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THE ROLE OF NGOS IN THE DEVELOPMENT OF TECHNICAL SKILLS AMONG THE YOUTH IN ALEXANDRA, JOHANNESBURG

BY

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A Research Report Submitted in Partial fulfillment of the requirement for the Degree of Master of Science in Development Planning in the Faculty of Engineering and Built Environment, University of the Witwatersrand, Johannesburg

31ST JULY, 2014

DECLARATION

I hereby declare that this Research Report is my own original work and all references, citations and borrowed ideas have been accurately reported and duly acknowledged. It is being submitted for the Degree of Master in Science in Development Planning in the Faculty of Engineering and Built Environment, University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

Sign: George Okezie Nkere, on this day 31st July, 2014

ABSTRACT

The failure of government to provide social services to the people has become an opportunity for the NGOs. NGOs entrance into the development arena was not to take over the work of the government but to assist the government in improving the living condition of the people. NGOs were able to develop various development programmes at grassroots level. These programmes were developed to empower the people and provide them with skills that will enable them gain employment or become self-reliant or entrepreneurial. Irrespective of the successes and failures of NGOs programme in the development arena, they are still faced with challenges of skills scarcity and unemployment.

This report is interrogating the role NGOs play in Johannesburg and Alexandra in particular. This is in the context of technical skills development. It assesses the impact of NGO's on the youth in Alexandra. Various methods are used in the gathering of data – these include written materials, case study, structured and semi-structured Interviews, in-depth Interviews, purposive sampling, focus groups, and sampling methods. We also look at various areas such as, youth attitude towards skills development, and problems faced by the NGOs in the study area. These include lack of NGO autonomy; difficulty of access; lack of finance and the rate of crime. In the end the research demonstrates that the programmes implemented by the NGOs have not had any significant impact.

ACKNOWLEDGEMENT

First, I would like to thank the Almighty God for His grace and infinite mercies that He bestowed on me. The Holy Spirit for His guidance because I never thought I would be able to finish this research report without His constant presence. Second I would like to dedicate this Research Report to my wife Lily and my two beautiful daughters Chidiuto and Sopuruchi, for their unreserved encouragement and support. Also I would like to use this opportunity to thank my supervisor Prof. Mfaniseni Sihlongonyane for his understanding, guidance encouragement and dedication. Thanks to Mr & Mrs Billy Umah and Family for their enormous assistance and support. Also my thanks to Germiston Baptist church, Valley Community Church, the Pastors, Elders and members of the church for their prayers, moral and financial support. To my friends, colleagues and lecturers I say thank you, may the Almighty God strengthen and bless you all.

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LIST OF ACRONYMS

AEC	Adolescent Empowerment Cycle
AIE	Atomistic Individual Empowerment
AKYDC	Alexsan-Kopano Youth Development Centre
ANC	African National Congress
ARP	Alexandra Renewal Project
BPC	Black People Convention
BYF	Bakomoso Youth Forum
CDPs	Community Development Programme
CEOs	Chief Executive Officers
CETA	Construction Education and Training Authority
CLOs	Community Liaison Officers
CSIRS	Council for Scientific and Industrial Research
DFID	Department of International Development
DPLG	Department of Provincial and Local Government
DTI	Department of Trade and Industry
ECD	Early Child Development
EE	Empowerment Education
EPWP	Expanded Public Works Programme
FAO	Food and Agriculture Organisation
GAYDF	Greater Alexandra Youth Development Forum
GDP	Gross Domestic Product
GDSD	Gauteng Department of Social Development
GEAR	Growth Employment Redistribution Policy
GNP	Gross National Product
GPRG	Global Poverty Research Group
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICNL	International Centre for Not for profit Law
IDP	Integrated Development Programme
IDS	Intrusion Detection System
IISD	International Institution for Sustainable Development
IMF	International Monitory Fund
INTRAC	The International NGOs Training and Research Centre
IRP	International Recovery Platform

NATCO	North Atlantic
NF	National Forum
NGOs	Non-governmental Organisations
NIAAA	National Institution on Alcohol Abuse and Alcoholism
NQF	National Qualification Framework
OBE	Outcomes Based Education
PIPs	Policies, Institutions and Process
PMA	Plan for Modernization of Agriculture
QMS	Quality Management System
RDP	Reconstruction and Development Programmes
SACTU	South Africa Congress of Trade Unions
SAP	Structural Adjustment Programme
SAQA	South African Qualification Authority
SETA	Sector Education and Training Authority
SLA	Sustainable Livelihood Approach
TP	Transactional Partnering
TRAC	Transvaal Rural Action Committee
UDF	United Democratic Front
UN	United Nations
UNDP	United Nation Development Programme
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USA	United States of America
USAID	United State Agency for International Development
WCED	World Commission on Environment and Development
WEF	World Economic Forum
WFP	Women for Peace
WTO	World Trade Organisation
YD&E	Youth Development and Empowerment

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The Role of NGOs in the Development of Technical Skills among the Youth in Alexandra, Johannesburg

Chapter One

1.1. Introduction: Role of NGOs in the Development

Non-governmental organizations (NGOs) are not profit oriented businesses, but are involved in improving the living standards of the people, mostly the poor and the less privileged (Vakil, 1997). Today, this role has made them visible and acknowledged in the development arena. This recognition is due to the engagement in different activities. Some of these include advocacy for social development, championing the cause of the poor through demonstrations (Lutabingwa and Gray, 1997). They also act as watchdogs to lobby governments to fulfil or not to abandon their civic duties, thus giving greater priority to the poor (Smillie, 1995).

According to Lutabingwa & Gray (1977) NGOs are seen to be effective and efficient than government in the delivery of social services and are considered to be responsive to the needs and problems of the poor at grass-root level. They perform these roles by empowering poor people through the implementation of various social service development programmes which help to improve their living conditions (Edward & Hulme, 1996). These social development programmes include, among others, skills, sustainable economic and growth development, capacity, education, health and environment (UNDP, 1999). Through this, they are perceived to be taking the form of a "bottom-up" approach to meet needs that governments fail to address. According to Lutabingwa and Gray, (1997) this conundrum implies that governments have refused to identify with the plight of the poor or possibly the fact that the resources are not available to meet their needs. It is in this context that NGO's in many developing countries are seen as alternatives, albeit not a substitute for governments to bring about social and economic development.

Fowler (2000) notes, that many of these social development programmes have improved the social wellbeing and the lives of about twenty percent (20%) of the world's population. In spite of the roles NGOs play, they are still faced with challenges that impede the success of their programmes. These challenges include, amongst others, inadequacy of autonomy, capital/accountability, capacity building, organizational structure/policies (ibid). World Bank (2001) adds other challenges such as 1). the inability to measure success of implemented projects and sustainable environment 2). inability to formulate new ways of doing things 3). inability to carry out huge tasks within a limited scope 4). inability to play key role, understand and tackle development issues in a composite fashion. These problems are rampant in developing countries. This is attributed to their over reliance on foreign aid which has made local NGOs abandon their grandiose visions when donors dominate the scene (UNDP, 1999).

According to Tandon (2000) some of these problems intensified between 1980 and 1990 as neo-liberal and third way emerged in the scene to introduce a new form of social order. He argues that the introduction of these approaches was to bring about social cohesion in a bid to improve both the living standards and

conditions of the people. He reckons that these approaches brought about change that led to the proliferation of NGOs. This change came as a paradigm shift which saw state led development opening to multi-stakeholder or participatory style of development. This, in a way, asserts that NGO's came in a timely period to fill an extant void to encourage public participation (Driver and Martell, 2000).

The post-apartheid state engrossed itself into the process of economic recovery to redress the economic imbalances of the past. The main aim was to bring out black people, particularly the youth from the scourge of unemployment and to encourage development in a bid to reduce poverty (Kilmister, 2004; Thorsen and Lie, 2001). To address these imbalances, the ruling government in 1994 hurriedly implemented the Reconstruction and Development Programme (RDP), a policy-driven approach that sought to restructure the economy. As Klein (2012) points out, instead of the citable programme restructuring the economy, it exacerbates the extant. According to Klein (2012:215), just, two years after South Africa became democratic (1994-1996) – the number of people that lived on less than $1 per day doubled from 2 million to 4 million. From 1991 to 2002, the rate of unemployment for black South Africans doubled from 23 percent to 48 percent. Klein reckons that many more NGOs proliferated in South Africa due to the economic recovery policy approach which was a fiasco. It is not extravagant to posit that it is from this proclaimed or citable period that NGOs took the front seat to play a developmental role.

1.2. Research Problem Statement

NGOs in Alexandra have implemented various strategies to help address the problems and challenges faced by the youth. They have tried to address these problems by implementing empowerment development intervention. These problems include unemployment, technical skills and social vices such as house breaking, robbery, rape, prostitution, use and abuse of drugs, suicide and unplanned pregnancy (Umsobomvu Youth Fund, 2005). In spite, of the large proliferation of NGOs in Alexandra and the implementation of various strategies by these organisations, the above mentioned problems and challenges still persist. According to the Department of Provincial and Local Government (2005), 58% of the total population of Alexandra are unskilled, 18% are skilled, while 24% are semi-skilled. Out of 70% defined as youth in Alexandra, 58% is unemployed (more than 35% are those actively looking for job, while 22% are those not actively looking for job) (Alexandra Renewal Project, 2008; Wilson, 2002).

According to Umsobomvu Youth Fund (2005) the aim of these empowerment strategies is to make the youth become economically active and self-reliant which will help to reduce unemployment and skills scarcity among the youth and in turn reduce the social vices in Alexandra. Despite these efforts by the NGOs, the majority of the youth are still unemployed and without technical skills.

1.3. Aims of the research

This research is an assessment of the NGOs that are involved in technical skills in Alexandra. These are Primedia Skills Development, Bokamos Youth Forum, and Women for Peace. The assessment will focus on their activities and the nature of the skills development programmes and projects which they provide for the young people in Alexandra. Included in the assessment are the role, activity and contribution of the Department of Social Development in the development of skills among the youth in Alexandra. Firstly, the aim is to assess the role NGOs have played in the development of technical skills among the youth in Alexandra. Secondly, this research aims to find out whether the programmes and projects implemented by the NGOs have achieved their desired purpose with respect to the target group. The research will also focus on the extent to which the implemented programmes and projects have reduced unemployment and enhanced skill scarcity among the youth in Alexandra. This report will also make recommendations on possible planning solutions to tackle the issue of unemployment and skills scarcity among the youth in Alexandra.

1.4. Research Questions

What are the roles of NGOs in the development of technical skills among the youth in Alexandra?
The question in turn generates the following sub questions:

- What are the aims of NGOs that are involved in technical youth skills development in Alexandra?
- What has been the effects and result of NGOs programmes and projects in respect of employment and skills development on the youth of Alexandra?
- What has been the extent of achievement of the NGOs in implementing technical skills development programmes and projects among Alexandra youth?
- What are the social problems and challenges faced by NGOs in their quest to implement the technical youth skills development programmes and projects in Alexandra?
- How can planning facilitate the role of NGOs in the development of technical skills among the youth in Alexandra?

1.5. Literature Review

1.5.1. Social Perspectives on the Role of NGOs

The role NGOs played in the development arena was widely debated in the early 70s and late 80s in developing countries especially South Africa. The issue of the debate was around NGOs acting as an alternative to the provision of social services to the community in the place of the government (Lutabingwa and Gray 1997). This has been the controversy concerning the developmental role of NGOs in this society. This perspective on the role of NGOs ignited the debate between those who argued that NGOs are the new and alternative means to achieve developmental goals through their development

interventions (programmes and projects) (Edward and Hulme, 1996). Others argued that NGOs cannot be seen as vehicle for development change, but rather they are at the service of "New policy Agenda" (neo-liberal system) (ibid). The highlight of this debate was whether NGOs are an alternative to the provision of development services to the people or whether they are really pursuing the new policy agenda. This debate on the role of NGOs in the development fraternity was contextualised from the viewpoints of many authors in different fields of study such as economics, sociology, political science and anthropology. These authors have probed this issue in order to discern the nature of the developmental role of NGOs in the society. Therefore, this literature review did not only give an insight into the historical debate on the role of NGOs but also their development interventions, their effect and the development problems faced by these NGOs (Lewis and Kanji 2009)

Lewis and Kanji (2009) starts with a historical debate reflecting on research studies conducted in the late 80s and 90s which were based on the role of non-governmental organisations and their development. The general focus of the debate was drawn from the fact that NGOs have played a pivotal role in the provision of development services to the people which was widely noticed and acknowledged in the late 80s and 90s (ibid). Irrespective of this, the most essential part is to understand that this development role played by NGOs can be affected by the social change in a country's political, economic and social structure (Lewis and Kanji, 2009; Giddens, 1994). This means that social change can constrain, limit or enhance the impact of development interventions or what NGOs can achieve in the society. Because of this, it is difficult to claim that the problems faced by NGOs in the development process are the same in every country.

Nikkhah and Redzuan (2010) points out, that not only can social change in a country's political and economic structure, lack of autonomy affect the role played by NGOs in the development arena. They argue that the role played by NGOs in the development process can also be affected by lack of human capacity. They based their argument on the fact that many NGOs focus their operational activities on output without checking whether it is sustainable. This is because they lack capacity building to build in such a way as to ensure a sustainable outcome. Owing to lack of capacity building, it becomes difficult to know whether the implemented projects and programmes by the NGOs were successful or not. This, they said can be effective when those elements that impede development are removed. Such impediments can be lack of accountability, leadership and good governance role in NGOs sector. From the above arguments by different scholars on the effect of social change and capacity building; it becomes imperative to conclude this argument with a look at the effect of social change on the role played by NGOs in the development arena from South African perspective.

The role played by NGOs during apartheid era in South Africa is seen to be different from the role played by NGOs in the post-apartheid era (Habib and Taylor, 2001). The role played by NGOs during the early days of the apartheid era were characterized as an instrument for the anti-apartheid struggle but were suppressed by the white minority government. Indeed, some NGOs and their leaders were threatened and

some were jailed or killed. The only NGOs left to operate were the ones that had the white government interest at heart (ibid). During this period, NGOs operated more or less as anti-apartheid than social development NGOs (Bernstein, 1994).

In the period 1990-1994, there was a change in the way NGOs operated and this impacted on the growth in their number. The 1994 political liberation of South Africa marked a shift in the NGOs strategy from a political "oppression" mode to political "development" mode (Habib and Taylor, 2001). According to Bernstein (1994), this period was marked with a change in the funding policies by the international donors. The international donors no longer disbursed funds directly to NGOs instead funds were channelled to the government and then disbursed to the NGOs. The aim of this was to support the new democratic government in its reformation and development programme. This served as a means to provide for social balance in the society, where 75% of the Black population live below the poverty line (Marks, 1998). This change was not without consequences and the prevailing circumstance actually caused the NGOs to face greater problems in achieving their development objectives (Bernstein, 1994, Weideman, 2008). For example, most of the skilled personnel after 1994 left the NGO sector to take up positions in the government sector, leaving the sector with inexperienced staff (brain drain). Also there was an increase in competition within NGOs sector for funds due to poor leadership and lack of capacity building (ibid).

In conclusion, having considered the above factors, the question still to be answered is whether NGOs have made an impact in the provision of development services to the people, irrespective of the social change and capacity building as challenges they face? Alexandra being the oldest township in Johannesburg and is the closest township to the city of Johannesburg with 13km distant is used as a case study in this research to answer this question.

1.6. Ethical concerns

Adequate steps were followed to ensure that ethical issues were conducted in an appropriate manner during the research process. Ethical issues are of great importance, because participants' cooperation was required for the success of this research. In this regard, adequate measures were taken to ensure that the lives of the participants are not endangered or jeopardised during the field work. During the research process, the researcher obtained ethical clearance form from the Post Graduate Co-ordinator Faculty of Engineering and Built Environment. This ethical form contained three vital ethical issues, these are: voluntary participation, informed consent and respondents' confidentiality.

In voluntary participation, individual participants in this research were interviewed based on their voluntary acceptance (individual consent was sought). This was clearly explained in the informed consent. Informed consent was information which was attached with the questionnaire. This piece of information was read to the individual participants before the start of the interview. The content of the informed

consent, firstly introduced the researcher; secondly, it described the researcher's aims and objectives of the project; and, finally the respondents' confidentiality. Respondents' confidentiality informed or assured the individual participants the confidentiality of his/her response during the interview which is voluntary. It also states that individual participant is obliged to withdraw from the interview anytime during the interview they want or intend to do so.

1.7. Limitations

This research was self-sponsored, and as such, was limited by inadequate funds. Firstly, the site for the interview was chosen for its easy accessibility and low transport cost. Secondly, the researcher could only reach those participants that were easily accessible; this inevitably limited the sample size. However, more interviews would have been conducted on those that participated in the skills development programme in Primedia Skills Development Centre but the scope was limited by funds. In this regard, the progress of this research was limited by so many factors in the gathering of information and time. These are:
Financial Constraint: As a self-sponsored student, inadequate fund to pay for transport to the field survey was a huge problem. Regular visits to the field were constrained by lack of fund to pay for taxis. Also funds were inadequate to buy airtime and conduct telephone interviews. These factors hindered the researcher from making contacts and interviewing most of the Primedia Skills Development beneficiaries. Despite this inadequacy, the research had to contain with the little funds he had, which enabled him to finish his field-work.

Language Barrier: Another limitation was language barrier. Interviews were conducted in English and the respondents sampled were only based on participants that are fluent in English. However, the outcome of the interview would have been better if the interview of the participants was conducted in their mother tongue. Nevertheless, the areas that the researcher mostly experienced the language barrier were during his interviews and meetings, with the beneficiaries of the Primedia skill development centre, and Women for Peace. Most of the respondents were not fluent in English. To overcome this barrier, most of the questions were paraphrased by the researcher, while retaining the exact meaning.

Time Factor: Time factor was another factor that contributed to the limitation of the research study. The researcher missed most of his appointments; due to family issues. Secondly, as a self-sponsored student (full time student and unemployed) the researcher had to move around looking for money for his home rental and for the up-keep of his family. This affected the research (physically, mentally and psychologically) entire class assignments and projects. In spite, of the time factor the researcher had to prioritise his time so as to complete his research on time.

Other Limitations: Of all these limitations, the most frustrating aspect was during data collection from the Coordinators of NGO Unit in the City of Johannesburg. It was almost impossible to collect information from them; even after the consent letter from the University was given to them, yet his request was not

attended to. The researcher visited their office many times, made telephone calls, and still no positive response. The researcher's perseverance paid off and was only able to collect the total list of NGOs operating in Alexandra after several visits. Nevertheless, the researcher received a good reception during his visit to other organisations such as; Bokamoso Youth Forum, Primedia Skills Development Centre Alexandra, Women for Peace, Alexandra Renewal Project, Alexsan-Kopano and Gauteng Department of Social Development.

1.8. Structure of the Research

This research is structured in six chapters: The first chapter is the general introduction which includes: background of the study, problem statement, research aim, research question, literature review, ethical issues, limitation of the study, and structure of the research.

The second chapter concerns research methods for the study, including introduction, methods of data collection which include written materials, case study, structured and semi-structured Interviews, in-depth Interviews, purposive sampling, focus groups, and sampling methods and conclusion. This presents the rationale for the particular methods used in this research and assessment of the effect and outcome of the NGOs programmes.

The third chapter aims to review the literature on the role of NGOs in the promotion of technical Youth skill development with general perspective drawn from different sources. First, this chapter defines the concept of the NGOs, including their role in the society and its objectives. Secondly, this chapter looks at the debate surrounding the role of NGOs in the development arena, the debate between those who argued that NGOs are alternative to the provision of development services to the people and those who said that they are not; but are there only to pursue the donors' agenda. Finally, this chapter views the role of NGOs in the South African context and present a conclusion.

The fourth chapter focuses on the case study of Alexandra, background of the study area, and all the NGOs that are involved in technical youth skills development in Alexandra: Primedia skills development centre, Bokamoso youth forum and Women for Peace and their activities and the nature of their skills development programs, the activities of the Department of Social Development with NGOs and their contributions in the promotion of youth skills development in Alexandra.

The fifth chapter contains the Data Presentation. This was based on the respondents interviewed, people's perception and the literature on the effect of the NGOs in the area. And finally, the sixth chapter presents a conclusion, with research findings drawn from the data presentation and analysis of the questionnaire in chapter five; recommendation and finally the relevance of planning in the development of technical skills among the youth.

Chapter Two

Research Methods for the Study

2.1. Introduction

The researcher used five different methods of data collection: structured, semi-structured, in-depth, purposive sampling interviews focus groups and profiles of identified NGOs in Alexandra that are involved in youth skills development. All these techniques have their merits and demerits, but were employed because they brought more merits than demerits (Kothari, 1985).

This chapter was divided into six sections; the first section looked at the technique employed to gather data, while the second section looked at the sampling methods used. The third section looked at the respondents. Finally, the fourth section data presentation and analysis and the fifth section looked at the limitations of the study.

2.2. Method of Data Collection

2.2.1. Written Materials

This method involves gathering of information from different sources. These are the profiles of NGOs that are involved in skills development in Alexandra; Primedia Skills Development Centre, Bokamoso Youth Forum and Women for Peace (Early Childhood Development (Toddlers City Educare). Other relevant materials were collected from stakeholders such as the Gauteng Department of Social Development and NGO Unit in the City of Johannesburg. Also Included, as part of the written materials was the information collected during the interviews, literatures from the internet, books, and journals from the library.

2.2.2. Case Study

According to Zucker (2009) there are many ways to define and understand a case study; this depends on the type of case study undertaken. Zucker points out, that many scholars of various disciplines such as political science, psychology, anthropology, economics and sociology have defined case study from their perception and because of that did not arrive with a conclusive result. He says that the confusion that surrounds the definition can also be attributed to the different types of case study. Zucker (2009) in his explanation points out three different types of case study; these are intrinsic, instrumental case study and collective case study. According to Zucker (2009) these different case studies can undertake a single or many activities.

Gerring (2004), from a political scientist point of view sees a case study as a broader study that narrows its case and looks at it from example of individual perspective. In this regard, he defines it as an inquiry into single or many activities. Yin (1994) explained it more as an orderly way of finding out about an activity from a broader form to a narrow perspective, so as to get the exact level of description of the research study.



