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FUNCTIONS OF A YOUTH DEVELOPMENT CENTRE TO FACILITATE YOUTH DEVELOPMENT: A CASE STUDY OF A CENTRE IN JOHANNESBURG, SOUTH AFRICA

A report on a research study presented to

The Department of Social Work

School of Human and Community Development

Faculty of Humanities

University of the Witwatersrand

In partial fulfilment of the requirements

For the degree Master of Arts in Social Development

By

Simon Moroke

March, 2019

DECLARATION

I, Simon Moroke, declare that this research report it is my own original work and where I have used the ideas and works of others, I have referenced these using the American Psychological Association (APA) referencing style. The reproduction and publication thereof by the University of the Witwatersrand will not infringe any third-party rights. I have not previously in its entirety, or in part, submitted this research report for obtaining any other qualification at the University of the Witwatersrand or any other university.

Date: ……...

Signature: ……..

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Dr Priscilla Gerrand your continued assistance and guidance pulled me through.

ABSTRACT

Youth unemployment is a pressing socio-economic challenge facing South Africa in the post-democratic dispensation. Johannesburg, South Africa's largest city, attracts many young people who are in search of economic opportunities and as result there is high concentration of unemployed youth in the city. Lack of skills, training, and education and work experience have been identified as contributing factors to youth unemployment. Over the years there have been numerous strategies developed to address the problem of youth unemployment. The Youth Development Centre model is one such strategy that was introduced by the Gauteng Department of Social Development in early 2000 to address this problem-situation, as such centres provide training and youth development programmes. A qualitative case study of a youth development centre based in Johannesburg was conducted to investigate the functioning of the centre regarding facilitating youth development. Purposive sampling was used to select ten participants from the centre. Data were gathered using one-on-one, semi-structured interviews. A semi-structured research guide was the research tool used to guide discussions. Thematic content analysis was used to analyse data. The findings indicate that the youth development centre has a number of structures functioning very well in some areas and thereby facilitating youth development. However, challenges are also being experienced and these are having a negative impact on the functioning of the centre. Challenges faced included poor funding; training and skills development programmes provided by the centre are not being implemented effectively. The number of partnerships the centre is engaged in are also lacking. Recommendations made included the implementation of income generating projects and improved monitoring and evaluation frameworks.

Key words: Youth, Youth Development Centre, functions; positive youth development, community development.

LIST OF ACRONYMS

ACBF	African capacity building foundation
AU	African Union
AYC	African Youth Charter
CBO	Community based organization
DHET	Department of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
ECD	Early childhood development
FBO	Faith based organization
GDSD	Gauteng Department of Social Development
ICT	Information communication technology
ILO	International Labour organisation
NDP	National development plan
NGO	Non-government organisation
NEET	Not employed in education and trained
NPO	Non-profit organisation
NSF	National skills fund
NYDA	National Youth Development Agency
NYP	National Youth Policy
NSDS	National skills development strategy
PAYE	Plan of action for youth empowerment
PYD	Positive youth development
RDP	Reconstruction Development Program
SETA	Sector education and training authorities
TVET	Technical, Vocational, Education and Training

UN	United Nations
YDC	Youth development centre
YES	Youth employment subsidy

Table of Contents

Declaration i
Acknowledgments ii

Abstract iii

List of Acronyms iv

CHAPTER 1 1

INTRODUCTION TO RESEARCH STUDY 1

1. Introduction 1

2. Problem-statement and rationale for conducting study 4

3. Primary research question and aim of the study and Secondary Objectives 7

3.1. Primary research question 7

3.2. Main aim: 7

Objective 1: Investigate what youth skills training and development programmes are implemented at the Centre 7

4. Definition of terms 7

5. Research design and methodology 8

6. Limitations of the study 9

7. Overview of structure of the research report. 10

Chapter 2 1

Literature Review and Theoretical Framework. 1

1. Introduction 1

2. Theoretical framework 3

2.1. Eco-systems theory 3

2.2. Assets-based approach 5

2.3. Positive Youth Development approach 5
3. Nature and history of youth development 7
3.1 Global perspective 7
3.2. Youth development in Africa 8
3.3. South African context 9
4. Non-profit organisation structures and management 13
4.1. Funding model 14
4.2. Collaboration and partnership 17
4.3 Marketing-promotional partners 18
4.4. Networks, trade and professional association 20
4.5. Reporting, monitoring and evaluation & oversight and statutory bodies 21
5. Conclusion 22
CHAPTER 3 23
RESEARCH METHODOLGY 23
1. INTRODUCTION 23
2. MAIN RESEARCH QUESTION, AIM AND SECONDARY OBJECTIVES 23
2.1. Primary research question 23
3.2. Main aim: 23
3.3. Secondary Objectives: 23
Objective 1: Investigate what youth skills training and development programmes are implemented at the Centre 23
3. RESEARCH METHODOLOGY 24
3.1. Research approach 24
3.2 Population and sample 25
3.3 Research tool 25

3.5 Data collection 26
3.6 Data analysis 27
4. TRUSTWORTHINESS OF THE STUDY 28
4. ETHICAL CONSIDERATIONS 30
4.1. Voluntary Participation 30
4.2. Informed Consent 30
4.3. No harm to participants 30
4.4. Anonymity and Confidentiality 30
4.5. Deception 31
5. Conclusion 31
CHAPTER 4 32
PRESENTATION AND DISCUSSION OF MAIN FINDINGS 32
1. INTRODUCTION 32
2 Profile of the organisation 32
3 Main Findings 34
3.1. Objective 1: Investigate what youth skills training and development programmes are implemented at the Centre and why this is so 35
3.3. Objective 3: Describe what partnerships with donors and other stakeholders exist 43
3.4. Objective 4: Describe the nature of professional association with statuary and authority bodies within the sector 49
3.5. Objective 5: Describe management structures and level of students and community participation 51
5. conclusion 58
Chapter 5: 59
Conclusions and recommendations. 59

1. Introduction 59
2. Summary and discussion of the main findings. 59
3. conclusion 60
4. Recommendations 61
skills training and development programmes 61
Management of the centre…… 62
Funding and Infrastructure……62
Partnerships…….62
Perfomance Monitoring and evaluation…… 62

CHAPTER 1

INTRODUCTION TO RESEARCH STUDY

1. INTRODUCTION

Globally, youth related issues, particularly youth unemployment and development has been high on the priority of governments and and civil institutions for many years. The UN Commonwealth Plan of Action for Youth Empowerment was developed and approved in 1998(United Nations).which is an indication of how long the agenda of youth development has been on the table

Subsequently the UN Secretary–General Envoy on Youth was created in 2013 and is the global advocate for addressing the needs and rights of young people, as well as for bringing the United Nations closer to them. The Commonwealth Plan of Action for Youth Empowerment (PAYE) 2006-2015 is an overarching implementation agenda that provides a blue print for youth development.

It is meant to serve as guideline and framework for governments, development partners, youth networks and young women and men who are valued partners in the process. The PAYE 2006-2015 was developed through a wide-ranging consultative process with key stakeholders in all regions of the Commonwealth, building upon the lessons learnt from the implementation of the PAYE 2000-2005. The Plan of Action focuses on the human resource and life skills needs of Commonwealth youth consistent with the life–cycle approach. It encourages the creation of opportunities for training in leadership, management, community mobilization, organizational development and communications skills, along with other core competencies necessary to build and sustain robust youth governance structures and networks. It also emphasizes the importance of the holistic development of young women and men so that they can participate fully in decision-making, advocacy and other democratic processes at community, national, regional and international levels.

On the African continent, the African Youth Charter was signed and ratified by African Union member states in July 2006. The African Youth Charter is a political and legal framework, which serves the purpose of providing a strategic framework and direction for youth empowerment and development activities at continental, regional and national levels across Africa. Key issues affecting youth in the areas of employment, sustainable livelihood, education, skills development, health, youth participation, national youth policy, peace and security, law enforcement, youth in the Diaspora and youth with disabilities, among others, are adequately addressed within the framework of the Charter (Youth Policy Press, accessed on 29/01/2019). More specifically, article 12 of the African Youth Charter states that every State Party is required to develop a comprehensive and coherent national youth policy

Locally poverty and unemployment remain a pressing challenge for most of the South African population. Unemployment rates differ vastly across racial groups in South Africa; 39% of black South Africans were unemployed in the second quarter of 2016, compared to 27 % of Coloureds, 14 % of Indians and 8% percent of Whites (Development Policy Research Unit, 2016).

Youth (aged 15-34 years) are a particularly vulnerable sector of the population. According to the results of the Quarterly Labour Force Survey for the first quarter of 2018, the unemployment rate for youth was 38.2%; implying that more than one in every three-young people in the labour force did not have a job in the first quarter of 2018. This is 10.9 %s above the national average (Statistics South Africa, 2018). Consequently, many of them are not active in the economy of the country in terms of contribution and benefit. High unemployment in South Africa, especially in respect of youth, has been attributed to various contributing factors:

(i) The quality of basic education in South Africa remains poor; especially for the majority of black children whose parents were previously disadvantaged by apartheid policies (Letseka, 2014). There is a widespread agreement in national and international literature that education – and specifically the quality of education – plays a central role in determining which individuals secure employment and how much they earn in the

labour market (Spaull, 2015). Expanding access to quality education to previously marginalised groups is seen as a major strategy for poverty alleviation (South Africa Child Gauge, 2015). The quality of basic education has a direct impact on access and success in higher education institutions. The learning curriculum in basic education schools has over the years been redeveloped to address quality issues and relevance of content being learned. over and above the quality of basic education, there is also the issue of expensive higher education costs, a struggle which has been championed by the youth of the country through the ‘Feesmustfall movement.’

Graham and Mlatsheni (2015) emphasise that community, household and personal factors also drive youth unemployment. Although many of these factors can be attributed to the legacy of apartheid, they are also the result of post-apartheid policies and planning. Some of the community-level factors that drives unemployment for youth is the excessive cost of transport to seek work. Consequence of both apartheid and post-apartheid urban planning that keeps most poor and low skilled people trapped in areas far away from job opportunities, making it particularly difficult for youth from previously disadvantaged groups to seek employment. Although efforts to integrate public transport and make it accessible have been made, it remains relatively expensive.

Community and household level factors also hinder access to information for majority of poor youth. Many are, for example, unable to afford internet access with high data cost to search for job opportunities. Lack of access to mainstream media platform and technology negatively affects “productive social capital” which is created through social networks that can be used for information about and access to the labour market – which is an important asset for navigating entry into the labour market. Young people, and particularly young women, who should take on care responsibilities within the household, are further limited in their opportunities to participate in the labour force (Graham & Mlatsheni, 2015).

At the personal level, qualitative evidence suggests that young people are engaging in a range of work-seeking activities, but, in addition to their lack of access to information

about how best to apply for jobs, they may have unrealistic expectations of what kinds of jobs they are qualified for and what wages they should be earning. Usually, there is mismatch between the demands of the labour market and the skills and capacities of young people.

The economy has not been growing fast enough to absorb each new generation of school leavers and many sectors of the economy are reluctant to employ young relatively unskilled workers. Because of this many young people depend solely on the social grants provided to family members. Even where employment in the family exists, few family members work in decent jobs as most people earn low minimum wage (South Africa Child Gauge, 2015). It is against this backdrop that the Department of Labour in 2018 introduced the National Minimum Wage Act,27 November 2018, in South Africa which took effect from 1st January 2019

2. PROBLEM-STATEMENT AND RATIONALE FOR CONDUCTING STUDY

Since 1994, referred to as 'the dawn of democracy in South Africa,' efforts have been made by the South African government to include previously marginalised South Africans in the mainstream economy of the country. Significant legislation was passed and policies set out as a means of addressing the youth challenges in the country (Mlongo, 2016).

In South Africa, the Department of Planning, Monitoring and Evaluation (DPME) in collaboration with National Youth Development Agency (NYDA) has the mandate to ensure development and empowerment of young people in the country. In this regard, a National Youth Policy (NYP) 2020 was developed and approved by Cabinet in 2015. This policy is aimed at addressing challenges faced by South African youth, enable greater democratic participation, equitable economic and social progress and to create an environment that will enable them to fulfil their potential. The period covered by the policy is 2015-2020 (The Parliamentary Secretariat for Research, Innovation, Youth and Sport, 2015).

In 2017, the National Youth Development Agency (NYDA, 2017), published a document titled 'Integrated Youth Development Strategy 2020' to facilitate an integrated, holistic

and sustainable approach towards youth development. In this document, it is clearly stated that “Education and skills development and entrepreneurship remain the cornerstone of youth development” Unfortunately, the quality of schooling in South Africa, especially primary school, is exceptionally poor, with numeracy and literacy rates far below the global average. This is worrying, because education opens opportunities and improves life chances (Mtsweni, 2017, p. 7).

About 1 million young people exit the schooling system annually, of who 65% exit without achieving a Grade 12 certificate. Half of those who exit the schooling system do so after Grade 11, either because they do not enrol for Grade 12 or they fail Grade 12. The Department of Higher Education and Training (DHET) was created in 2009 to include sector education and training authorities (SETAs), and further education and training colleges (FETCs) in the youth development strategy (Babson, 2014). However, only a small number of those youth who exit the schooling system enrol in Technical and Vocational Education and Training. (TVET) colleges or have access to any post-school training (NYDA, 2017).

There has been to date, numerous intervention programmes introduced and suggested to tackle the issue. One such intervention was the introduction of Youth Development Centers (hereafter referred to as YDC) by government to address the issue of lack of skills to get young people employed. The Gauteng Department of Social Development conceptualized and implemented the YDC Model as far back as the early 2003/2004 to address positive youth development in Gauteng (Department of Social Development, 2010).

Thusi (2018) explains that YDCs aim to equip unemployed and unskilled youth with employable skills and provide the basic life-skills, information and assistance that enable employment. Training courses available include end-user computing, project management level four, contact center support and office skills. Other opportunities available include assistance with development of business plans, guidance to registration of companies, job placement assistance, free internet browsing for three hours per day, placements into learnership openings and work readiness preparation.

