurship and business skills is critical to global development, engaging young people towards this end might include provision of education, mentoring, financing and encouragement;
- Companies have a vested economic interest in ensuring that their young workers and consumers are healthy, skilled, well-educated and creative; strengthen their public image;
- Encouraging constructive participation across different segments of society is a necessary step towards ensuring the growth and sustainability of a country's business operations and general macroeconomic environment; and
- Mentoring programmes, transferring know how and expertise to gain experiences.

An assertion made by the UN Programme on Youth (2011, p. 9) about the youth in the development programmes is that: in the fields of such as arts, science and politics the youth are considered an asset. Young people have begun to set the standards of excellence and they are making tremendous contributions to global development. One of a successful story reported in Zambia involves training of youth and investing in financial literacy, consequently this will increase their market literacy. A Zambian leading bank, "Zanaco, is now investing in financial literacy training to develop a more informed and financially literate customer base", reports the UN Programme on Youth (2011, p.12). It is

evident that there is a global commitment to improve youth participation and youth programmes have evolved for the better because different platforms are created for young people to improve their well-being.

Similarly in MCLM, youth are encouraged to form cooperatives and to start small business enterprises. Youth is also given training to acquire technical skills which matches with what the labour market wants. Notably, the active youth in MCLM is a minority and it happens to be the same people with a desire to be empowered. It is recommended that strategies to attract a majority of youth are put in place so as to increase the level of youth participation and involvement in development programmes in MCLM.

This is also evident in the work of Victorian, cited in Bessant (2010, p. 391). The argument is that participation:

> "Recognises that the participation of a diverse range of young people encourages community connectedness and promotes the unique perspective and needs of young people. The Government also declares itself committed to valuing the contribution of young people, to hearing their views and providing them with genuine opportunities for involvement".

On the contrary, "Underinvestment in young people's human capital development leads directly to the replication of socio-economic inequalities, which almost always extend to adulthood. This extreme is as a result of social and economic exclusion of youth from development programmes. Yet again, when youth potential goes underutilised, it can become quite costly, not only for the individuals but for society", states the UN Programme on Youth (2011, p. 8). A question to be asked is: what are some of the contributing factors to the low level of youth participation in development programmes in MCLM. In underdeveloped countries where low level of youth participation is observed, possible higher crime rates is observed, social unrest and political instability compromise the wider economic environment thereof. Patterns observed in MCLM include substance abuse; the number of the youth in conflict with the law is escalating, truancy and teenage pregnancy.

Energy of the youth is used in negative activities as opposed to the activities that may empower and equip them with life skills, business skills and employment readiness.

For example, in Latin America, “50% of the regions unemployed populations, which presents the possibility for increased violence, and possess potential threat to the democratic values that have recently taken root”, explains the UN Programme on Youth (2011, p. 38). Equally, there has been a high demand of diversion (rehabilitation) programmes in MCLM. The number of diversion orders received from the DoJ&CD presents a decrease and this is currently under investigation; since there were 16 462 in 2010/2011, declined to 9 192 during 2011/2012 financial year and total number of charges against children was 75 435 in 2010/11 and declined to 57 592 (DoJ&CD 2nd Annual Report, 2011-2012, p. 35&41). Diversion is a rehabilitation programme designed for youth in conflict with the law. If the youth comply with the requirements of the programme, their cases are dropped and they will have no criminal records against them.

In the past few years, the non-Governmental institutions and other youth development advocates have introduced peer education. Peer education has added value in terms of attracting youth to come on board as they take the lead in their development programmes. According to the UN Programme on Youth (2011, p.18), these innovations included an MTV EXIT project which aims at:

- To not only educate youth across the world with cutting-edge, informative programming and events, but also to inspire and encourage them to take action in their communities to fight human trafficking; and
- To build a movement of young people armed with the information and awareness necessary to protect themselves and to contribute to changing public understanding and opinion about trafficking and victims of trafficking.

Stakeholder engagements are a source of partnership and solidarity for development programmes implementation. During these engagements, national and international platforms are created for (change agents) individuals and groups to share experiences in

the field of youth participation and development programmes. Resolutions taken from these platforms ought to be implemented by individuals and organisations in their countries and regions. As such, sound partnerships are formed for the purpose of sharing roles and responsibilities to execute set resolutions. ”Partnership is a voluntary and collaborative relationship between various parties, both public and non-public, in which all participants agree to work together to achieve a common purpose, undertake a specific task and, as mutually agreed, to share risks and responsibilities, resources and benefits” according to the UN (2006) in UN Programme on Youth (2011, .p.6). The analysis is that these processes seek to strengthen youth participation at all levels through cooperation among various stakeholders, for the purpose of increasing the level of youth participation in development programmes, as well as highlighting the role of youth as agents of their own development. An idea of a Stakeholder Forum was put on the table in 2009, to ensure that stakeholders with a similar interest in youth development have a platform to share ideas to strengthen their involvement. The idea has taken a while to get shape thus the involvement of stakeholders happens in ad hoc manner and it is distorted. At the beginning of March 2014, one of the officials took responsibility to establish the Stakeholder Forum, and to facilitate its existence and its structure so that it executes the mandate of strengthening youth development programmes in MCLM.

2.6 Conclusion

Development programmes should be shaped by the needs of the youth rather than being imposed on the youth. As such, a blanket approach is not ideal. There is no precise definition of development, but this concept is grounded by the notion that facilitating a process whereby the livelihood of young people is improved, and they are also role-players in these processes. The literature demonstrates that the youth development programmes promote structured and non-structured activities with the intention to “optimise youth exposure to opportunities and supports that further their development”, explain the NRC (2002); Pittman, *et al*. (2001) in Roth and Brooks-Gunn, (2003, p.102). The literature also reveals that “when adults view young people as ‘trouble and troubling’ and youth accept these adult conceptions, this weakens rather than strengthens the roles of young people” acknowledges Finn (2001); Finn and Checkoway (1998); Irby (1999);

Kurth-Schai (1988); Pittman and Flemming (1991) cited in Checkoway, *et al.* (2005, .p. 1151).

The literature that has been reviewed reveals that a participatory development approach is gaining popularity because young people get to take the lead and participate in their own development programmes. However, participation comes with responsibility; therefore youth need to understand standards of operation, and may struggle at the beginning of the programme with time management, responsibility, rules and discipline. The idea of stakeholders becomes imperative because stakeholder engagements are a source of partnership and solidarity for development programmes implementation. According to Friedman and McKaiser (2010, p. 25), a stakeholder is any individual or group who can "affect or is affected by the actions, decisions, policies, practices, or goals of the organisation". Crafters and implementers of youth development programmes are encouraged to employ governance to ensure that there is benchmarking conditions for efficient regulation, collective action, make and enforce rules.

In addressing the low level of youth participation in development programmes and other challenges already highlighted in the literature, it is clear that MCLM has not done much to warrant maximum participation of youth in development programmes. This indicates that the crafting and implementation of youth development programmes need to be reviewed. There is also an emphasis that peer education, innovation, partnership and stakeholder engagements positively influence the development programme outcome. In order for the development programmes to be realised, countries need to have a budget to cater for financial and human capital. Due to the scarcity of resources, it is imperative to constantly assess the return on investment in youth development programmes.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the methodology, the tools used (O'Leary, 2007, p. 85). A research methodology framework is "a discipline whose function is to examine the underlying rationale for the methods which produce valid knowledge" as defined by Clough and Nutbrown, (2006, p. xii). This section discusses: a). Research Questions; b). Significance of the Study; c). Limitations of the Study; d). Research Paradigm; and e). Sampling/Data Gathering. Furthermore, two theories of youth development programmes namely, Positive Youth Development Theory and Social Capital Theory are discussed.