Map 1: Locality Map of Alexandra and its surroundings

Source: www.maplandia.com/south-africa/guateng/johannesburg/alexandra/

A case study of Alexandra is used in this research study to enable the researcher study cases on the role of NGOs that are involved in the development of technical skills in Alexandra. The reason for choosing a case study as a method of data collection for this research study is firstly, because of its relevance to the object of research which is purposeful and analytic. Secondly, because of its explicit method of generating data, analysing, interpreting and disseminating of findings. Thirdly, it involves an in-depth interview with the beneficiaries of the programmes, stake-holders and obtaining of information from NGOs. Fourthly, it is a technique which is relevant in the verification and validation of result which involves the use of hypothesis analysis. To achieve this, a number of different methods were combined which can enable a case to be looked at from different angles (triangulation) (Yin, 1994; Gerring, 2004). Also other types of research methods were used for this research, these are:

2.2.3. Structured Interviews

Structured interview consists of series of carefully selected systematic questions already prepared beforehand; these questions are mostly specific and direct (Bryman, 1984). This type of data collection method helps to assess the level of knowledge and understanding of the respondent on the topic (ibid). This tool is suitable for this research because it helps to explore the role NGOs play in the development of technical skills among the young people in Alexandra. The advantages are first; it gives the researcher the opportunity to know the respondent that he will question. This helps to explore the topic further. Second,

since the researcher met different people in the field, it helps to repeat or paraphrase the questions in different ways. This is to enable the respondents whose second language is English to understand and be able to answer correctly, but still keep to their meaning. The disadvantage is that it was time-consuming, but it worked well. The reason is that it gives the researcher time to interact and understand the type of respondents that he is dealing with and to know whether to probe further or not. Overall, this method of data collection is effective, for gathering these data. All interviews were conducted and managed by the researcher so as to ensure the accuracy of all the answers provided by the respondent and ensure that all questions were answered by the respondents without help or interference from outside (ibid).

2.2.4. Semi-Structured Interviews

A semi-structured interview is a qualitative type of research method used in data collection. The essential part of a semi-structure interview is that it encourages two-way communication (face to face) interview (Bernard, 1988). Most of the interviews conducted by the researcher were one-on-one interviews with the respondents. In this regard, it gives an opportunity for close acquaintance to be built between the respondent and the researcher (ibid). According to FAO corporate documentary repository (1990), a semi-structured interview is a simple method of gathering information with an open-ended question. This type of information gathering gives the researcher the leverage to ask in-depth or sensitive questions for more details. It gives the researcher an opportunity to enter into more detailed elaborate and sensitive discussion with the respondents (Cohen, 2006). The structured and semi-structured methods of data collection have proven suitable and have helped in finding out the impact and outcome of NGOs programmes and projects in the development of technical skills among them (youth) (ibid).

2.2.5. In-depth Interviews

According to Boyce and Neale, (2006) an in-depth interview is an open-ended type of interview just like a semi structured interview. This type of data collection is generally used and very effective. It is good for describing the impact of projects and programmes and their outcomes from the viewpoint of the target-groups or beneficiaries (ibid). It is a one-on-one type of interview and so is a good method of data collection. An in-depth interview in return gives the interviewer access to ask diverse questions and the privilege of being entrusted with relevant and important information (ibid). The most interesting aspect of in-depth interview is that it can be conducted using a research note book or a tape recorder which can later be transcribed (Guion, Diehl and McDonald, 2001). The researcher had an in-depth interview with the project manager of Bokamoso Youth Forum and the local councillor representing Great Alexandra Youth Development Youth. This type of interview makes for clarification which is open-ended and information is obtained in a chain form (Miller and Dingwall, 1997). Nevertheless, despite its merits, it has some demerits, being time consuming and resource-consuming (Bowler, 1997).

2.2.6. Purposive Sampling

According to Trochim (2006) purposive sampling is a method of information collection from a group of people who are purposively selected. It does not involve the sampling of a population at large, rather a specific group for a special purpose (ibid). Patton, (1990) points out that this method is used to reach a target group and their input on a particular issue. He reckons that it can be used for quantitative and qualitative studies. For the purpose of this study the youth were selected. This selection is used particularly to discover the impact and the outcome of the role NGOs played in the development of technical skills among this group in Alexandra. The youth were chosen from the age bracket 14-35 according to South Africa definition of youth (Statistic South Africa, 2011). This age group was selected as a subset of the respondents for this particular study.

A purposeful sampling method was used in this research. In purposive sampling, twenty-two (22) participants were selected for semi-structured interviews and six (6) persons were selected for focus group discussions. Participants were selected based on their knowledge of the programmes and participation, their fluency in English and their willingness to share their experience. Some of the participants interviewed were from Bokamoso Youth forum, Primedia Skills Development Centre, Women for peace, NGOs Units in the City of Johannesburg and Gauteng Department of Social Development (stakeholders). Most of the participants were of the age of 16 to 35years. The use of the purposive sampling method helped to obtain quality data from the participants of the programmes and projects. This also helped to reveal its effect on and outcome with the Alexandra youth (Patton, 2002).

2.2.7. Focus Groups

A focus group interview is another technique used for the gathering of information. Focus group is defined by many scholars from different perspectives. Clark (2004) in Morgan (1988) defines focus groups as groups used to extract quality information during the research process. He explains that without these groups useful information cannot be elicited. Also Kotler (1987) in Clark (2004) sees this group as being made up of eight to twelve people of the same age or class who gather to discuss a specific issue under the leadership of a supervisor. Patton (1987) takes the view that focus groups consist of six to eight persons. However, USAID (1996) in their explanation of focus group points out that it is a technique that is quick and cost effective in the collection of qualitative information. In their view, a focus group consist of seven to eleven persons engaged in discussion so as to extract useful and quality information on a particular topic. The extracted quality information USAID explains can be used to gain insights and recommendations of programmes and projects to stakeholders and community groups on various development issues.

The most important part of these definitions of focus group is the number that it consists. According to Krueger (1994) there is no definite or precise and specific number of persons that the focus group will consists, but it must not be less than four (4) and not more than twelve (12). However, each scholar

specifies the numbers according to their respective perceptions. A focus group was used for data collection in this present piece of research and valuable information was obtained through interacting with this group. The youth (from 18-25) that participated in the discussion as focus group was organised by the Centre Manager of Bokamoso Youth Forum. This focus group was made up of six (6) females who were already undergoing technical skill development training on cosmetology. One of the advantages during the discussion was that it produced good and quality information. The quality information came as a result of their status as having lived in Alexandra from birth; it gave them the advantage and opportunity to discuss constructively. However, despite all these factors mentioned above, the whole of Alexandra youth cannot be generalised based on the quantitative data collected.

There are many advantages to this method, which was experienced during the focus group discussions. First, as issues were discussed by participants, one person or participant raised issues that linked or related to other important issues they were discussing. Secondly, there were disagreements during the discussion, but this was discussed in detail by all participants and they agreed and arrived at an understanding. It provided a platform and a forum for constructive argument. It should be noted, that as questionnaires and interviews are for gathering of information; focus group provides a forum for participants to gather and share their views and learns from one another.

As there are advantages with a focus group, so there are disadvantages. Such disadvantage according to Bless and Higson-Smith (2000) was experienced during the group discussions. One of the disadvantages was that, some participants in the group could have been side-lined from the discussion or shut-up from expressing their points but because of the presence of the researcher (the coordinator of the group) this was averted. Another disadvantage was that one of those who took part in the group discussion was exceptional and an eloquent speaker and, with her influence, tried to dominate the whole discussion and side-track a few vocal individuals (tried to impose her views on other participant and take control of the discussion), but this was controlled by the researcher.

2.3. Sampling Methods

Purposive sampling method was used in the selection method because selection was based on who the researcher thought would be appropriate for the study (Patton, 2002). This was done because it was impossible and impracticable to interview all the youth in Alexandra. Because of this fact, the selection was made based on people directly or indirectly affected or involved in the youth technical skills development in Alexandra. This was also done to improve the representation and equally improve the accuracy of the findings so as to eliminate bias and stay focused on the target group (youth).

A total of thirty (30) people were selected to provide the best sample result. Youth were not the only group drawn for sampling in this research. Samples were also drawn from NGOs that are involved in technical skill development in Alexandra. These individuals were selected based on their understanding

and knowledge of the role NGOs play in skills development in Alexandra. Samples were also drawn from the beneficiaries of the programmes and projects of the NGOs. Other samples were drawn from stakeholders in skills development in Alexandra. These include Gauteng Department of Social Development, Directorate of Youth NGOs City of Johannesburg and Alexandra Renewal Project. Also six (6) youth in Alexsan-kopano were interviewed.

Respondents**:** There were about nine (9) key respondents in this research whose responses concerning the validity of the research were received. These were:

Beneficiaries: There were three (3) respondents from Women for Peace – sewing skills: The project manager was away to Cape Town and there was no one that could give the researcher information on the project of WFP. Accordingly, the researcher decided to interview the beneficiaries of the programme. Selection was based on those who had knowledge and understanding of the programme and those that the researcher could easily communicate with in English (majority cannot speak English only Isi-Zulu). Primedia Skills Development Centre had four (4) development skill, these are; plumbing, carpentry, bricklaying and painting: The Project Manager provided the researcher with the contact details (cell phone numbers) of forty-nine (49) beneficiaries, for him to call and arrange for interviews. Out of the 49 persons the researcher was only able to interview six (6) persons. The reason was that eleven (11) persons have moved out of Alexandra and are working outside Johannesburg. Unfortunately, the researcher did not have adequate resources to conduct telephone interviews. Thirteen (13) persons could not be reached; perhaps they have changed their numbers. The researcher was warned three times by five (5) female beneficiaries never to call them. It was difficult to arrange interviews with the remaining fourteen (14), due to the nature of their work. Bokamoso Youth Forums had six (6) respondents, who were attending training on cosmetology; they were also used as the focus group. Staff of NGOs interviewed: Primedia Skills Development: Two (2) and Bakomoso Youth Forum One (1): Stakeholders: Gauteng Department of Social Development Three (3), Directorate of Youth NGOs City of Johannesburg One (1) and Alexandra Renewal Projects: One (1). This selection was based on involvement and participation in the Alexandra skills development process in their respective offices. Youth in Alexan-kopano**:** Youth in Alexsan kopano Five (5), ANC Leader in Charge of Youth in Alexandra One (1) and the Secretary General of Great Alexandra Youth Development Forum One (1).

2.4. Conclusion

This chapter pointed out the necessary and relevant methods that the researcher found appropriate to be used for this study. These are appropriate and most relevant methods to be used because they helped to answer the research questions. Therefore to ascertain the reliability and validity of this research report the relevant research method was employed by the researcher. Nevertheless, if similar research methods were to be used in the collection of information for such research elsewhere the same result would be replicated, provided that the following variables can be controlled. For example, a factor which

determined the validity and reliability of the data was the willingness of the respondents to be interviewed. There are also other unknown factors which can influence the result and findings of the research methods employed in this research. For example, it was noted in this research report that a large number of the beneficiaries of Primedia Technical Skill Development Centre in Alexandra have relocated to other places or found work outside of Alexandra. Such incident or situation, if not corrected would affect the validity of the research. Bearing these things in mind, the results obtained by this research will help to find out the role NGOs have played in the development of technical skill among the youth in Alexandra. Invariably, the resultant effect is demonstrated by the answer given to the research questions presented in this study. This will be set out in chapter five which shows data presentation and analysis of the questionnaire.

Chapter Three

Growth and Development of NGOs

3.1. Introduction

The aim of this chapter is to review the literature on the role of NGOs in the development of technical skills among the youth with general perspectives drawn from different sources. Firstly, this chapter will define the concept of NGOs, which will include the evolution and growth of NGOs in Africa, South African perspective and Alexandra. Secondly, this chapter will look at the role of NGOs in the development paradigm and the various views on the role of NGOs in the society; the debate between those who argue that NGOs are alternative to the provision of development services to the people and those who said that they are not; but that they are there only to pursue the agenda of their donors. Thirdly this chapter will look at NGOs in democracy and finally, it will present a conclusion.

3.1.1. Defining the Concept of "NGO"

The word Non-governmental organisation (NGO) may look simple to define. Many authors have expressed their views on the concept and definition of NGOs. Yet they have not arrived at a conclusive and accepted definition of what an NGO is. This is because the idea and definition of what constitutes an NGO differs from one another. They differ because of the large number of NGOs all over the world and their different roles in the development paradigm, which has made it difficult to actually grasp what constitutes an NGO (Lewis and Kanji, 2009). For example, according to Lewis and Kanji (2009) from United Nation's evaluation, there are about 35,000 well established NGOs all over the world. Edward and Hulme (1996) dispute this figure as inaccurate, that there has been a threefold growth in the number of NGOs all over the world since 1980. With the above example, it means that no standard definition of NGO can emerge from this large number of NGOs over the world. This is because NGOs differ in scope, size, varying origin, programmes and projects, ideology, roles played, funding, linkages evaluations, problems, etc. NGOs are of different groups that play different roles, having different shapes and forms across different countries of the world (ibid). As such, NGOs are defined based on the role they play in the society therefore; there is no one definition that fits them all.

Nzimakwe (2008) points out that NGOs have become well known acknowledged and have become a part of common parlance in our society today. She states that NGOs are known today in our society as not-for-profit and private groups that pursue the interest of the poor. Lewis and Kanji (2009) defines NGOs as independent non-profit actors. That means they are not run by government and their aims are not-for-profit purposes like the other private organisations (business sectors). They depend on voluntarism to pursue their mandate so as to provide services to the people or community (Lewis and Kanji, 2009). The World Bank (2001) defines NGOs as non-governmental organisations whose interests are in pursuing

activities that will reduce poverty, protect the environment and provide activities that will enhance community development and promote the social wellbeing of the people.

Most essentially, NGOs advocates for the needs of the people, they are institution-structured, not government-based, and not to make profit, but rather with the aim to empower and improve the lives of the people and their environment. NGOs are value-based, organisations that receive funds for projects and programmes from government, local and international organisations. NGOs play a pivotal role in stimulating sustainable grassroots development through the provisions of basic social and economic services to the community (Nikkhah and Redzuan, 2010). In this form, NGOs use grassroots strategies to implement projects and programmes which are essential for community development. Such development programmes include: life skills, counselling, leadership development, skills development and capacity building (ibid).

For the interest of this research report, NGOs will be defined as organisations that are independent, private and not for commercial purposes and not part of a profit making venture, but with the aim to promote social welfare and development for public interest. This definition has been generally used by most authors in their definition of NGOs and is adopted here because of the vital roles NGOs play in the development process. Indeed, this definition covers all aspects and roles that NGOs play in the development arena.

3.2. Evolution and Growth of NGOs in Africa

NGOs evolved when government social development services were not made available to the reach of the people in the community. This took place prior to the advent of colonial imperialist into Africa in the 18th and 19th century. During this period governments were not able to meet these needs either because resources were unavailable or, when resources were available they did not want to meet perceived needs because they had other priorities deemed more important (Mazibuko, 2006). Because of these government attitudes, the community organised themselves into traditional groups such as age groups, women's or men's groups, youth etc., to render those social development services which governments failed to provide. These groups functions most effectively and efficiently when they have set objectives and goals to achieve (Jones and Yogo, 1994). In the cause of time, the people organisation groups were unable to perform social development services and achieve their set goals and objectives. This was because of the entry into the communities of a more powerful ruling class, the colonial imperialist (ibid).

The period 1840-1930 marked the entry of British Empire (the colonial imperialist) into Africa under disguised of free trade with the aim to develop Africa and emancipate them from the clutches of economic, social and political oppression which they were deeply entrenched (ibid). This was a misrepresentation of information because according to Manji and O'Coill (2002), during the very period

that Britain claimed to be developing Africa, they were actually undergoing an industrial revolution and were struggling socially and economically, to alleviate their own people from starvation. They were able to survive through the help of external organisations and philanthropists who provided their social and economic needs (ibid). Manji and O'Coill (2002) affirms that the British Empire had no intention of providing social service programmes to develop Africa, but rather to exploit them and take their resources such as coal, oil, gold, cocoa, timber, etc., to develop and meet the social and economic needs of their own people. Manji and O'Coill (2002) points out that while the British used the resources from Africa to develop their country, the colony provided little or no social service to the majority of the African people such as education and skills but rather provided most of the social and health services to the white minority living in Africa especially during epidemics. The majority of the rural people were left in the hand of the charities (Red Cross) and missionaries to provide health, education, skills and social needs for their growth and development (ibid).

The period 1870-1948, before the Second World War, witnessed the entry of charity organisations (Red Cross) and the missionaries into Africa. Despite their entry into Africa the exploitation and the dictatorial governance by the West did not stop. This situation angered the people to the extent that they rose up to revolt and challenge this exploitation and lack of provision of basic social services by the western colonial masters (Werlin, 1974). For instance, in Kenya this led to 1952 grassroots struggles known as 'Mau Mau' uprising, where the Kikuyu people organised a widespread guerrilla war against the white colonial rulers (ibid). Manji and O'Coill (2002) in their argument points out that,

> "Colonialism imposed its control of the social production of wealth through military conquest and subsequent political dictatorship. But its most important area of domination was the mental universe of the colonised, the control through culture, of how people perceived themselves and their relationship to the world. Economic and political control can never be complete or effective without mental control; and to control a people's culture is to control their tools of self-definition in relationship to others" (Ngugi wa Thiong'o, 1986:16).

From Manji and O'Coill point of view, to control the mind of Africans through religion was the tool the missionaries and charity organisations used to control Africa. The researcher disagrees with Manji and O'Coill point of view, he argues that the missionaries and charity organisations did not come into Africa to manipulate and control the minds of the people through their religion. Rather, they came with new orders of development and provision of services to the people and to improve their living condition which was a different aim from that of the colonial imperialists. They provided humanitarian services and education by building schools, hospitals and clinics for the social wellbeing of the people. All these were the strategies the missionaries and charity organisations adopted in most African countries in order to educate and show the people a new form of living and care. They did not exploit or take their resources in exchange; rather they gave expecting nothing in return. For example, Mary Slessor in 1879 founded the Hope Waddell

Training Institute of Calabar, one of the oldest colleges in the eastern region of Nigeria, which provided practical vocational training to Africans. Also during this period Mary Slessor successfully fought against the Efik people in Calabar on the killing of twins in infancy. She adopted many Nigerian children especially those twins that were left to die (Taylor, 1996; Livingstone, 1927).

More examples were also witnessed in 1911 where the missionaries in most East African countries such as Ugandan, Tanzania and Kenya helped to stop the killing of twins and human sacrifices. In Uganda they opened up primary and secondary schools as well as training colleges for teachers and trade schools for craftsmen, for example Kisubi Vocational School, Kiteredde Brothers in Masaka. In these technical schools, carpentry and brick laying skills were obtained. In Tanzania in 1903 Kenneth Boroup introduced the growing of cotton and taught the people how to plough and grow coffee. This paved way for the improvement of agriculture through the established experimental farms and plantations where new crops, better methods of farming and equipment were introduced. The missionaries also brought an improved communication and transport which in turn led to the opening up of the hinterland of Africa (Berman, 1974).

From the above facts, it seen that Manji and O'Coill (2002) contradicted themselves, as they points out that the emergence of the anti-colonial revolution with the entry of the missionary and charity organisations helped to end the social injustice that marked the colonial era in Africa. Is this, the same as trying to control the minds of the people through religion as aforementioned above by Manji and O'Coill. Consequently, the entry of missionaries and charity organisations led to the independence of most the African countries like Egypt, Ghana, Guinea, Nigeria, Kenya etc. After the independence of some of the African countries, two options were left for charity organisations and missionaries. Either they have to close their operations and leave or expand their horizons into other African countries. Most chose to stay and expand into other African countries because of their ideological views to change the traditional beliefs and the behaviour of Africans through their religion and their determination to survive by providing welfare services in Africa. Their decision to stay in Africa changed their perception of charity organisations and missionaries on the nature of their voluntary work in Africa. On this note, they changed their activities from humanitarian to development NGOs. This was because they regarded humanitarian activities as a short term process that tackles only the symptom of poverty, while development activities are long term process that tackles and destroys the disease 'poverty' (Black, 1992).

The above change in 1960 marked a historical open door for the entry of the international NGOs into Africa such as Oxfam, Save the Children and Plan International. From the analyses of the above historic fact, it is necessary to note that the colonial imperialists did not do much in the development of Africa, because a huge gap is seen to exist between the Western and African ideals (Manji and O'Coill, 2002). This gap is seen in the area of poverty which has gripped most African countries. Thus, this means that the Western main motive into Africa was not to emancipate Africa from the scourge of poverty but for adventurous

purposes (ibid). Manji and O'Coill points out that the West regards Africans as being inferior to them and thereby were not considered on the same level as them politically, economically and socially. Also that Africa and Africans are referred to as disorderly not orderly, primitive not cultured, dishonest not honest, irrational not rational, underdeveloped not developed (Suzuki, 1998). That means Africa and Africans carry the above mentioned stigma while Western societies wear the medal as agents of development. From the above analysis, it shows that the West never brought Africans into the process of development; rather they took Africans further away from development and deeper into poverty even after independence (Crush, 1995). For instance, in 1960 the average income of the West was twenty times more than the Africa, by 1990 it tripled (60times) and in 1997 it increased to seventy-four times more than the average income of the population of Africa. Today, the assets of three billionaires in the West are more than the GNP of the poorest countries in Africa put together (UNDP, 2001:8).

The situation highlighted above contributed to the entry of NGOs into Africa to help bring development services to the people. As the local and international NGOs emerged in Africa, emancipation was no longer the song that was sung but development because the need and importance for development was identified (Crush, 1995). By mid-1970, the whole world was hit by a huge economic recession that affected all sectors and works of life. Many NGOs collapsed during this period because they were unable to meet the financial burden (Campbell, 1989). With this recession that hit the world economy, the governments of developing countries were obliged to take loans for development. By 1980 came Structural Adjustment Programme (SAP), an economic policy that raised the interest rate and placed many developing countries into huge debt (ibid). With African countries in huge financial debt, it gave the IMF and World Bank the leverage to force them to the implement structural adjustment programme which caused the developing African countries to go deeper into debt (ibid). The institutionalisation of this policy minimised the economic and social powers of the state and reduced the income level of the people as a means to restructuring the economy of developing countries and strengthen the private sector (privatisation) (ibid). This economic policy was inappropriate because it gave rise to unemployment, poverty and inequality that put a strain on development in Africa (Cornia; Jolly and Stewart, 1987). The opposition led to various demonstrations, riots and strikes which were witnessed by countries that have implemented structural adjustment programmes. For example from 1976 – 1992 about 146 protests took place in 39 countries that implemented IMF supported austerity measures. This led to the closure of universities and trade unions and the strikes declared illegal by governments (Walton and Seddan, 1994). This opposition resulted to the proliferation of local NGOs in Africa with the aim to help revamp the already damaged development structures (UNDP, 2001).

By 1990, the attention of the international NGOs was turned to the local NGOs to provide social development services to the improvised communities. To enable the local NGOs perform this function, the international NGOs provided them with funds to be able to finance the social development projects and

programmes (INTRAC, 1998). Manji and O'Coill (2002:12) points out that, in 1992 developing countries received 10% to 15% aid transfers through international NGOs, (some of the donors were government and private authorities). Manji and O'Coill (2002) emphasised that the British Government, the Department for International Development (DFID) releases 8% of its budget to aids, while US Government donates 40%. Ten (10) years down the line between 1984 and 1994 the British Government raised its aids funds to 400%. From this, it is noted that in the beginning of 1970s two percent (2%) of Southern NGOs income comes from aids transfers and by the middle of 1990s NGOs aids income was increased to 30% (Manji and O'Coill, 2002: 12; Overseas Development Institute, 1995). In addition, the sheer scale of social development issues in Africa attracted more international NGOs and this caused an increase in growth in international NGOs in Africa (Overseas Development Institute (1995). In Kenya "between" 1978 to 1988 international NGOs increased almost three folds from 204 to 511 and from the most recent survey, about 40% of the NGOs that are in operation in Kenya are foreign or international (Osodo and Matsvai, 1998:8).