The duration of these courses is usually about three months respectively. They are accredited by respective SETAs and a certificate of competence is issued at the successful completion of the course. To qualify one must be between 17 and 35 years. Only unemployed and unskilled youth are accepted and must be willing to study and to complete the training (Thusi, 2018).

Since their introduction in 2004 as part of the formal programme for youth development, YDCs have been a major role-player in the development of young people. In semi-urban and urban areas where many youths migrate to in search of opportunities post matric, the presence of YDCs is highly visible. The Gauteng provincial government, through the Department of Social Development, has since partnered and funded many of the YDCs in the province (Department of Social Development, 2010). However, due to the ever changing socio-economic, political, technology, and education environment, a constant review and analysis of the model and strategies adopted to implement YDCs is necessary. According to the third national skills development strategy introduced by the Department of Higher Education and Training in 2011, there has been significant work done in the skills development sector through NSDS I and NSDS II. However, the economy remains constrained by lack of skills and as result the third strategy aims to ensure improved access to quality learning programmes, increased relevance of skills development interventions and building strong partnerships between stakeholders and social partners. (Department of Higher Education and Training, 2011)

Because there is limited research focusing on YDCs, in the Gauteng Province, particularly in Johannesburg, this study aimed to create a platform for staff, board members and students in a YDC in Johannesburg to share crucial information about the functioning of the center. The study will highlight the various skills training programs provided in youth development projects, explore the contribution and impact these programs could have on local communities. This study will further contribute to literature on how projects are funded, the relationship organizations have with stakeholders and its influence on the success and shortcomings of the organization.

3. PRIMARY RESEARCH QUESTION AND AIM OF THE STUDY AND SECONDARY OBJECTIVES

3.1. Primary research question

The primary research question underlying this study was: How does a Youth Development Centre in Johannesburg function regarding facilitating youth development.

3.2. Main aim:

The main aim of the study was to describe the functioning of a Youth Development Centre in Johannesburg regarding the facilitation of youth development.

Objective 1: Investigate what youth skills training and development programmes are implemented at the Centre

Objective 2: Describe what programmes are functioning well at the YDC and why this is so

Objective 3: Describe what partnerships with donors and other stakeholders exist

Objective 4: Describe the nature of professional association with statuary and authority bodies within the sector

Objective 5: Describe management structures and level of students and community participation

4. DEFINITION OF TERMS

In order to clearly understand the key terms underlying this research study, they are defined as follows:

- Youth: ‘Based on the mandate of the National Youth Commission Act (1996) and the National Youth Development Policy Framework (2002) the National Youth Policy (2020) defines young people as those failing within the age group of 14-35 years. (National Youth Policy, 2020).
- Youth Development Centre: A poverty alleviation model which entails skills development, income generating and capacity building which is aimed at empowering people to become self-reliant and improve their quality of life (Gauteng Department of Social Development, 2004).
- Positive youth development: Positive Youth development programs are developmentally appropriate programs designed to prepare adolescents for productive adulthood by providing opportunities and supports to help them gain the competencies and knowledge needed to meet the increasing challenges they will face as they mature (Roth & Brooks-Gun, 2016, p. 187)
- Community development: The method, process, programme and strategy by means of which change agents with or without the help of external systems bring about sustainable change and develop a community (Weyers, 2001, p. 31).
- Function: An organizational or business function is a core process or set of activities carried out within a department or areas of a company (Kokemuller, 2017).

5. RESEARCH DESIGN AND METHODOLOGY

The research study adopted a qualitative research approach, using a case study research design because, as. Baxter and Jack (2008) have stated; a qualitative case study method provides tools for researchers to study complex phenomena within their contexts. The sample in the study consisted of 10 purposively selected staff, board members and students from a youth development centre(YDC) based in Johannesburg, Gauteng Province, South Africa.

Data were gathered by conducting personal, semi-structured interviews. De Vos et al (2005) highlight that semi-structured interviews can be described as those interviews

organized around areas of interest, while still allowing considerable flexibility in scope and depth. The researcher can follow up interesting themes and topics which emerge and the participant is able to give a clarity and meaning to the interview (De Vos et al. 2005).

A semi-structured interview guide was used as research tool to guide the focus of the interviews and it was pre-tested prior to interviewing the sample of participants.

The data collected in this study were analysed manually through the process of identifying reoccurring predominant themes in the data and organizing such themes into categories and sub-categories, a process referred to as thematic analysis. The six steps of data analysis suggested by Braun and Clarke (2006) were applied.

6. LIMITATIONS OF THE STUDY

A notable limitation is the geographical restriction of the study. Johannesburg was chosen for its economic prospects and attracts young people in numbers who looking to enter the workplace in one way or the other. Youth development is influenced by numerous factors across Gauteng province and South Africa and some of these factors were not be explored by this study as they fall outside geographical restrictions of this study.

Owing to time constraints when conducting the study, the researcher only interviewed a small number of participants and thus saturation could not be reached. As highlighted by Saunders et al. (2018, abstract), “Saturation has attained widespread acceptance as a methodological principle in qualitative research. It is commonly taken to indicate that, on the basis of the data that have been collected or analysed hitherto, further data collection and/or analysis are unnecessary.

However, the study as a qualitative study, main purpose was to gain in depth and profound data of the lived experiences about youth development phenomenon from selected participants. Thus, lack of generalization to the broader youth population or

youth development projects across the province and country is not essential for this study.

7. OVERVIEW OF STRUCTURE OF THE RESEARCH REPORT.

The research report is made up of five chapters. Chapter 1 outlined the problem-situation related to youth development and unemployment and highlighted the purpose of the study. Important concepts were defined and explained. The primary aim and objectives were presented, and the research design and methodology were summarised. Limitations of the research were also presented.

Chapter 2 deals with the theoretical framework underpinning the study and comprehensive literature review highlighting the situation of youth development.

Chapter 3 details the research methodology adopted in the study.

In Chapter 4, findings related to data analysis is presented and discussed in relation to the research questions and objectives.

Chapter 5 presents the main findings, and recommendations based on the findings are made

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK.

1. INTRODUCTION

Since the dawn of a democratic dispensation in South Africa, there have been conscious efforts to address and correct past injustices suffered by the majority people of the country. Socio-economic programmes through education and skills training and development of the population has been at the forefront of those efforts. This was underscored by the introduction of the Reconstruction Development Program (RDP,1994) by the new democratic government post-apartheid, to kick-start the development efforts of the country.

The RDP is an integrated, coherent socio-economic policy framework. It seeks to mobilize all our people and our country's resources toward the final eradication of apartheid and the building of a democratic, non-racial and non-sexist future (RDP, 1994). Since then we have seen a rise in collaborative efforts between Government and various stakeholders, including both civil society and private sector. Community based developments through Non-Government organizations (NGOs) were at the forefront of these development efforts and partnerships. Spooner (2004) explains that NGOs are organizations that are voluntary, independent, not-for-profit, and not self-serving in aims and related values. The main aim of these partnerships has always been to direct and organize grassroots development.

Patel (2005) highlights that the meeting of human needs is a national collective responsibility and programmes should be provided through a collaborative partnership between civil society, NGOs, private sector and Government. The Non-profit Organization Act (No 71 of 1997) created an administrative and regulatory framework within which relations between the state and civil society could be funded and managed.

These community based developments in many communities are channeled through community based organizations(CBO's), Non-profit-organizations (NPO's), and Faith based organizations(FBO's). These organizations are considered to have a comparative advantage over formal welfare organizations services, as they are believed to be more accessible at the local level and are better positioned to target the vulnerable poor youth (Patel, 2005). Projects in the communities are required to register with the National Department of Social Development to be granted a certificate in terms of the NPO Act (No 71 of 1997) to be able to be acknowledged as legitimate provider of services in communities in various disciplines.

NGOs are there to represent community interests and most importantly to insure community participation in developmental discourse and serve as an extension of Government services and capacity. NGO's provide services across the spectrum of fields, focusing on Early Childhood Development(ECD), services to children in need of care and protection in terms of the Children's Act 38 of 2005, services to families, services to people with disabilities, services to the elderly and youth services. For this study, the focus was on an NPO providing skills training and education services to the youth.

Historically, youth unemployment was regarded as the lack of will from young people to work. The blame cast on youth themselves, who were regarded as idle or lacking the right attitudes, while in practice jobs were and continue to be extremely hard to obtain. The infamous township saying "uzo ithola kanjai otlhele khoneni" which can be loosely translated into "How will you get it sitting at a corner" have been used a lot when addressing youth in terms of their socio-economic prospects. Mohamed Ali (2014), disagreed with this notion, highlighting that sight of youth aimlessly roaming the streets is a global phenomenon, which does not reflect lack of ambition, but takes on a melancholy tone as you realise that, for many the street serves as an escape from stark reality that they have nothing else to do.

There are several reasons which have been put forward to explain the elevated levels of youth unemployment, such as poverty, globalisation and the economic decline. More

specifically, Cloete (2005) points out that there are various reasons for youth unemployment, such as population growth, lack of experience, inappropriate ways of searching for a job, and lack of career guidance in schools. Other characteristics of unemployment is that it is not homogenously spread amongst the different population groups as black and female youths have less access to employment.

2. THEORETICAL FRAMEWORK

The ecosystems theory, the assets-based approach and positive youth development were key theories for the study.

2.1. Eco-systems theory

The eco-systems theory (theoretical concept used in social work, which is based on the general systems theory) formed part of the theoretical basis for this study for several reasons. The theory is premised on the principle that people exist within an environment made of various systems. That human development is dependent on healthy interaction of these systems. The theory identifies different systems which are present in human development environment and believes that their influence and nature of interaction determines success and shortcomings of development. The YDC is part of other systems in the environment of young people and the impact and influence it can have on young people's development is linked to how well it fits with other systems in that environment.

According to Weyers (2011), these networks or systems are social, political and economic in nature, and every single part of a system is always connected to every other part in some way and whatever happens to one part will always affect the other. The literature review indicates that the state of NPOs and their capacity and ability to provide effective services is influenced by number of internal and external factors such as location, funding, marketing and partnerships (Simons, 2014). These external and internal factors are the social, political and economic networks identified by Weyers (2011).

These same factors are thus the various influential systems within the youth development sector. The nature of YDC'S relationship and interaction with other

systems is important to find sustainable solutions for youth unemployment. The ecosystems theory will assist as far as, identifying and categorizing these systems and exploring their relationships with youth development centers in Johannesburg. Centre management, stakeholders, funding partners, beneficiaries, community members, statutory bodies, youth development forums, are all important internal and external systems in the ecology of ydc.

It is for this reason that as far as youth development is concerned, the work done should begin to be conceptualized as something experienced by all parties within the developmental environment with all parties having influence, rather than as something to be done to or for others. (Fore, 2013). The reason why the theory was adopted for this study, was to assist in mapping out the stakeholders in youth development and the several factors affecting youth development in Johannesburg.

One way of developing this strategic understanding is to see the organization as a system that functions by acquiring inputs from the environment, transforming them in some way, and discharging outputs back to the environment (Daft, 2008). Within the systems theory, the systems in the environment which are open to external influence are open systems and the one which are not open to influence are closed systems. The concept of open and closed systems assists to evaluate and explore if youth development centers are open to external and internal influence from various systems inherent in their environment and the level of influence these systems has of the centers. Sutton (1999, p.19) argues that, “An open system approach to the way an organization functions helps managers to know where to focus limited energy to bring about change, which is based on the metaphor of an ecosystem, a model which encourages awareness of the linkages between departments in an organization, the way an organization responds to outside stimuli, and the inputs it receives from the external environment”.

YDCs that monitor the environment and accept inputs from it are operating as open systems. Organizations that attempt to be self-sufficient without interacting with the

environment are referred to as closed systems. NPOs operating as closed systems usually fail to obtain the resources they need to survive (Daft, 2008).

2.2. Assets-based approach

The utilization of the ecosystems theory maps out how important resources within the environment of communities are to development. The theory is closely integrated with a concept that is known as asset based community development. Territorial factors such as local conditions, institutional arrangements, networks of association and proximity to regional, national and global economic activity are vital conditioning factors for long-term development success (Lawrence & Rogerson,2018, citing Pike et al., 2011, 2015).

Asset based approaches to community development promote a paradigm shift from a need based to an asset-based orientation. It is built on the assumption that development begins with the re-discovery and recognition of skills, abilities and resources that are already present in the community, these resources include skills and resources of individuals, local intuitions, voluntary associations, physical infrastructure and the local economy (Cunningham & Mathie, 2005).

The awareness of such community-based assets is essential for the survival of an organization in a long term, however depending on whether the organization operates as an open or closed system. As it is highlighted above that organizations which operates as closed systems are not open to external influences of systems inherent in its environment. The asset-based approach to development will assist in identifying what are the strength and positive aspects existed in the environment of young people which the YDC could utilize as foundation in youth development programs. These will assist the YDC to identify what are the positive aspects about their beneficiaries, which organizations in the local community such as the church, local business, schools and they could work with to enhance their programmes. The ecosystems theory and the asset-based approach are understood and used in the study as the necessary foundation for positive youth development to occur.

2.3. Positive Youth Development approach

A positive youth development approach (PYD) to youth development programs and research encompasses the idea that all youth, regardless of their background, have the potential to thrive (Lerner, Dowling & Anderson, 2003; Williams & Deutsch, 2016). Positive youth development is understood to simultaneously be a field of research, an

arena of practice, a policy approach, a philosophy, an academic major, a program description, and a professional identity, for example, youth development worker. (Benson & Pittman, 2001).

Historically, services to young people and all other groups in the community were restorative and welfare driven, which amongst other things could be attributed to a disadvantaged past for majority of the people in South Africa. Services to young people were mainly for youth in conflict with the law and substance abuse. A primary function of youth programs was for long periods focused only on rehabilitation or containment e.g., keeping youth off the streets (Jennings, Parra-Medina, Hilfinger Messias, McLoughlin,. 2006.)