The aim of the research is to investigate the effects of youth participation in the youth development programmes offered by MCLM in SA in the period of 2012-2014. The research uses a qualitative research approach and semi-structured interviews.

3.2 Research Questions

The research was guided by the following questions:

Primary question

3.3.1 What is the level of youth participation at the MCLM in the period 2012-2014?

Secondary question

3.2.2 What are the factors contributing to a low level of youth participation in development programmes?

3.3 Research Paradigm

A qualitative research approach, based on semi-structured interviews with selected respondents, scholarly literature, and review of available documents were used as data collection techniques. "Qualitative research is an effort to understand situations in their

situations and uniqueness as part of a particular context and their interactions there", notes Patton (1985, p. 1) in Merriam (2009, p.14). Qualitative researchers are interested in how people understand and interpret their experiences, and how they construct their worlds (ibid). The chosen approach consequently provided the researcher with a platform to express the descriptive findings, which was informed by the words of the participants and the above mentioned sources of data.

An inductive process was employed in order to arrive at the practices contributing to the MCLM low level of youth participation in the development programmes. The chosen qualitative method aided the gathering of data in order to construct theories and propositions, so as to understand traditional aspects under this study. "An inductive strategy of linking data and theory is typically associated with a qualitative research approach", notes Bryan (2012, p.27). This study also "provide the reader with a depiction in enough detail to show that the author's conclusion makes sense", explains Firestone (1987, p.19) in Merriam (2009, p. 210).

3.4 Research Design

This research advocated a qualitative approach methodology and employed a case study research design. "A case study is empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and contexts are not clear evident", notes Yin (1994, p.13). The selected design provided the researcher with an opportunity to be comprehensive by obtaining peoples' views regarding their understanding of the existing programmes and the level of youth participation in MCLM development programmes. Moreover, the utilisation of a case study was guided by the research predicament and the questions of the study. By desirable quality, this study was descriptive as the researcher gives detailed and thorough analysis of a single case of MCLM (Bryman, 2012, p. 66).

The triangulation technique which warrants validity was utilized through interviews, literature and available reports documentation. "Triangulation entails using more than one method or source of data in the study of social phenomena…an approach that uses multiple observers, theoretical perspectives, sources of data, and methodologies; but the

emphasis has tended to be on the methods of investigation and sources of data" states Bryman (2012. p. 392). The chosen process aided the gathering of data in order to construct theories and propositions, so as to understand the tradition facet under this study. The data collected was analysed using thematic analysis of interview contents, which will be dealt with in the next chapter.

3.5 Sampling /Data Gathering

"Data collection is guided by theoretical sampling in which the analyst jointly collects, codes, and analyses…data and decides what data to collect next and where to find them, in order to develop…theory at is emerges" explain Glaser and Strauss (1967, p. 45) cited in Merriam (2009, p. 30). The sampling cross-representation frame consists of five MCLM officials and twenty youth community members. "Purposeful sampling is based on the assumption that the investigator wanted to discover, understand, and gain insight and therefore must select a sample from which the most can be learned", explains Merriam (2009, p.76). In agreement Bryman (2012, p. 418) explains that "the goal of a purposeful data is to sample cases/participants in a strategic way so that, those sampled are relevant to the research questions that are being posed…and the researcher chose it 'by virtue of its accessibility", The primary and secondary data was collected as such.

3.5.1 Primary Data

Semi-structured face-to-face interviews were a source of primary data. The interviewees consisted of five MCLM officials and twenty youth community members. The fifth MCLM official reported to have a personal emergency to attend to on the day of the interviews. The MCLM official therefore requested the researcher to email the questionnaire. All the questions were responded to, including follow-up questions for clarity and elaboration. "The interview is a conversation that has a structure and a purpose determined by one party – the interviewer...and becomes a careful questioning and listening approach with the purpose of obtaining thorough tested knowledge", defines Kvale (2011, p. 7).

3.5.2 Secondary Data

Reports documents were made available by the MCLM official as well as the Youth Desk Unit, in the office of the Executive Mayor. Readings were provided by literature and journals guiding this research. Furthermore, readily available research information was accessible to the researcher for the purpose of collecting data.

3.6 Positive Youth Development Theory Experiences

Positive youth development is interchangeably used with participatory development. This theory has actually advanced over the last decade (Damon, 2004; Eccles & Gootman, 2002; Learner, 2005 in Balsano, *et al.,* 2009, p. 250). What separates this theory from other theories is the high level of involvement of service providers, parents, the society and the youth in question from the conception of the intervention. The proponents of this theory present the five key features from which the key hypothesis will be derived and they are: “competence, confidence, connection, character and caring”, (Damon, 2004; Eccles & Gootman, 2002; Learner: 2005, in Balsano, *et,* al*.,* 2009, p. 250). The above mentioned features are reached when the strength of youth are in agreement with appropriate resources (ibid). Success of this premise in youth development programmes is sustained by the condition that “If they are able to select healthy, valued goals, to optimize the presence of resources or use strategies to attain the means needed to reach these goals, and to compensate when goals are blocked or when optimization strategies fail” (Gestsdottir & Lerner, 2007 in Balsano, et *al.* 2009: 250). This approach promotes youth participation in development programmes and therefore results to the youth engaging with different role-players and furthermore instils youth ownership in the process. As such, Positive Youth Development Theory is a process that requires time and resources to make it work. However, ‘quick fix’ techniques employed by MCLM have the predisposition to remedy the symptoms leading to low levels of youth participation rather than addressing the root causes leading to the low levels of youth participation in development programmes.

The Youth Desk Unit at MCLM has over the past few years developed a sound relationship with the surrounding schools, parents, NGOs, CBOs, FBOs and communities at large in the quest to improve participation of youth in the development programmes. Noticeably,

low level of youth participation remains a challenge even though there are multiplicities of development programmes. Youth participation has presented success in relation to 'arts and culture' events and little progress is reported regarding economic development initiatives by means of registering cooperatives and registering SMMEs.

The execution of this presumption underpins "positive and sustained adult-youth relations, activities that build life skills, and opportunities for youth participation in and leadership of values community activities interprets positive youth development to be" (Roth & Brooks-Gun: 2003b in Balsano, *et* al*.,* 2009, p. 250). The positive youth programmes are constructed by a theory of change where paradigm shift is observed as the youth experience self-discovery. This has reference to the youth participation success of the "American club the Big Brother/Sister, YMCA, and 'Boy and Girl Scouts' and structured activities that do not have explicit, positive youth development driven theory of change" (Balsano, et al., 2009, p. 251). In light of the above concepts analysis, the researcher raises a question whether there is a correlation between MCLM youth 'staying power' in establishing cooperatives and registration of SMMEs. What could be some of the contributing factors to the low level of youth participation in their development programmes?