In conclusion, drawn from the above facts, the increase in growth of the international NGOs into Africa could limit the operations and objectives of the local NGOs based on the following factors: firstly the huge funds disbursed to the local NGOs could cause them to lose authority and direction. The local NGOs could lose independence and, therefore, be unable to determine the direction of their programmes and projects (Weiderman, 2008). This is because; he who pays a singer to sing for him dictates the type of song to be sung. The consequence of this will derail NGOs from their programmes and project objectives or cause them to abandon their programmes and project objectives and follow that of the donors. Accordingly, the aim and objective of the organization will be defeated and the programmes and projects will have no relevance for the people. Secondly, considering the huge funds local NGOs receive from international donors they could set unrealistic and unattainable goals. Thirdly, the international donors, haven seen the enormity of the development problems faced by the people can direct all their attention on the impact and outcome of programmes and projects without checking whether the local NGOs have the organization capacity to implement the project. This could affect the impact and outcome the programme and project could have on the people (ibid).

According to UNDP (1996: 2-10) report on the level of development in African countries, it shows that development failed. This was seen in contrast to the welfare gained in providing basic social needs such as food, health and education which was a resulted from the drop in the GDP after independence. "Between" 1981 and 1989, the GDP of the sub-Sahara African countries dropped by 21%. In some other countries, including Madagascar and Mali their per capita income fell from $1,258 and $898 to $799 and $753 respectively in the past 25years. Additionally, the per capita income of some of the other 16 sub-Saharan African countries failed more drastically in 1999 than in 1975 (UNDP, 2001). Basically, according to the United Nations, one third of the sub-Saharan Africa population live on an income that is lower than $1 per

day, which invariably increases the level of inequality. This is the reason why Africa has the highest unequal rate in the whole World (UNDP, 1998).

3.3. South African Perspective

South Africa is a country that is surrounded with a history of racial discrimination, prejudice and inequality. NGOs in this respect have played an outstanding role not only in strengthening democracy in South Africa, but also in dismantling the apartheid regime. The entry of NGOs into Africa dates back from the time of colonialism to the time of the missionaries. That period was seen in Africa as a period of emancipation and social development (Julie, 2009). The emergence of NGOs occurred at the same time in all African countries and for the same purpose, though in some countries the objectives for the emergence differs (Julie, 2009).

According to Julie (2009); Habib and Taylor (1999) local NGOs emerged in South Africa in 1912 not necessarily for the purpose of development but to emancipate the black people from the hands of the ruling white minority (characterized with struggles). NGOs emerged in South Africa to advocate the rights of the black people. Firstly, they made appeals to the ruling white minority government during the time of the enactment of job reservation law, when jobs were reserved only for the whites. Secondly, in 1913 land legislation by the apartheid government gave entire black population only 13% of the South African land. Such NGOs include the Transvaal Rural Action Committee (TRAC). These NGOs depended on foreign donations to perform their functions and most of these international NGOs supported the local NGOs because they were sympathetic to the situation and the needs of the South African black communities (Habib and Taylor, 1999). Thirdly, NGOs emerged because the white minority government during the period of apartheid, concentrated development in the urban areas where the whites lived, while the rural areas and townships where the majority of the black population lived were left undeveloped (Mazibuko, 2006). For example, Alexandra was called 'Dark Township' in 1912 because of its lack of electricity. Black Townships were segregated and denied basic social services (Alexandra Renewal Programme, 2001). Fourthly, the white minority government provided the white children with good education in the state schools, while the black children were not catered for (ibid). The Roman Catholics, Anglicans, Missionaries and NGOs were voluntary organizations that provided education for the black communities in South Africa. The Black People Convention (NGO) initiated Black Community Programme, a mobile clinic that helped to provide health services to the communities that were deprived of proper health services (ibid).

In 1953, the Bantu Education Act was passed; white minority government took control of all education system, gave the whites good quality education and the 'blacks' inferior education. The inferior education given to the blacks resulted to the emergence of Education NGOs, but the white supreme government made it difficult for them to operate. To counteract the white opposition, the NGOs introduced night school programmes in the black communities, but this was discovered and immediately closed by the

ruling white government. From 1953-1973 NGOs did not play any significant or active role in any sector in South Africa (ibid).

From 1970-1990 most NGOs came into operation to oppose the apartheid regime, and advocate for 'black freedom' from 'the domineering white rulers' (Habib and Taylor, 1999). Such organizations included the South Africa Congress of Trade Union (SACTU), the United Democratic Front (UDF), the National Forum (NF), and the Black People's Convention (BPC). These organisations were sponsored by international organisations and institutions, but did not give adequate account of the funds received due to improper organisational structure (Julie, 2009). By 1980 these organisations (NGOs) were allowed to operate without limit, but with a clause attached, "that all funds from sponsors must pass through the government". The organisation refused to abide by this clause; but developed a different strategy unknown to the government that they used to receive funds from sponsors (Habib and Taylor, 1999). From 1990-1994 a new chapter was opened in the history of NGOs, which came as a result of independence of South Africa. The independence brought a change in the outlook and operations of most these organisations (NGOs) from anti-apartheid (oppositional) NGOs to developmental and service oriented NGOs. Some (NGOs) merged with other political parties; some went out of existence, while some continued to operate as NGOs. This turn around was as a result of change in the attitude of the sponsors (Habib and Taylor, 1999; Frank Julie, 2009).

The change of government in 1994 opened opportunities for NGOs in the development paradigm. These development opportunities were expanded through the introduction of the Reconstruction and Development Plan (RDP) by the new democratic government. The RDP was a policy set out to revamp the development process and address the damage done to the blacks by the apartheid government (Tandon, 2000). However, this development programme failed to achieve its desired purpose and objectives as set by the government to improve the living conditions of the people. This was because it was hurriedly implemented and certain development issues were not properly aligned in the right perspectives (ibid).

The failure of the first developmental macro-economic policy gave rise to the implementation of the second programme in 1996 known as the Growth Employment and Redistribution strategy (GEAR). This programme was implemented to guide development toward a sustainable economic growth. The introduction of Growth Employment and Redistribution strategy (GEAR) in 1996, aimed at reducing poverty and providing people's basic needs, through the NGOs and civil society working together to develop a sustainable economy and growth. This provided an opportunity for NGOs to provide social service delivery to the people (ANC 1992).

3.3.1. Alexandra

In 2001, President Thabo Mbeki in his “State of Nation Address” reiterated his government’s commitment ”to address poverty in rural and urban areas in South Africa that house around ten million people” (Department of Provincial and Local Government, 2007). Alexandra described as a place of political unrest and violence throughout the period of apartheid was not left out in this initiative. This Township attracted a large number of NGOs after the end of apartheid to help the government address this issue of development. Today, there are about thirty (30) NGOs currently operating in Alexandra, only three (3) are involved in technical youth skills development. These NGOs are Primedia Skills Development, Bokamos Youth Forum and Women for Peace (City of Johannesburg, 2011).

3.4. Role of NGOs in the Development Paradigm

NGOs according to Hulme and Edwards (1997) play a vital role in the development of our society and because of this role they play, today they are known as the ‘development machine’. NGOs as ‘the development machine’ have helped to improve the lives of the people through the implementation of skill development programmes. Through these programmes young people are empowered with skills. The role NGOs play is perceived differently by the different people (Hulme and Edwards, 1997). In spite, of the different ways different people perceive the role NGOs play in the communities, there has been no single answer to why they are formed, their meaning (role, function, purpose) and how they operate (Lewis and Kanji, 2009). Despite, their different roles they all have one purpose; to improve the living conditions of the people. However, these different roles and operations of NGOs in the society can be classified into three distinctive ways. These are social service providers, educational and technical and advocacy services (Nikkhah and Redzuan, 2010; Jordan and Tuijl, 2000; Edwards and Hulme, 1996; Smillie, 1995).

According to Kajimbwa (2006), these roles NGOs play cannot be seen from a narrow perspective but from a wider spectrum. This is because, if NGOs roles are seen from a narrow perspective, the whole essence of what they are, what they stand for, and the role they play in the society can be missed. To drive home his point Kajimbwa, (2006) explains that today, NGOs are at the centre stage of the development arena to provide social services to the people and make policy decisions (internationally and locally). In addition he says that NGOs have been effective in the development process. He reckons that their effective performance in the development process has made the local and international institutions to absorb them into their system (governments, international organisations and institutions).

In retrospect, the different roles NGOs play in development arena cannot be well understood if the concept “development” is not defined. The definition of what development is will help to bring clarity and understanding on the essence and effect of these roles NGOs have played in our society. More so, the advocacy role as defined having been recognised as most effective arm to addressing the social needs, can achieve its objectives through its influence in the decisions or policies of the government. This means that

any bad policies or wrong decisions made by the government in the area of social development can affect the role of NGOs in the development of technical skills among the youth. Therefore in a situation where NGOs are not given free hand to function, this can inevitably have an impact on the outcome of NGOs programmes and projects that will be initiated or implemented.

3.5. Various Views on the Role of NGOS

There are various views on the role NGOs play in the development process. This research will look at two major and important views, the supportive views and the opposing views. The supportive view is of the opinion that NGOs have played active role in the development process in relief services, by supporting people that have been affected by natural and human disasters and improving the living conditions of the people. While the opposing view is of the opinion that NGOs are not able to resolve the development issues in the development paradigm. This section is of the view that NGOs are only in the development arena to promote and pursue the strategies set by external donors.

3.5.1. Supportive View of the Role of NGOs in Development Paradigm

Various arguments have emerged from many scholars, authors and organisations on the importance and the role played by NGOs in the development paradigm. NGOs perform different functions, but all are geared towards addressing the inequalities in the society and improving the living conditions of the people (Smillie, 1995). These roles NGOs play in the development arena could be perceived from three different angles (Teegen et al., 2004). First, NGOs play advocacy role by serving as the people's voice to protect their environment and promote their freedom. Second, they play a social development role through their development intervention programmes, projects and humanitarian services (by assisting those that have been affected by human and natural disaster). Third, is the hybrid type of NGOs that plays multiple roles; they play both advocacy and social development or operational role. Nevertheless, these roles NGOs play is determined by the environment they find themselves (ibid).

Teegen et al., (2004: 407) argues that NGOs can influence market policies through their advocacy role. He points out that Advocacy NGOs can influence market decisions when the business sector takes advantage of the people by increasing the profit margin of their goods or infringe on ethical boundaries of the marketing policy. Also, when governments make policy decisions that are unfavourable to the people or does not work in public interest; in this regard advocacy NGOs intervenes by becoming the people's mouthpiece through protest (ibid). They also use mass protest to challenge the implementation of government policies, social injustice in order to make or promote equality and defend democracy (Jordan and Tuijl, 2000).

Kajimbwa, (2006) points out that the advocacy role played by NGOs has been effective since their inception. He adds that, most NGOs have now engaged in international politics such that they have

stopped demonstrating on the streets, they now participate in the policy and decision making in governments and international organisations. Such international organisations include the United Nations, World Bank, World Trade Organization, and the International Monetary Fund (ibid). Kajimbwa, (2006) argues that society sees NGOs as the only way by which their social needs could be addressed. This is because advocacy NGOs act as the mouth piece of the people that guides and defends their freedom. Invariably, Advocacy NGOs creates a good atmosphere/space for the people, for the effective working of a democracy. Thus advocacy NGOs are a type of NGO that do not exercise any form of fear, but loudly speak out any ill(s) in the society and attention will be given to them (Putnam et al, 1993; Kajimbwa, 2006).

Madon (1999) in support of Kajimbwa states that NGOs are not only facilitators of democracy which is a political development function, but that they are also involved in facilitating economic and human development. He asserts that NGOs are able to achieve this purpose because of their involvement in a bottom-up approach to development. In addition, Yannis (2001) points out that the state does not have the means and appropriate strategy to reach to the people (top-bottom), and that NGOs have the means and flexibility to operate grassroots development process than the State. He affirms that, due to the bottom-up development approach used by NGOs they are able to involve the citizens to participate in the development process. Such social development NGOs includes the Red Cross involved in providing relief, the World Wide Fund for Nature (WWF) monitoring natural resources, Doctors Without Borders that distributes medicines and monitors epidemic disaster areas, Oxfam, Care, etc. (ibid).

Another type of role played by NGOs in the development process is the hybrid role. This is a multiple type of role, where NGOs engage in both advocacy and social development roles taking on more than one responsibility. The shift in role is as a result of the demand in the community which makes them to redefine their objectives (Teegen et al, 2004; Andrei, 2012). Andrei (2012) asserts that NGOs works for the good of the community they find themselves. Accordingly, they take different forms as the need arises in a particular environment. He continues that NGOs not only take different forms due to the need in the community, but considers the area where they could get their resources. More so, since they depend mostly on international funding, they change their form and identity when their funding partners changes. However, this inevitably results in change in purpose, structure and practice (Foreman and Whetten, 2002).

Clearly, NGOs in their different phrases are perceived differently by society and institutions and their involvement whether advocacy, social development or hybrid all contributes to the development of the society. Nevertheless, in order to play these roles effectively, they set up various campaigns, policy strategies, programmes and projects so as to help build a sustainable environment. Therefore, NGOs in our society today, are of great importance in every phase of environmental issues, for the well-being and common goal of the society through their development interventions.

3.5.2. Opposing View of the Role of NGOs in Development Paradigm

NGOs have been acknowledged by many for the key role they play as facilitators of development. Some are sceptical whether they have the capacity and ability to perform this role more than the State, while some have opposing views on the grounds that they are only in development arena to promote and pursue the strategies set by external donors (Commins, 2000).

Edwards and Hulme (1995) most opposing view of NGOs centres on the area of independence, which they said is questionable. Their argument is that the source of funding for most NGOs projects and programmes comes from government and international donors, and if their entire source of fund is dependent on government and foreign organisations how independent are they? According to Fisher (2007) NGOs in Gambia, Sierra Leone and Kenya are completely dependent on government and foreign donors. Also he points out that, between 1995 and 2002 the funds the NGOs in developing countries received from donors doubled from $3.1 billion to $7.2 billion. To affirm this statement made by Fisher (2007) Petras and Veltmeyer (2001) points out that international organisation have donated more than $10 billion to about 50,000 local NGOs in the developing countries in the past 10years. In this regard, NGOs will be open and vulnerable to the control of their donors. Their objectives will be shifted to that of the donors for them to continue to receive funds. Consequently with this they will not be able to know the needs of the people because they are 'foreign driven' and not 'people driven'. This will negatively impact on the NGOs and invariably affect the outcome of their projects and programmes on the people (Edwards and Hulme, 1995).

Fowler (1991) agrees with Edwards and Hulme statement, but points out that the conditions attached to the fund by the donors is often overlooked by NGOs. He argues that donors attach conditions that may not be favourable to the NGOs, but because they need the resources to stay afloat, they accept the conditions which ultimately affect the people. However, in such event, NGOs do not necessarily practice a bottom-up approach but a top-down approach because in most cases people are not called to participate in the decision making. They are given ready made decisions, programmes and projects which may not be beneficial to the people. The low participation of the people in community development eventually affects the sustainability of the project and the programme's implementation in the community (ibid).

Weideman (2008) argues that sometimes NGOs compete to secure funds and in doing so they set out unrealistic goals and objectives that they cannot attain. When eventually they receive the funds they will not be able to achieve the set goals. This leads to spending the funds in an unnecessary project that will not benefit the people and sometimes they even abuse or squander the funds. In addition, he also asserts that sometimes the funds that NGOs receive will not be enough to undertake capacity building or monitoring and evaluation. In that case, they will be unable to evaluate the outcome of their programmes and project or the capacity outcome of the NGOs, which means that the extent of their achievement

cannot be determined. He argues that NGOs no longer offer significant projects and services, but instead are offering 'merry go round' projects and services that do not benefit the people.

In another hand, Petras and Veltmeyer (2001) argue that NGOs lack accountability. This is because NGOs leaders are self-appointed, unlike the State. They receive most of their funding from abroad and therefore hold no obligation to the people and thus do not render an account to the people, but instead to their sponsors. Consequently, NGOs are assessed according to the donor's criteria. To buttress this fact Petras and Veltmeyer (2001) points out that NGOs worldwide have become an easy means of making money by the literates. Most of them have abandoned their jobs where they claim to earn low pay for lucrative paying jobs with NGOs in which they can utilise their organisation expertise and skills. Today, most NGOs CEOs drive expensive cars. Many who previously lived in a rented and shared apartment in an overcrowded area now have their own luxurious homes with a porch in expensive suburbs. They now take overseas trips, holidays with their families and attend international conferences with the intent that it is in the interest of the poor people. They no longer have interest in protesting on the streets for the failure of governments to delivery services or implement projects or concerning unpaid teacher salaries. Rather they have adopted the method of staying in their offices writing proposals and lobbing organisations and institution for more funds. The NGO leaders no longer serve the interest of the poor people in the community but act as a "neo comprador group" that serve the agenda of their "masters" (ibid).

Since 1980 to date the growth of NGOs has increased exponentially and they have not ceased to play an efficient and effective role in the support of sustainable community development in community. To continue to do what they know best and be relevant in the communities for sustainable development, NGOs should formulate strategies that will help them reduce their dependence on foreign donors and legitimise the organisation (alternative means to generate income). This will help them become financially stable and not be looked on as imperialist puppets, only fostering the agenda of their masters (donors) (Weideman, 2008).

3.6. NGOs in Democracy

Democracy provides a platform for NGOs to play out their part so as to achieve the desired purpose in the development process in the society. With the establishment of democracy people begin to know about their freedom. People come together to make changes for the development of their communities. They achieve their objectives by forming and implementing various programmes; this means that the evolvement of NGOs came as a result of democracy (Literacy Watch Bulletin, 2000.no.15).

According to Kolar (2005) there are misunderstandings as to what democracy means. Different people have different views as to what democracy means and stands for. Kolar (2005) in his explanation points out that democracy can be viewed from the way people interact with their environment. He states that the power of the government rests on the people; which mean that the people are the government

because they have the anterior power to elect their representatives. He based the above facts on the memorable quotes of President Abraham Lincoln; that defines democracy as the government ruled by the people that are elected by the people in the interest of the people (ibid). For clarity purpose, democracy and freedom differ in meaning, though the idea and principles of democracy lie on freedom, which means democracy paves way for freedom. The UN charter of 1948, in their definition of democracy points out that in a democratic society that people must guard their liberty jealously, so as to build a suitable environment for themselves and for freedom to thrive (U.S Department of State, 2008).

With the establishment of democracy especially in developing countries the idea of the open market economy and globalisation has become stronger. This process has given strength to the civic society, private business sector and government, thus identified as main actors in the democratic setting (Literacy Watch bulletin, 2000). The main objective of NGOs is to create an enabling and sustainable environment that will help improve the living condition of the people, so that they will become self-reliant and self-sufficient. NGOs have played important role in most countries of the world. They have helped to set up most country's democratic government. They have also fashioned out strategies and programmes that could enable development process to take place in the environment and empower the people to become self-reliant and self-sufficient. Stated below on a global context are examples on how NGOs can function effectively in a democratic setting.

3.7. Conclusion

NGOs unlimited by their setting, form and where they are located act and play different roles locally and internationally in enhancing the living condition of the people in their respective environments. NGOs are engaged in different roles some play advocacy role while others public service roles such as providing skill development training and still others provide humanitarian services to the victims of major disasters. These NGOs play separate roles to create an enabling environment which alleviates poverty. They do this by employing different development planning approaches.

Capacity Building and other development planning approaches were used for project evaluation. These are interventional measures used to evaluate the impact NGOs have made in the development of technical skills among the youth in Alexandra. The implementation of these interventions was as a result of a major vulnerability factor arising in the context of unemployment which was seen among the youths in Alexandra. This key vulnerability factor came up due to inadequate technical skills that led to stress and shocks, also included, are crime such as murder, rape, burglary,. Also considered was the fact that Alexandra has a high proportion of youth. Indeed, about 58% of the total population are youth from 14-35 years as defined by Statistic of South Africa (2001).

The main object of these intervention approaches was highlighted in two aspects, first to improve the living condition of the people and secondly, to reduce the inequality that exists among the people in the

society (social and economic equity) so that the people would be able to meet their needs. In the latter case the youth would become empowered and be able to provide their needs without looking out for outside aids. This would in turn improve their living condition and welfare. Nevertheless, for NGOs to successfully achieve the highlighted objectives, they should be able to formulate sustainable strategies, provide good leadership and render proper account of all the funds received from donors and be able to give accurate report on how the funds were used. Leadership and accountability in this context not only affects NGOs but all the sectors in our society in Africa and the world as a whole (Julie, 2006).

The term "leadership", involves the complete obligation and responsibility that a person in charge of an organization or group of people requires for an organization to function properly and efficiently both internal and external. Leadership in NGOs requires many functions and obligations. Leadership is an important aspect that presents a challenge not only to NGOs, but also to the entire community at large. Things move perfectly and exactly just as they should in a community or organisation that have good leadership. In spite, of all this, one of the challenges faced in leadership role is the ability for continuity in both private and public sector and the community (Julie, 2006; Tierney, 2006).

South African NGOs encounter huge problems that affect not only their organizational structure, formation and leadership but also the outcome of their development and growth (McCrimmon, 2010). Therefore for NGOs to have a strong and effective leadership, it is required that the organisation put in place the needed policies, organisational structure and institutional formation that is appropriate for a positive outcome and proper accountability. These will help NGOs to realize their goals and objectives and make a beneficial impact on the people with their programmes and projects (ibid).

Another challenge NGOs face is in the area of accountability. Prior to the period of democratic transformation in South Africa, NGOs during that period had little or no means to render account for the funds they receive from donors. This was the case until "third way" policy was introduced into development system in the 1990s. The "third way" development approach place an emphasis on accountability and good governance (Pillay et al, 2006). This new approach promoted "top- down" direction for bottom-up implementation" (ibid). Accountability is a means by which tasks undertaken by individual, group of persons or organization are scrutinised by a separate body or individual (Edwards and Hulme 1994). This separate body collects information from the organization being scrutinised with respect to the task they have performed, to support the reason for their action. This definition highlighted the importance of finding out, first, who can be held responsible, secondly, to whom they are obliged, accountable or responsible to and thirdly for what are they to be held accountable (ibid).