With the change in approach during the Democratic dispensation from a welfare based to development based approach, the approach to youth services added youth development programs. Positive youth development programs are those designed to assist youth in acquiring the skills, attitudes, and values that enable them to gain a sense of industry and contribute to their communities. Unlike restorative intervention programs that seek to remediate health endangering behaviours or prevention programs that strive to protect or shelter youth from adverse factors, PYD programs focus on building assets and helping youth acquire the capacities necessary to meet various life challenges (Petitpas, Cornelius, Van Raalte, & Jones, 2005).

The adoption of positive youth development in the study together with the other discussed theories is to explore the utilisation and contribution of other systems in the youth environment towards positive youth development. To explore which of these systems are active in the development process, the level of their contribution and the challenges the YDC encounters working with all the other systems. Furthermore, it is to highlight the aspects of what is positive youth development, such as focus on skills development, training, consultation, and participation of those involved in the development process. To highlight the difference between welfare and development driven programs to asses which ones are inherent in the YDC.

3. NATURE AND HISTORY OF YOUTH DEVELOPMENT

3.1 Global perspective

The term ‘development’ has become increasingly capacious. Originally connoting economic transformation of the material conditions of people in poor nations (Rostow 1956), it has expanded to encompass a vision of transforming individuals and communities. (Watkins,Swidler & Hanna, 2012).

The socio-economic problem of youth development and unemployment is a global phenomenon, with notable increase in the number of youth unemployment after 2008 global economic crisis (Verick, 2009). The global situation of youth unemployment has created a need for world economic role players to actively pursue youth development programs. Global bodies, such as United Nations, have emphasised upon their member states to develop youth development policies and mainstream the implementation of such policies. This was done through the United Nations World Programme of Action for Youth to the Year 2000 and Beyond (UN, 1995).

The European Union has identified problematic areas, which they believe should be focus areas when dealing with the issue of youth development and unemployment. Based on an extensive review of research and debates on definitions of youth unemployment, it was suggested that there are five core characteristics distinguishing the current period of youth unemployment in European countries (O’Reilly, 2015). Some of the identified characteristics could also be related to other parts of the world and within the local context of South Africa.

The first considered characteristic is the unpredictability or flexibility of the labour market, which makes it difficult for young people to get a stable permanent job. It has created segmented labour markets where the burden of flexibility falls on workers with “atypical” contracts, with young people more likely to have fixed-term or temporary contracts compared with prime-age workers (O’Reilly, 2015, citing, Eichhorst et al., 2014).

The second notable characteristic, which could be related to South African context, is Expansion of Education, Skill, and Qualifications Mismatch. The increased level of technology and innovation has left a skills gap in the labour market. These new set of skills required in the modern workplace were not traditionally provided for in the education system. Worker mismatch generally describes the situation whereby the skill levels or education of the individual are to some degree misaligned with the productivity requirements of the firm, that is, there is an imbalance between labour supply and labour demand (O'Reilly, 2015). With the talks of 4th industrial revolution, the need to equip young people with technology skills is important than before.

Youth immigration, which is a common feature in South African societies and African communities due to social and political unrest, is also identified in European countries as a contributing factor to youth unemployment. High rates of youth mobility can be explained by a complex set of push and pull factors, which include economic situation in the sending and receiving country; policy measures inciting or preventing migration; geographic, language, and cultural proximity (O'Reilly, 2015).

3.2. Youth development in Africa

Within the African continent, the issue of youth unemployment is particularly dire considering that African countries' population is dominated by young people. By 2050, 29% of the total world youth population will live in Africa. For African countries, youth represent a challenge as well as an enormous opportunity, particularly now, when populations in other parts of the world are aging. Young people, while needing jobs, are also critical in creating them. (ACBF, 2017).

The seventh ordinary session of the AU Assembly held in Banjul, Gambia on the 2nd of July 2006, adopted the African Youth charter (AYC). The charter addresses variety of the African youth needs. More specifically, article 10 of the Charter is on development. It highlights that, every young person shall have the right to social, economic, political and cultural development with due regard to their freedom and identity and in equal enjoyment of the common heritage of mankind. (AYC, 2007)

Since then, the African continent has over the years intensified their efforts to include young people in the mainstream economy and ensure active participation. This was done through the AU declaring the years 2009–2018 as the Decade for Youth Development and approved a plan of action to implement. This plan identified key areas for development efforts to focus, Moreover, through Agenda 2063, African countries makes a call for action to support young people as drivers of Africa's renaissance—through investment in their health, education, and access to technology, opportunities, and concerted strategies to combat youth unemployment and underemployment (ACBF,2017). Aspiration 6 of the Agenda 2063 makes a call for the empowerment and development of young people and women to actively participate and contribute to economic activities. Agenda 2063 specifically mentions that the youth of Africa shall be socially, economically and politically empowered through the full implementation of the African Youth Charter.

3.3. South African context

Youth in South Africa are categorised as those between the age of 14-35 and they are generally low-skilled and have little to no experience of formal employment (National Treasury, 2011, p.12). It has been pointed out that it will be "… exceedingly difficult for one of these unemployed young people to exit unemployment, and it is expected that a significant number of today's unemployed youth will never achieve formal sector employment (National Planning Commission, 2012, p.106). The unemployment rate in South Africa is at a record high of 27.9%, the highest the country has ever experienced in post democratic dispensation (Stats SÁ, 2018). A significant portion of that number is made of the youth, which means that there is a considerable number of young people in the country living in poverty with no real chance of employment.

Poverty is both the outcome of high rates of unemployment and a contributing factor to sustained elevated levels of poverty, which have persisted for the past two decades of democracy and beyond. Cloete (2015) describes this relationship as 'bi-directional causality'. The opportunity to participate meaningfully and gainfully in the mainstream economy requires more than skill and knowledge, networking and association. Poor

people, on the other hand, are often associated with poor living conditions, ill health, lack of ambition, crime, substance abuse and backward traditional ways of living.

These misinformed prejudices and discrimination patterns contribute and lead to marginalisation of poor people in society and maintain the distance between the poor and the rich, maintaining the status quo; in this case characterised by high rates of youth unemployment and poverty (Cloete, 2015). As result of this structured poverty cities like Johannesburg are characterised by large numbers of poor and unemployment youth who are constantly engaging in criminal activities, drug abuse and other related negative behavior patterns (Bhorat, Lilenstein, Monnakgotla, Thornton & Van der Zee, 2014; Graham & Mlatsheni, Makwakwa, 2017).

There are number of reasons attributed to the high rate of youth unemployment. It is generally agreed that South Africa's widespread unemployment today is a structural mismatch between the skills the modern South African economy demands, and the skills it supplies (Hausmann, 2008) Some of the youth seeking work are not well educated and dropped out of school early, due to reasons such as poverty and an inability to cope with studies problems. Accessing and securing a decent education and skills; community fragmentation and conflict are also listed as contributing factors. As the economy demands highly skilled labour due to capital deepening and technological advancements, an incomplete secondary education is insufficient to guarantee employment.

According to research evidence, even if the youth pursue post-secondary education, graduates from study fields such as humanities and arts, as well as education are less likely to find employment compared with those from fields like engineering and medical sciences (Graham & De Lannoy, 2017; Yu, 2013). Furthermore, employers also feel more risk-averse to employing inexperienced young workers, whose productivity is not fully known.

Youth often do not have financial resources and mobility to seek work or relocate closer to the places where job opportunities exist. In cases where young people do migrate to big cities like Johannesburg in search of economic opportunities, they are more likely to

find themselves in dire living conditions such as in squatter settlements such as Diepsloot and Alexandra in Johannesburg. The youth also lack ‘soft’ skills such as communication skills, personal presentation and emotional maturity (Yu, 2013).

The need to ensure mainstreaming of youth development policies and programmes into developmental interventions, required collaboration with governmental and non-governmental organizations and the private sector in developing skills and employment programmes for youth at risk of becoming chronically unemployable through facilitating access to public works programmes, national youth services initiatives, learnerships and micro economic development and livelihood strategies (Discussion Paper for National Treasury, 2011). Over and above that, the mandate is also to provide psychological support to youth families with conflict resolution and mediation (Patel, 2005)

Such interventions have increased the number of Technical and Vocational school known as TVET colleges and suggestions of youth wage subsidy. Recently we have seen the introduction of free higher education and the Youth Employment Services (YES), which was introduced in 2018. The National Youth Policy (NYP) 2015-2020 was introduced to address socio-economic issues affecting young people in South Africa. One of the objectives of the NYP 2030 is to strengthen the capacity of key youth development institutions and ensure integration and coordination in the delivery of youth services (NYP, 2015-2020). The youth policy is aligned to the sentiments of the National Development Plan (NDP)2030 vision for youth. The NDP highlights youth development as one of the key areas to focus development and amongst other things aims to, strengthen youth service programmes and introduce new community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development programmes.

The National Youth Development Agency [NYDA] Act (2008) mandates the NYDA to develop an Integrated Youth Development Strategy for South Africa and initiate, design, coordinate, evaluate and monitor all programmes that aim to integrate the youth into the economy and society in general. These are amongst the many policies and acts which have been introduced over the years to promote youth development

The socio-economic history of South Africa has had a major influence regarding the services which Government and civil society provided to the poor and vulnerable. In the past, the services were welfare driven with the aim of mitigating against the immediate effects of, poverty, unemployment and HIV/AIDS. It is understood that South Africa's developmental approach to social welfare evolved from the country's unique history of inequality and the violation of human rights which resulted in prominent levels of poverty and underdevelopment (Patel, 2005). For young people much of the services which were provided to them were welfare driven and restorative in nature, mainly focusing on delinquent youth, substance abuse and short-term poverty alleviation programs.

Government has partnered with variety of NGO's to promote and enhance human empowerment and socio-economic transformation. This approach to development is also subscribed to internationally, particularly in the youth development sector, with a concept known as positive youth development.

In 2004 the Gauteng Department of Social Development registered first four NGO's in the form of development centers, which focused solely on the development of community members. These centers were, however, for all the community members and not limited to youth. These first four development centres established by the Gauteng Department of Social Development were:

- Stanza Bopape Development Centre based in Mamaelodi;
- Tembisa Development Centre based in Tembisa;
- Harambe Development Centre based in Boksburg and
- Alexandra Development Centre based in Alexandra

These are independent organisations established under NPO Act No 71 of 1997. Since their inception, the sector has seen growth in the emergence of development centres providing variety of services to the community. The evolution of development centres over the years has taken place in a manner which has seen centres specialising in one or two fields. There are development centres that are specialised for elderly people, people with disabilities, for youth and so forth. In youth development, there are many

organisations providing services in the education and skills training field, mainly to address the socioeconomic problems facing the youth of our country.

The Development Centre Model was introduced by the Department of Social Development in Gauteng during 2002 to alleviate poverty. To date thirty-one Development Centres have been established throughout the province by the Department of Social Development. Nine are in North Rand Region (Tshwane), seven in the East Rand (Ekurhuleni), four in West Rand Region, seven in Johannesburg region and lastly four in the Vaal Sedibeng region (Fani, 2009). Although three of these Development Centres were closed, plans are being made to revive them. (Netshivhazwaulu, 2010)

4. NON-PROFIT ORGANISATION STRUCTURES AND MANAGEMENT

The registration of an NPO is completed under the guidelines and prescripts of the NPO Act No 71 of 1997, which sets out regulations on how an NPO management structures should look like. According to the Act, before an NPO can be registered it must have a board of Directors and a constitution outlining the, vision, mission and objectives of the organisation. The constitution must also outline the functions of the board of Directors and a process of how they are elected, duration of their term in office. The said Act, however, does not make pronouncement on the representation when it comes to the management structures. There is no compelling clause which insists on representation from community members, and beneficiaries. The situation is that in many organisations the community or beneficiaries are hardly on the management structures or board of Directors. This poses a gap in the management of organisation as sustainable organisations require that the strategic vision and mission of an organisation be established in consultation with community members (Stevenson, 2007).

Participation and consultation are important principles of development. Stevenson (2007) puts it that, the essence of sustainable NGOs is to be able to continue to respond appropriately to the needs of the communities they serve through having ongoing relationship which allows for community participation.

In boards and management of NGOs, there is a shortage of youth representation, particularly at the level of programme design where young people can influence the

nature of their learning activities. Youth development centre's success in this sense depends largely on their interaction with learner representatives. This kind of interaction promotes sense of responsibility and innovation from the learners themselves thus widening the scope of their learning. Learners are part of communities and their relationship to an organisation represents strong relationship with the community at large. A strong relationship with the community has a potential to enhance proper management structures of the youth centres and good governance. Organisations with accountable management structures with adequate representation and transparent corporate governance processes are more likely to attract funding and investment. The NPO act was promulgated to encourage NPOs to maintain adequate standards of good governance, transparency and accountability, as well as improve those standards and to complement self-regulatory efforts within the non-profit sector. (Wyngaard & Hendricks, 2010).

4.1. Funding model

Funding within the youth development sector remains a challenge. In terms of youth development programs, there is usually competing interest with other programs, such as early childhood development programs and welfare related programs. Gauteng Department of Social Development highlights that NPO's which provide youth development services are clustered together with NPOs providing sustainable livelihoods services and the two are funded together. For the fiscal year 2017/18 the Department was funding 107 NPOs, which were providing both sustainable and youth development programs at the budget of R 283 118 000. (Gauteng Department of Social Development, 2018). The Department also revealed that currently the Department is funding 2 653 organisations, of which 50% of these are ECD Centres(creches) (Gauteng Department of Social Development, 2018)

In the past fifty years, over US$I trillion in development-related aid has been transferred from rich countries to Africa to assist in development endeavours. However, the impact of this large sums in aid has not been significant in the many lives of youth in Africa (Moyo, 2009). The situation could be seen to be influenced numerous factors such as

history of structural marginalisation based on race, high levels of poverty, corruption and mismanagement of funds.

The number of NGO's over the years has also been increasing rightfully so, to assist government capacity in social welfare and development. 'Non-governmental organizations have become a main anchor of development and service provider in the education and training sector in many developing countries (AbousiAssi, 2014). However, public and private funding of NGOs has not been able to match the rising number of NGOs. The donor–NGO relationship is volatile. Frequent fluctuations in funding priorities engender uncertainty in the NGOs' surrounding environment and lead to additional confusion among these organizations and lack of sustainability in the training programs.