3.7 Social Capital Theory Experiences

This concept "focuses attention on the positive consequences of sociability while putting aside its less attractive feature…it places those positive consequences in the framework of a broader discussion of capital and calls attention to how monetary forms can be important sources of power and influence, like the size of one's stock holdings and bank account" (Portes, 1998, p.1). Social Capital is also defined as the "norms and social structures of society that enable people to coordinate actions and to achieve desired goals", (Molina-Morales & Martine-Fernandez, 2010 in Sefalafala, 2012, p. 41). Moreover, Portes (1998, p. 10) has demonstrated through the impact of community stakeholders [police, parents, teachers, and others] that social players can have positive impact on results of community projects. According to Venter, Urban and Rwigema (2008), in Sefalafala (2012, p. 46), Social Capital Theory 'explains the ability of actors to extract benefits from their social

structures, networks and memberships and can be used to supplement the effects of education, experience and financial capital".

This approach exhibits collaboration of role-players ensuring re-enforcement of particular principles and values intended to be inculcated in the youth for their own development. Developmental initiatives are likely to be sustainable when there is a sense of ownership, full participation and outlined roles and responsibilities amongst role-players. Moreover, the involvement of the youth should also be made a priority. Otherwise, even if the intended interventions are as good as they may seem, without the buy-in of the youth, success is not definite.

The popularity of social capital theory has been observed in different countries and positive outcomes are reported. Scholars give an examples of a process of the tightly knit Vietnamese of Orleans whereby "Both parents and children are constantly observed as under a 'Vietnamese microscope. If a child flunks out or drops out of school, or if a boy falls into a gang or a girl becomes pregnant without getting married, he or she brings shame not only to himself or herself but to her family" (Zhou & Bankston, 1996, p. 207). This approach is also successful in East Germany", relate Hagan *et al.* (1995) in Portes (1998, p.10). Parental and societal involvement is consequently a focal point, in accordance with the African saying that 'it takes a village to raise a child'. Significantly, the communal culture is practised by the youth, who are aware that they have a responsibility to account to the elders of the society, on whom they can in turn also rely. Social Capital Theory is reported to have given birth to benefits such as "trust, networks, civil society, and the like, which have been associated with social capital, are all epiphenomenal, arising as a result of social capital but not constituting social capital" (Fukuyama, 2001, p.7).

For the past six years, Mogale City has been successfully hosting youth festivals where youth groups compete in different arts and culture genres such as dance, poetry and drama. However, the facilitation of the youth groups to formally register their "art" shows little success. An observation made by the Youth Desk Ministry is that the youth is not receptive and therefore it was challenging to persist. Alternatively, some youth groups were under the impression that even if they register as formal entertainers, they will still be

overlooked as they believed that there is favouritism. There is also an argument that social capital differs from other forms of capital because it leads to bad results like hate groups or inherited bureaucracies, as mentioned by Fukuyama (2001, p.8). In other words, social capital is a learned behaviour. An example of a dispute presented in the literature is that "Japan's deployment of an economic planning agency with enormous power over credit allocation did lead to the same level of rent-seeking and outright corruption that comparable agencies brought about in Latin America or Africa or indeed would bring about in the USA were it to follow Japan's example" (Chalmers Johnson cited in Fukunyana, 2001, p.8).

The social capital theory presents more advantages then disadvantages. However, the perceived disadvantages will present a negative bearing in dividing youth and creating hostility amongst themselves which may lead to unhealthy competition and possibly low youth participation. In light of the above synthesis; MCLM is in a similar state of trying to provide effective youth programmes and the outcome is such that some youth groups are more adept than others in responding to Social Capital Theory initiatives.

3.8 Data Analysis

Data analysis takes place during the period in which the research is being conducted, as this is a qualitative study (Neuman, 2006, p. 383). According to Creswell and Clark (2007, p. 13), the process of data analysis consists of "examining the database to address the research questions or hypothesis". "Qualitative research is an effort to understand situations in their situations and uniqueness as part of a particular context and their interactions there", notes Patton (1985, p.1) in Merriam (2009, p.14). This approach was chosen because "qualitative researchers are interested in how people interpret their experiences, how they construct their worlds, what meaning they attribute to their experiences" (ibid).

Literature presents grounded theory to be "only one of numerous accepted qualitative, naturalistic, interpretive methods" (Wilson & Hutchinson, 1996, p. 1). The significance of grounded theory to this project is that its supposition gave the researcher a perception and

ability “to justify what makes something count as knowledge” (Moore, 2009, p.1). “Grounded theory refers to ‘the discovery of theory from data systematically obtained from social research”, state Glaser and Strauss (1967, p 2) in Calman (2010, p.2). Data analysis is based on the identified knowledge gap being the low of youth participation and contributing factors in development programmes in MCLM from 2012-2014.

In terms of interpreting the collected data, the researcher uses coding which produces ‘the bones’ of the study, (Charmaz, 2011). Hence, employing this method granted the researcher an opportunity to interpret the collected data and a construction of a theory surfaced from data. Coding means naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data”, explains Charmaz (2011, p.43). Subsequently, ‘patterns, convergence and divergence are interpreted” and new themes can be derived (Merriam, 2009, p. 200). The possible themes are:

- Inadequate participation of the youth in the development programmes
- Youth participation pull and push factors
- Little significance of the development programmes
- Lack of youth mentorship
- Minimal returns for the money invested in the development programmes

3.9 Significance of the Research

The outcome of the study will be informative to policy makers in relation to youth participation in development programmes. The findings of this study will equip youth development programmes implementers with knowledge towards advancing their prospects regarding youth development crafting, implementing and evaluation. Finally, the research will enhance youth development practices in order to deliver effective youth development programmes.

3.10 Limitations of the Research

The respondents were the crafters and key drivers of youth development programmes in the MCLM but that did not impose biasness as the researcher gave the respondents confidentiality of the information that they provided. A relaxed atmosphere for the respondents to freely provide information was created by the skilful researcher (Kahn & Connell, 1975, in Moursund, 1973). The respondents were carefully chosen and the researcher made them aware of their contribution to this project in order for them to be cooperative and to obtain positive interaction. Open-ended questions were employed for a greater variety of responses from the respondents. Even though open-ended questions are complex to analyse statistically because the data must be coded or reduced in some manner; the researcher ensured that coding principles were adhered to (Bryman, 2012, p. 248).

3.11 Ethics

The researcher conducted “the investigation in an ethical manner”, (Merriam, 2009, p 209). As far as this study is concerned the participants were adults, they participated voluntarily and informed consent was obtained by the researcher. The researcher did not anticipate any ethical issues, as this project did not deal with vulnerable groups in the society. The researcher also abided by the University of the Witwatersrand code of ethics, and this additionally strengthened the groundwork of the research project.

3.12 Data Validation

The researcher collected data. “Validity is a concern with the integrity of the conclusions that are generated from a piece of research” notes Bryman (2012, p. 717). The validity and accuracy was facilitated by the consistency of the data from the literature; the respondents and the documentation made available. Triangulation techniques which warrant validity were obtained through interviews, literature and available reports documentation. “Triangulation entails using more than one method or source of data in the study of social phenomena…an approach that uses ‘multiple observers, theoretical perspectives, sources of data, and methodologies; but the emphasis has tended to be on the methods of investigation and sources of data” ,states (Bryman, 2012, p. 392). Triangulation is by far the most popular strategy to warrant validity. The researcher “conducted the investigation

in an ethical manner", (Merriam, 2009, p. 209). As far as this study is concerned the participants are adults, they participated voluntarily and informed consents were obtained by the researcher.