The question is, have NGOs in Alexandra been able to render proper accounts not only on the funds received but their obligations to the community? Have they been able to implement the necessary strategies so as to provide an enabling environment and improve the living conditions of the people (Blind,

2011)? Also in view of the leadership challenges, the question is, do NGOs leaders in Alexandra have the leadership capacity to achieve their goals and objective and make an impact on the youth skills development? These questions however necessitated the assessment and review of the role of NGOs as it involves technical skills development within the geographical area of this study (Alexandra). This will be clearly explained in chapter four where an assessment and analysis of NGOs that are involved in the development of technical skills among the youth in Alexandra will be made.

Chapter Four

A Case Study of Alexandra

4.1. Introduction

This chapter provides the case study of Alexandra, its background and profile, with emphasis on employment status, occupational/skills and crime. Also in addition, NGOs involved in the development of technical skills among the youth, their organizational structure, programmes and projects implemented or yet to be implemented. These NGOs include Primedia Skills Development, Bokamoso Youth Forum and Women for Peace. Finally, the function of the Department of Social Development their relevance and contribution to the development of technical skills among the Youth are included.

4.2. Overview of Alexandra Township

Alexandra, one of the oldest Townships in Johannesburg located 13km North East of Johannesburg is situated in region F, and lies 3km off Sandton. It was established in 1912 and covers over 800 hectares. This old Township occupies a unique place in the history of South Africa, which from its origin has developed a distinctive identity. Importantly, the history of Alexandra will be incomplete without an account of Mr. Herbert Papenfus. Herbert Papenfus owned part of the farm land Cyferfontein in 1904 but renamed it after his wife Alexandra. His plan was to divide the land into plots and sell it to the whites, with the aim to turn the area into a white neighbourhood (suburb), but his plan failed. (Wilson, 2002; Nieftagodien and Bonner, 2008). According to Nieftagodien and Bonner (2008) he re-divided the plot to sell it to Africans, Indians, Coloured and Chinese. His plans again failed, but this time was bought by Africans on freehold. However, in 1913 this opportunity was short lived due to the promulgation of Native Land Act that banned Black people from buying or acquiring land in the cities and its surroundings in South Africa. In spite of this banning, Alexandra still remained a black Township that provided homes for black people from all parts of South Africa and its surroundings. The population of Alexandra increased from 7200 in 1920 to 16,747 in 1936, which was due to the removal of squatters from the inner city slums (approximately 5000 people were removed that moved to Alexandra) that resulted to the increase in the population (Wilson, 2002; Alexandra Renewal Project, 2001; Wilson, 2002; Nieftagodien and Bonner, 2008).

In 1948, Alexandra was known as 'Dark City', because for many years it was deprived of access to electricity and water. Despite this deprivation, Alexandra's population continued to grow from 80,000 to 100,000. By 1963 there was a population growth explosion due to the entrant of large numbers of black people from rural areas in search for jobs. Because of this growth explosion, efforts were made to upgrade Alexandra. Between 1964 and 1973, the residents were frequently threatened unsuccessfully with total eviction. This came through in 1973, some families were eventually removed. A total population of 71,000

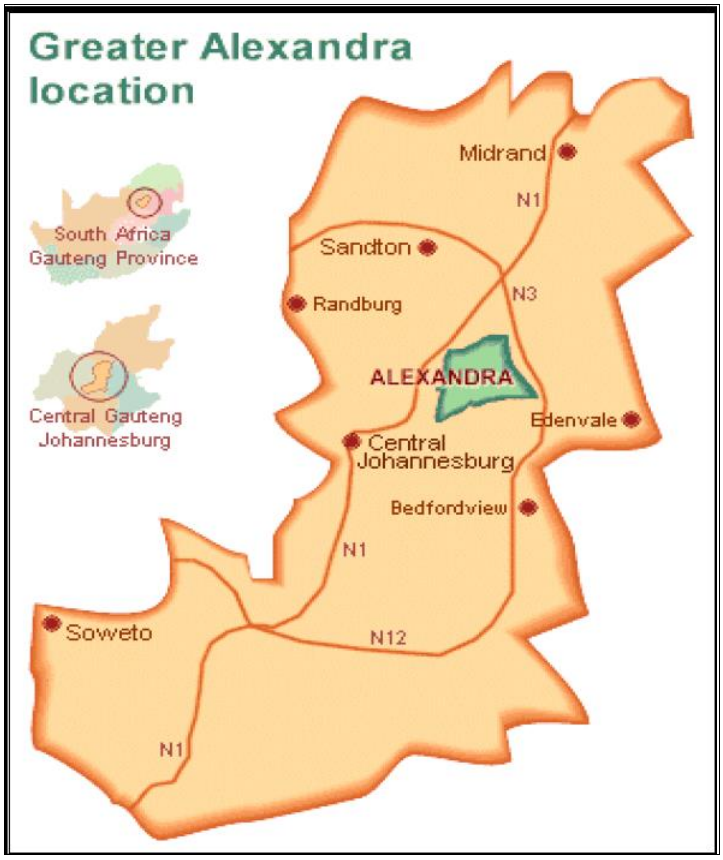
out of 100,000 (56,000 went to Soweto and 15,000 to Tembisa) were removed from Alexandra (Morris, 2000; Wilson, 2002; Nieftagodien and Bonner, 2008).

In 1973, just after the relocation of these people, influx legislation was passed by the white apartheid ruling government to stop black people from entering the cities. In spite of the law, it did not stop black people from entering into Alexandra. From the time of promulgation of the influx legislation in 1973 until the time South Africa gained independence in 1994, Alexandra became overpopulated. Large numbers of people from rural areas of South Africa as well as neighbouring African countries entered Alexandra in search for jobs. The overpopulation of Alexandra in the early 1970s and late 1980s caused a severe upsurge of informal settlement, shacks, and with the resultant effect of formal housing 69% and informal housing 31% (Morris, 2000; Wilson, 2002; Nieftagodien and Bonner, 2008).

In 2001, the new democratic government with the aim to transform Alexandra through various development interventions (during the administration of President Thabo Mbeki), launched a R1, 3 billion project (Alexandra Renewal Project). The intent of this project was to generate local economic activities, create employment opportunities and build new houses for the people. Alexandra has a rich and colourful history that envelopes vision and struggle for emancipation even in the face of all odds (Nieftagodien and Bonner, 2008). According to Statistics South Africa (2011) the population of Alexandra is estimated at about 798 014 people in an area that covers 7, 6 km^2 with a population density of about 47 481 persons/km^2.



Picture1: Early days of Alexandra (Bus boycott) and Alexandra of today
Source: Nieftagodien and Bonner (2008).



Map 2: Map of Johannesburg Metropolitan showing location of the study area (Alexandra)

Source**:** City of Johannesburg (2007)

4.2.1. Employment Status

According to Department of Provincial and Local Government (2007) out of the total population of Alexandra 43% are employed, while 35% are unemployed and 22% are accounted as not economically active. A person is regarded as not economically active when he/she is unemployed and not looking for employment or unavailable to be employed (those on full time studies, housewives, and the unable bodied, pensioners (those that cannot work) the term is officially limited to those of working age, 15 to 65 (Statistic South Africa, 2009). The employment status shows a high rate of dependency (not economically active people) and unemployed which depicts high rate of poverty in the community. Inevitably, this can result to social ills in the the communities; such as gangsterism, rape, teenage pregnancy, robbery, house breaking, car highjacks and murder etc. (Department of Provincial and Local Government, 2007; Nieftagodien and Bonner (2008).

4.2.2. Occupational Status

According to DPLG (2007), 53% of the total population of Alexandra are unskilled or are engaged in manual labour, 18% are skilled or equipped with technical skills, 17% are semi-skilled, 7% are professionals and 5% are in white collar jobs. With the total percentage of skilled, semi-skilled, professionals and white collar jobs add together, the total percentage of 47% of the skilled is low as compared to unskilled in Alexandra.

This result inevitably depicts low standard of living in Alexandra. The high percentage of unskilled shows a huge skills development gap that needs to be filled. Naturally, this lack has a major impact on employability; especially on the young people. But with the skills development interventional programmes and projects, it can help fill in the gap and improve skills development and unemployment among the youth. It will help the NGOs develop programmes and projects that will provide the Alexandra youth with the skills they require to be productive and self-reliant.

4.2.3. Crime Statistics in Alexandra

In 1994-1999 the crime statistics shows the rate of murder at 26%, as compared to 2001-2005 which shows 18% as the rate of murder. This statistics shows that the rate of murder in Alexandra has drastically improved. Rape and robbery in Alexandra increased by 4% and 2%, from 10% and 13% respectively in 1994-1999. In spite, of the decrease in the rate of murder, it does not mean that the rate of crime has decreased. Indication shows that the rate of crime is still high in Alexandra, even though statistics also shows a fall in the rate of burglary by the small margin of 3% in all South Africa as regards 30% in 1994-1999. This is attributed to the conventional wisdom that unemployment leads to increased crime rates (Du Toit, 1990; Stavrou, 1993).

The reason for this crime analysis in this research report is to find out whether the high crime rate in Alexandra is in relation or indeed as a result of lack of employment and skills scarcity. It will be imperative to find out how unemployment is related to crime (Du Toit, 1990; Stavrou, 1993). This is because there are other factors that could contribute or lead to high crime rate in Alexandra. Such include, use of drugs, excessive drinking, peer pressure and the quest for the “high life” (Wilson, 2005).

4.2.4. Educational Status

Education stands as a huge challenge among Alexandra youth. This is because according to DPLG (2007), 10% of the population of 20 years and above have no form of education, 14% have some primary school education, 7% completed primary school, and 39% have some secondary education, while 26% attained standard 10/grade 12 and only 4% have tertiary education. This statistic reveals that Alexandra has some form of literacy among its people, although a large percentage of the population have not attended school. This will affect their income level which inevitably, will impact on their standard of living with poverty as the outcome.

4.2.5. Income Level

According to Wilson (2005), DPLG (2007) and Morris (2000), a large number of households in Alexandra live below average income level; which means that over 40% of Alexandra households earn less than R9, 600 per annum, 24% and 21% earn R9, 600 – 19,200 and R19, 200 – R38, 400 respectively. Out of the total

population 11% earn R38, 400 – R76, 800, 3% earn R76,800 – R153,800 and only 1% earn R153,800 and above.

The above statistics shows that the living standard of the people of Alexandra is low. This means that a large number of households in Alexandra live on less than R1000 per month. This has raised two fundamental questions from the research questions. Have the roles of NGOs in the development of technical skills among the young helped to improve the living conditions of the people in Alexandra? Have their objectives helped to improve skills scarcity and unemployment among the youth? These are fundamental issues because, if the roles NGOs play in the provision of technical skills among the young people are adequate, they can help to improve the income level and the socio-economic status of the people in Alexandra.

From the above assessment of the Alexandra profile and its prominent features, it is necessary to look at the roles NGOs have played in the development of technical skills among young people in Alexandra. Firstly, by assessing the programmes and projects they have implemented. Secondly, to know whether these programmes and projects have achieved their desired objectives in making the young people productive and self-reliant. Finally, to know how planning can help facilitate the role NGOs play in the development of technical skills among the youth.

4.3. Primedia Skills Development (Alexandra Motswedi Centre)

The Primedia Skills Development centre is located at 17 Arkwright Avenue, Wynberg Johannesburg. According to the Alexandra Motswedi Centre (2001) Primedia Skills Development is a skills development centre that provides young unemployed and unskilled individual with skills training as an empowerment tool to that will help them gain employment or become entrepreneurial and self-reliant. This skill development centre was established in June 2001 as a construction training centre and registered under section 21 as a non-profit organisation. They are authorised to function or carry out their activities under the Construction Education and Training Authority (CETA), having complied with the requirements of SAQA. The Primedia Skills Development Centre provides training in the skills of carpentry, bricklaying, plumbing and painting. (Alexandra Motswedi Centre, 2001).



Picture 2: On the Job Training of the Beneficiaries of Primedia Skills Development

Source: Alexandra Motswedi Centre (2001)

4.3.1. Purpose and Training Programmes in Primedia Skills Development

The main objective of the Primedia Skills Development Centre is to provide the unskilled and unemployed in the community with the skills that will help them to become self-reliant and improve their living conditions. Thus, allow them to develop their personal competency in their chosen discipline. The aim is to equip the young people with the relevant skills that will enable them gain employment or become entrepreneurs and establish their own businesses. The Development Centre is in partnership with other stakeholders these are; Alexandra Community, the Alexandra Youth Development Forum, and both public and private sectors. Most of these public and private partners render financial assistance to the Development Centre these include the Brothers Warehouse, the Department of Labour, the City of Johannesburg, ABSA Bank and Johannesburg College Olympique (Alexandra Motswedi Centre, 2001).

4.3.2. Training Programmes

Primedia Skills Development offers the following training programmes:

- Accredited training modules that are within the National Qualifications Framework (NQF)
- Accredited training programmes that comply with the requirement of South African Qualifications Authority (SAQA).
- Approved to function and carry out their activities under CETA.
- Training personnel that are registered with Education and Training Development Practitioners.
- Appraisal of the training as outlined by the Quality Management System (QMS) (Alexandra Motswedi Centre, 2001).

Primedia Skills Development Centre, Alexandra, gives training to young people that have no skills. Between the formal training sessions, these young people undertake 'on the Job' training. The training by Primedia Skills Development Centre, Alexandra provides the young people with the particular technical skills that are needed in the labour market and also training that will develop their personal attributes (life skills). Primedia Skills Development Centre, Alexandra structures their training programme to conform with the National Qualifications Framework (NQF) and SAQA registration criteria (ibid).

4.3.3. Methods used to Create Awareness

Primedia Skill Development Centre disseminates information about the programme and project to the Alexandra youth through Alexandra FM Radio, local newspapers, newsletters, the Alexandra Youth Development Forum and Alexsan-Kopano Information Centre (Alexandra Motswedi Centre, 2001). Through this means information is passed to the young people about the programme or project to be implemented, invitation for interview and placement for those selected.

4.3.4. The Learnership Programme

The learnership programme of Primedia skills development is structured to accommodate both the youth of Alexandra and employees from public and private sectors (these are employees that have been working in companies or establishments for a long time without accreditation or certificate). Some of these trainees (already employed) are sent by their companies. These trainees receive "trade test" as organised by the Department of Labour after which a professional certificate is issued. This learning programme provides a person an opportunity: 1). to acquire full accreditation with a proper upgrade and salary scale. 2). It serves as an opportunity for some people to improve their skills or acquire new techniques. 3). It is designed to accommodate workers that have been assigned a new task, new entrants into the labour market and emerging entrepreneurs or people that are to be trained for special development projects. At the end of the programme, trainees are awarded with a certificate. On one hand, some of the trainees that are unemployed are placed in companies that the Primedia Skill Development Centre is affiliated to. On another hand, some companies, such as 'Men on the Side of the Road', actively look out for jobs for the trainees after the training. In addition, this training helps the trainees to develop an entrepreneurial culture, which gives the trainee room to open small business 'SMME' (Alexandra Motswedi Centre, 2001).

4.3.5. Methods used for Selection

There are two methods used by Primedia Skills Development Centre for selection into the learnership programme: - firstly, they consider the potential trainee's literacy and numeracy level and secondly, the market demands (for the programme the person(s) wants to be trained). This is because their aim is to provide the Alexandra youth with the vocational skills training needed for employment in the labour market. The learnership programme is a three months course. During the training period, trainees are given fifty Rand (R50) per day as stipend to take care of meals and transport to the training centre. This stipend serves as an encouraging or motivating strategy to enable the young people to be committed and fully participate in the development training without excuse**s**. Other selection criteria, include: age between 18-35years with at least grade eight (8) qualifications, must undertake a numeracy and communication skills test and they must have a South African ID. There are four (4) skills development training programmes and each class has ten (10) trainees, with total number of forty (40) trainees. This is to avoid overcrowding in the class and also create an avenue for the trainee to grasp the teaching. Trainees are placed based on the type of vocation they like or where their interest lies. In the interest of accountability, an annual report is produced for the sponsors (Alexandra Motswedi Centre, 2001). **4.3.6. Organisation Structure of Primedia Skills Development Centre Alexandra**

Primedia Skills Development Centre has no formal organisational structure or organogram. This organisational structure is formulated based on information received from the project manager during the interview.

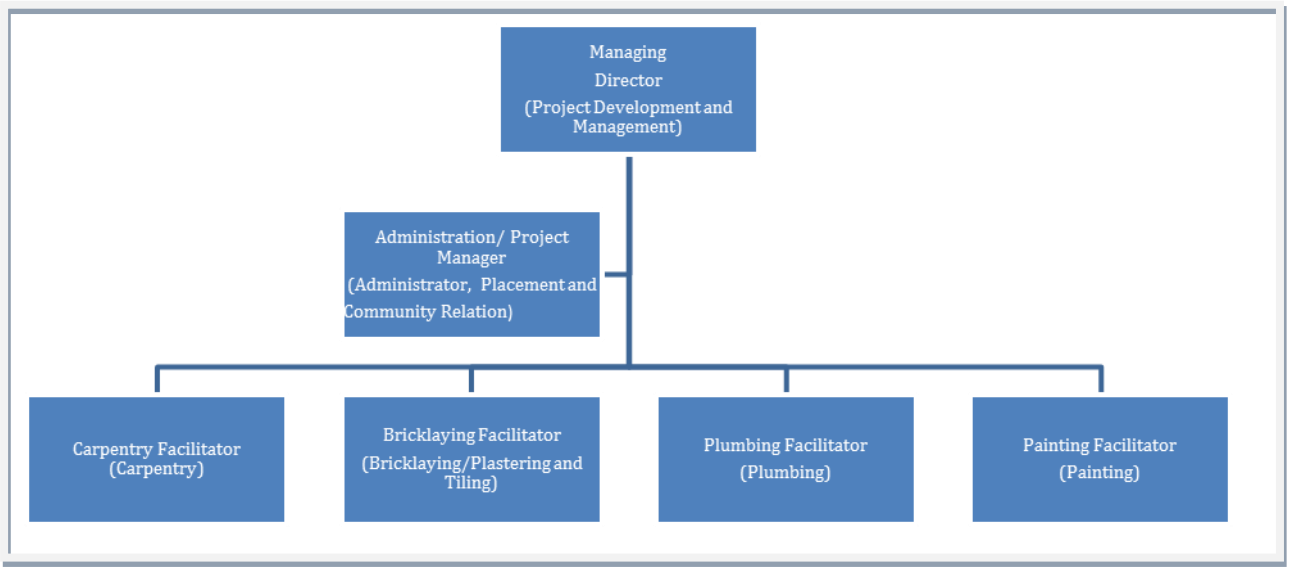


Figure 1: The Organisational Structure of Primedia Skills Development Centre Alexandra

Source: Alexandra Motswedi Centre (2001)

4.3.7. Current and Past Projects of Primedia Skills Development Centre Alexandra

Skills(Technical)	Carpentry	Bricklaying	Plumbing	Painting	Total
No. Trained	107	204	84	58	453
% Trained	24	43	19	13	100

Table 1**:** Training Programme from 2001-2008 on Youth Skill Development in Alexandra

Source: Alexandra Motswedi Centre (2001)

The Primedia Skills Development Centre Alexandra from the time it started in 2001- 2008, has trained a total estimate of 453 youth in different technical skills development. Assessing the above mentioned data, it shows that the total number of youth trained by the NGOs from the above set period, as compared with the period of inception (seven (7) years of operation) the estimated number trained seems to be very small. For a normal calculation a total number of 840 youth is supposed to have been trained as compared to 453 youth. Thus, two factors were identified as the major mitigating factors, these are lack of proper data storage facility and inadequate trainees.



Picture 3**:** Primedia Skills Development Training Centre Alexandra Workshop

This picture shows the training area for brick laying skills in Primedia Development Training Centre in Alexandra.

4.4. Bokamoso Youth Forum

Bokamoso Youth Forum is located at Flat 215, 2nd Floor, Prosperitas Office Building, No. 79-4th Street, Wynberg Johannesburg. Bokamoso Youth Forum started as a football club in 2001, and in 2007 it changed to an NGO whereby the football coach is the centre manager. According to Bokamoso Youth Forum (2007), it was the complaints from parents of youth in Alexandra on the behaviour of their children that resulted to the formation of Bokamoso Youth Forum. Such complaints include absenteeism from school, use of drugs, teenage pregnancy, rape and house breaking. The intent was to empower the young people with skills, so that they will become self-reliant and improve their living conditions. Though, Bokamoso youth forum was established in 2007, it began operation in 2011. The reason was because the idea and vision had not yet matured and there was no-one with adequate capacity and ability to steer the NGO in the right direction. Also lack of fund was another upset that hindered it from taking off (Bokamoso Youth Forum,

2007.



Picture 4: Members of Bokamoso Youth Forum

Source: Bokamoso Youth Forum (2007)

Bokamoso Youth Forum provides technical skills to youths in Alexandra on cosmetology, with only female in attendance (no male). Cosmetology as defined by the World English dictionary (2011) is a technical process of beautifying the body especially the face. Cosmetology involves a whole range of technical processes and, because of its technicality; people attend school to acquire degrees that will qualify them as cosmetologists. Some of the technical skills in cosmetology include; the techniques in nails polishing, beautifying the skin, dressing and styling of hair. Other aspect of cosmetology include skills in hair cutting, colouring, care, nail removal, pedicures, manicures, makeup artistry, facials, and general skin care (Schurman, 2013).

The project (cosmetology) is an initiative of the Gauteng Department of Social Development for Bokamoso Youth Forum to implement. Gauteng Department of Social Development did not conduct sufficient research to find out whether cosmetology is a scarce skill among the young people in Alexandra. The project was based on assumption that it is a scarce and lucrative skill in the labour market. In this regard, that it will be suitable for the youth. Normally, information is disseminated to the people through Alexandra radio FM, advertised in Alexandra newspapers and newsletters. Unfortunately only six young females responded to the advert for the programme and was registered with Bokamoso Youth Forum to be trained (this was the group that was used as 'focused group') (Bokamoso Youth Forum (2007).

4.4.1. Organisation Structure of Bokamoso Youth Forum

Just like the Primedia Skills Development Centre, Bokamoso Youth Forum do not have a formal organisational structure or organogram. Based on information received from the Centre Manage, the organisation of Bokamoso Youth Forum consists of the following:

- A Board of Directors (Founders) consisting of seven persons: Chair Person, Deputy, Secretary and Deputy, Treasurer and Two Mentors

A management committee consisting of six persons: centre manager, advisor youth desk/receptionist, financial manager, marketing manager, administrative manager and youth coordinator.