NGOs work well in partnership with governments when there are common objectives, however in many instances they run the risk of losing some autonomy as they strive to comply to Government regulations to qualify for funding (Stevenson, 2007). It is also understood that, within the NGO sector program design and implementation is often influenced by external forces locally, nationally, continental and even on international scale. It is said that, young people in third world countries are often affected by 'development' as imagined and initiated by the NGOs and governments in rich countries (Ansell, 2005.)

Donors are key players in this scenario as they have leverage to dictate terms as they have scarce resources and capital. This is a situation favourable to donors but not the youth centres as donors are always looking to influence and shape national policies by negotiating priorities with governments and channelling, conditioning, and controlling aid (Easterly, 2007, cited by AbousiAssi,2014).

These results in a situation whereby donors can dictate to youth development centres the nature of programs the organisation should be providing. in many cases these programs are not aligned to the needs of young people in local communities in which these centres are based. It is for these reasons that there continue to be ideological contestation on the value of donors, particularly international donors in African

developing countries. It is believed that local NGOs engaged in long-term work programmes such as youth development, can be hugely constrained by external funding which often ties all expenditures to specific outputs and outcomes that must be identified in advance and linked to specific time-frames and must have budgets that are spent on time. Such financial constraints limit the NGOs ability to be flexible and timeous in responding to new opportunities. (Satterthwaite & Sauter, 2008)

The emerging criticism of the donor-NGO relationship is based upon this premise that donors are interested only with protecting their interest and influencing public policy development and implementation through NGOs, which negatively affects performances of NGOs. Moyo (2009) highlights that organisations are often criticized, with some justification, for poor implementation, high administrative costs and the fact that they are on occasion coerced to do their donor government's bidding - despite the obvious lack of relevance to a local context.

However, it is key to note that donors shape national policies, whether directly or indirectly, and it is for these reasons that donor-NGO relationship is important and should always be scrutinised to assess whether there are good intentions forming the basis of these relationship. Some scholars, such as Sachs (2005), are in support of donor funding and, consider aid and donor funding as moral obligation of richer countries and multi-corporations to support the less-fortunate countries to develop their economies and enhance their people’s wellbeing.

On an international level, there has been a conscious effort to regulate aid to developing countries and ensure it is provided in a way that has the beneficiary country interest at heart. The Paris Declaration on Aid Effectiveness (2005) and the Accra Agenda for Action (2008) are two milestones focused on adhering to and applying the principles of local ownership, national priorities, development strategies, harmonization of donor practices, mutual accountability, and results management. (AbousiAssi, 2014. P. 971).

In South Africa, as way to deal with the increase in demand for NGO funding, the government created new sources of funding by instituting an imposed skills levy on kinds of organisations. These levies are channelled into the National Skills Fund (NSF),

and the Sector Education and Training Authorities (SETAs) are among those who distribute these funds for skills development programmes. Through the SETAs the government has established a system of providing skills development programmes, such as learnerships, learning programmes and skills programmes. (Groener, 2013).

There are, however, other factors which have influence on funding of NGOs, such as Fundraising. Fundraising is a key aspect of effective functioning of an NGO and successful program implementation. It is usually the primary responsibility of the board of the NGO to ensure that there is effective fundraising through outlining clear objectives of the organisations which can attract funders. A credible, capable and engaged board provides strategic direction and risk analysis, differentiating the organisation's contribution from that of others responding to the same needs in the same area, and has oversight of potential risk factors affecting the sustainability of the organisation including funding gaps, donor withdrawal, fraud, theft, and succession planning (Stevenson, 2007)

4.2. Collaboration and partnership

The National Skills Development Strategy III (2017), declares that to build partnerships for skills revolution, innovative strategies are required and most importantly a partnership and collective responsibility between stakeholders, government and business is key. A positive emerging trend in the provision of skills development programs, has been this alliance between, for-profit and non-profit sector which is largely attributed to the phenomenon of privatization. The interaction between for-profit businesses and the non-profit social sector is generating interesting exchanges, whether based on dialogue or on lobbying. (Servos & Marcuello, 2007).

The wave of privatization has led to increased contracting between government and private non-profit and for-profit providers. Many for profit organisations have set up corporate social responsibility programs to oversee these partnerships. Mainstreaming of youth development policies and programmes into existing developmental welfare interventions requires a collaboration with governmental and non-governmental

agencies and the private sector in developing skills and employment programs for youth (Patel, 2005. P. 169).

The rise in community NGOs reflects this rapidly developing realization that the co-production of services by citizens and community institutions is essential for positive and sustained change to occur. This trend has also affected the way NGOs interact with communities, the strategies they employ, and the types of objectives they pursue. Funding partners tend to have more influence on the direction NGOs take.

To adequately understand the contribution of NGOs and the new roles delegated to them in light of globalization, privatization and localization, it is essential to analyse the organizational structure and planning facets of NGOs in connection with the local or national government. Reports suggest that NGOs in low and middle-income countries frequently do not obtain adequate funding from domestic sources. Their governments may not even have enough revenue to be able to fully deliver their own social programs and are thus unlikely to subsidise NGOs (Stevenson, 2007).

As many academic scholars in this field have pointed out, the critical impact of strategy and tactics are often overlooked. Central to all social change, activism is the need to engage in proactive strategic and tactical planning; NGO-government relations necessarily correspond to these strategies as they dictate what NGOs can and are able to do. However, if NGOs are hindered by government interests then they will never be able to challenge or improve existing models of development. Some of the solutions to this impasse of negative government interference that have been proposed by professionals, academics, officials and the like vary in application and ideology. (Neff, 2015).

4.3 Marketing-promotional partners

Marketing is an important aspect of any for-profit or for non-profit organisation. Communicating the services provided by a particularly organisation can be an important aspect as far as reaching the objectives of that organisation. Even for organisations with financial resources marketing strategies are key to position the organisation within mainstream society particularly at grassroots. NGOs are based in communities and

have direct access to basic community structures and systems. This positions NGOs as potential marketing partners for profit making organisations who aims at targeting local communities.

It is important for NGOs to explore such partnerships which could enhance their marketing capacity and opportunities, considering the two essential elements of NGO marketing, to communicate with donors and target beneficiaries. It is important to be honest and give appropriate information to donors and targeted beneficiaries, this involves establishing some ongoing relationships, clearly and consistently communicating what your organisation has the capacity to do. (Stevenson, 2007)

NGOs marketing continue to be a contributing factor to the effectiveness of NGOs functioning. Many NGOs are unknown in communities because of lack of effective marketing strategies. Funding is also a contributing factor to poor marketing and partnerships developed with primary objectives of marketing the organisation can be a solution. NGOs can be creative in seeking nonfinancial contributions including materials, information, referrals, personal connections and intellectual capital and they can also negotiate discounts with service providers (Stevenson, 2007).

The Information, Communication and Technology sector is key to marketing, and in the 21st century there has been a shift in traditional ways of marketing to marketing campaigns which are social media driven. Over the past several decades, the ICT industry has experienced dramatic technological change that has contributed to economic and social development and offer opportunities to increase workforce productivity and competitiveness (Mariscal, Gutierrez, & Botelho, 2009)

In the modern workplace, ICT skills are key requirements for many jobs and it is important for youth development programs to develop such skills not only for their staff but also beneficiaries. Mariscal et al (2009) found that involving youth in ICT projects led to the creation of labour experience, which is a key element in gaining employment and serving as a technological platform for young adults to develop their ICT skills, a basic labour market requirement.

4.4. Networks, trade and professional association

NGOs, private sector, civil society and Government all have vested interests as stakeholders in the youth development sector. Partnerships amongst these stakeholders, is necessary to ensure that there is synergy in the efforts to address youth development at all levels of policy implementation from all stakeholders. Spooner (2004) indicates that while there is plenty of evidence of successful cooperation and partnerships, major problems remain within the NGO sector and the youth development sector. These problems are caused by substantial and sharp policy differences. This could be consequence of colliding political or organisational cultures, prejudices, financial competition, and a mutual lack of understanding of respective roles and objectives.

Within the NGO sector organisations providing educational and training skills program to the youth have increased tremendously over the years, professional association is thus important and a necessity. It is a necessity in a sense that there need to be a collective effort to ensure that the sector is professional in its approach and that practices aspire to certain collective set standard.

Networking is an essential element of establishing business relations and partnerships beyond the scope of SETA compliance. Networking serves multiple purposes in the organisation, in terms of fundraising, marketing and generally associating with other stakeholders. For youth development NGO’s local community networks are essential for the organisation to be able to align its services to the needs and interests of local community systems, such as families, business, schools and so forth. Skills development is not just about training people for employment; it must also empower people to create economic opportunities, low levels of education and training, as well as the lack of standardised, appropriate and accredited training, are key constraints to enabling people to create their own opportunities. (NSDS III, 2011).

Development of youth in the communities should aim at addressing local challenges and solutions. As result youth development, cannot take place outside the context of these local systems as it should be aimed at enhancing these systems as well.

According to Watkins, Swindler and Hannan (2012, citing Scott & Davis 2006) Organizations must manage their environments to acquire the inputs they need to operate (funds, personnel, knowledge, and raw materials) and to find consumers for their output. Development NGOs face unusual uncertainties on both these fronts.

Unlike their middle-class peers, poorer young people lack ‘productive social capital’, that is, social networks that can be used for information about and access to the labour market. These are important for navigating their entry into the labour market. An analysis of the 2011 census data shows that 43% of the youth between the ages of 15 to 24 live in households without any employed adults (Stats SA, 2011); this means that they lack such networks within their immediate environments. Local-level youth employability programmes, often run through non-governmental organisations, could help young people to access information about jobs and support them to more effectively look and apply for jobs. (Graham & Delanoy, 2016)

4.5. Reporting, monitoring and evaluation & oversight and statutory bodies

Reporting, monitoring and evaluation is an important aspect of assessing whether the development centre or an organisation is reaching its objectives. Effective monitoring and evaluation of programs within the centre gives the management an indication of where are the gaps in the implementation process and an opportunity to strategically close those gaps in their panning. The Department of Social Development is the primary oversight body in terms of the NPO Act No 71 of 1997.

The Department of Social Development is charged under the said Act to administer the affairs of non-profit organisations through the Directorate for non-profit organisations. However, this should not be interpreted to mean that all responsibility toward non-profit organisations rests only with the Department of Social Development. The Act is progressive in that all government departments are charged with a positive duty towards non-profit organisations. (Wyngaard & Hendricks, 2010)

Registered organisations have a responsibility to prepare reports and submit to the Department (NPO Act No. 71 of 1997). However, due to number of challenges, such as the high number of registered organisations and the lack of personnel from on the side

of the Department, monitoring and evaluation of the NGO sectors tends to be problematic and challenging. However, National Screen and Digital Supplies (NSDS III,2011). makes a pronouncement towards stricter monitoring and evaluation of skills development programs, through intensifying support systems and the fight against corruption and ‘fly by night’ institutions and training initiatives, eliminating unnecessary ‘middlemen’ in the provision of services, to maximise the impact of the resources in all our institutions and in our skills levy system. (NSDS III, 2011)

Partnerships with various stakeholders is important to quality assure and maintain standard. The Department of Social Development has a role to provide oversight to the registered Non-Governmental organisations. However, other role players and stakeholders have a role to play as far as monitoring and evaluation is concerned. Accordingly, there is a growing demand for social-accountability tools with which to obtain reliable information from multiple sources, and to evaluate corporate impacts on the social system. (Servos& Marcuello, 2007)

5. CONCLUSION

The chapter described the theoretical frameworks underpinning the study and provided a comprehensive literature review relevant to the topic. The following chapter focuses on the research design and methodology underpinning the study.

CHAPTER 3

RESEARCH METHODOLGY

1. INTRODUCTION

This chapter introduces the research methodology adopted by the study. The chapter highlights the main research question of the study, and the aim and secondary objectives the study. It also discusses the research approach, design, population and the sampling procedures followed, the research tool and pre-testing of the tool is also discussed. The data collection process is explained, as well as the analysis approach to the collected data. In conclusion, the chapter highlights what efforts were made to make the study trustworthy, and the ethical considerations considered as well as the limitations of the study.

2. MAIN RESEARCH QUESTION, AIM AND SECONDARY OBJECTIVES

2.1. Primary research question

The primary research question underlying this study was: what are the programs implemented to promote youth development and the factors affecting them.

3.2. Main aim:

The main aim of the study was to explore the youth development programs implemented by the development centre and factors influencing implementation.

3.3. Secondary Objectives:

Objective 1: Investigate what youth skills training and development programmes are implemented at the Centre

Objective 2: Explore factors affecting programmes implemented by the YDC

Objective 3: Describe what partnerships with donors and other stakeholders exist

Objective 4: Describe the nature of professional association with statuary and authority bodies within the sector

Objective 5: Describe management structures and level of students and community participation

3. RESEARCH METHODOLOGY

3.1. Research approach

The researcher adopted a qualitative research approach to achieve the main goal. It was deemed appropriate because this approach provides research participants with an opportunity to give detailed account of youth development sector in Johannesburg based on their experiences. According to Pope and Mays (1995), the qualitative research approach helps us to understand social phenomena in natural rather than experimental settings, giving due emphasis to the meanings, experiences and views of the participants.

The essence of qualitative research is to make sense of and recognize patterns based on the participant's perspective on a topic and gain deeper understanding without compromising richness and dimensionality of the information (Leung, 2015). Barnham (2014) reiterates similar sentiments by stating that qualitative research is about exploring the evolution of people's lives and eliciting profound perceptions and meaning of a phenomenon to understand attitudes, behaviour and motivations.

More specifically, a qualitative case study design was implemented. Baxter and Jack (2008, citing Stake, 1995 & Yin, 2003) explain that a qualitative case study can be based on a constructivist paradigm, which was the paradigm of this study. Constructivists claim that truth is relative and that it is dependent on one's perspective. This paradigm "recognizes the importance of the subjective human creation of meaning, but doesn't reject outright some notion of objectivity. Furthermore, a case study design should be considered when: (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the variables (Baxter & Jack, 2008, p.545).