CHAPTER 4

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter discusses the findings and analyses the data collected on assessing the low level of youth in the development programmes in MCLM. Analysis of data happens collectively with other research methods such as literature review and data collection, as described by Neuman (2006, p. 460). The discussion of the findings allows the researcher to find out what is in the data that is reflected in the literature and vice versa.

To begin with, the chapter provides the themes that structured the analysis. Second, a summary of the findings is presented. Third, the research findings from the interviews held with the research respondents are presented, as highlighted in Chapter 3. Finally, the chapter is concluded based on research respondents who participated in the study with regards to ascertaining the level of youth participation in MCLM.

4.2 Research Findings

4.2.1 Themes

In order to ascertain the level of youth participation in MCLM, the researcher conducted semi-structured interviews. The respondents consisted of five MCLM officials and twenty MCLM community youth.

The researcher used thematic analysis, to come up with themes. Thematic analysis is an approach frequently used by the researchers to analyse qualitative data (Brymam, 2012, p. 578). The researcher has come up with at least five themes that are of particular importance in constituting participation of youth in development programmes in MCLM. Themes provided the researcher with “the basis for a theoretical understanding of his or her data that can make a theoretical contribution to the literature relating to the research focus” (Bryman, 2012, p 580). These themes have been outlined in the literature review (chapter 2) and in the research methodology (chapter 3). The themes are: youth

participation, youth pull and push participation factors, youth mentorship, development programmes significance and return on investment in the development programmes.

4.2.2 Research Findings Summary

I. There is low level of youth participation in the development programmes in MCLM due to the fragmented nature of the coordinated programmes.

II. The minority of active youth is driven by their aspiration to seek better prospects for their personal entrepreneurial development, whereas the majority of inactive youth has a sense of despondency due to non-delivery and political exclusion in MCLM.

III. There is a disconnection between what development programmes are in MCLM, and what youth needs, because they are not involved in the conceptualisation of the same.

IV. There is lack of peer education and mentorship incorporated into the development programmes in MCLM, so as to give guidance and morale support to the youth.

V. MCLM do not get the returns for money invested in the development programmes because there is lack of accountability.

4.2.3 Youth Participation

One respondent reported that there is high level of youth participation in the development programmes in MCLM, and the youth are driving their programmes. A respondent's personal experience is that:

Youth participation is overwhelming, it is not own by the municipality, we have got projects that are youth owned, they assist young people, and young people also assist themselves (Respondent 2, personal interview, 08 August 2014).

Another respondent reported that youth participation in MCLM is currently sitting at 50% and therefore that meets their objective. A respondent stated that:

There is a room for improvement. In fact, the Business Development Enterprise Unit is embarking on a strategy of taking service delivery to the people, including youth development programmes (Respondent 1, personal interview, 08 August 2014).

A few respondents remarked that the youth is actively participating in development programmes although this is limited to the same group of people. Also, there is no mechanism to attract those that are not active. The respondents reported that:

> ***There has been positive action taken by from various action groups like Kagiso Anti-torture Community Group which is a project that deals with identifying community tortured victims. Many youth in my ward have also entered politics and participating in community dialogues from substance abuse to social cohesion dialogues (Respondent 10, personal interview, 28 August 2014).***

> ***Involvement is there only for people who have always been there; nothing is done to requite new and upcoming youth (Respondent 21, personal interview, 07 September 2014).***

> ***Participation of youth in development programmes in MCLM is 40 percent and it's due to the ignorance amongst youth. Youth need to be revived (Respondents16, 17, 19 & 22, personal interview, 07 September 2014).***

The majority of the respondents reported that there is a decline in youth participation in the development programmes because these are not coordinated harmoniously. They commented that:

> ***There was and still is still limited participation of youth in MCLM due to the fragmented nature of the youth co-ordinated programmes, as is run from the youth desk in the Executive Mayor's office and also in the Department of Social Development (Respondent 5, questionnaire interview, 26 August 2014).***

> ***In the past we used to have a high level of youth participation in development programmes. In the last two years we have had a serious***

problem; the youth sector meeting didn't sit for instance. Youth participation has been very low relative to what I am used to in the past, before 2010. We had a lot of meetings, where youth would come in and sit; at least we had a representation of the youth (Respondent 4, personal interview, 08 August 2014).

Youth attendance is very low because there are no proper communication strategies to disseminate information on these programmes (Respondent 11, personal interview, 28 August 2014).

Another stance by the majority of the respondents was that youth are under a political pressure and influence. By all means they want to please their political leaders. Consequently, they withdraw their participation just to spite the organisers. The respondents reported that:

Youth are faced with political patronage (Respondent 3 & 4, personal interview, 11 August 2014).

Youth lose interest as a result of political influence from their political leaders (Respondent 9, personal interview, 28 August 2014).

4.2.4 Pull and Push Participation Factors

4.2.4.1 Pull Participation Factors (positive factors)

All respondents acknowledged that youth participation used to be significant in MCLM especially before 2010, thereafter it dropped. Positive and negative attributes towards youth participation were conveyed by the respondents.

In light of the above, the majority of the research respondents indicated that a small portion of youth in MCLM is consistent in their participation as they are driven by goals and aspirations that they have in life. Also, they have positive role-models to look up to. The respondents reported that:

It is their (youth) aspiration to seek better prospects for their personal entrepreneurial development (Respondent 5, questionnaire interview, 26 August 2014).

Good role modelling is important (Respondent 1, personal interview, 08 August 2014).

Young people like to lobby their peers, as this type of conduct makes them popular. The respondents reported:

The youth want to lobby (Respondent 5, questionnaire interview, 26 August 2014).

Youth is driven by the urge to facilitate and bring change in the society and taking charge of the future through direct participation (Respondent 9, personal interview, 28 August 2014).

4.2.4.2 Push Participation Factors (negative factors)

Twenty four respondents remarked that in the past two years MCLM has been experiencing youth participation decline in development programmes. A few contributing push factors emerged during this study. To mention the few, the respondents cited lack of understanding of the processes and procedures relating to the MCLM development programmes, disappointments and negative experiences. The respondents remarked:

Youth don't understand the processes of addressing issues with the MCLM (Respondent 3, personal interview, 08 August 2014).

Youth have a sense of despondency (Respondent 5, questionnaire interview, 26 August 2014).

Youth are influenced by negative peer pressure (Respondent 2, questionnaire interview, 08 August 2014).

The majority of the respondents cited that youth do not have staying power. They remarked that:

Youth don't have survival skills to respond to challenges (Respondent 5, questionnaire interview, 26 August 2014).

Youth have lost interest because of service non-delivery and their confidence is down (Respondent 4, personal interview, 08 August 2014).

Few respondents said that political dynamics contributes to the low level of participation of youth in the development programmes. As remarked:

Due to political exclusion, youth lose hope and lack interest as a result of political influence from their political leaders (Respondent 23, personal interview, 07 September 2014).