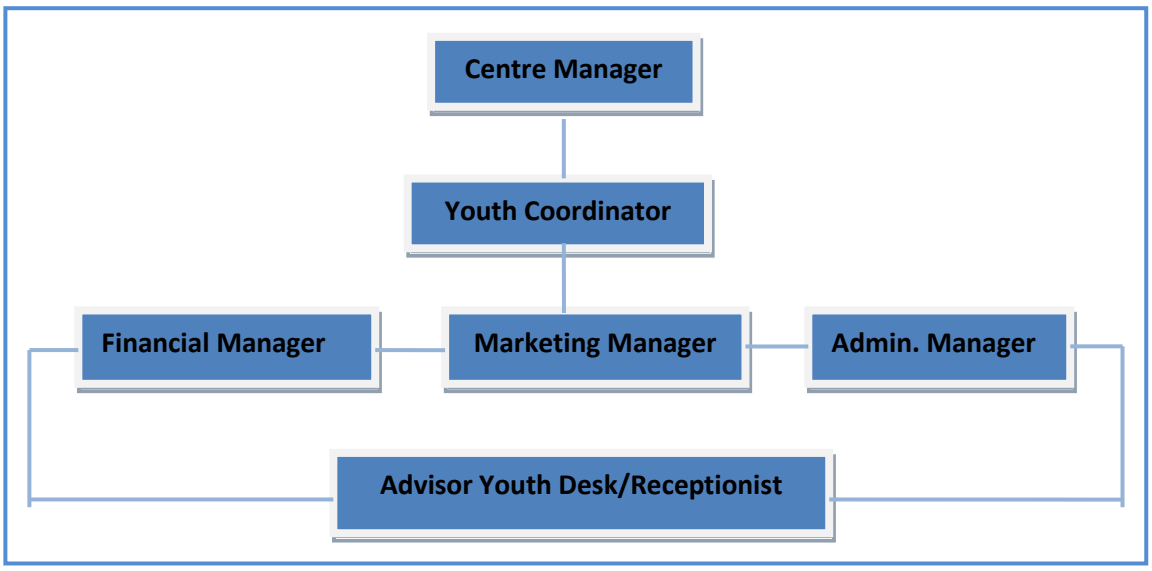


Figure 2**:** The Organisational Structure of Bokamoso Youth Forum

Source: Bokamoso Youth Forum (2007)



Picture 5: Participants in the life skill programme organised by Bokamoso Youth Forum at Alexsan kopano Youth Development Centre Alexandra.

The aim of this programme was to equip the young people in Alexandra with skills that will help them to become self-reliant and improve their living conditions. This programme is designed to impact on the beneficiaries' and in turn on the environment. Thus, enhance unemployment and skills scarcity in Alexandra, and improve the overall living standards. Ultimately, this programme is initiated to generate socio-economic growth as well as the health and wellbeing of the people and its community. At the time this research was carried out or conducted there were no past projects of Bokamoso, the only current project is the cosmetology as mentioned above.

In spite of these potential outcomes, these programmes and projects are faced with challenges that hamper the extent of the achievement of the NGOs. However, these challenges are not different from those already mentioned in this research report.

4.5. Women for Peace in Alexandra (WFP)

Women for Peace (WFP) is one of the local NGOs that started in 1976 during the apartheid era, when there was massive political turmoil in South Africa. The tension was high and the youth were rioting against the introduction of the use of Afrikaans as the compulsory medium of teaching from standard five (5) upwards in black schools. This protest against the Apartheid regime was a defining event in South Africa's history. The situation gave birth to the public holiday of June 16 to remember the youth that died during the uprising of 1976. During this period some women gathered together to see that peace was brought to the townships. This led to the formation of Women for Peace (WFP), with the aim of bringing peace that would cut across the race-divide in South Africa. It was a call for all women of South Africa to come together and bring peace across all ethnic and social backgrounds. As the year went by, this organisation increased and grew. By 1994 when South Africa became a democratic country, they saw the need to widen their horizon, to fight for peace in South Africa, and at the same time fight for equal opportunity for all, especially for the women. This organisation was registered as an NGO under the non-profit Act of 1997 (Paton, 1986; Hortensia, 2008).

Source of Funds: For their upkeep and sustainability, the Women for Peace receives funds from various organisations such as; World Relief Funds (Anglican Church of Canada's Agency for Sustainable Development, Relief, Refuges, and Global Justice) and the National Lottery Trust Fund. In addition, Women for Peace had projects in many townships such as Alexandra, Kagiso, Etwatwa and Lenasia with their head office at King Luthuli Transformation Centre, Johannesburg. These projects include Arts and culture, Peace and development, HIV/Aids, Science and technology, Early Childhood Development (ECD), skills training, youth development and entrepreneurship. Apart from the funds received from these organisations, Women for Peace have self-made means whereby they generate funds. Such projects include, the production of ointments, detergents, chocolates, sewing, food gardening and bead-making (Hortensia, 2008).

In Alexandra, the Women for Peace is located at No 99 8th Avenue. They run projects such as sewing, bead making and early childhood development (ECD). The aim for establishing this project is to train and develop the women to become resourceful by empowering them with skills that will make them to become economically viable and self-reliant.

4.5.1. The Early Childhood Development (ECD)

The Early Childhood Development Centre is located in the same premises with Women for Peace. ECD known as the Toddlers City Educare was established in 2001 with the aim to prepare the young minds for school through recreational education and guidelines as approved by the Early Childhood Education Centre within the Education Department. Admission covers children from one month to six years of age. The parents of children aged 1-3 years pay R160 (one hundred and sixty rand) monthly while those of children

from 4-5 years pay R150 (one hundred and fifty rand) monthly. Aftercare (all ages) pays R20, (twenty rand) per hour (Toddler City Educare, 2001).

The Principal (who has a basic management and book keeping diploma and also a diploma in Early Childhood Development an accredited assessor and mentor) works to develop the children's mind and shape them to face challenges ahead. The Educator ensures that the elders and the community do not contravene the country's Constitutional Bill of Rights. The Head Chef ensures that the children are fed adequately on a daily basis by providing the children with full protein, iron and vitamin enriched meals (ibid).

4.5.2. The Sewing and Bead Project

This project operates from the same premises as the Early Childhood Development. The aim of this project is to provide skills and employment to the less privileged, and the disabled. Women are mostly the target group but their door is open to any one that is interested in the project. These women through this project are given skills training to produce table mats, pillow cases, duvets covers, bead necklaces, bangles, and earrings. In addition to this, they are given accounting and managerial training. They are trained on how to cost their finished product, putting into consideration all the available resources that has been injected in the production of the product and then the selling price. This is done to enable them make a reasonable profit. At the same time they are instructed to limit profit-making as most of the buyers are low-income members of the community. Also WFP gives training in communication and leadership skills, especially to those who want to setup their own business. The aim of this project and programme is to provide the women and young people with skills to help them build their potential. These skills will give them opportunity to make choices and transform these choices into desirable actions and outcomes (Hortensia, 2008).

4.5.3. Education and Capacity Development

Education cannot be divorced from capacity development. This is because capacity building is the development of one's potential through education. According to Julius Nyerere former President of the United Republic of Tanzania "education is not a way to escape from poverty but a tool to fight poverty", education is the key to eradication of poverty (UNESCO, 2001a). Poverty is generally associated with low literacy level. For example, a close examination of a poor family in Alexandra discloses a low literacy level. In other words, areas with a low literacy level have a higher level of poverty. Invariably children from poor families are at risk of a low literacy level. It is an endless vicious cycle unless broken. To break this cycle it becomes imperative to empower young people by giving them the skills to help them improve their living conditions (ibid). According to a Chinese proverb, "if you give a man a fish, you will feed him for a day, but if you teach a man to fish, you will feed him for life" (Michelle, 2010a). Education is not a way to escape

from poverty but an impartation of skills to the young people to make them self-reliant and resourceful, which in turn will enable them to become successful entrepreneurs.

This research report will look at the stakeholders Intervention programmes employed to enhance the NGOs role in Alexandra: firstly, to see their effect and outcome on employment and skills development among the young people. Secondly, to find out the extent of achievement of the implemented technical skills development programmes and projects. Thirdly, to ascertain the extent the technical skills development programmes and projects are able to provide the young people with the skills needed to become productive and self-reliant. And, fourthly, to ascertain the problems and challenges NGOs faced in their quest to implement the technical skills development programmes and projects among the youth. Finally, to find out ways planning can facilitate the role NGOs play in the development of skills among the Alexandra youth.

4.6. The Stakeholders Intervention programmes employed to enhance the NGOs roles.

4.6.1. Department of Social Development

The Gauteng Department of Social Development in its effort to address the issue of unemployment and skill scarcity in Alexandra in particular have initiated various developmental strategies and programmes. The aim of initiating these programmes and strategies is first, to improve the living condition of the people and reduce poverty. Secondly, to reduce skill scarcity and unemployment this invariably will reduce inequality faced by the people. The Department is the financier and developer of these strategies, while the NGOs are the implementers and facilitators of these strategies and programmes. In addition, the department mandates the service providers (NGOs) in its implementation to include capacity building for effective monitoring and evaluation of the strategies and programme. The intent is to help evaluate its effectiveness and impact on the beneficiaries which will inform them, and serve as a check and balance whether to continue funding or not. The Department of Social Development initiates four strategic areas of priority for skills development in the community, these they called “four pillars of community skills development”; these pillars are:

- Information and Referral (Service Resource centres);
- Social well-being Support;
- Skills Development and
- Entrepreneurship

According to Department of Social Development (2011) the main reason for developing these strategies and programmes is to help address the multiple issues of social challenges which has reduced the Alexandra community to poverty and kept it poor. Firstly, this addresses the issue of social challenges through life skills training: life skill development training is employed to change the behaviour of the young people and reoriented their perception and attitude towards life, with regards to the social ills in the

community. Secondly, it equips the young people with the relevant technical skills that will help reduce skills scarcity and unemployment not only in Alexandra but South Africa as a whole. This will economically help the young people improve their standard of living (ibid).

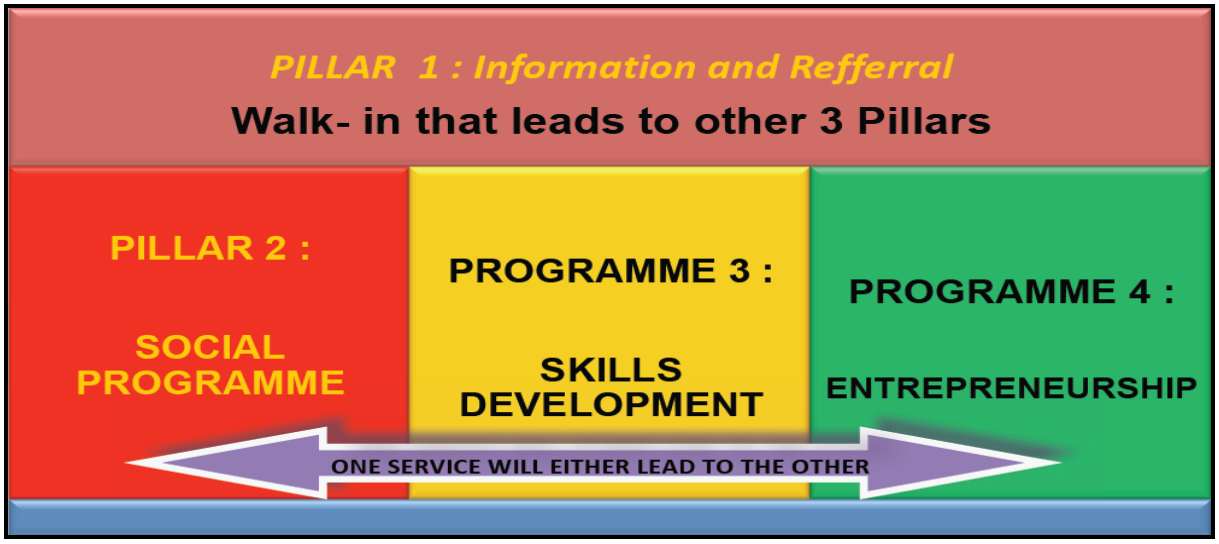


Figure 3**:** Four Pillars Strategies for skills development in Alexandra

Source: Gauteng Department of Social Development, (2011)

Pillar 1: Information and Referral: This is an information or resource centre (a development centre) established by government within the community or Township to enable them (community and youth) have access to government information services. Also it serves as a networking node where members of community and young people can access the internet, have access to newspapers on work place, job placement services (notice board). The centre also includes the youth desk, a help desk where different information needed by the youth is made available. Information about any activity, project and programmes that takes place within the community can be sourced in the centre. It provides an environment suitable and conducive for learning for both adults and children of all ages. This centre also includes a library with various activities that takes place in it, these are outreach activities, workshops and school debates. Example of such development centres are Alexan-Kopano in Alexandra and Thusong service centre in Soweto (Wilson, 2002; Gauteng Department of social development, 2011). This pillar links to other pillars.

Pillar 2: Social Services: This is a social service developed by the Department of Social Development to provide life-skill service development training to the community and young people. This is a type of workshop (training) where the community and the young people come together to address the social issues affecting them. Such issues includes education, early childhood development, housing, family violence, substance abuse, help for persons with disabilities, and income assistance (ibid). The aim of this type of training is to help change the perception of the young people, their ways of thinking and mind-set and help them to understand that they can achieve anything they put their mind into (leadership process).

Pillar 3: Skills Development: This type of development skill lay emphasises on vocational training and job creation programmes, with the aim to improve the living condition of people, reduce unemployment and skill scarcity among the youth. According to the Gauteng Department of Social Development (2011) the type of skills development training offered must conform or be in line with the type of job that is needed or in offering in the labour market, so that the trainee will be able to gain employment after the training. The skills development training consists of the following:-

- Life skills- This is the soft skills training employed to help reduce the social ills in the community.
- Technical skills: These skills are employed to empower the community and the young people to become self-reliant.
- Business skills: This is the type of training given to the community or young people that enables them to understand the business techniques especially when the individual wants to become self-employed or entrepreneurial. This is also a kind of training designed to allow the individual to control a business and keep proper records or accounts (ibid).

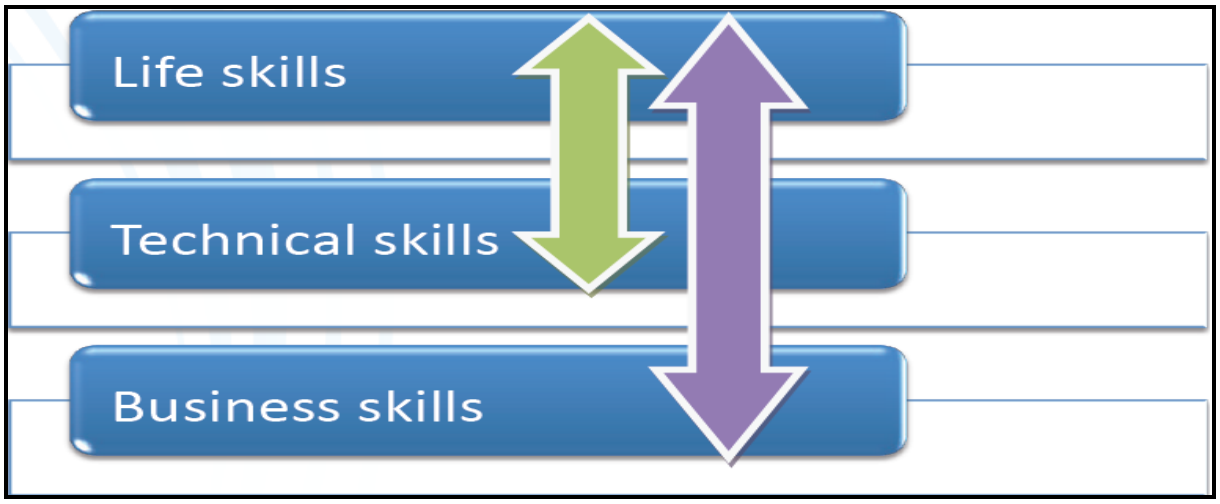


Figure 4: Different Types of Skills Development Training

Source: Gauteng Department of Social Development, (2011)

Figure 4 shows the skills development training as explained above which each individual must go through to obtain full skills development training, so as to be eligible for employment or become an entrepreneurial.

Pillar 4: Entrepreneurship: This is the type of training that provides an individual with skill that will enable the person(s) manage his/her business and be able to write a business proposal. This type of training not only enables the individual to become self-reliant, but also an employer of labour (ibid).

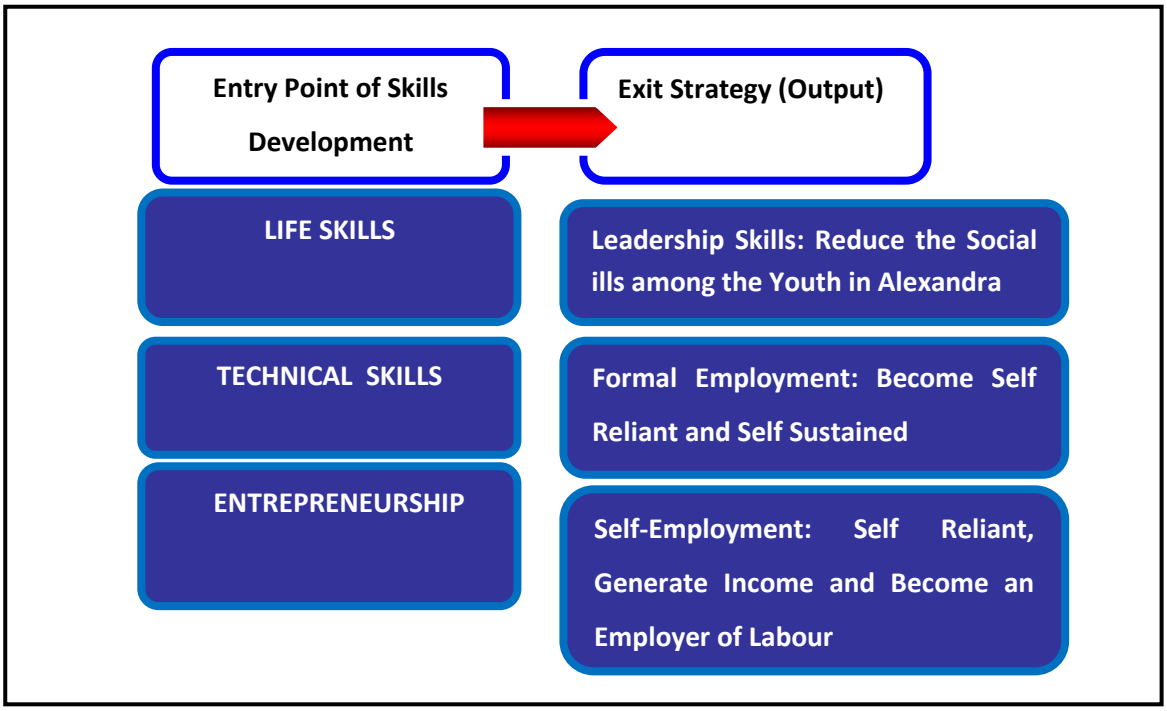


Figure 5: The Entry (Skills) input and Exit Strategy (output)

Source: Gauteng Department of Social Development, (2011)

According to Gauteng Department of Social Development (2011) these strategies have been designed to improve the living condition of the poor and reduce unemployment among the youth in Alexandra. The question arises as to what this means to planning and how relevant it is to development planning?

4.7. Conclusion

From the above, it is known that the Department are the financiers and initiators of the skills development projects and programmes, while the NGOs are only implementers of these projects and programmes. The question is, how independent are these NGOs such as Bokamoso youth forum since they are not given freedom to determine their own strategy which is limited by the donors especially the government (Brehm, 2004). NGOs are known for their dependence on donors for funds. The local NGOs compromise their vision (goals and objectives) with their donors so as to continue to receive donations from them. This can change their priorities, because their donors cannot help it but impose their developmental views, policies, projects and programmes on them. By adopting the policies, programmes and projects of the donors, and abandoning their own plans and visions for the people, they become unable to fulfil their objectives; but redefined their aims and objectives to suit that of their donors (Smillie, 1995). They do this for the continuance of this financial support (Kothari, 2005; and Hortensia, 2008). According to English proverb, he that pays a piper dictates the tune (Hortensia, 2008). Also Miraftab, (1997) quotes a parallel African traditional proverb; if a person puts his/her hand in another person's pocket he/she can only move when the person moves. Therefore, the question is, how long will these NGOs continue to depend on donors for funds and what will they do about the effect on their claim to independence? This is because as

long as they continue to receive funds from them and dance to their tune, they will eventually become irrelevant to the community (Weideman, 2008). According to Edward (2005),

> "the degree to which a strategy or mix of strategies compromises the logic by which legitimacy is claimed needs to be considered carefully, and can provide a useful means of testing whether organizational self-interest is subordinating mission when a choice is being made" (Edwards and Hulme, 1992:213).

Drawing from above it becomes necessary for NGOs to formulate sustainable strategies that will enable them raise funds to be able to finance their programmes and projects so as to meet the desired goals and objectives. This in turn will enable them be independent and able to fulfil their obligations and so remain relevant to the community. The question put forward is, since the NGOs allegiance mostly rest with their donors and it is them who dictates what they want done; whether the NGOs that are involved in technical skills development among the youth in Alexandra have been able to effectively and appropriately represent the community? These questions will be answered during data presentation and analyses in the next chapter.