The following boundaries came into play in the study: the center is registered with the Department of Social Development in terms of Non-Profit Organization Act 71 of 1997(referred to from herewith as NPOs). The centre is situated in Johannesburg and the focus was on exploring the perceptions of people functioning within the centre.

3.2 Population and sample

The population in this study was YDCs who are made up of people involved in the functioning of YDCs, namely staff members such as manager, teachers, learners and board members.

Convenience sampling was implemented when selecting which YDC in Johannesburg to focus on. Non-probability, purposive sampling was adopted when selecting the sample of participants. Khan (2018, p. 50) highlights that, “a sample is a subgroup of the population which is the focus of the research enquiry and is selected in such a way that it represents the study population. The research study included 10 participants considering time constraints regarding data gathering and analysis.

The following inclusion selection criteria were used:

- Two centre managers from the identified organisation
- Four course facilitators from the organisation’s two centres.
- Two members from board of directors
- Two student representatives

Exclusion criteria:

- Youth development centers not registered.

3.3 Research tool

A semi-structured interview guide was used as research tool to guide the focus of the one-on-one, semi-structured interviews (See Appendix D). The researcher had a set of pre-determined questions on an interview guide, but they were rather open-ended so the participants could introduce issues not covered in the guide (De Vos et al, 2005). This facilitated the researcher to probe more in instances where the need arose and permitted the interviewee a chance to seek clarity about questions.

Pre-testing of the research tool is essential in research as this gives the researcher a chance to make necessary changes of readjustments where it is necessary. Khan (2018) highlights that pre-testing is a practice whereby you test something that you developed before its actual use to ascertain the likely problems with it, and it entails a critical examination of each question as to its clarity, understanding, wording and meaning as understood by potential respondents with a view to removing potential problems with the question.

Pre-testing of the semi-structured interview guide was done with one of the managers from the identified center. Pre-testing of the research tool proved successful as no changes needed to be made. The manager from the development center who was involved in pre-testing of the tool was not invited to participate further in the study once the pre-testing of the tool was complete.

3.5 Data collection

Data was gathered by conducting one-on-one, semi-structured interviews with participants. Face-to-face interviews open doors for rich data to be gathered because the researcher does not only rely on textual data, but also on observations made during the interview; the focus was also directed to the non-verbal communication of participants, such as their tone of voice, facial expressions etc. (De Vos et al. 2005). This method of data gathering gave the researcher and participants much more flexibility in terms of the interview and enabled the participants to express their views. The researcher could follow up interesting themes and topics which emerged and the participant were able to give clarity and meaning to the interview (De Vos et al. 2005).

The duration of the interviews was between 45 minutes to 60 minutes and some interviews were audio-taped with permission from participants (See appendix C). Babbie and Mouton (2001) state that the use of audio recording helps ensure credibility of data. The interviews were scheduled at a time and place that suited the participants, and were usually conducted at the offices of the youth development centers, during or after official working hours. The participants had the option of having the interview

scheduled at a different place if they felt uncomfortable being interviewed at the Youth Development Centre offices.

3.6 Data analysis

Data collected in this study were analyzed manually through the process of identifying recurring predominant themes in the data and organizing such themes into categories and sub-categories, a process referred to as thematic analysis.

The six steps suggested by Braun and Clarke (2006) were applied, namely:

3.6.1. Familiarizing myself with the data

The process of analyzing the data collected from the development centers begun with transcribing the audio-recordings and then reading through data to make sense of the information.

This process assisted the researcher to subsequently start decoding information and align them with the research objectives. De Vos et al (2005, citing Marshall & Rossman,1999) explain that reading, reading and reading once more through the data forces the researcher to become familiar with the data in intimate ways.

3.6.2. Generating initial codes

The understanding and knowledge gained through the first step of data analysis was used to code and categorize data collected. This is a process of summarizing or marking the large volumes of collected data to begin identifying recurring themes. The researcher used various forms of coding such as abbreviating key words, numbering, color shading and dots to code the data.

3.6.3. Searching for themes

The information which had been coded was used to guide the researcher to search for themes in the data. Themes are similar responses by the participant in relation to objectives of the study and the topic in general. The prevalence of this information in most of the participants' responses is identified as themes. This entailed the process of categorizing the information about youth development centers according to the recurrence of similar responses from participants.

3.6.4. Reviewing the themes

The researcher evaluated the identified themes and determined the usefulness of that information in relation to the objectives of the study. The themes were also used to search for alternative meanings. Furthermore, the information was also used to assist the researcher to gain an overall ‘image’ of the state of the YDC.

3.6.5. Defining and naming the themes

Defining and naming of themes were informed by the question/s the research study aimed to answer; namely the state of youth development centers in Johannesburg. The numerous factors affecting the state of youth development center were used to define themes. Such factors were issues around center management structures, funding, professional association and networks.

3.6.6. Producing a report from the themes.

Once all data had been thematically analyzed, the researcher began structuring the themes to be presented to the reader. De Vos et al (2005) put it that this is the final phase of the spiral where the researcher presents the data; a packaging of what was found in the text.

4. TRUSTWORTHINESS OF THE STUDY

Trustworthiness of qualitative studies is always an area of concern and one that need to be safeguarded through following proper qualitative research steps. Leung (2015) highlights that validity in qualitative research means “appropriateness” of the tools, processes, and data to achieve desired outcomes.

To address trustworthiness of this research study, the researcher has provided a specific outline of the research methodology used for this research study. De Vos et al (2012) highlight four elements of qualitative research that Lincoln and Guba (1999) believe underscore validity of the qualitative research approach.

The first element is *credibility*, which is the ability to demonstrate that the research was conducted in a way that has accurately identified the participants, as well as highlighting

the objectiveness of the study through the problem statement. For this reason, the researcher has stated which selection and exclusion criteria were used to purposively recruit participants.

The second construct is *transferability* and this is the ability of the findings to be related to other specific situation in other areas. The researcher has provided a comprehensive problem statement and literature review to gain an in-depth knowledge of the topic and problem statement. Although this study took place at a youth development centre in Johannesburg and thus results cannot be generalised, a literature review suggests that some of the findings are relatively common within the sector across other regions and even through the continent and globally.

The third construct is *dependability* and refers to the extent to which the research document is logical, and highlights all other factors influencing the findings of the topic being researched. It is where the researcher attempts to account for changing conditions in the phenomenon chosen for study. A comprehensive literature review has been conducted in this regard to gain an in-depth understanding of the topic and various dynamics at place, which could influence the findings. If the findings from different studies tend to confirm one another then we conclude that there is more objective 'truth' in them (Barnham, 2014, citing Ereaut 2002; Flick 2002).

The ecosystems theory, asset-based approach and the positive youth development approach were used in the study precisely to account for the several factors or systems within the environment of the case study which might have influence on the findings and the state of the organisation in this regard. The systems theory was used to highlight social, economic, political and other factors such as religion, on the functioning of the development centre.

The last construct is that of *confirmability*; this being the ability of the research to yield similar findings if conducted by a different person in an equivalent manner. To achieve that, the researcher followed the proposed research methodology and design to the latter, including outlining steps of data collection and analysis.

4. ETHICAL CONSIDERATIONS

The research study was granted ethical clearance to conduct the study by the Human Research Ethical Council (non-medical) at the University of the Witwatersrand with the reference number: SW/18/09/56. The researcher has considered the following ethical issues as highlighted in Babbie (2014).

4.1. Voluntary Participation

Voluntary participation means that participants were never forced to take part in the study. Participants were informed that participation in the study was completely voluntary and that they could withdraw from the study at any time without prejudice. The participant information sheet (Appendix A) was given to participants prior to the interviews.

4.2. Informed Consent

According to Babbie (2014), researchers are expected to obtain consent from all those who are directly involved in the research, before collecting data. The aim of informed consent is to show respect to the participants and make them feel free to make independent decisions without fear of negative consequences. The researcher ensured that participants had access to relevant information prior to signing the consent form. The participants were asked to sign consent forms for the interview and for audio recording of the interview (See Appendix B)

4.3. No harm to participants

The researcher ensured that there was no harm to participants by clearly explaining what would be involved in this study. The researcher also guarded against asking questions that could embarrass or endanger the participants.

4.4. Anonymity and Confidentiality

Participants were assured of confidentiality and anonymity. Participants were informed that only the researcher and her supervisor would have access to the recordings and the transcripts. Anonymity was ensured so that participants cannot be identified with the responses. The researcher used pseudonyms instead of the participants' or

organizations' real names. The participants were also informed that neither their names nor their departments would be mentioned in the research report.

4.5. Deception

The researcher ensured that all participants were aware that the research was conducted as part of her academic studies. The participants were provided with the researcher' and her supervisor's contact details in the eventuality that they needed more clarity or information regarding the study.

5. CONCLUSION

Chapter 3 provided an in-depth overview of the research methodology of the study. Trustworthiness of the findings and ethical concerns taken into consideration when conducting the research were also presented. Chapter 4, which follows, presents the research findings and discussion thereof aligned to the research objectives and literature review.

CHAPTER 4

PRESENTATION AND DISCUSSION OF MAIN FINDINGS

1. INTRODUCTION

The study was conducted at a NPO that was established in April 2006 by Christian believers and registered on 24th April 2007 with the Gauteng Department of Social Development under the NPO Act 71 of 1997.

The main aim of its existence is youth development addressing poverty, health and unemployment issues in the communities located in the South of Johannesburg (e.g. Rosetenville, and Turffontein). These communities are characterized by low income households with elevated levels of poverty and unemployment. Most of the targeted young people in the area are exposed to unproductive lifestyle, crime, poor self-motivation and elevated levels of school dropouts. Urban youth unemployment creates socio-political and economic problems in urban societies. The socio-political problems include crime, violence, substance abuse, prostitution, 'gangsterism' and many others (Mago, 2014, citing Carmichael & Ward, 2000

2 PROFILE OF THE ORGANISATION

The organisation is managed by a board of directors who oversees the overall functioning of the organisation. The Board is made up of seven members, being the Chairperson, Deputy Chairperson, secretary, assistant secretary, public relations officer, treasurer and a non-voting member, who is the centre manager. Over and above the board of directors, the organisation has 17 staff members, categorised as follows:

- 1 centre manager
- 2 assistant centre managers/program facilitators
- 5 program facilitators
- 2 administration officers
- 2 interns
- 5 volunteers.

The organisation has seven running projects, which are; Skills development project, Advisory services, Disease awareness control, Crime prevention, Job Centre, Entrepreneurship services, Community Outreach Services and Youth club. The projects are premised on sustainable livelihood and poverty alleviation through skills development and job creation for the unskilled and unemployed youth between the age of 16 and 35 years.

Through these projects the organization assists youth to discover their natural gift and talent and create a platform for youth to actualize their potential and show-case their talents. The organisation also aims to be a link between the young people and the job market through their job centre project, which aims to place qualified students with potential employers.

Demographic Profile of participants

Table No. 1 on the following page presents a demographic profile of participants in the study to provide context of who participated in the study.

The profile highlights that majority of the participants 8 out of 10 were young people between the ages of 18 and 34. The second notable aspect is all the 10 participants are from historically disadvantaged racial groups, 7 black and 3 coloureds. All the participants in the study are also in possession of a grade 12 certificate, four are in possession of national diploma, one degree and one honours degree.

Table No. 1. Profile of participants.

Demographic particulars	Sub-category	No
Age	18-34 years	8
	35-50	2
Gender	Men	6
	Women	4
Race	Black	7
	White	0
	Coloured	3
	Indian	0
Education level	Grade 12	4
	Diploma	4
	Undergraduate Degree	1
	Honours Degree	1
Years working in organisation	1-2	4
	3-6	4
	6-10	2

3 MAIN FINDINGS

As explained in Chapter 3, data gathered was thematically analyzed. In the discussion that follows, themes emerging will be structured around the secondary objectives of the study, the participants are not identified by their real name and pseudo names are using alphabets are used such as participant a, participant b etc.

3.1. Objective 1: Investigate what youth skills training and development programmes are implemented at the Centre and why this is so

The organisation provides an array of services through its seven programmes (also referred to as projects), which are aimed to address the needs of youth holistically. The organisation operates under a premise that young people as systems do not exist in isolation and their economic emancipation is dependent and influenced by other systems within their environment. Thus, their programmes not only focus on economic development of young people through skills training and development only, but addresses other needs, such as health and behaviour modification.

The International Labour Organisation (ILO) as experts in labour matters supports and promotes this approach and highlights that urban youth unemployment is a multifaceted problem that requires a multipronged strategy. There is no one-size fits all strategy is not effective and strategies to fight urban youth unemployment. Rather programmes should include correction of the defective education system, promotion of skills development, innovation, and entrepreneurial programmes, encouraging the private sector to employ young people, job creation and government support. (ILO, 2014)

<u>Theme 1: Youth club project</u>

The findings show that the YDC runs a youth club project which provides various activities for young people to participate in and engage with one another. These activities range from music, fine arts, drama, sports and poetry. One of the participants who works at the centre referred to as Participant A elaborated well on the matter:

> Not all young people are academically inclined, but some are more artistic and sporty and having a youth club with such activities assist in accommodating them and attracting wide range of young people to the organisation.
>
> The youth club plays a key role in the community outreach programs, whereby the young people have an opportunity to exhibit their projects through music, art and drama, which gives them a sense of contribution to both the community and the organisation.
>
> The community outreach programs are mainly lead by the learners in the organisation and they decide on the nature of activities. The community outreach is also mainly used to attract other young people into the organisation and

address socioeconomic issues affecting young people such as alcohol and drug abuse and crime.

The organisation through the youth club project aims to influence and model t young people's behaviour. This approach is influenced by positive youth development theory/approach as highlighted in Chapter 2. Basically, the purpose of the youth club is to focus and build on the strength and capability of young people during the development process. As Saha and Shukla (2017. p. 455) point out Positive Youth development programs seek not only to prevent adolescents from engaging in health-compromising behaviours but to build development process around their abilities and competencies. They do this by increasing participants' exposure to supportive and empowering environments where activities create multiple opportunities for skill-building and horizon-broadening experiences. The centre reported that for the academic year ending 2018 they reached 252 beneficiaries through the youth club community outreach programs. It is crucial for the centre to be able to reach out and interact with young people within their social environment. Such programs are important as they can attract variety of young people.