4.2.5 Development Programmes Significance

A few of the respondents reported that development programmes are beneficial to the youth. They also reported that active youth invite their peers to come on board because of their own positive personal experiences. As remarked by the respondents:

It makes a very huge difference when one learn and continues to teach others. What drives them is seeing the outcome, nothing is greater than to hear youth saying 'thank you' at the end of the programme. It is also fulfilling when they invite their friends as a result of the good experience they previously had in youth development programmes (Respondent 7, personal interview, 28 August 2014).

MCLM youth programmes have produced students who have benefited from the Tourism sector (Respondent 7, personal interview, 28 August 2014).

The majority of the respondents indicated that possibly development programmes are not appropriate for their recipients. Additionally, the youth lacks role models. The respondents remarked:

> ***Youth don't see good examples, and maybe the programmes near them are not focussing on what the youth need (Respondent 11, personal interview, 28 August 2014).***

> ***Youth are just recipients of programmes and projects and are not involved in their conceptualisation (Respondent 5, questionnaire interview, 08 August 2014).***

> ***There is disconnecting between what youth programmes are and what youth want (Respondent 4, personal interview, 08 August 2014).***

> ***Road shows could be initiated, particularly in semi-rural areas. A more aggressive approach towards marketing and implementing the programmes need to be employed (Respondent 9, personal interview, 28 August 2014).***

The majority of the respondents stated that it is important for the youth to lead the development programmes. They also mentioned that there is no implementation plan to execute the Youth Strategy. As remarked by the respondents:

> ***Development programme crafters should allow youth to head the programmes for starters. They need to make sure that the meetings are held in conducive areas (Respondent 20, personal interview, 07 September2014).***

> ***Youth development programmes in MCLM are not sustainable because there is no structure approach to their implementation (Respondent 5, questionnaire interview, 26 August 2014).***

Youth attendance is very low because there are no proper communication strategies to disseminate information on these programmes (Respondent 5, questionnaire interview, 26 August 2014).

The recently adopted Youth Development Strategy is not implemented vigorously (Respondent 5, questionnaire interview, 26 August 2014).

4.2.6 Youth Mentorship

The majority of the respondents reported that they are a variety of development programmes for the youth to participate in. However, the youth needs to be giving guidance and moral support through peer-education and mentorship. The respondents remarked:

We do have development programmes in MCLM, the only problem is that the youth need to be guided and be given moral support so that they can see the pathway (Respondent 8, personal interview, 28 August 2014).

Youth participation in development programmes in MCLM is very low because most of the time the leaders of communities do not involve the youth in things happening as they take it that youth is not interested. Where else it's the total opposite of that. Sometimes the youth do not get support from the community and attempts for participants fall apart (Respondent 6, personal interview, 28 August 2014).

Youth are pushed away by their ignorance or meeting leaders with no leadership skills (Respondent 24, personal interview, 07 September 2014).

I would like to suggest for MCLC to have more than one person working at the Youth Desk, invite Forums and other stakeholders. Greater minds are better that one mind (Respondent 7, personal interview, 28 August 2014).

4.2.7 Return on Investment

The majority of the participants reported that the existing funds for the development programmes are misused. The respondents reported:

> ***I believe we don't get value for money because there is lack of accountability within the MCLM itself (Respondent 9, personal interview, 28 August 2014).***

> ***People handling the money always look at their interests before the interest of others. There is a need to appoint people who are not greedy and people who will monitor the work done (Respondent 11, personal interview, 28 August 2014).***

The majority of the respondents cited that there is no accountability for the funding of MCLM's development programmes, and that contributes to minimal return for the money invested in same. As remarked by the respondent:

> ***I believe we don't get value for money because there is lack of accountability within the MCLM itself (Respondent 9, personal interview, 28 August 2014).***

One of the respondents reported that MCLM does not have a mechanism to validate whether the return for the money is realised. The respondent remarked:

> ***The return for the money invested in youth development programmes in MCLM is not quantifiable. No impact studies are ever conducted on them (Respondent 5, questionnaire interview, 26 August 2014).***

4.3 Conclusion

This set of research findings concerned the main themes of youth participation in development programmes. The emerged themes are the youth participation, pull and push participation factors, development programmes significance, youth mentorship and return on investment in MCLM.

CHAPTER 5

ANALYSIS AND INTERPRETATION OF RESEARCH

5.1 Introduction

This section highlights the themes of the analysis acquired from the research interviews of youth participation in MCLM.

The researcher used thematic analysis to identify themes. Thematic analysis is an approach mainly used by the researchers to analyse qualitative data (Bryman, 2012, p. 578). Five themes were identified for participation of the youth in development programmes in MCLM. The themes provided the “the basis for a theoretical understanding of his or her data that can make a theoretical contribution to the literature relating to the research focus” (Bryman, 2012, p. 580). These themes have been outlined in the literature review (chapter 2) and in the research methodology (chapter 3).

The themes are:

- Youth participation
- Pull and push participation factors
- Development programmes significance
- Youth mentorship
- Return on Investment

5.1.1 Youth Participation

First, the findings suggest that it is imperative to provide space, opportunities and support for the youth in order for them to maximise creative energies for their own development. This factor contributes to the high level of participation of youth in the development programmes in MCLM, in Africa and worldwide. This is consistent with the literature

review's section 2.4, for example evident in the work of Dr Mamphela Ramphele (2011, p. 8) and the UN Programme on Youth (2011, p. 8).

Second, it emerged that the level of participation has depreciated in MCLM because development programmes are no longer coordinated harmoniously. The finding is similar to other studies conducted in underdeveloped countries, such as those in section 2.3 by the UN Programme on Youth (2011, p. 38); and section 2.5 outlined by Paul (1983, p. 1&2). The literature review in section 3.7 agrees that norms, social structures of society have an ability to coordinate development programmes harmoniously; as presented by (Molina-Morales and Martine-Fernandez (2010); Sefalafala (2012, p. 4)1; and Portes, (1998, p. 10).

Third, the research interviews suggest that a blanket approach to development programmes in MCLM contributes to the lack of interest shown by youth. Section 2.3 of the literature review concurs with the above finding, as presented by (Paul 1983, p. 5) and Role of Public Administration in the Management of Development Programmes (1952, p 5). In effect, Paul (1983, p. 5) mentions that Asian and African countries have abandoned the blanket approach in delivering youth development programmes.

Fourth, the MCLM findings were that youth are not involved in crafting of the development programmes because youth lack understanding of development processes thus leading to them losing interest. This finding is consistent with studies done by the UN Programme on Youth (2011, p.8) and GHOGM taskforce in Bessant (2010, p. 389), in section 2.4 of the literature review, who note that the youth is seen as a growth mechanism rather than problems to be solved. This argument is also supported by Asthana (2006, p. 13), who reported that other countries like Mexico, Ghana, Kyrgzstan, India, Somalia and Mozambique are producing (write about their own self) their own magazines and newspaper. Based on the literature and the MCLM findings, it is clear that the exclusion of youth in the inception and implementation of development programmes is a major obstacle in maximum participation of youth in the development programmes.