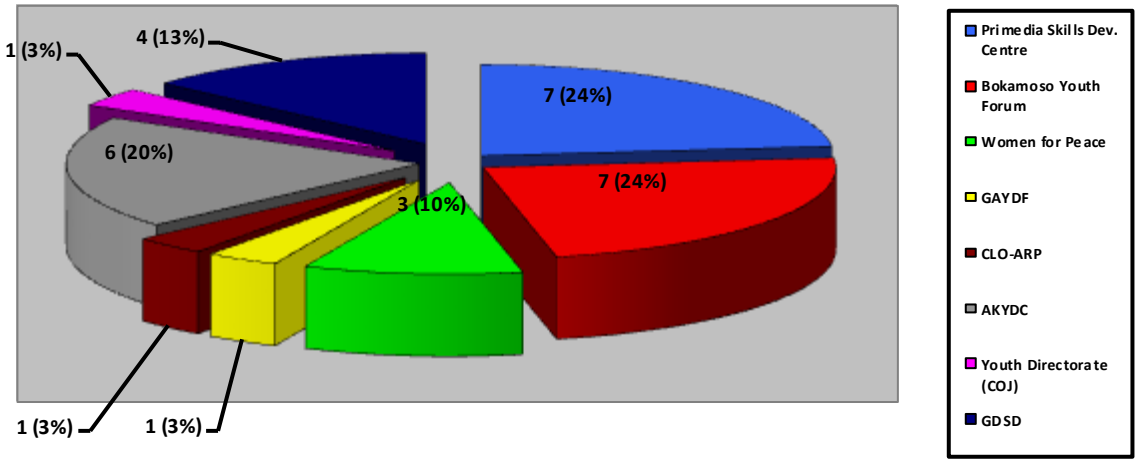
Chapter Five

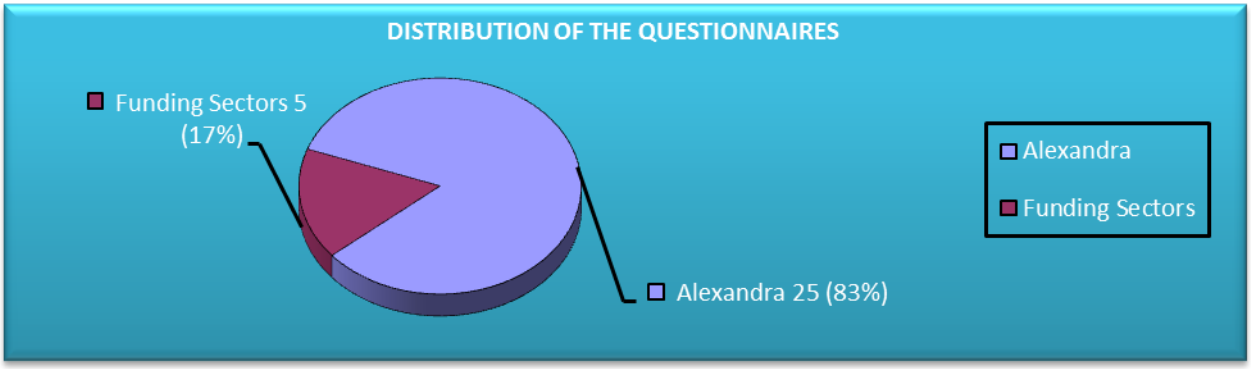
Data Presentation and Analysis of the Questionnaires

5.1. Introduction

This chapter involves analytical and data presentation of the research work conducted on the role NGOs play in the development of technical skills among the youth in Alexandra. Thirty (30) questionnaires were distributed among the target group during the field survey. Out of 30 (100%) questionnaires, 25(83%) were distributed to respondents involved in skill development in Alexandra, while 5 (17%) of the questionnaires were handed out to the sectors (stakeholders) that fund the service providers. These people were staff of Department of Social Development and WFP (See below the distribution). The questionnaires were distributed to the following: the beneficiaries of skills development training at Primedia Skills Development Centre, Bakomoso Youth Forum and Women for Peace and their staff (the Principal of the Pre-school that operates in the centre and a sixty-five years old lady known as 'Mama' of the centre. She speaks good English and has been in the centre for more than ten years. Also interviewed at the centre was a disabled lady (a beneficiary at the WFP).

Furthermore, the researcher interviewed the Public Relations Councillor representing Alexandra (a member of Great Alexandra Youth Development Forum), and one of the community liaison Officer attached to the Alexandra Renewal Project (ARP). The reason for interviewing one of the CLOs is because of the relationship that exists between ARP and Primedia Skills Development Centre (The engagement of some of the beneficiaries who had completed their training programmes with Primedia, to work with the ARP in the construction of roads and building of RDP houses in Alexandra). Others interviewed were the Youth of Alexandra in the Alexsan-Kopano Centre (the youth development centre established by the Alexandra community, as a learning centre for the Alexandra youth). The youth in the centre were interviewed to find out the extent of youth participation in the development of technical skills among the youth in Alexandra. In addition, interviewed were the staffs of Department of Social Development and City of Johannesburg. It is observed that some of the NGOs such as Primedia and WFP do not have specific age group that they target and train. Their training is open for all ages; nevertheless NGOs focus is on the youth because they make up the highest percentage age group in the society (Wilson, 2003).





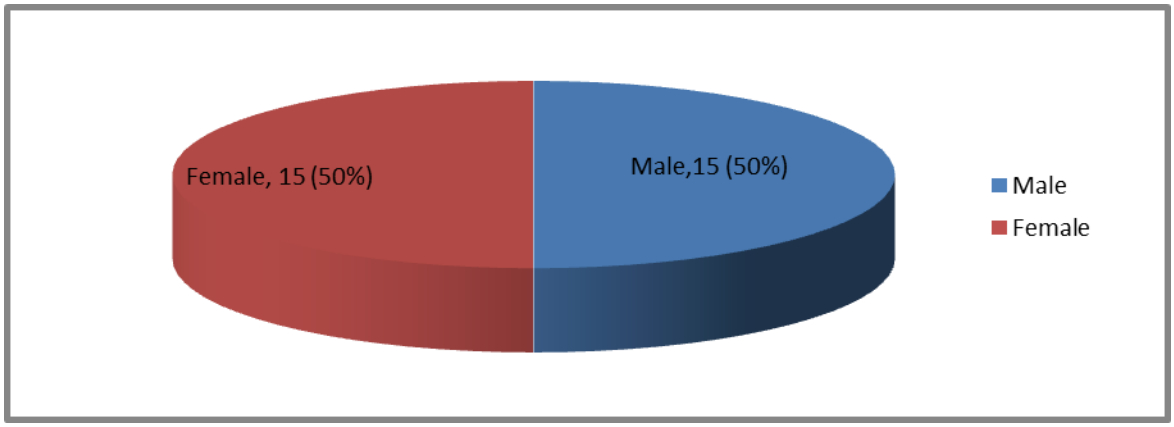
Graph 1**:** The Distribution of Questionnaires

Graph 1 illustrates the general distribution of questionnaires drawn. Primedia Skills Development Centre, Alexandra 6(22%); Bakomoso Youth Forum 7(24%); Women for Peace 3(7%); Great Alexandra Youth Development Forum 1(3%); CLO- Alexandra Renewal Project 1(3%), Central Johannesburg College 1(3%), Alexsan-Kopano centre (a youth development centre) 6(22%); Youth Directorate City of Johannesburg 1(3%) and Gauteng Department of Social Development 4(13%). A total of 30 respondents were interviewed and this represents 100% on which a purposive sample, focus group discussions and key interviews were used and findings obtained.

5.2. The Questionnaires

The questionnaire is arranged so as to answer the research questions on the role played by NGOs in the development of technical skill among the youth in Alexandra. The information is gathered from face to face interviews with the respondents. The questionnaires covered four parts. The first part which is the demographic and socio-economic characteristics of the respondents is employed so as to know the type of respondent that is interviewed; such includes race, age, place of birth, marital status, education, and gender of the respondent etc. The second part is subdivided into three sections: a). The first part deals with skill development, the aim of this, is to find out if the respondents have any skills at all. If they do, to

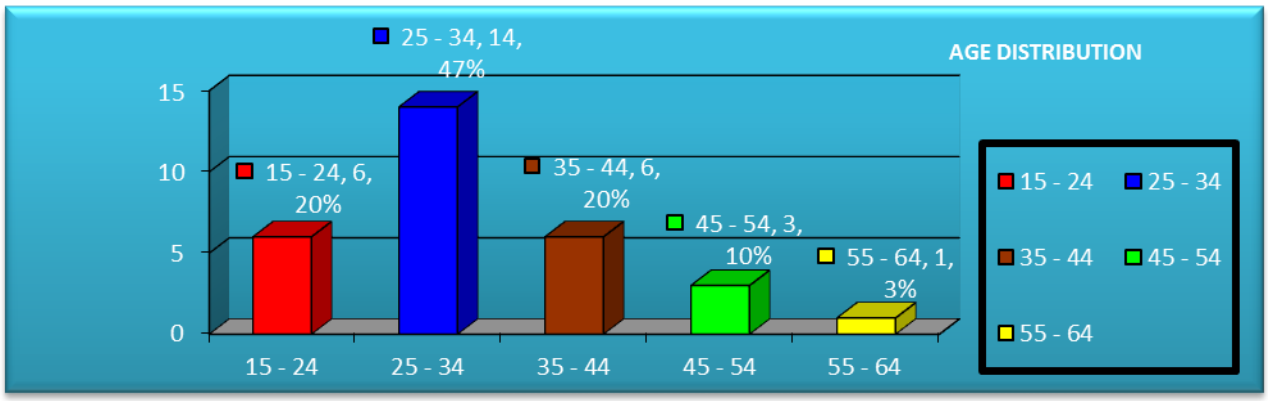
know from where they acquired it? Either from NGOs or elsewhere, this will help to assess their effects. It is also designed to find out the attitudes of the youth towards skills development programmes. b) The second part involves the NGOs; to find out how many NGOs are in Alexandra and how many that is involved in technical skills development among the youth. This will help to know the impact of their role in the development of technical skills among the youth. c) The third part is the stakeholders or other actors involved with NGOs in skills development, and funding sectors. This aim is to find out, if the funding agents performed other functions with the NGOs in the area of skills development besides funding.



Graph 2: Gender

Graph 2 shows a total of thirty (30) questionnaires equally distributed to different respondents. Of this 15 were male and 15 were female which represents 50% respectively. This shows that equal informants were drawn so as to obtain accurate and valid response. The 85% of the respondents interviewed in Alexandra were all Black South African.

5.2.1. Age Distribution

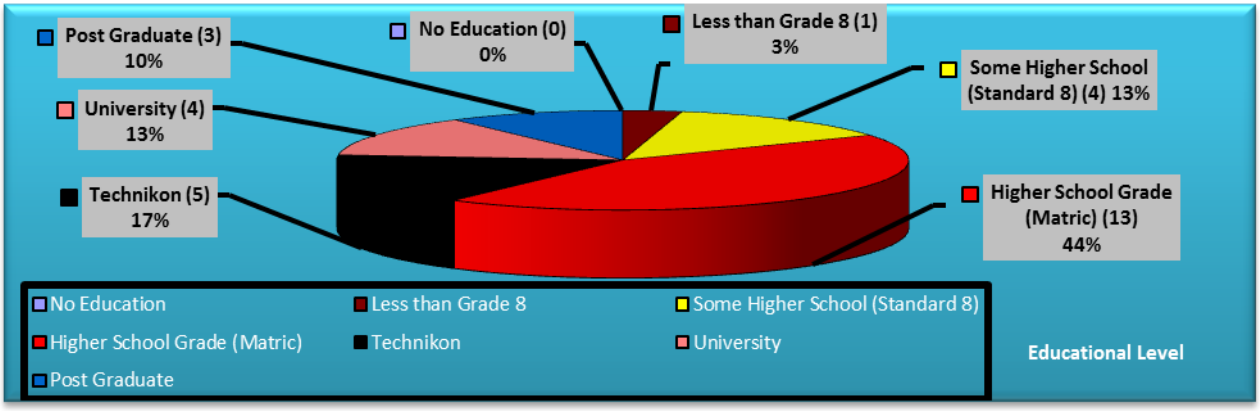


Graph 3: Age Distribution

The questionnaires were distributed among the respondents age group 15-64 years, with a high percentage 67% of questionnaires distributed among the age group 15-34 years. The age group 55-64 is

the very lowest with 3%, and the age group 35-44 and 45-54 with 20% and 10% respectively. These age bracket make up those that benefits from the skills development training programme and those that do not participate. This is done so as to have a balance opinion on the role of the NGOs in technical skill development among the youth. According to Statistic South Africa (2011) the definition of youth is from 15-35 which is the target group and economically active group and most affected group. This age group has the greatest influence in the community because they make up the highest percentage of the total population. Nevertheless, NGOs conducts training of all age groups, their main focus is on the youth.

5.2.2. Educational Level of the Respondents



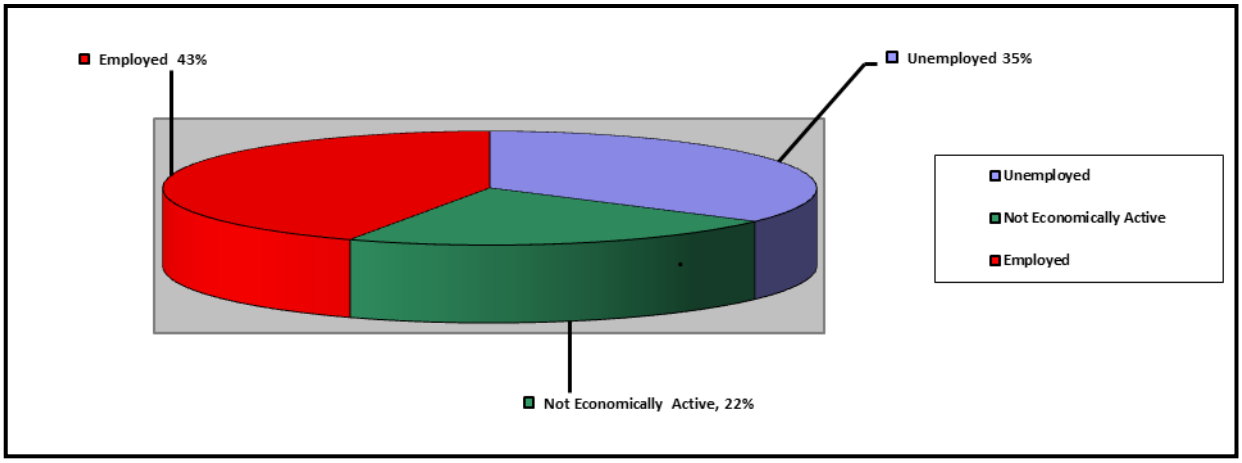
Graph 4: Educational Level of the respondents

Data was collected on the educational level of the respondents which was based on seven different categories namely: - those with no education, less than grade 8, some higher school (standard 8), high school grade (matric), technikon, university and post graduate. From the data collected, all the respondents interviewed have some form of education, which shows that they can read and write. Of the respondents only 3% have less than grade 8, 13% have some higher school (standard 8) and university education. Approximately 44% of the total respondents have matric, 17% attended technikon, and 10% have post graduate qualification. According to Du Toit (1990), in the study area, the youth are not interested in education due to poverty and poor socio-economic conditions, some drop out and engage in job opportunity that will earn them a living and some into crime. It becomes essential to know the educational level of the respondents interviewed. This is because the respondents' educational level plays an important role in determining and assessing the role NGOs play in technical skill development among the Alexandra youth. This will help to contribute to a more comprehensive analysis.

Table two shows the profile of Alexandra and the prominent features of its populations' educational level. This is compared to the data collected by the researcher in 2011 from the respondents interviewed. From the table it shows that there is great improvement in the number of youth attending school in Alexandra. In spite of this, the question is, have the improvement in the educational level among the youth in Alexandra help to reduce skills scarcity and unemployment? Therefore, since there is high level of

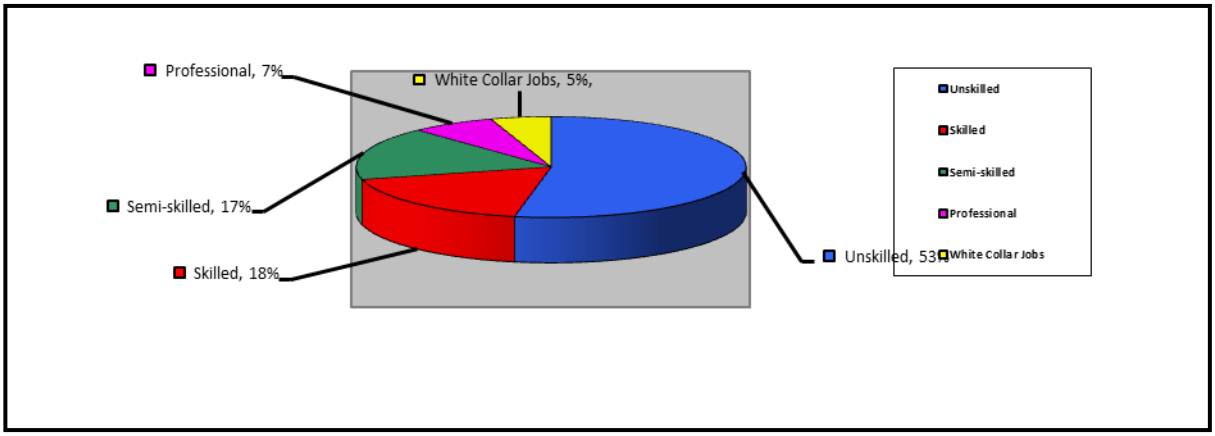
unemployment even in the face of high literacy level, to what could this be attributed then? To answer this question, it becomes imperative to know their employment status so as to find out the percentage that is skilled and unskilled.

5.2.3. Employment Status: Occupational Status and Income level



Graph 5: Employment Status of 58% of the total population that are Younger than 29 years

From DPLG (2005), 58% of the total population are younger than 29years. Out of this total population, 35% are unemployed, 22% are not economically active while 43% are employed. From the above it shows that a large numbers of youth in Alexandra are employed.



Graph 6: Occupational Status

According to DPLG (2005), a large proportion (53%) of the total population are manual labourers (unskilled), a small portion (18%) are skilled, 17% are semi-skilled, 7% are professionals while 5% have white collar jobs. The above analysis can be due to the people's negative attitude towards technical skills development, meaning that as they are employed, they no longer have need to acquire skills or it can be that their work do not permit them to engage in extra activity.

Types of Respondents	No of Respondents who do not live in Alexandra	No of Respondents who are living in Alexandra with Skills	No of Respondents who living in Alexandra without Skills	Total
No Interviewed	4	24	2	30 (26)
% Interviewed	13%	80%	7%	100 (87)

Table 2: How many of the Respondents have/did not have Skills?

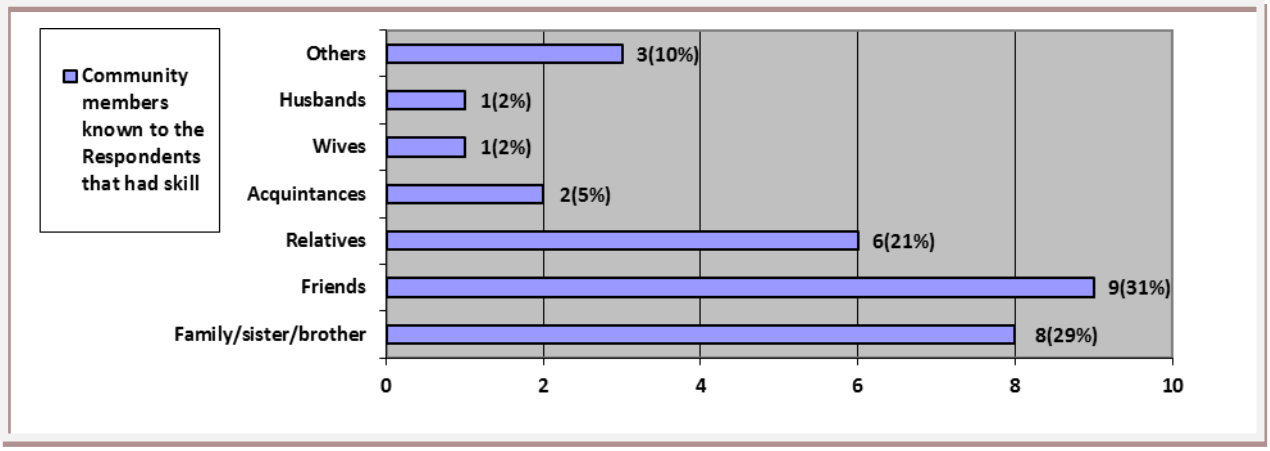
This table indicates the number of respondents who live in Alexandra that have/do not have skills. This is important because 87% of the respondents that were interviewed lives in Alexandra, while 13% do not. Out of these respondents that live in Alexandra, 80% have skills, while 7% do not have any form of skill. With this number of skilled respondents, it will be imperative to know the type of skills they have acquired (technical skill or non-technical).

Types of Respondents	No of Respondents who do not live in Alexandra	No of Respondents who are living in Alexandra with Technical Skills	No of Respondents who are living in Alexandra with other type Skills	No of Respondents with no Skill	Total
No Interviewed	4	18	6	2	30 (24)
% Interviewed	13	60	20	7	100(80)

Table 3: How many of the Respondents that live in Alexandra that have Technical Skills?

From the above table, out of 80% respondents who live in Alexandra with skills, 60% have technical skills, while 20% have other types of skills, such as computer, communication skills etc., and 7% have no form of skills. From this, it becomes necessary to find out where the 60% of the respondents who have technical skills acquired their skills. This is important so as to focus on the context of the research report (the role of NGOs in the development of technical skills among the youth in Alexandra); to find out whether these skills were acquired from NGOs technical skills development. If not, to know where these skills were acquired and why they were not acquired from NGOs in Alexandra. This information will help to answer most of the research questions. Also it is necessary not only to find out the respondents that have skills but also community members who they know that have skills and the type of skills they have. The knowledge of the

aforementioned will help to determine the rate of impact the NGOs in Alexandra have made in the community in the development of technical skills.

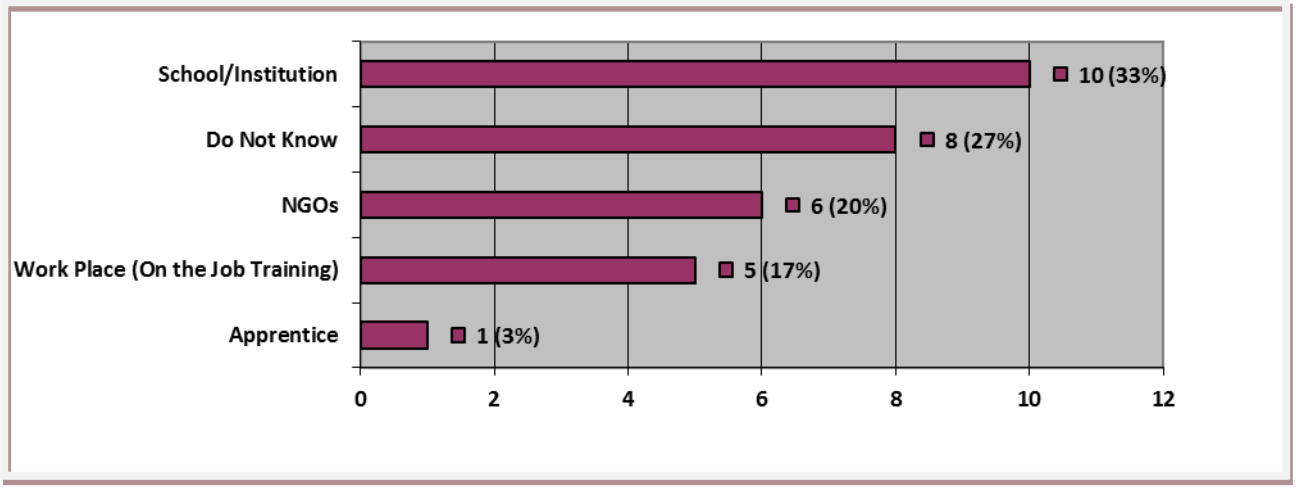


Graph 7: Do you know anyone in your Community who has Skills?

From this graph, the respondents interviewed knew various people in their community (Alexandra) with skills. Of the total responses received, 31% have friends living in the community with skills, while 29% of the family members (sisters and brothers) of the respondents have skills. Also 21% of the respondent's relatives and 10% of the neighbours have skills, 5% had acquaintances and 2% have wives or husbands who have skills. According to the respondents, out of these skills acquired by members of the community, many have different technical skills. The skills includes baking, cooking, sewing, plumbing, carpentry, general craft, painting, bricklaying, electrical, welding, mechanical skills, photography and web designing. To find out where these skills were acquired will help the researcher to know the extent of the impact made by NGOs programmes and project in the development of technical skills among the youth in Alexandra.