Theme 2: Substance abuse, crime prevention and advisory panel

The YDC provides substance abuse services in conjunction with SANCA. The findings highlight that the substance abuse and crime prevention programs are provided as part of an advisory panel which serves to function as a guide to young people in dealing with various issues. The centre aims to provide comprehensive services as far as youth development is concerned, including addressing social ills young people seem to struggle with. Substance abuse and crime are notable socio-economic and health problems for young people across Johannesburg and South Africa.

The data revealed that, through the advisory panel the YDC works with young people and refers them to SANCA for substance abuse rehabilitation. The YDC also works with SANCA in terms of organisation preventative workshops.

Participant A, mentioned that:

> The centre with its extensive work with young people, realised that one of the barriers to youth development is substance abuse.

Participant E: mentioned that:

> The centre partnered with SANCA as way of addressing the substance abuse amongst young people and raise awareness on the dangers of substance abuse and function as a link between SANCA and people in the community.

According to Participant C:

> The substance awareness program is not limited to the learners at the centre, but it is used to target the whole community. Substance abuse is also related to crime and exposure to diseases.

The organisation in addition to the substance abuse prevention programme also provides preventative services in relation to; disease awareness and crime prevention. These three programmes are preventative projects aimed at addressing young people's risky behaviour. The premise is that young people engage in risky and illegal behaviour because of miseducation and peer pressure.

As a result, the organisation established these programmes as way of addressing such miseducation and peer pressure amongst young people. Explaining the causes and effects of urban youth unemployment, Mago (2014) explains that regrettably, urban youth unemployment leads to unwanted outcomes such as crime, 'youth gangsterism', poverty, violence, juvenile delinquency, substance abuse, stress and depression, suicides, family instability, lack of self-esteem, HIV/AIDS and other related problems.

Participant B pointed out in relation to these programs that:

> The organisation mainly utilises the services of volunteers to provide for this program. People who want to make change in the community are given an opportunity through this programme to work with young people who come to the centre seeking for advice and referral to deal with various social matters.

Based on the report the centre submits to the Department of Social Development regarding their performance, it is reported that for the academic year ending 2018, the

centre reached 936 beneficiaries in these programmes combined. This is significant contribution to youth development in Johannesburg in terms of the potential impact these programs may have on young people's development.

Theme 3: Skills development and entrepreneurship

The findings in relation to this theme highlighted that the centre has 21 accredited course modules registered with the, Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA). The modules range from short, medium and long term, with a minimum time frame of three months and maximum of two years courses.

The modules are mainly in office administration; project management, bookkeeping, marketing, popular music performance, human resources management, educare, interior decorating; technical financial accounting, fiscal management, information Technology and end user computing.

The findings also highlight that, the centre as a registered NPO, has the Department of Social Development as one of its primary funders has contractual obligation of providing youth development services to young people in need, without charge. The findings furthermore highlight that the recruitment of learners is based on the financial status, which prioritises learners from poor household. The requirements require affidavit regarding financial status of a learner, as well as proof of their matric results. For the academic year 2018, the findings highlight that, the centre enrolled 436 learners in the various skills training and development courses.

In relation to this theme, participant F; mentioned that:

> The number of courses provided by the centre gradually grew over the years as the centre aimed at accommodating more learners and widening their scope of practice.

To understand the scope and growth of the number of courses offered by the organisation, Neubert (1997:61) wrote that NGOs go through a process of de-specialisation; newly founded NGOs usually start with a few specialised activities and

step-by-step the range of activities widens and this leads to rising demands on the field staff.

Participant A also mentioned that:

> The burden of attracting donors also, contributed to the increase in the number of courses the centre provides, as they wanted to widen their scope of practice to be able to attract new partners and potential donor.

Participant B mentioned that:

> The youth development space has over the recent years seen an increase in terms of stakeholders and role players, which has become competitive in terms of securing resources and as result youth development centres are dictated by the donors in terms the work they should be doing.

In terms of Gauteng and South Africa as a whole the emphasis has in recent years been placed on early childhood development (ECD), which has led to a boom in establishment of early childhood development centres. The Gauteng Department of Social Development for 2018-19 financial year funded 2653 NPOs and 50% of them are ECDs, according to their annual report. This has had some negative ramifications for youth development NPOs as they must compete for limited funding from the Department and make themselves attractive to other donors.

The literature review on youth development centres has also highlighted that, the centres are more likely to assume more responsibilities than they can handle or have capacity to handle as result of pressure from donors.

3.2. Objective 2: Explore factors influencing success and challenges of programmes implemented by the center

Theme 1: Job Centre

The findings in relation to the programmes being implemented by center highlighted, that one of the main programme they have is the Job Centre. Unemployment is a major problem for our country, and it affects people of all ages. Despite the lack of skills and

training amongst young people which contribute to high unemployment rates, the other contributing factor is resources and access to information. The YDC through the job center aims to close this gap through giving young people and the community at large access to resources and information.

Participant I mentioned that:

> Through the job center we can have access to computers and internet and printing services. This are very expensive services to access, and the center helps, as you can come search for jobs on the internet, type curriculum vitae and access emails. We live in technological era where everything is literally online and access to information is influenced by access to technology. Technology however does not come at a cheap price and it is very costly, and for most people it makes access to information difficult for most people.

Participant A mentioned that:

> The job center is a crucial aspect of the organization and its contribution to fighting unemployment is valuable, the center is accessible to the community at large and people are assisted with compiling curriculum vitae, searching and applying for jobs.

Theme 2: Volunteers

The lack of employment and work opportunities is often associated with lack of work experience particularly amongst young people who are straight out of school. The YDC has a volunteer program which allows young people to be part of and gain the necessary work experience to get employed. The volunteer program is beneficial for both the YDC and young people. For the YDC as they are able to increase their staff composition at a very low cost and for the young people because they are afforded the opportunity to gain firsthand work experience and exposure to the workplace. According to participant J:

> The volunteer programs assist a lot in the community as young and old people can get work experience and get exposed to the workplace. This is important when looking for other jobs as people can have references and work experience on their curriculum vitae.

> The center as a NPO like many NPOs struggles for funding and having volunteers assist to supplement staff composition at low cost. (Participant B)

Participant B mentioned that:

> The inclusion of volunteers in the center seeks to serve three primary functions of, increasing participation of community members in the center, facilitating practical learning experiences for the partipants and supplement the staff of the center and increasing its capacity.

Theme 3: Implementation of skills development and training programs and awareness campaigns.

The YDC has 21 accredited courses allowing the beneficiaries to earn credible qualification to use to gain employment. In addition to the accredited qualifications the center also provides other services aimed at addressing socio-economic ills. The center in partnership with SANCA addresses issues of substance and drug abuse in the community. Substance and drug abuse is one of the major socio-economic ills facing the youth of South Africa in general. It is important to note that the YDC acknowledges this and included substance abuse program as part of their empowerment process.

> The center in working with young people over the years noticed that one of the obstacle to youth development is substance and drug abuse. (Participant J)

According to Roth and Brooks-Gun (2016: 191) findings from studies suggest that problem behaviors often coexist with positive ones within individuals; the two are not simply inversely related. That is, increases in positive outcomes do not always lead to decreases in negative outcomes.

The YDC adopted this approach in their youth development strategy as they deliberately developed programs to address problematic behavior from targeted youth. This is prevention and promotion approach to development, which emphasis the simultaneous implementation of preventative programs for bad behavior and promotion of positive behavior as well. ‘Both approaches highlight similar mechanisms in the family, school, peers, and neighborhoods as well as individual beliefs and attitudes that shape both problem and positive outcomes. Prevention researchers refer to protective

factors in these contexts while promotion researchers refer to developmental assets' (Roth & Brooks-Gun, 2016, p. 191).

Theme 4: Collaboration with other stakeholders

The YDC works in collaboration with other stakeholders in the field of youth development. Working with other stakeholders is important as the organizations can share experiences, resources and knowledge.

> Working with other stakeholders in the same sector is important, as the Centre sometimes gets applicant from far who are close to the other organizations the Centre works with and it can refer those young people. (Participant D)

Collaborative efforts are key in terms of providing human development services. The ecosystems theory underpinning the study highlights the importance of collaborative efforts based on the notion that communities are made up of interacting systems which influences each other. According to Servos and Marcuello (2007, p. 393), more companies are trying to implement social-responsibility strategies, both as a response to diverse social, economic and environmental forces and in their own interests. As result various types of non-government organization (NGO) are playing a fundamental role, and the interaction between for-profit businesses and the non-profit social sector is generating interesting exchanges. It is not always easy to find partners to work with as companies usually have specific programmes they want to be part of or invest in which are not aligned to the vision of the centre.

There is usually a compromise between the NPO's and funding donors which hardly considers the needs of the targeted group. According to Neubert (1997: 59) instead of a needs assessment, a special kind of negotiation process takes place, and although the expectations do not match both partners they still need each other and are necessarily open for a compromise. The NGO accepts the expectations of the group to get aid mainly in the form of goods or money. The groups accept what they are offered, the small incentives or a ready-made program package, it does not really matter whether the project touches the priorities of the group that usually have not been formulated very precisely. Even though this statement is over a decade old it is still relevant now more

than ever as this is still widespread practice as NPOs battle over limited funding partners to collaborate with.

The other factor affecting collaborative efforts negatively is the measurement of outcomes from projects and their impact on targeted groups. It is relatively possible for YDC to measure their outputs in terms of the number of beneficiaries targeted and reached. However, it becomes challenging to measure the impact of those services on the beneficiaries' lives.

> It is difficult for the centre to keep track of their alumni once they have exited the centre and many partners, particularly financial partners require that type of information to be able to invest. (Participant E).

The literature review conducted highlights that theories on positive youth development should focus more monitoring and evaluation of programs being implemented to elevate this approach of youth development to the next level. According to Roth and Brooks-Gun (2016:186) given the tremendous strides made, the field is poised to initiate the next iteration of research, program development, and evaluation. Where focus should be given to attention to definitions and measurement, advancements in the design and evaluation of programs, focus on youth programs as a context for development, and integration of promotion and prevention programmatic approaches.

Based on the data analysed the YDC has already begun to adopt this approach to youth development as they have incorporated prevention and awareness programs in their projects and continuously working on their monitoring and evaluation strategies with the GDSD.

3.3. Objective 3: Describe what partnerships with donors and other stakeholders exist

Theme 1: Funding

The youth development centre is a non-profit organisation and as a result is dependent on donor funding to function. The organisation's primary funder is the Gauteng Department of Social Development. When focusing on the issue of finances, participant A informed the researcher about existing policy in this regard:

The Department covers about 60% of the organisation's running cost such as, water and electricity, staff salaries, resources such as computers, and furniture. The money received from Gauteng Department of Social Development is premised on the organisation proving skills training and developmental programs as per the service level agreement the organisation signed with the Department. Other social programs the organisation provide are not accounted for in that money. Participant A also explained that:

> In addition to the Gauteng Department of Social Development, the organisation has three secondary funders. The funders are City of Johannesburg, Motorola Pty Ltd, and PEPFAR.

The participant in relation to these donors mentioned that:

> The funding from these donors is not permanent and fluctuates according to the donor's affordability and yearly priorities. (Participant A)

Because the YDC provides free services to its targeted group, there is always a need for financial support from donors. However, as positive as it may be for the beneficiaries of the YDC to receive training and development services for free, for the YDC as non-profit organisation, this has its own challenges which may affect the effective functioning of the centre.

Shergold (2015) mention that, many community organisations effectively cross-subsidise government for the delivery of services, as they employ workers at lower wage rates than public servants and make extensive use of volunteers and as result deliver services at below their actual cost.

This poses a challenge to the functioning of the centre as in most cases the centre struggle to retain employees who are attracted by better paying jobs in the private and public sector. Shergold (2015) alludes that this is not unequivocally a good outcome for the NPOs but their mission to help those in need persuades them to do it. According to PricewaterhouseCoopers it is estimated that community organisations were generally being paid about 30 per cent less than the actual cost of service delivery (Shergold, 2015, p. 200)

Theme 2: Owning premises is an advantage

The centre operates within two buildings which are located opposite each other. The one building is used as a learning centre whereby young people attend classes and it also houses the administration section with staff offices. The second building is used as a library, computer lab and an information hub with notice boards to advertise jobs, leadership and internship opportunities and referral offices. The two buildings are owned by the organisation. Participant C, who is also employed by the YDC highlighted the benefit of owning premises

> The mortgage on the two buildings is paid up and the organisation fully owns and controls the building they occupy, and that it presents the organisation with opportunities to expand and be flexible in how they accommodate learners and staff members.

Many organisations struggle with accommodation, as most rent the premises they use for business. However, for this organisation, the situation is slightly different and that enables them to can do structural alterations on the structure as they wish. The quality of infrastructure of organisation influences effectiveness of service delivery. Gatune (2010) discussing the implications of funding on various areas of development, highlights that development rests not on aid, but on three key pillars: knowledge, entrepreneurship, and governance. The entrepreneurship aspect means that the YDC could adopt an entrepreneur approach and generate additional profit from some of it asset, such as renting out some of their space to supplement funding.

It was highlighted by Participant B that;

> The organisation still requires other resources such as computers, printers, programme manuals and course facilitators to be able to increase their learner intake to match the capacity of their buildings. As result large space of the building is not utilised.

The YDC owning of premises is an advantage, however in the technological era with the dominance of internet of things, it requires the YDC to restructure how they function so they could better take advantage of this premises. According to Servos and Marcuello (2007, p. 395) The traditional concepts of space and time are collapsing; distances are becoming shorter and are no longer barriers to communication and interaction, With the

growth of the Internet and information and communication technologies (ICT), patterns of social behaviour are changing, as should NGOs and social movements. The production, distribution, and storage of information, and of knowledge itself, have taken on a new dimension.

Theme 3: Partnerships

The meeting of human needs is a national collective responsibility. However, due to resource constraints and the neglect of basic human needs over many years of apartheid, government, civil society, corporate social investment and occupational social service programmes should be provided through a collaborative partnership (Patel, 2005).