Fifth, the findings suggest that there is a small group of active youth in the development programmes, and this group takes ownership of their own development and the development of their peers. They acquire necessary skills in order to execute different interventions. This finding is also illustrated in section 2.4 of the literature review presented by the NYP (2009-2014), when active youth are provided with space, opportunities, and support; people maximise their creative energy; for personal development and the development of the broader society. This argument is further supported by Tlakula (2009, p. 9 in UNDP, 1997, p. 5), who established that youth are empowered in terms of "acquiring the skills, knowledge and experience to take greater responsibility for their development". As this finding is also illustrated by the NRC (2002); Pittman, *ET.* al. (2001) in Roth and Brooks-Gunn (2003, p. 102) section 2.3 of the literature review, they explain that development programmes ought to "optimise youth exposure to opportunities and support that further their development".

Sixth, the MCLM finding was that youth are participating in politics. The finding is also in accord with a study such by the UN Programme on Youth (2011, p. 9), mentioned in section 2.5 of the literature review, who assert that youth take part in the development programmes in the field of art, science and politics are resources. Another study conducted in the USA also validates this finding (Branch, 1998; Moses & Cobb, 200; Ross & Coleman, 2001 in Checkoway, 2005, p. 1159) as explained in section 2.4 in the literature review.

Seventh, the research results show that the majority of youth in MCLM are disappointed by uncoordinated development programmes. As a result, youth are despondent and some are ignorant to some extent. This is similar to a study conducted by Kumssa (2004, p. 852), in section 2.2 of the literature review), who associates developmental problems in African countries to the weak institutions and impassive administrative systems. Consequently, Stoker, (1993, p. 18) advocates for a governance approach which is "concerned with benchmarking conditions for efficient regulation and collection action". This contention is also supported by Fukuyama (2013, p. 350), who explains that

governance is government's ability to make and enforce rules and to deliver services with efficiency. In view of overcoming the above mentioned MCLM shortcomings, Fukuyama 2013) proposes "procedural measures, input measures, output measures and measure bureaucratic autonomy". Fukuyama concluded that governance helps to facilitate the uncertainty in the surroundings, as institutions are designed.

Last, the finding of this study indicates that youth are influenced by their political leaders to withdraw from development programmes. Especially with the emergence of the EFF, youth participation has declined. This finding is in contrast with studies conducted in developing countries, where literature review was drawn from GHOGM taskforce in Bessant (2010, p. 389). The findings are that youth participation is vital for upholding democratic related values as well as justice. This argument is further supported by Checkoway (1998 in Chekoway *et. al*, 2005, p. 1150), who defined participation as an "effort by young people to take initiative and organise around policy that concerns them". Positive outputs of youth that are involved in politics are described by Rahnema (1992, p. 121 in Sachs 1992); Branch (1998); Moses and Cobb, 2001; Ross and Coleman (2000) in Checkoway (2005, p. 1159).

5.1.2 Pull and Push Participation Factors

5.1.2.1 Pull Participation Factors (positive factors)

Twenty four respondents acknowledged that youth participation used to be significant in MCLM especially before 2010, thereafter it dropped. However, one respondent maintained that youth participation was and still is overwhelming**.** The findings suggest that development begins with oneself, then the world around you. This assertion is consistent with the literature review, by Checkoway (2010, p. 341-344), who suggested that "youth participation refers to the active engagement and real influence of young people, not their passive presence or token in adult agencies". The MCLM study further suggests a minority of youth with confidence are consistent in taking ownership of development programmes by using different platforms of engagement, driven by their personal goals. Unlike in other studies conducted in Zambia, Vietnam and Haiti, from where the literature was drawn (UN Programme on Youth, 2011, p. 10); Asthana, 2006, p. 13), full participation and ownership

of youth in development programmes is realised. This is consistent with the results of the study conducted by Asthana (2006, p. 12), as elaborated in section 2.4. of the literature review, who discovered that participation in youth initiatives gives youth a sense of self and self-expression and this may take forms of “personal, public, social, and creative – and engender dialogue and participation.

The interviews feedback furthermore shows that active youth who have role models are likely to have aspirations in life. This finding is consistent with the result of the studies by NRC (2002); Piettman *et al*. (2001) in Roth and Brooks-Gunn (2003, p. 102); Chekoway (2010, p. 341- 344) in section 2.3 and UN Programme on Youth (2011, p. 7, 8 &11) in section 2.5 of the literature review. The essence is that positive role-modelling have a positive contribution in effective participation of youth in the development programmes.

5.1.2.2 Push Participation Factors (negative factors)

First and foremost, the interviews research finding reported that the youth lack understanding of processes to be followed in development programmes, and that contributes to low participation. Also, some development programmes do not even touch the ground. The literature review in section 2.4 pointed out that development programme processes must be clear enough to provide youth with space, opportunities and support to exercise personal development forces and development of their society (NYP, 2009-2014). In line with studies conducted elsewhere, youth must understand development programme processes and be seen as instruments and partners in development than corporate social responsibility (UN Programme on Youth, 2011, p. 7 and Dr Mamphela Ramphela in UN Programme on Youth, 2011, p. 6). Otherwise, performance of development programmes suffers if there is no “congruence among environment, strategy, structure and processes”, as evident in the work of Paul (1983, p. 39) as discussed in section 2.3 of the literature review.

Also, the interview results show that the youth in MCLM lacks the skills to cope with negative peer-pressure and negativity, and consequently they stop attending development

programmes. The results are also consistent with other studies such as by Tlakula in UNDP (1997, p. 5), as examined in section 2.4 of the literature review, who explained that development is about empowering of people in terms of them “acquiring the skills, knowledge and experience to take greater responsibility for their development”. This argument is also supported by other researchers (NRC, 2002; Pittman *et* al., 2001 in Roth and Brooks-Gunn 2003) as argued in section 2.3 of the literature review).

Ultimately, the research results in MCLM were that the youth participation has dropped because the youth are disillusioned because of the political influence. Unlike a study conducted in the USA, the youth involvement in the political and policy issues “have mobilized for civil rights at the national level; educational reform and youth services at the state level; and for affordable housing and environmental justice”. This finding is also consistent with an argument by GHOGM of taskforce in Bessant (2010, p. 389) in section 2.4 of the literature review).

5.1.3 Development Programmes Significance

It emerged from this research that development programmes have positive outcomes, and that keeps the youth (minority) active and motivated. This is in line with the literature review, section 2.3, with reference to the work of various researchers in the field (NRC, 2002; Pittman, *et al*., 2001 in Roth and Brooks-Gunn, 2003, p. 102). This finding is also in agreement with a successful development programme reported in Zambia, by the UN Programme (2011, p. 12), section 2.5 of the literature review, who established that the Zambian youth is benefitting in the “financial literacy training to develop a more informed and financially literate customer base”.

It also surfaced from the research that there is a disconnection between development programmes and what the youth needs. Further to that, youth do not get involved in the conceptualisation of the same. These findings are in inconsistent with what is illustrated in section 2.3 of the literature review, as explained by Roth and Brooks-Gunn (2003, p. 94), who noted that in order to deliver appropriate interventions it is imperative that crafters and implementers of the development programmes examine defining attribute which are

“programme goals, atmosphere and activities”. This assertion is also supported by Tlakula (2009, p. 9 in UNDP, 1997, p. 5) in section 2.4 of the literature review who concludes that means utilized to implement development programmes must warrant successful outcomes.