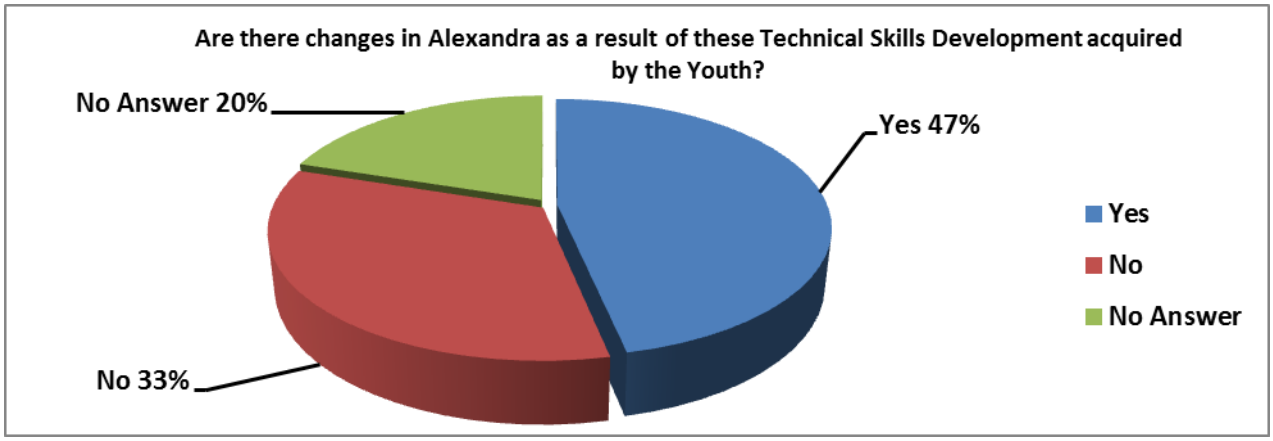
Graph 8: Where was the skill acquired?

This question will help the researcher to know the extent of the impact of the NGOs in technical skills development among the youth in Alexandra. Whether this impact has helped to change or improve the life of those that have acquired it, their family and community at large.



According to the respondents, most of the people they know who have skills in Alexandra acquired it through different means. From the evaluation above, it shows that 17% of the respondents said that they people they know obtained their skills at work place (in-house training), 3% of the respondents said that the people they know obtained their skills through apprentice. Of this 27% did not give any answer, while 33% said that, the people they know obtained their skills from the school or institution they attended and 20% from NGOs. From the above analysis, the majority of the people that have skills in Alexandra according to the respondents acquired their skills on the job training and institutions/schools they attended. Only a small number of the respondents said that the people they know acquired their skills from NGOs in Alexandra.

Firstly, the overall analysis shows that majority of the young people in Alexandra have skills but there is still a high unemployment rate among the youth. This means that the unemployment rate among the youth in Alexandra is not as a result of skills scarcity. What then is the cause of unemployment rate among the youth in Alexandra? To answer this question, it is important to known whether these skills acquired by the young people are the relevant skills in demand in the labour market. This is because if the skills they acquired did not match the demand in the labour market, there would be a high unemployment rate. Secondly, there are many young people in Alexandra with skills (that attended skill training), but relatively a low number actually acquired their skills from NGOs in Alexandra. The high number of young people in Alexandra that acquired their skills from work places and institutions can be as a result of 'time and space'. This can be linked to the theory of absolute space as was developed by Isaac Newton, "who saw space and time as real things, as places as well of themselves as all other things" (Speake, 1979: 308). He describes space and time as "containers of infinite extension or duration, where within them contains the whole succession of natural events in the world finds a definite position" (Speake, 1979: 309). He says that things happen within the object and it is not affected by the changes around the object (Madanipour, 1996). This means that at the time the young people in Alexandra that have skills were working or schooling, at that particular space at that point in time they were able or opportune to acquire the skills, `and it is not as a result of any external influence or factor.



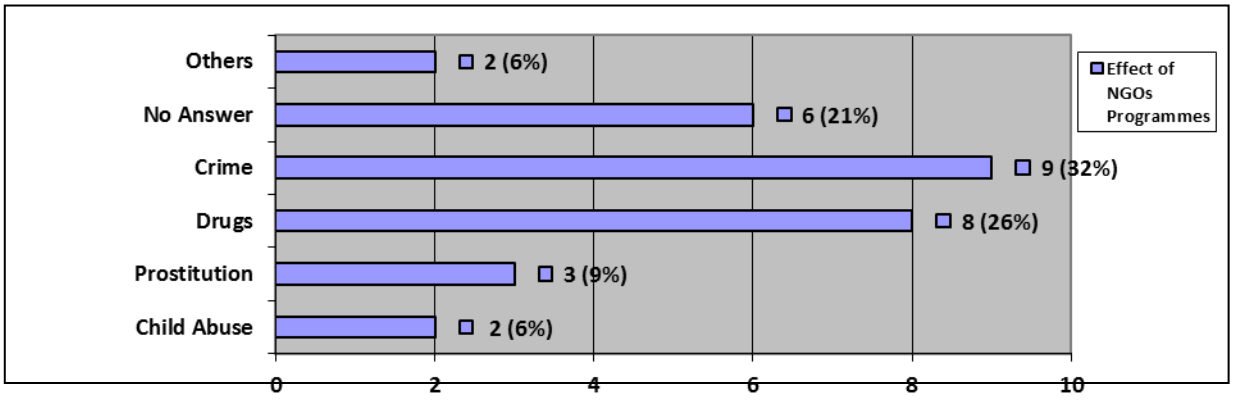
Graph 9: Are there changes in Alexandra as a result of these technical skills development acquired by the Youth?

This question is asked to find out from the respondents the extent of impact made by NGOs in Alexandra in the development of technical skills among the youth; secondly, to know whether the presence of NGOs has helped to address the challenges faced by the youth. Such challenges include; house breaking, rape, murder and use of drugs. Thirdly, to know whether Alexandra youth were provided with the necessary skills they need to become productive and self-reliant. Finally, to know whether the young people were provided with the necessary skills that make a difference between those that participated in the skills development programmes and those that did not take part in the training. It is deemed that through the implementation of skills development programmes, the youth are able to engage in skills training other than crime, which invariably is seen to bring about a change in the lives of the youth and the environment.

Change as we know is inevitable. According to DPLG (2005), from 2001 to 2005 the statistic on crime collected on Alexandra shows that the rate of murder has decreased by 18%, while rape has increased by 4%, robbery by 2% and house breaking has decreased by 3%. From this, it evidently shows that crime is still on the increase in Alexandra. The question is what is the cause of crime in Alexandra? This is because according to the analysis in graph 8, many young people in Alexandra are with skill, yet there is still increase in crime. It means that technical skills development have shown no impact in reducing crime. Therefore, it depicts that there are other factors that can have contributed to the increase of crime among the young people other than unemployment. As it is known, crime is not only linked to unemployment but also to poverty and poor education (Du Toit, 1990).

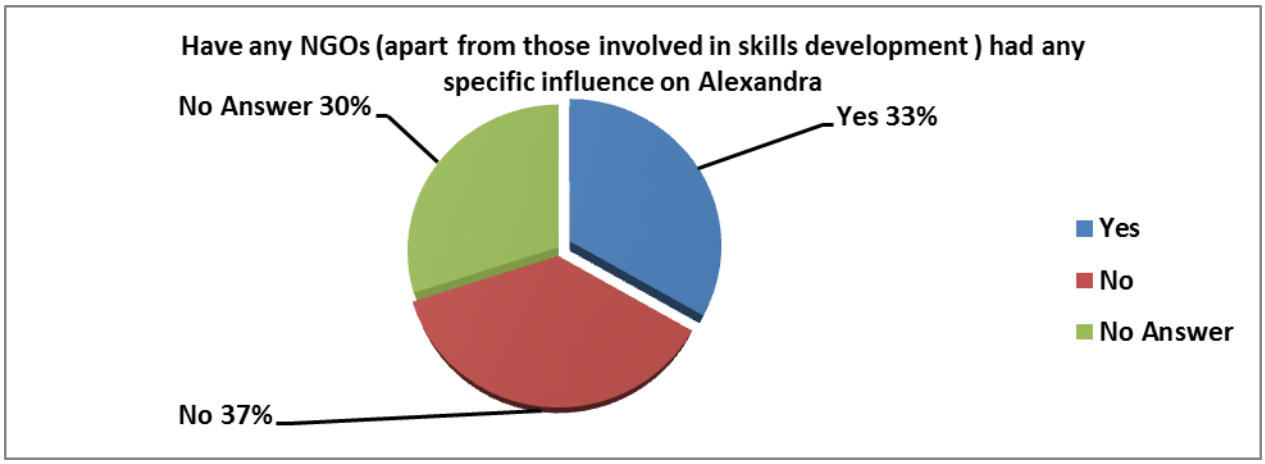
In spite of the increase of crime in Alexandra, the analysis drawn from the respondents, 47% shows that there are changes in Alexandra as a result of the technical skills acquired by the youth. From the total respondents, 33% said “No” that NGOs technical skills development has no effect on the youth and the challenges they face. They are of the view that Alexandra is still the same with no change. Their view is based on the fact that the socio-economic condition of Alexandra is of a “virtuous cycle”. This means that the skills they acquire have enabled them to find work elsewhere and leave Alexandra.

Perhaps they were previously staying in shack and as soon as they moved out someone else takes their place. This went on and on. With this situation in view, it is difficult to determine the extent of the impact of the NGOs.



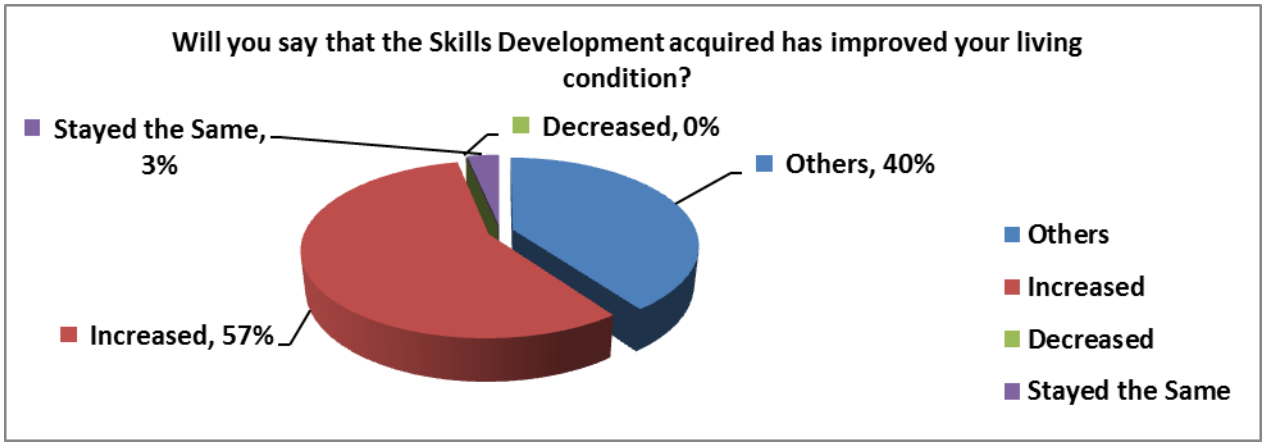
Graph 10: Which area would you say that the presence of NGOs in Youth Skills Development in Alexandra has affected, considering the challenges faced by the Youth?

Graph 7 analysis points out that technical skills development have shown no impact in reducing crime in Alexandra. The purpose of this question is to find out from the aforementioned crimes in Alexandra that the presence of the NGOs has helped in reducing. In answering this question most of respondents ticked two or more options that have been affected by the presence of NGOs skills development programmes. In graph 10, 32% and 26% of the respondents points out that NGOs programmes have greatly shown positive impact in challenges such as house breaking and drug abuse respectively among the youth. Of the total respondents 21% refused to comment, 9% said that there is a reduction in prostitution, while 6% of the respondents said that there is a reduction in child abuse and other areas of social ills in Alexandra.



Graph 11: Have any NGOs (apart from those involved in skills development) had any specific influence on Alexandra? Are there any specific influences by these other NGOs besides Skills Development?

The aim of this question is to find out if there are other NGOs apart from those involved in skills development in Alexandra that have shown specific impact on the youth in Alexandra. Out of this, 33% of the respondents say “Yes” that there are other NGOs in Alexandra that are not involved in technical skills development, but are involved in other types of skills development activities and have made an impact in the Alexandra youth. Such activities include dancing, drama and football. The NGOs involved in these activities are Mduduzi-Rhythm City (dancing), Meshack-Isidingo (drama), and Grassroots Footballers. In graph 11, 37% of the respondents disagrees that there is no specific influence by other NGOs, to keep the youth away from crime in Alexandra; while 30% made no comment.



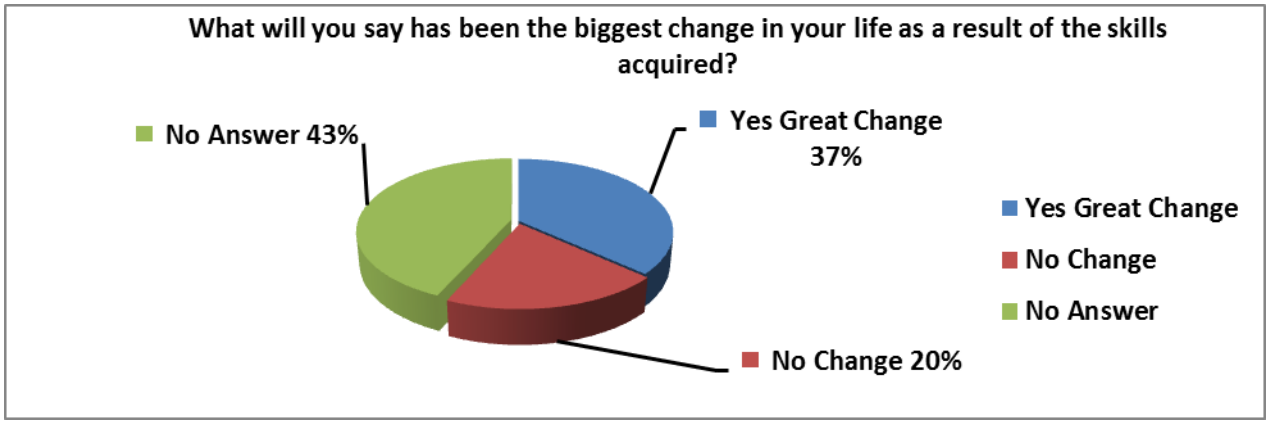
Graph 12: Will you say that the Skills Development acquired has improved your living condition?

The above graph shows the response of the respondents. To know whether the skills they have acquired or someone they know in the community has; has helped to improve their living conditions. Out of the total respondents, 57% of the respondents said that the skills development they have acquired have helped to improve their living conditions. While 3% said that there has been no improvement in their living conditions and the lives of those they know who have the skill in the community. However, 40% of the respondents said that there is improvement in their living conditions, but that the improvement is not as a result of the skills acquired. They said that the skills they are presently working with are different from the skills they acquired from NGOs in Alexandra. Most of these respondents received their training from work place (on the job training).

Has there been any change as a result of the Skills Acquired?	**Yes**	No Answer/Response	No Comment	**Total**
No Interviewed	13	13	4	30
% Interviewed	43	43	14	100

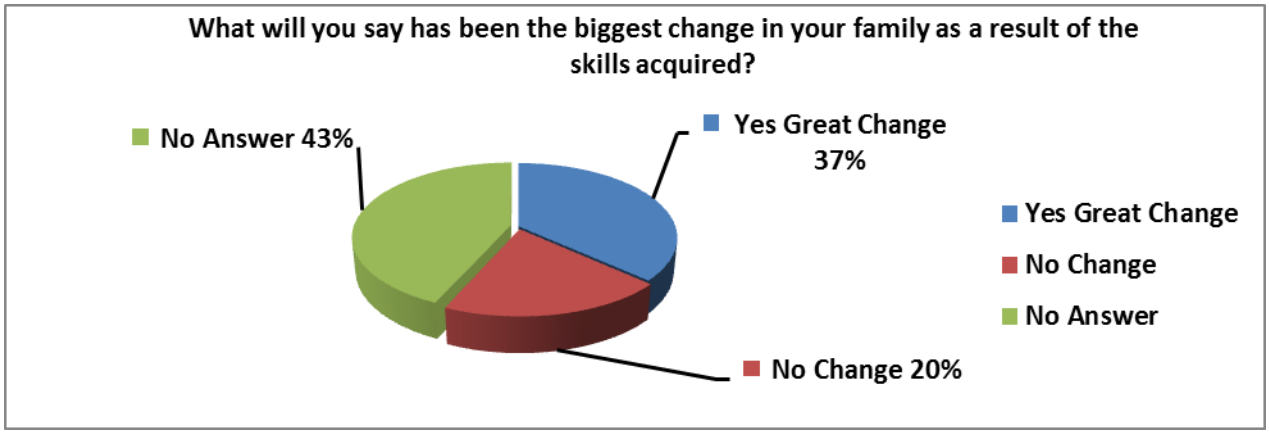
Table 4: Has there been any change in your life as a result of the Skills acquired?

The above table shows whether the skills the respondents has acquired have helped to effect change in their lives, improve their status in the community, empowered them to become entrepreneurial, self-reliant and self-sufficient. This shows that 43% of the respondents said that, there have been changes in their lives due to the skills they have acquired. They pointed out that it has helped them to gain employment and improve their status in the community. Another, 43% of the respondents pointed out that change in their lives was not as a result of skill acquired but, due to their personal efforts, while 14% of the respondents did not respond.



Graph 13: What will you say has been the biggest change in your life as a result of the skills acquired?

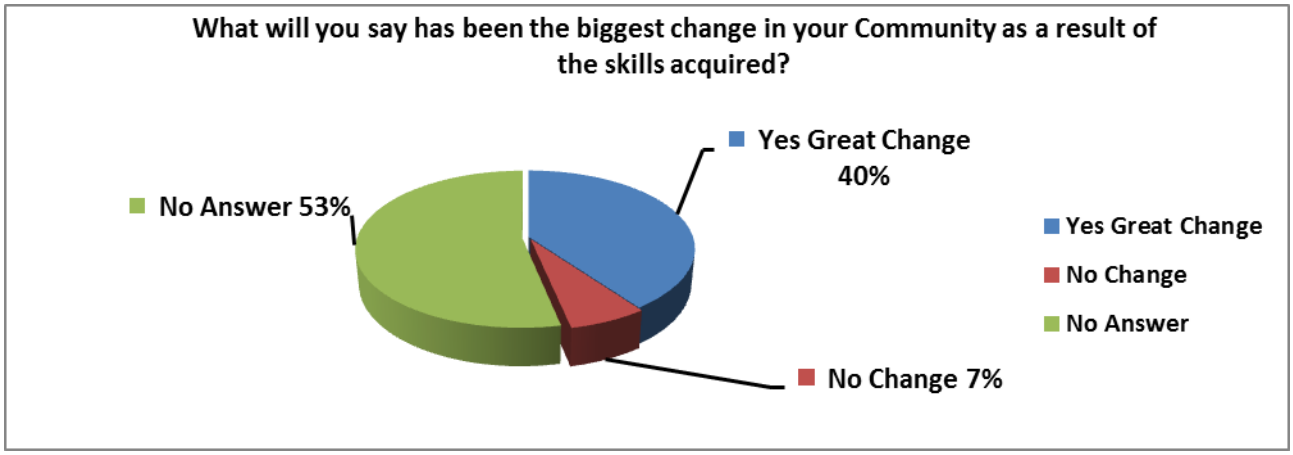
The reason for this question was to find out the greatest impact these skills acquisition have made in the lives of the respondents and those they knew within their community. From the above, the researcher wants to find out from the respondents what lasting mark the skills they have acquired have made in their lives. In responses to this question, there was a decrease in number of those that said that skills development have made great impact in the lives of those that have acquired it. From the above, 37% of the respondents said that they have experienced great change in their lives due to the skills acquired. They said that due to the skills acquired, they have been able to buy houses, cars and become employers of labour. And 43% maintained that their status today in the community and the things they have acquired was not as a result of the skills training they have acquired. There was an increase in the number of respondents that said that they have not experienced any great change in their lives (20% as compared to 14% in table 4).



Graph 14: What will you say have been the biggest change in your family as a result of the skills acquired?

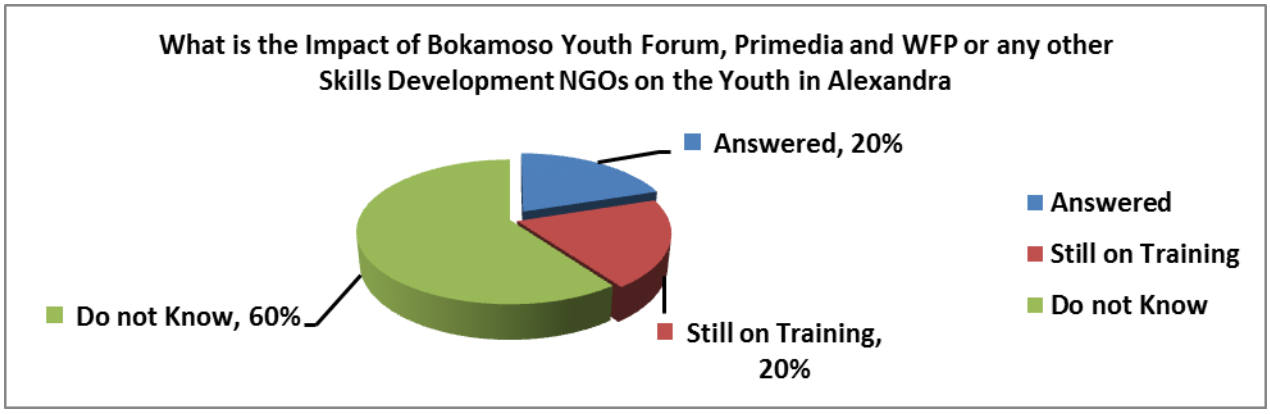
The aim of this graph was to find out the impact of the skills acquired by a respondent or member of the community on their family. Whether the skill acquired have a general impact on other members of the family living within the community or just a small fraction? These graphs have the same percentage response from the respondents, 37% said that not only have these skills improved their lives greatly but have also changed the lives of their family members. According to the respondents, due to the skills

acquired they have been able to take care of the members of their families, provided their social and financial needs.



Graph 15: What would you say has been the biggest change in your Community as a result of the skills acquired?

The aim of this was to find out the effect of the skills acquired by the people on the community. From the above, it will be seen that there has not been much difference in the number of respondents, 40% said that there has been changes. According to the respondents, this big impact comes from the ability of the skills development beneficiaries being able to mentor the youth on the importance of skill acquisition. Of the total respondents 53% of the respondents gave no answer to this question. First, this might have been because most of the young people that have this skills development training were not using it, but were in different employment from what they have been trained. Secondly, some did not respond to the question because they were not living in Alexandra, so do not have the bases to comment on the impact. Nevertheless, 7% said that there have not been any changes, that things are exactly the same.