The organisation functions within a community and is by default part of the community that it operates in. Participant D pointed out that the centre is in partnership with various stakeholders.

Based on the systems theory underpinning the study, this YDC is one of the various systems which are present in its community environment and its success and challenges are directly and indirectly linked to these other systems.

The social development approach to development is of the view that these systems in a community need to work together to achieve development; a view the author supports and agrees with. Patel (2005, p. 283) also supports this approach and mentions that social development partnership is a voluntary and collaborative agreement between one or more organisations whereby all participants agree to work together to achieve a common purpose or undertake a specific task. When different stakeholders work together through individuals, families, groups, communities and organisations they can explore new possibilities and ways of understanding their social situations, acting to manage their conditions and optimise opportunities. (Patel.2005)

Participant F mentioned that:

> The centre aims to involve the community and other stakeholders as much as they can, even though they encounter challenges from time to time.

The underlying principle is that of human interaction and participation, Patel (2005) clarifies that, the driving force of the social development model is creative human agency and the power of different actors to bring about change in their lives and social condition.

The organisation acknowledges the importance and value of partnership and as a result, according to participant A, the YDC is in partnership with the following stakeholders;

- UNAIDS (PEPFER Funding)
- Department of Social Development(Funding)
- City of JHB(Funding)
- Motorola Pty Ltd(Funding)
- SANCA
- Touch of care
- Christ way
- Emdeni Skills centre Soweto
- Ipelegeng Leadership centre Soweto
- MADSQUAD project Ennerdale
- Enviro-Parks Riverlea
- MICT-Seta
- Services-Seta

Participant A added that four of the 13 partners of the organisation contribute to funding of the organisation. The organisation has agreements with these various funders undertaking to perform specific tasks. The Gauteng Department of Social Development is the primary funder of the organisation and they fund the organisation for various costs including, program implementation, compensation of staff and resources such as computers, printers and other overhead costs.

Partnerships with NPOs is legally acknowledged in the private and public sector as, the Welfare Laws Amendment Act 106 of 1997 authorised financial awards to non-profit organisations rendering developmental social services and broadened the range of activities to be funded through the Department of Social Development. (Patel, 2005)

In addition to the partnership the organisation has with government through the Department of Social Development, the organisation has other strategic partnership which are not necessarily for funding purposes, but because of shared interest in rendering similar services. As Patel (2005) points out, a new trend emerging in the voluntary sector is towards income-generation strategies and entrepreneurial initiatives to achieve sustainability, cross-subsidisation of social programmes, and the diversification of programme-funding bases while increasing these organisations independence from Government.

Participant D regarding partnerships mentioned that:

> The organisation is always looking to partner with other organisations which will enhance their capabilities, resources and scope of reach. The organisation is also weary of partnering with other organisations or stakeholders who do not share the same vision of the organisation and who will not contribute positively to the work of the organisation.

The researcher concurs with this view because it has been highlighted by different authors that not all partners are to the benefit of the organisation and that it is the role of the board and management to analyse the risk of developing partnership. AuboAssi (2014, citing Edwards (2008), Mosse (2005) and Stiles (2002) emphasise that these partnerships strengthen and equip local organizations but can transform organizational identity, monopolize development, and lead to a disconnection from the local surrounding as these networks capture the voices of the beneficiaries.

A number of practitioners and observers have identified elements that should be present for a `successful' partnership to occur. Such elements include mutual trust between the partners, joint decision making, which allows transparent processes, performance indicators and mechanism to measure and monitor performance. (Lister, 2000)

The aspect of membership, constituency and partnership is highly important especially if we consider that the NPOs lack they own financial resources, and they are always inclined to look for partners to cover operational cost and other programme costs. Shergold (2015) highlight that scores of evaluations in most cases prove that provision

of programs through the not-for-profit sector has resulted in better quality services being delivered to clients at a lower cost.

3.4. Objective 4: Describe the nature of professional association with statuary and authority bodies within the sector

Theme 1: Professional Associations

In terms of professional association and registration the organisation is registered with the Gauteng Department of Social Development as a NPO under the NPO act 71 of 1997. The registration under the Act means that the organisation is a public organisation and its function and operation documents should be transparent and accessible to the public. The Act has 5 objectives in relation to the functioning of the NPO, which are creating an environment in which non-profit organisations can flourish; establishing an administrative and regulatory framework within which non-profit organisations can conduct their affairs; encouraging non-profit organisations to maintain adequate standards of governance, transparency and accountability and to improve those standards; creating an environment within which the public may have access to information concerning registered non-profit organisations; promoting a spirit of co-operation and shared responsibility within government, donors and amongst other interested persons in their dealings with non-profit organisations

Participant C in relation to this mentioned that:

> The centre because of being registered submits monthly and quarterly reports to the Gauteng Department of Social Development. These reports are in line with the service which the organisation agreed to provide based on the service level agreement they signed with the Department to receive funding.

Participant D stated that:

> The centre has other strategic partnerships with various stakeholders such as SANCA in terms of implementation of various programmes they have such as substance abuse awareness and referrals.

Theme 2: Sector education and training authorities' affiliation

Based on the data gathered the organisation, over and above the Gauteng Department of Social Development is also associated with various organisations. The organisation is

associated with the ETDP-SETA which is the authority responsible for accrediting the skills training and development courses offered by the organisation. Participant C explained the nature of the courses offered

> The organisation has 21 accredited courses with the SETA. Once the organisation develops a training course, it gets registered with the SETA to get accredited. Accreditation of courses ensures that the courses provided by the organisation are acknowledged, valued and are according to the norms and standards of the ETDP-SETA.

The organisations association with the SETA also involve provision of course certificates for the registered courses and quality audits of portfolio of evidences. The organisation as a result works very closely with the SETA and highlights different advantages and challenges with their association with the SETAs.

Staff members spoke highly of the courses that are presented at the centre. For example: Participant B mentioned that:

> The organisation having accredited courses adds value, integrity, quality and professionalism to the work of the organisation.

Participant F stated that:

> The qualification they receive from the YDC is valuable as it is accredited and will help when looking for employment.

However, it was also emphasised that working with the SETA can also be a slow and challenging process, because there are a sizeable amount of skills development and training institutions working with the same SETA and as result the response time from the SETA is poor. Participant B explained that:

> There are challenges regarding issuing of certificates for completed learners from the SETA. Mishandling or loss of documentation is also a major issue and this affects the credibility of the organisation as learners do not get their certificates on time and cannot use the qualification to seek for jobs.

Notwithstanding the challenges which the organisation encounters working with the relevant SETA, the value of association is much more important to the credibility of the work the organisation does and ensures quality assurance. The ETDP-SETA in its 2017/18 financial report acknowledged the challenges and mention that: The capacity of

provincial staff remains constrained to deliver on the planned programmes. Because of the high volumes of documents to be captured and reported, for performance information reporting purposes, it is anticipated that digitisation and the enhanced Management Information System will reduce the large amount of administrative work.

It is highlighted that the motives for forming networks and professional association differ. NPOs and other civil society actors may want to increase their access to information and other resources, and the efficiency, credibility and presence of organisations (GDSD, 2001)

3.5. Objective 5: Describe management structures and level of students and community participation

NPOs are community based organisation which aims to address socio-economic needs of communities. The function and management of NPO is a collected responsibility of those who are represented. This YDC is managed by a board of directors who represent the larger community the YDC represent and a centre manager who oversees the daily operations such as program development, implementation, fundraising, monitoring and Evaluation amongst other responsibilities

Theme 1: Board of Directors

In terms of the management of the YDC at board level, Participant D, had this to say:

> The organisation is managed by a board of directors made up of 7 members, including the centre manager as a non-voting member.

In terms of the role and function of the board, the participant D also had this to say:

> The board has authority to take executive decision of the organisations on matters including infrastructure development, funding and program development and implementation.

Stevenson (2007), discussing the role of boards in NPOs supports these roles and articulates that the board has oversight of risk factors affecting the sustainability of the organisation including funding gaps, donor withdrawal, fraud, theft, and succession planning. For these roles to be able to be played effectively it is understood that a

credible, capable and engaged board is required to provide strategic direction, correction and risk analysis of the organisation.

Participant A highlighted that:

> …the organisation was established after an extensive consultation with community members, however the board is not fully representative of the community the organisation operates in.

Participant D mention that;

> It is very difficult for the organisation to recruit community members who will serve on the board of directors who have the required capabilities and willing to offer their services without compensation. As result the organisation has had the same board members since its inception.

There is also a notable exclusion of learner representative on the board or on the management structure of the organisation. According to Participant C:

> The organisation provides free courses to the learners and most of the courses are on short term basis such as 6 months and as result the learners do not stay long enough in the organisation to organise meaningfully.

Participant G mentioned that:

> The learners are mostly satisfied to be afforded an opportunity to study and learn some skills and are not much interested in the running of the centre.

In terms of the constituents/ representative model to governance of NPO the organisation does not meet the requirements as its board is not representative of its constituency which is the larger community. In the constituent/representative board model, the board normally acts for the constituencies or communities that the members represent, thus allowing constituents to take part in governance. (GDSD,2001).

This is a significant aspect to take into consideration noting that NGOs as representative of civil society has a mandate to ensure community participation. According to Van Drien and Van Haren (2003) the civil society is attributed a critical role in involving citizens in development and NGOs are attributed special role in this regard.

Theme 2: Management.

The data gathered from the organisation highlights that the day to day operations are managed by a centre manager together with the staff which include administrative officials, course facilitator and volunteers. The GDSD NPO governance manual (2001) identifies various models of NPO governance and through the policy governance model, it proposes separation of powers and functions between the board and the staff of NPOs, which is seen in this organisation.

Participant E commented that:

> The centre manager together with the course facilitators have authority to take decisions regarding the facilitation of courses, registration of learners and other day to day activities of the centre.

Participant B explained that:

> The centre has the role to ensure that programs are being implemented and reporting to relevant bodies such as the board and GDSD is done timeously.

Stevenson (2007) highlights that the role of the NPO Management is responsibility for the functioning of the organisation, including program and project management; administration and fiscal management; human resources; the communication strategy; and donor relations. Based on the data gathered this is precisely the role of management and staff in this organisation.

Theme 3: Beneficiaries

The YDC target young people between the ages of 16 and 35(youth) as the main beneficiaries of the organisation as learners in various skills training and development courses the organisation provides. Participant A mentioned that:

Youth is the main target population of the centre and the services the centre provides are tailor made to address the needs of young people in the community.

There are diverse types of courses the organisation offers with different duration.

Participant G mentioned in relation to the skills development courses that:

> The courses range from 3, 6, 12 and 24 months period. Because of the duration of the course leaners register for, sometimes it does not allow sufficient time to have effective participation in general activities of the organisation.

Learners who are enrolled for short courses between 3 and 6 months are seen to have less participation in other activities of the organisation besides the training courses they are enrolled for. The learners who are enrolled in programs for 1-2 years are the ones who are identified to have more participation in the general activities of the centre simple due to the prolonged stay in the centre. The other group of learners who actively participate in the centre are the learners who participate in the activities of the organisation's outreach program mainly through music, arts and drama.

It is also identified through the participant's responses that learners are not represented in the board which is the central management of the centre. The duration of courses the centre provides is not the only reason for the absence of learners on the board. Participant H remarked that:

> Majority of the learners come from disadvantaged background and have their own challenging lives to worry about and the management of the centre is least of their problems. Many of them are grateful for the opportunity to obtain qualification and potentially get a job.

The learners are, however, not the only beneficiaries of the organisation. The rest of the community members in the surrounding areas of Turfontein and Rossetenville are also beneficiaries of the centre. Based on the data the community members in their different capacities as ordinary individual members, groups, business sector do not contribute to the management of the centre.

Theme 4: Monitoring and Evaluation

The overall performance of the programmes being provided by YDC is the responsibility of the centre manager. Based on the information from the respondents this role involves monitoring the financial implication and cost of individual programmes as well as the administrative cost of the whole organisation.

Participant A pointed out that;

This is an important management function as far as the centre is concerned as the centre must report accurate information to stakeholders, particularly for funding purposes.

The centre manager prepares monthly reports in this regard to the board of directors who have the responsibility of performing oversight duties on the functioning of the organisation in its entirety and ensuring proper financial management and processes.

The Gauteng Department of Social development is also required by law to perform monitoring and evaluation services to the registered NPOs.

The Department of Social development through the NPO act No 71 of 1997 has a legal mandate and authority to provide administrative framework to the functioning of registered NPOs, youth development centres in this regard. (NPO Act 71, 1997).

The department regarding its monitoring and evaluation of funded youth development centres, monitors the performance of youth development as a programme is based on five key performance indicators(KPI). According to the GDSD annual Report (2017/18FY) the indicators are:

- Number of youth participating in skills development programmes
- Number of youth participating in entrepreneurship programmes
- Number of youth participating in social change programmes
- Number of youth participating in income generating programmes / economic opportunities
- Number of youth development structures supported

The funded youth development centres as result report on the performance of their youth development programmes based on these four indicators, as the fifth one is the department monitoring the number of funded centres. It is important to note that the YDC report specifically on the number or percentage of youth participating in developmental programs. According to Roth and Brooks-Gun (2016) there is generally lack of reporting when it comes to the percentage of youth participating in youth development programs as opposed to general activities, mainly due to the lack of/or unclear agreed upon definition of what constitutes youth development programs.

The indicators are translated into program of action and implemented by organisations and are developed in partnership with the Department of Social Development and reviewed annually through a process of strategic planning.

According to Participant C:

> The Gauteng Department of Social Development affords the centre as a registered NPO an opportunity to input on the nature of indicators and the projects the youth development program should have, in what is referred to as Technical Indicator Description Schedule(TIDS).

Once the TIDS process is complete which also includes targets for the indicators, the information is used to develop an annual performance plan(APP) of the Department. The importance of consultation between registered NPOs and Government is highlighted as an important aspect of monitoring and evaluation and ensuring that there is consensus regarding the nature of services to be delivered. Shergold (2015) mentions that in the area of human services, in particular, contracted organisations should be afforded a genuine opportunity to contribute to policy and to participate actively in the design of more integrated and holistic wraparound services.