Additional findings of this research suggest that the development programmes in MCLM must adopt an aggressive approach in order to meet the intended outcome. This finding is consistent with an assertion by Paul (1983, p. 2), presented in section 2.3 of the literature review, who emphasises that institutions must employ a strategic approach which is an “inter-related set of top management interventions which create the framework within which operational decisions and actions are taken to accomplish the goals of the development programmes”. This contention is further supported by the Role of Public Administration in the Management Programmes (1952, p. 2), as elaborated in section 2.3 of the literature review.

It also emerged from the research that there is no implementation plan pertaining to the development programmes in MCLM, hence these are short lived. This finding is in contention with another study by Paul (1983, p. 39), as discussed in section 2.3 of the literature review, who explains that development programmes will suffer when there is no “congruence among environment, strategy, structure and processes”. This contention is also supported by the Role of Public Administration in the Management of Development Programmes (1995, p. 2).

Furthermore, the results show that even though MCLM has a Youth Development Strategy in place, it is not strongly implemented. The interview results also show that development programmes are not monitored and evaluated to ensure relevance and improvement. These findings are consistent with other studies such as by Fukuyama (2013, p. 351), as discussed in section 2.2 of the literature review; Stoker (1998, p. 18); Paul (1983, p. 2); and Roth and Brooks-Gunn (2003, p. 94). These findings suggest that development programmes must be appropriate to the youth. Further to that, it is vital to measure the

capacity level and professionalism of implementers in order to warrant efficient service delivery relevance.

The results further show that youth meetings in MCLM must be held in the most suitable places. This finding is consistent with a study conducted by Paul (1983, p. 39), who argued that the environment of the development programmes must be in parallel with strategy, structure and processes.

Ultimately, it emerged from the study that MCLM need to recruit youth leaders to lead the development programmes. These findings are consistent with other studies (NYP, 2009-2014; Checkoway, 2010, p. 341-344). These findings are also consistent with studies such as those by the UN Programme on Youth (2011, p. 9), and Bessant, (2010, p. 391), discussed in section 2.5 of the literature review. The essence of their findings is that recruiting youth to become leaders has revealed an increase in participation of youth in the implementation of development programmes.

5.1.4 Youth Mentorship

It emerged from the study that there are a variety of youth programmes in MCLM. It also emerged that community leaders are not giving youth the needed support and guidance, and this contributes to low level of youth participation. The results are in contrast with other studies such as by Checkoway (1998); and Checkoway, *et al,* (2005, p. 1150), in section 2.4 of the literature review, who asserted that development programme processes take into account an “effort by young people to take initiative and organise around policy issues that concern them, by adults to work together in interrogating policy partners”. These findings are also consistent with the results of the studies by the UN Programme on Youth (2011, p. 7, 8 &11) in section 2.5 of the literature review). Moreover, the findings of the research suggested that the Youth Desk in MCLM need to increase the number of youth coordinators so as to strengthen mentorship programmes**.**

It also surfaced from the research that there is a great need to adopt a peer education approach because in this way youth also learn better and faster from one other. Also, when youth manage their own development programmes, they are likely to take ownership of the same**.** These findings are in parallel with other studies (UN Programme on Youth, 2011, p. 10; The Millennium Development Goals Report, 2013; Asthana, 2006, p. 4), which argue that in underdeveloped and developed regions youth are capable to become peer educators in advocating for sustainable development programmes.

5.1.5 Return on Investment

It surfaced from the research that people who handle the MCLM development programme's funds use funds for their own benefit, because there is no accountability system in place. This finding is consistent with other studies conducted by Fukuyama (2013, p. 351), in section 2.2 of the literature review, who explains that when a good governance system is not in place, it is challenging to evaluate the quality of service delivery. This finding is also parallel to the findings made by Stoker (1998, p. 18), as demonstrated in section 2.2 of the literature review, who concludes that institutions must put up governance systems and instruments to steer and guide unwanted behaviours towards the handling of the development programmes funds.

It also emerged from the research that available funding in MCLM is not sufficient to sustain the development programmes. The literature review of section 2.3 is in agreement with the above finding as presented, drawn from Mohr, *et al.,* (2012, p. 6); who concludes that "Economics is concerned with scarcity. The basic fact of economic life is that there are simply not enough goods and services to satisfy everyone's want".

It surfaced from the research that, to date, MCLM has not conducted an impact study therefore it is not easy to measure the return on investment in the development programmes.

5.2 Conclusion

It is evident from the study that there are many factors contributing to the low level of youth participation in the development programmes in MLCLM. The findings from the MCLM interviews showed that various hindering factors are parallel with those in the related literature. The emerging themes were the youth participation, pull and push participation factors, development programmes significance, youth mentorship, returns on investment.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This chapter provides a conclusion and deliberate recommendations on the findings. The study focussed on the contributing factors to the low levels of youth participation in the development programmes in MCLM from 2012-2014. The recommendations of this research are made to address the contributing factors to the low level of youth participation in the development programmes in MCLM, with the aim to increase the level of youth participation.

It emerged from the research that the level of youth participation was very high before 2010, and increasingly dropped thereafter. Consequently, this negatively affects the efforts of the MCLM (Youth Desk ministry, under the guidance of the Office of the Executive Mayor) which is participation of youth development programmes in MCLM as a significant social development. While MCLM renders a variety of youth development programmes, it surfaced from the research that the focus has been on entertainment of youth rather than substantial interventions. Some projects do not get to see the light of day due to bureaucratic delays, disappointment, lack of harmonious coordination and lack of understanding of development programmes processes to be followed by youth of MCLM. As a result the youth are despondent and only a few of them actively participate in the initiatives that are meant for them. It also surfaced that blanket approach has contributed to the lack of participation since the intended programmes do not respond to the needs of the youth thus the youth lose interest.

It also emerged from the research that there is a small group of active youth in MCLM in development programmes who embrace exposure and opportunities to further their own development and they are a resource in politics. It surfaced from the research that the minority of the youth who are self-driven also take ownership of the development programmes. This minority group is also motivated by the fact that they have positive role-

models. It also emerged from the research that there is a great need to adopt a peer education approach because it strengthens participation and promote ownership because youth learn faster from one another. “In underdeveloped and developed regions youth are capable to become peer educators in advocating for sustainable development”, supports (UN Programme on Youth, 2011 p. 10; The Millenium Development Goals Report, 2013; Asthana, 2006, p. 4)

It surfaced from the research that variety of MCLM development programmes do not offer mentorship where else the youth requires guidance and support for their personal development. In return, the youth will be able to gain a sense of self and self-expression from the development programmes, as positive outcome keep the youth active and motivated.

The findings show that some political leaders’ influence youth not to attend development programmes in order to spite the development programmes crafters and implementers. The research findings also revealed that the emerging of the EFF has also contributed to the withdrawal of youth participation in the development prorgammes.

It surfaced from the research that performance of development programmes suffers in MCLM because the youth lack understanding of processes to be followed hence some programmes do not even touch the ground. Also, development programmes are not monitored and evaluated to ensure relevance and improvement. It also emerged that even though the MCLM is in possession of the Youth Development Strategy, it is not strongly implemented since there is no implementation plan in place. In order for the development programmes to be more significant, it emerged from the research that MCLM adopts a strategic approach.

This research has revealed that there is a disconnection between development programmes offered by MCLM, and what youth need. Therefore, there is a need for MCLM to abandon programmes targeting youth that are reactionary in approach and

instead focus on responding to youth interests and well being. This could be realized through putting in place in MCLM a policy advocating for participatory development, with a complementary strategy, governance system and processes. These attempts will help to improve the crafting and implementation of the development programmes, through a vigorous approach using monitoring and evaluation processes to ensure relevance of the same. Furthermore, when youth are viewed as partners of the development programmes, they could be given an opportunity to craft policies, conceptualise and implement the development programmes.

This research has also revealed that there is due to scarcity of resources (funds), MCLM is unable to sustain development programmes. It emerged that some individuals who are assigned to handle development funds use them for their own interest, this is due to the fact that there is no accountability mechanism in place to monitor how developments programmes' funds are utilised. The research findings revealed that MCLM need to put up governance systems and instruments to steer guide unwanted behaviour towards handling of development programmes funds. Lastly, it emerged from the research that there hasn't been any impact study conducted in MCLM to measure the return on investment in the development programmes.

Although the results of this research strongly suggest that hindering factors are parallel with those in the related literature, it is important to note that this research study should only be the beginning of an ongoing research attempt. The emerging themes are: youth participation, pull and push participation factors, development programmes significance, youth mentorship and return on investment.

In light of the above, there is a need to carry out additional research on the contributing factors to the low level of youth participation in the development programmes in MCLM. This will help to examine whether the uncovered patterns in this study prove to be constant over time.

6.2 Recommendations

6.2.1 Youth Participation

Formalise the existing MCLM Stakeholder Forum, establish effective collaboration and put systems in place that will promote high quality communication, to warrant continual coordination of youth development programmes.

Furthermore, provide the youth with space, opportunities and support to maximise their creative energies – this could be achieved by allowing them to be partners in the crafting of policies, conceptualisation, implementation, monitoring and evaluation of the development programmes. This approach will enable and enhance the participation of the youth.

6.2.2 Pull and Push Participation Factors

MCLM to offer creative, holistic and inclusive youth development programmes that will set high expectations for youth growth and learning, and provide necessary resources to ensure success. This will in return encourage the youth to commit and push themselves to greater levels of accomplishment. Consequently, the participation of the youth in the development programmes will advance.

6.2.3 Development Programmes Significance

MCLM to create platforms for youth to participate in all levels – such as development programmes design, administration, implementation and evaluation. This will enable the youth to take on leadership roles and develop a sense of ownership, responsibility, independence and initiative. When youth are part of the decision-making, the interventions will be appropriate and therefore the level of youth participation in the development programmes will be raised.

6.2.4 Youth Mentorship

MCLM to create activities for the development programmes that will enable the youth to develop stable relationships with caring and professional adult mentors as well as role models. In addition, these platforms should allow positive interactions for the youth with their peers. This approach will increase the level of youth participation in development programmes because youth will be receiving guidance.

6.2.5 Return on Investment

MCLC to put up in a place a governance system that will give guidance as to how the officials should exercise power in the management of its economic and social resources for the development programmes. In light of the above, MCLM officials will be answerable for their behaviour. In return, the limited development programmes funding in MCLM will be utilized for its intended outcomes. The youth will see the benefits of the same, trust will be regained and the level of youth participation will increase.

6.2.6 Effective Monitoring and Evaluation

MCLM to put in place effective monitoring and evaluation systems for youth participation in development programmes. This will help to scrutinise progress made and challenges experienced in development programmes.

6.2.7 Effective Governance

MCLM to adopt the effective governance approach to implement the development programmes. Moving forward the official will internalise accountability as well as transparency principles in handling the development programmes funds. Adoption of good governance will assist in setting a strong foundation so as to make, facilitate and enforce rules to enhance youth participation.

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ANNEXURE A

Ethics Letter



Wits School of Governance
2 St David's Place
Johannesburg
2050
South Africa

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

My name is Zamile P. Mbanjwa. I am currently enrolled for a Master degree in Public and Development Management at the University of the Witwatersrand. I am seeking permission to conduct research in partial fulfilment of my degree requirements at your institution. My interest lies in establishing baseline information on knowledge, practices and behaviour among staff to inform lack of youth participation in development programmes.

The study consists of a convenient sampling of five officials from your institution who would be interviewed. The duration of interviews will be approximately an hour. If permission is granted I would request meetings with the participants to introduce the study at times which are convenient and would not interfere with the activities of the institution. The meeting will take approximately half an hour.

Participation in the study would be voluntary and staff anonymity will be guaranteed. I look forward to a positive response. If you have any further queries please do not hesitate to

contact either myself or my supervisor. Should you decide to permit this indulgence please sign the consent slip below. This slip is for the purposes of the ethics and consent process which is a standard requirement at the University of Witwatersrand.

Yours faithfully

Ms. Z P Mbanjwa
(Masters Student)
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Mr. Koffi Kouakou
(Research Supervisor)
Tel: 011 717 3521
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ANNEXURE B

Consent Form

This consent form confirms that I have read and understood the scope of this study. Additionally, it confirms that I have understood the terms of this study.

I _____ (respondent's name) consent to:

Participation in this study, entitled "Youth Participation in the Development Programmes in Mogale City Local Municipality (2012 – 2014).
I understand that:

a) Participation in this survey is voluntary.
a) That I can withdraw from the study at any time.
b) That I may refrain from answering any questions I do not wish to answer.
c) That no risks or benefits are anticipated.

Signature of Respondent: ---------- Date: ----------

Signature of Researcher: ---------- Date: ----------

ANNEXURE C

Questionnaire

QUESTIONS
1. What is the level of youth participation at the MCLM in the period 2012-2014?
2. What are the factors contributing to a low level of youth participation in development programmes?
3. Comment on the involvement of youth in the development programmes in MCLM?
4. To what extent does the youth take ownership in the development programmes in MCLM?
5. How would you rate the level of attendance in the development programmes among youth in MCLM?
6. Explain the implementation of youth development programmes in MCLM?
7. What is the impact of youth development programmes in MCLM?
8. What do you think drives those that are involved to get involved?
9. What do you think pushes away those that are not involved?
10. How sustainable are youth development programmes in MCLM?
11. How would you define the involvement of stakeholders in the youth development programmes in MCLM? (Who are the stakeholders)?
12. Is MCLM getting the returns (results) for the money invested in youth development programmes?
13. Please make a suggestion of how youth participation in the development programmes in MCLM could be improved?

ANNEXURE D

Details of the Interviews

Interviewee	Designation of the interviewee	Place of interview	Date of interview
Interviewee 1	Business Development Enterprise Manager	MCLM Office, Krugersdorp	08 August 2014
Interviewee 2	Infrastructure Development Plan Manager	MCLM Office, Krugersdorp	08 August 2014
Interviewee 3	Monitoring and Evaluation Manager	MCLM Office Krugersdorp,	08 August 2014
Interviewee 4	Social Worker	MCLM Office Krugersdorp,	08 August 2014
Interviewee 5	Youth Coordinator	Via email	26 August 2014
Interviewee 6-15	MCLM Youth	Backyard Art Gallery, Kagiso	28 August 2014
Interviewee 16-25	MCLM Youth	Backyard Art Gallery, Kagiso	07 September 2014