Participant C pointed out that the centre report on the four indicators monthly to GDSD. The participants identified several challenges regarding the monitoring and evaluation of their services.

Participant C mentioned that:

> The services which the organisation provides are monitored based on output, that is the numbers of beneficiaries reached through the programmes. However, the evaluation of the program in terms of the impact it has on the lives of beneficiaries is difficult to ascertain.

Participant B mentioned that:

> The officials of the centre requires capacity training and workshop in terms of monitoring and evaluation of the performance of their program, to enable them to develop frameworks and analyse the performance of the centre effectively.

The literature review highlight in relation to monitoring and evaluation that donors of development non-governmental organizations (NGOs) have a serious problem determining if their contributions are being used efficiently or effectively because many

problems that NGOs attempt to address do not have simple, easy-to-measure metrics of success (Byrd & Cote, 2016).

It thus become evident that monitoring and evaluation is an important management function in the YDC, beside reflecting on the performance of the YDC, it also essential for fundraising as donors always are interested in the outcomes of programs being offered. According to Roth and Brooks (2016p. 190 citing Yohalem and Wilson-Ahlstrom (2010) a review of instruments commonly used to assess program quality reveals that all include measures of relationships, environment, engagement, social norms, skills-building opportunities, and routine/structure. Based on the performance indicators which the YDC report on with the GDSD some of the aspects considered here are not reported on by the YDC.

Monitoring and evaluation of programmes is a relatively new phenomenon for South African Government Departments and associated NPOs. According to the Department of performance monitoring and evaluations in the presidency (2012) the department was promulgated in January 2010. As result the monitoring and evaluation directorates within Government departments are still refining their work particularly when it comes to evaluations of outcome. The monitoring and evaluation framework the YDC use is largely determined by the GDSD as the main funder of the centre.

As the present funding climate increasingly calls for evidence-based practice, it is important that there is a clear definition of what constitute a youth development program. As the lack of specificity allows a myriad of programs to profess to be youth development programs, and hinders the ability of potential partners and researchers to better understand the role youth development programs play in improving the lives of young people (Roth and Brooks-Gun, 2016).

Furthermore, the findings highlight that currently the YDC monitors and evaluates its programs based on outputs and not on outcomes which is also a challenge as it cannot ascertain whether their services make a different in young people’s lives or not. Output measures tell us about the number of people served, the number of schools built, or injections given, and as conventional measures they are accepted but that doesn’t

necessarily mean that a community has reached the goal of sustainable development, which should be a community that is healthy and capable of identifying and solving its own problems in a way that respects its culture and environment. (Byrd and Cote, 2016, p. 58)

5. CONCLUSION

The chapter focused on the findings of the study. It made clear that the YDC provides a variety of skills training and development programs to the youth in Johannesburg. The findings also highlighted that, in addition to the skills training and development programs, the centre also has other community outreach projects, such as the youth club, job centre and the advisory panel which is responsible for the substance abuse and crime prevention programmes. Furthermore, the centre has working partnership with relevant stakeholders, such as the Gauteng Department of Social Development. The centre has other strategic partners such as the UNIAIDS and SANCA.

Based on the findings it can concluded that the centre is able to reach its goal of youth development in Johannesburg. However, there are notable challenges experienced by the centre. Securing funding is a constant process for the centre which at times is not successful as far as securing additional funding in addition to their current donors. Partnership with local community is lacking as far as the management of the centre is concerned.

CHAPTER 5:

CONCLUSIONS AND RECOMMENDATIONS.

1. INTRODUCTION

The study aimed to explore the functions of a YDC related to the implementation of youth development programme to facilitate youth development. The study sought to achieve this goal through exploring the perceptions of those involved in the process at various levels, from management of the centre, to facilitators of training programs, and learners.

2. SUMMARY AND DISCUSSION OF THE MAIN FINDINGS.

The main finding related to the objectives of the study are as follows:

2.1. Training and skills development programs and community outreach programs

In terms of the training programs that are available at the YDC, the Centre offers variety of 21 accredited course modules in fields such as business management, bookkeeping, ICT, and human resource management which potential students may choose from. The courses vary from short, medium and long term. In addition to the training programs, the centre also operates a Job Centre. The job center is part of a community outreach program and it is available to the community members. The center publishes job adverts on its notice board, has a computer lab, where young people and rest of community members can prepare curriculum vitae, business plans, send and receive emails.

2.2. Partnerships and professional association

The YDC is in partnership with various stakeholder in the public and private sector. The partners serve different purposes in the Centre, as funders and as service-related partners based on mutual goals and services. The YDC is monitored by GDSD monthly

through the report which the YDC submit to the department outlining its performance for the month based on the prescribed performance indicators.

2.3. Management structures

As far as the management of the Centre is concerned, it has a board of directors who ensures that the Centre functions and the day to day management activities are overseen by a Centre manager who is also on the board of directors as a nonvoting member

2.4. Funding and infrastructure

Funding is challenging aspect for the centre. The training programs provided by the centre are at no cost to the learners and the functioning of the centre is solely dependent on donor funding. The Gauteng Department of Social Development is one of the primary donors of the centre. The centre has other donors such as the National Lottery. The high rates of youth unemployment and the dire need for development and training amongst youth, particularly from disadvantaged backgrounds translates in high numbers for young people who look to register with such development centres.

Due to limited funds there is limited capacity as the YDC is not able to register all potential students who comes through their doors, as they do not have enough resources. The centre does however have ownership of the building they occupy. This is positive regarding reduction of some of the centre's operational costs.

3. CONCLUSION

The study concludes that YDC provides crucial skills and training programmes aimed at contributing solutions to the socio-economic problem of youth unemployment. The centre contributes to equipping young people with the necessary skills training and development to get employment or develop businesses. The centre also benefits the rest of the community through the job centre which is accessible to community members.

The ecosystem theoretical framework highlighted the importance of other systems within the environment of the YDC, which are crucial to its functioning and ultimately its success. The asset-based and positive youth development theories made it specific that for positive youth development to occur, the process needs to take advantage of local assets and build on that. It can be concluded based on the findings, that there is lack of collaboration and partnership between the centre and local community groups such as business, churches and general community members. collaboration with local community entities will increase the relevance of the centre within its surrounding and allow it to address local needs.

There is a need for practical learning experiences and the centre utilising local community entities could facilitate such practical learning. It is furthermore concluded the working relationship between statutory bodies and SETA is functional, however capacity building and increased human resources is necessary to support development centre effectively.

4. RECOMMENDATIONS

The following recommendations are made in relation to the findings.

skills training and development programmes

The YDC reduce the number of skills training courses offered. The YDC has 21 accredited skills training course modules which they could reduce to focus their approach and offer more specialised courses. Sustainable development is about providing training and learning programmes which are comprehensive and build solid foundation for learners in specific fields.

It is also recommended that the centre consider maximising training periods of their programmes to enable substantial training of beneficiaries, giving them a real chance of employment upon completion of the training programs.

Link the skills development programs to on job training with local business and community. This could increase the level of community participation and interest in the centre as it will be directly having an impact on local community and business.

Management of the centre

The YDC explore ways of attracting new members in the board who could add value and represent students and community members. This could increase community's sense of ownership in the YDC and increase local investment. The ecosystems theory adopted in this study highlights the importance of the influence systems have on each other. Community members buy in from different portions of the community into any community development project in their locality is paramount to the success of all community development projects. This is the influence explained by the ecosystems theory.

Funding and infrastructure

The YDC has an extra space on their premises which they could utilise to generate some income for the centre to supplement their costs and limited funding. It is recommended that the YDC explore ways to generate some income from their extra building space. The centre should consider partnerships with other organisation which could utilise the extra space the centre has.

Partnerships

It is recommended that the YDC diversify its partnership and develop professional working relationship for other purposes such as internships for their learners. It is thus recommended that the YDC use the value of their learners training as the organisations contribution to forming new partnerships particularly to small-medium enterprises who are unable to afford services for professional bookkeepers, IT technicians and so forth.

Performance monitoring and evaluation

The YDC review its monitoring and evaluation frameworks to be able to monitor outcomes of the implemented programmes. It is also recommended that the development centres to consider operating under one premises with other organisations to create developmental hubs through existing organisations.

This could assist in addressing issues around monitoring and evaluation and funding, as the organisations will be accommodated in one space making them accessible to relevant stakeholders and community members in one space.

It is also recommended that the YDC develop training programs in line with other projects they are involved in, such as training program around substance abuse prevention and treatment as they already have a working partnership with SANCA.

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APPENDIX A : PARTICIPANT INFORMATION SHEET



TITLE OF RESEARCH: The functions of a Youth Development Centre to facilitate youth development: a case study of a centre in Johannesburg, South Africa**.**

Dear Sir/Madam

My name is Simon Moroke and I am registered student at the University of the Witwatersrand completing a Masters in Social Development. I am conducting research study in partial fulfillment of the requirements for the degree. The purpose of my research is to explore the perceptions of managers of youth development centers in Johannesburg regarding the functioning of their centers. I invite you to take part in my research because I think that you have valuable information to share as manager.

If you agree to take part, I will personally interview you at a time and place that is suitable and convenient for you. The interview will take about 45-60 minutes to complete. In the interview process you may choose to answer or not to answer a question without any negative consequences, and you are free to get clear understanding of anything. The interview will also be carried out in the language of choice, be it your home language or English. Apart from asking you to agree in writing for me to interview you (I will give you a form to complete), I will also give you a separate form to complete if you agree for me to record our interview. I will also not include any personal information in my research report, or in any article I may publish that would make it possible to identify you or your organization. Instead I will use pseudonyms (false names) for all the people taking part in this study that I interview.

If you need more information about this research you are welcome to contact me on 083 568 4258, simon.moroke@gauteng.gov.za, or my supervisor, Dr. Priscilla Gerrand on 011 717- 4475, email: Priscilla.Gerrand@wits.co.za.

This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you upon request.

If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee

(non-medical), telephone + 27(0)11 717 1408, email: hrec medical.researchoffice@wits.ac.za/ Shaun.Schoeman@wits.ac.za

Yours sincerely,

……

Kind regards

Simon Moroke.

MA Student: University of the Witwatersrand

APPENDIX B: CONSENT FORM FOR PARTICIPATION IN THE RESEARCH.



TITLE OF RESEARCH: The functions of a Youth Development Centre to facilitate youth development: a case study of a centre in Johannesburg, South Africa**.**

I hereby consent to participate in the research project. I further confirm that the research purpose and procedure has been clearly explained to me. I understand that my participation in the study is voluntary and have a right to withdraw from the study at any time without being prejudiced in any way personally or professionally. It is also my understanding that my identifying details and responses will be kept confidential. I further consent to the interview being recorded and informed that the collected data will be stored in locked cabinet for two years following publication or for six years if no publication emanated from the study. And the identifying details of the participants will be removed as the data is stored awaiting to be either removed or published destroyed.

Participant's Name: ……..

Date:

Signature:

Researcher's name: ……..

Date……..

Signature …….

APPENDIX C: CONSENT FORM FOR AUDIO-TAPING OF INTERVIEW



TITLE OF RESEARCH: The functions of a Youth Development Centre to facilitate youth development: a case study of a centre in Johannesburg, South Africa**.**

I_____ hereby consent for the researcher to audio tape the interview. I understand that my confidentiality will be maintained at all times.

Researcher's Name: _____

Date:

Signature:

Name of Participant: _____

Date: _____

Signature: _____

APPENDIX D : SEMI- STRUCTURED INTERVIEW Schedule



TITLE OF RESEARCH: The functions of a Youth Development Centre to facilitate youth development: a case study of a centre in Johannesburg, South Africa

Participant Code:

Date interview conducted:

Demographic information of the participant

Age……...

Gender…….

Race……

Disability……..

Occupation……

Background questions

1. Please give me a brief background of the center? (when was it established, registration status, how is it funded, who are the partners,
2. How long have you been involved in the center? (different roles played)

Programmes

3. What are the programmes offered by the center? (objectives of the programs, target, cost, how long they been offered, duration, outcomes)

Management

4. What is the level of involvement

5. by community members, particularly youth, in the management of the organization? (learner representations, community representations)

success and challenges

6. Highlight the achievements of the centre for the past 5 years(building up on the achievements)
7. Highlight the shortcomings of the centre for the past 5 years
8. How have you managed these challenges?

Appendix E: Permission letter to interview registered Youth Development Centre Managers, Facilitators and Students in Johannesburg.

Dear Sir/Madam

My name is Simon Moroke and I am registered student at the University of the Witwatersrand completing a Masters in Social Development. I am also an employee of the Department employed as a Senior Administration officer: Gender, Youth and Disability mainstreaming. I am conducting this research study in partial fulfilment of the requirements for the degree and as part of my official duties in the Department working in youth development. Topic of my study is: The functioning of a Youth Development Centre to facilitate youth development: a case study in Johannesburg, South Africa. The purpose of my research is to explore the perceptions of managers of youth development centres in Johannesburg regarding the functioning of their centres**.**

The objectives of the study are to investigate what programmes are being implemented through youth development centres. To explore the perceptions of managers regarding the effectiveness of these programmes being implemented. To highlight the challenges affecting implementation and reflect on the achievements of such programmes and how they can be improved.

The study will be conducted in a qualitative approach using semi-structured interviews, where the researcher will ask outlined questions and you will be requested to give verbal responses. The sampling technique to be used will be purposive sampling based on the database of registered NGOs providing youth development programmes.

For the commencement of the study I require written permission from the Department to interview NGO managers. The research interviews will take approximately 40-50 minutes and at the location suitable for the participants. Your participation in the study is voluntary, and you have a right to withdraw at any stage, there will be no compensation. for further inquiries contact me on 083 568 4258, simon.moroke@gauteng.gov.za, or my supervisor, Dr. Priscilla Gerrand on 011 717-4475, email: Priscilla.Gerrand@wits.co.za.

Yours Sincerely

Regards

Simon Moroke(0606414A)

……..