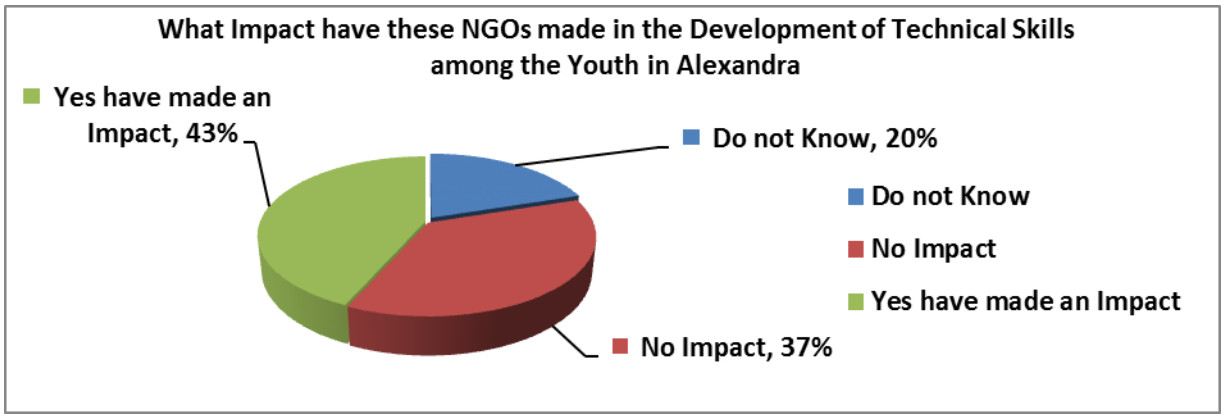


Graph 16: What is the Impact of Bokamoso youth forum/Primedia and WFP or any other Skills Development NGOs on the Youth in Alexandra?

For a clearer picture and assessment of the impact of Bokamoso Youth Forum, Primedia and Women for Peace on the development of skills among the Youth in Alexandra, it will be good to have a good understanding of what impact is. Impact is a change that occurs due to an effect from an external or internal force. This effect can be negative or positive. In this context the researcher is looking at the positive effect of NGOs programmes and project on the youth of Alexandra (Kiernan, 2011).

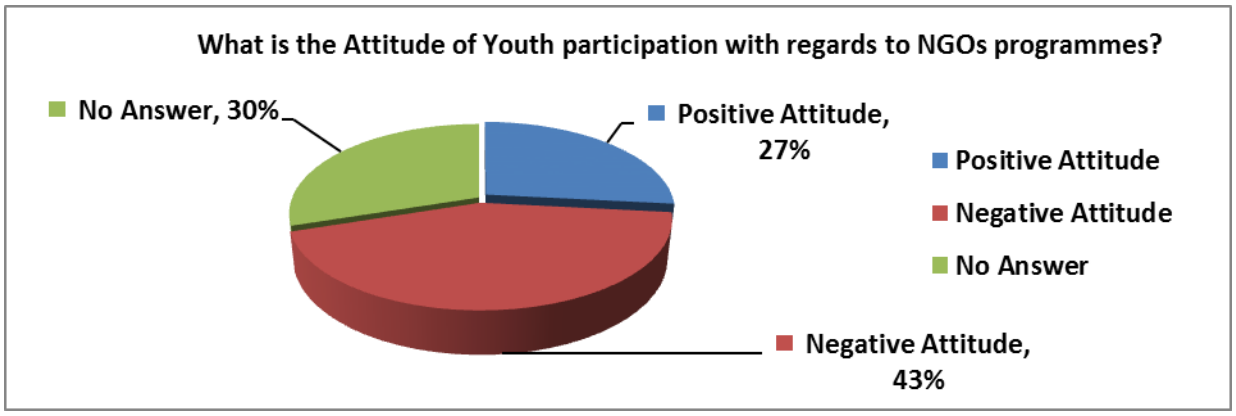
Here, 20% of the respondents are of the opinion that the NGOs have impacted positively on the youth in respect to skills development in Alexandra. They believed that the NGOs have empowered the youth and in turn improved their living condition through job creation. Another 20% said that it is still early for them to comment since they are still on training. However, 60% of the respondents said that the NGOs have not made an impact in the lives of the young people in Alexandra. They said that though they have benefitted from the training that many people in Alexandra have not heard or are not aware of the existence of Bokamoso Youth Forum, Primedia or WFP or any other skills development NGOs in Alexandra. Therefore the questions are; to what can this high rate of response be attributed? (Because of the rate of respondents that said that they have not heard or not aware of Bokamoso Youth Forum, Primedia or WFP). Can this be attributed to poor communication of the NGOs, despite the availability of information dissemination tools at Alexsan-Kopano development centre? Can it be that the youth are generally not interested in skills development, or that the skills offered to them by the NGOs are not what they want?

Invariably, lack of commitment and indifference on the part of the youth creates room for the youth not knowing exactly what goes on within their environment, hence the ability to appropriately evaluate the impact of the NGOs will be lacking. With this high number of respondents that said that they do not know about the existence of these skills development NGOs in their environment, it means that the impact of NGOs on the total population of the youth is limited. This is because what one does not know cannot have impact on him/her to effect the required change. In addition, 20% said that the technical skills development they and the people they know have acquired have greatly improved their living condition.



Graph 17: What Impact have these NGOs made in the development of technical skills among the youth in Alexandra?

The researcher aim to find out from the respondents the effect of NGOs development programmes on the youth in Alexandra. Out of the total respondents that were interviewed 43% said that the NGOs have made a positive impact on Youth skills development. This was based on some of the beneficiaries becoming entrepreneurial and others were able to gain employment. Other respondents, 37% said that NGOs have made no impact on the youth. This was based on the fact that many youth have gone through the training programmes still without jobs. Their inability to gain employment has discouraged other young people in Alexandra from having faith or interest in the NGOs programmes and projects. The remaining 20% respondents said that they have no idea whether NGOs programmes have impact or not on the youth of Alexandra. Perhaps these respondents can be among the group that said that they are not aware of the existences of the Bokamoso, Primedia or Women for Peace training centre.



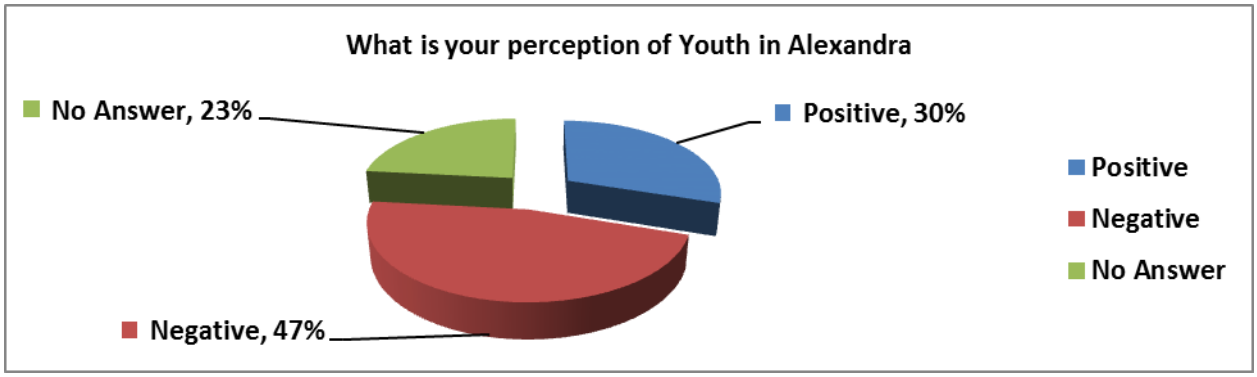
Graph 18: What is the attitude of the Youth participation with regards to NGOs programmes?

The aim of this research is to find out the attitude of the youth towards NGOs skills training programme. Attitude according to Eagly and Chaiken (1998) is psychological evaluation of ones behaviour towards a thing, event, activities, idea or his/her environment; which can be negative or positive. The expression of attitude towards an idea, activity or event can be due to an influence from a person or environment as regards his/her behaviour towards a past or present event or activity (Eagly and Chaiken, 1998). This is because the attitude of the youth in participation will greatly affect either negatively or positively the programmes of NGOs to either fail or succeed. According to the DFID (2000), participation enables the people to access information and be involved in the decision making or planning in the activities that affects their lives. It is known that the NGOs do provide training programmes for the youth, but the question remains as to what will be the attitude of the youth towards these programmes. The question whether the youth are actually involved in the programmes? This situation may have affected the attitudes and perceptions of most of the Alexandra youth towards skill development training programmes.

Drawn from the above, 43% of the respondents said that the youth in Alexandra have a negative attitude and perception of the NGOs programmes because they believed it is a waste of their time, invariably they preferred to party, drink and enjoy life. Their reason is that after the training they still remained unemployed. The question is, where do they get the money to drink and party since they are unemployed,

the answer is not far-fetched “crime.” Most of them do not want to do anything and always hang out at the “wrong places”, only few being engaged in meaningful activities. Of this 30% of the respondents did not answer the question. Only 27% said that the youth have a positive perception and attitude towards skill development and are eager to learn and participate in skill development because they wanted to improve their living condition.

The above illustration shows that the youth do not really have a negative attitude toward skills development but there may be a communication breakdown on the part of the NGOs. This hinges on the communication linkage between the youth and NGOs. Communication according to Servaes and Malikhao (2002) enhances the perception and attitude of the youth towards skill development which in turn stimulates positive changes towards greater acceptance. This shows that there is no communication link between the youth and the NGOs. The lack of communication has resulted in a negative perception and attitude among the youth towards skill development in Alexandra. This in turn has affected the outcome of the programmes and projects of skill development implemented by the NGOs. In other words, it should be noted that communication acts as a catalyst that strengthens the level of cooperation between the youth and NGOs. This leads to a mutual understanding and removes doubts and generates a more satisfactory relationship. In this circumstance, the notion of the youth to perceive NGOs skill development negatively should be diffused but a more appropriate means to stimulate effective communication should be employed

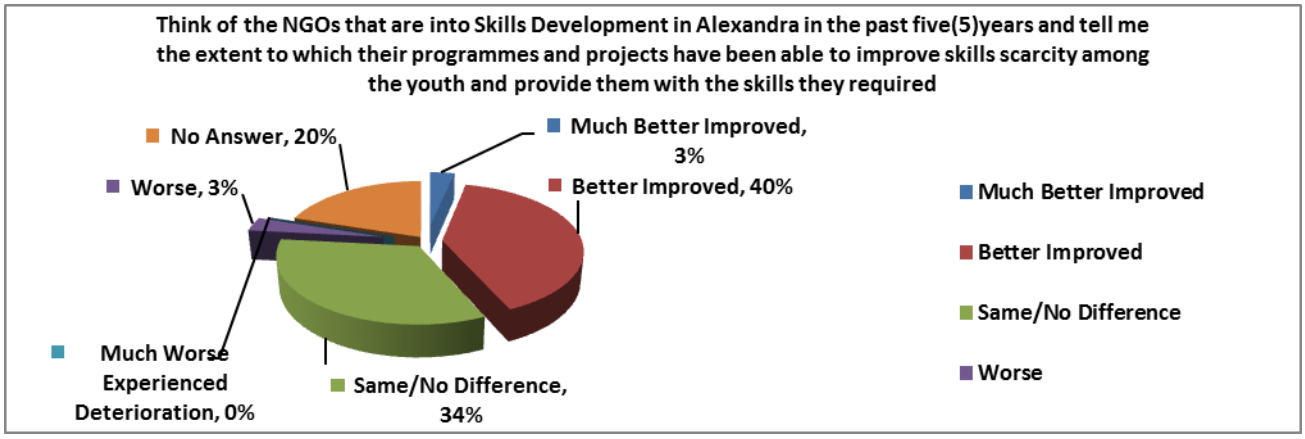


Graph 19: What is your perception of youth in Alexandra?

According to Lindsay, and Norman, (1977), perception is how a person views and describes something which may be different from another person’s point of view. In other word perception is a relative term. This question is aimed at finding out people’s view of the youth in Alexandra. This information will in turn help to discover the attitude of youth towards technical skills development in Alexandra.

In view of this, 47% of the respondents said that they have not seen any changes among the youth. This is because they see skills developments as a waste of time. Other respondents said that the youth of Alexandra do not believe in skills development but believe that the government should provide them with employment. However, 30% of the respondents perceived the youth as having positive attitude towards skills development. They believe that the youth will improve greatly because of NGOs empowerment

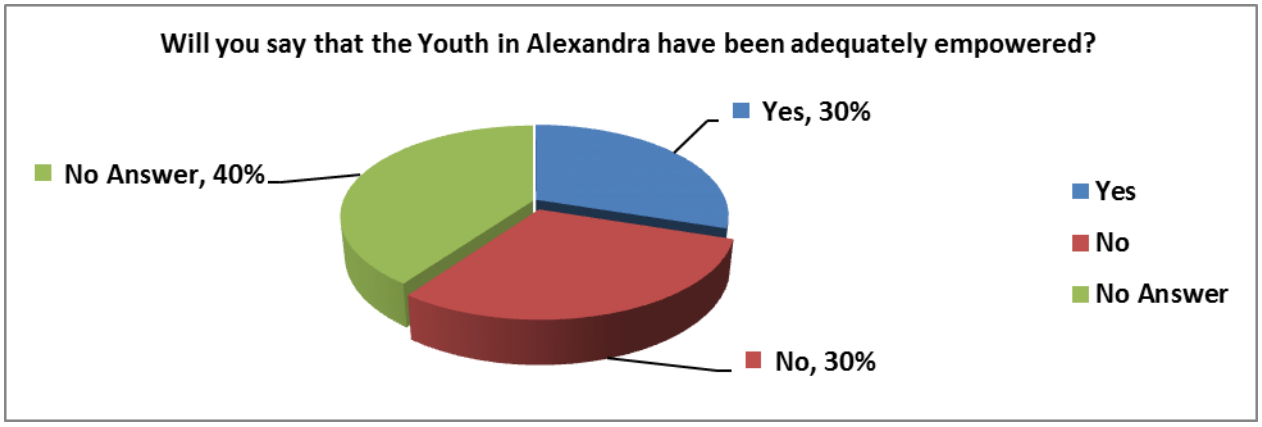
programmes for the youth. Like any black township, the youth are eager to get information where they can get help and basically they want to learn and acquire skills and 23% made no comment.



Graph 20**:** Think of the NGOs that are into Skills Development in Alexandra in the past five (5) years and tell me the extent to which their programmes and projects have been able to improved skill scarcity among the youth and provide them with the skill they required to be productive and self-reliant.

The researcher intends to use a base year of five (5) years to find out the effect of NGOs programmes and projects in the improvement of skill scarcity and unemployment. To analyse this, it is important to define the concept 'scarcity' so as to be able to assess how skill development in Alexandra fits in. Scarcity is defined as the state of being in shortage supply of skills. This occurs when there is a high demand in goods and services than the supply (Tutor2u, 2013). Out of the total respondents, 41% said that NGOs that are involved in technical skills development in Alexandra have implemented programmes within the past five years that have better improved skills scarcity. Other 33% said that it is still the same with no difference at all, 20% did not answer, while 3% of the respondents said that skills scarcity have much improved, another 3% said that it is worse. To compare the above information with the data collected from Department of Provincial and Local Government (2007) (see Chapter 3 on occupational status of Alexandra). It shows that 54% of the total population are unskilled, only 18% have skills. According to the respondents, 41% and 3% respectively of the respondents using a base year of five (5) years said that they have been a much better improvement in skill scarcity among the youth. The above analysis shows that the youth have acquired the skill they required in order to be productive and self-reliant.

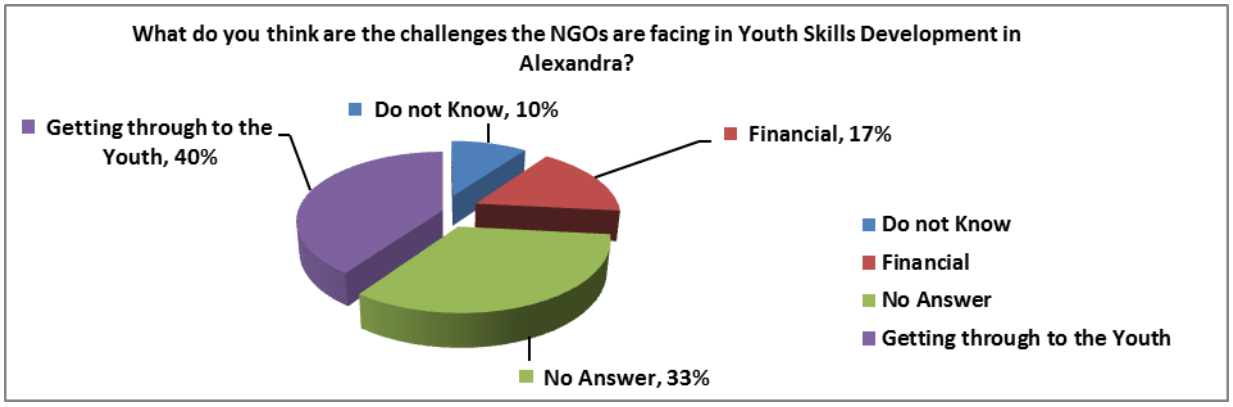
Also a look at other graphs as analyzed above shows that great changes have taken place in the past five years in Alexandra in the improvement of skill scarcity. According to the respondents, through the skill acquired from NGOs the youth have been able to gain employment, bought houses and improve their status. Others said that through skills development training programmes and projects implemented by the NGOs in Alexandra, they are now able to take care of their families and meet their social and financial needs. While some said that through the skill acquired, they have been empowered to become entrepreneurial, self-reliant and self-sufficient.



Graph 21: Would you say that the Youth in Alexandra have been adequately empowered?

The concept "empowerment" is defined in the literature in this research report. According to Rappaport (1987); and Zimmerman (2000), says that "empowerment" helps people to take action about their lives by becoming self-reliant. Here empowerment can be viewed from different perspectives and can be understood differently depending on the context in which it appears. Empowerment in the context of Management, according to Tam (2009), is the act of giving power and authority (employment) to a person to perform a given task. On the other hand, it is a means to gain power and authority (entrepreneurial) so as to become self-reliant.

Of the respondents, 30% said "Yes" that the youth in Alexandra have been adequately empowered while another 30% said "No". They answered "No" that due to the negative attitude and perception expressed by the youth towards the programmes and projects of skill development implemented by NGOs, that their rate of participation in youth skills development has been affected. The positive response by others harmonised with the response of those who said that the skills acquired by the Alexandra youth have enabled them to gain employment, buy houses and have helped to change their status in the community and improved the social economic development of the community in general. This is because some of the youth in the community have been empowered to become entrepreneurial, self-reliant and self-sufficient. Others through the skill development training programmes and projects implemented have been able to take care of their families and meet their social and financial needs.



Graph 22: What do you think are the challenges the NGOs are facing in the Development of Skills among the Youth in Alexandra?

The aim of this graph is to find out from the respondents the challenges the NGOs in Alexandra are facing that have impeded them from achieving their skills development goals among the youth in Alexandra. This made the researcher to take a broader look at the weaknesses and strengths of the NGOs as specified by the World Bank (2001) and compared them with the response of the interviewees.

From the above graph, it is shown that 40% of the respondents said that the challenges NGOs face in the development of technical skills among the youth in Alexandra is the NGOs insensitive to the specific needs of the youth. This can be attributed to the level of communication that exists between the youth and NGOs. The NGOs in Alexandra are faced with three challenges which hinder them from making impact on both the youth and the community. These challenges are lack of communication with the youth, the non-participation of the youth in the planning of their programmes and the influence from their financial donors. Due to these factors, they are not able to monitor their projects to know whether it has effect on the people and if not the next step to take. They spend a lot of time with the little resources they have in pursuing useless and irrelevant ventures.

Out of the total 33% refused to comment while 17% said that the youth are willing to be trained in various skills but that funding is the main challenge the NGOs are faced with.

5.3. Conclusion

The aim of this chapter is to present the information gathered from the respondents and analyse them. Nevertheless, the presentation of the information helps to answer most of the research question on what has been the impact and outcome of NGOs programmes and projects in respect of employment and skills development on the youth of Alexandra.

In this research report, the researcher identifies “virtuous circle” as one of the main hindrances of impact of this programme on the youth. Another hindrance identified was the negative perception the youth have towards the programme. Additional research question that was dealt with is, what is the extent of the achievement of the NGOs in implementing technical skills development programmes and projects among the youth in Alexandra? To find out the extent of achievement of NGOs, certain factors act as a limitation. The reason is that NGOs do not keep proper record on the people trained and the people are not monitored to find out the number trained and the number that are employed. So the extent of their achievements cannot be quantified. Secondly, according to the respondents most of the people who are employed were not employed based on the training received from the NGOs in Alexandra. Most of them acquired their training from work places (on the job training)/schools. Other questions include, what the social problems and challenges faced by NGOs in their quest to implement the technical youth skills

development programmes and projects in Alexandra are? And how planning can help to facilitate in the role NGOs plays in technical skills development among the youth in Alexandra? These questions were answered in chapter six.

The sections on the impact of skills acquired as seen in graph 13 to 15. In this section close to 40% of the respondents said that there has been a great change for them, their families and community as a result of the technical skills development acquired. Though this number is relatively low, it is still significant and do not indicate quite so negative an appraisal. This data also correlates with graph 17 where 43% said that they believe the programmes have made an impact in Alexandra. From this, the researcher concludes that while the programmes have not necessarily made wide-scale changes, they have at least benefitted a significant number of the participants. To remove the anomaly that was pointed out in graph 16, 60% of the respondents were of the opinion that the NGOs have not made an impact in the lives of the youth in Alexandra, despite the fact that they have benefited from the training that most people in Alexandra are still not aware of the existence of these NGOs.

CHAPTER 6

Findings, Recommendations and Conclusion of the Research Report

6.1. Research Findings

Different techniques as mentioned in Chapter two were used during the information gathering process. These techniques used were valid and can be applied in other information gathering methods. Having critically analysed the information gathered in Chapter five, it is necessary to draw out the findings which will be based on the analyses as mentioned. Also this chapter looks at some of the planning interventions (planning approaches) in the development of technical skills that will be appropriated to enhance the problems and challenges faced by the youth and NGOs in Alexandra. Finally, recommendations that will help to improve the role NGOs play in the development of technical skills among the youth in Alexandra.

6.2. Attitudes of the Youth in Alexandra towards NGOs programmes: From graph 18, it was shown that the attitude of the youth have an effect on the result of NGOs programme. In the graph 19, 47% of the respondents said that the youth have a negative perception toward the NGOs programme. Only 30% of the total respondents said that the youth have a positive perception towards NGOs programmes. From the definition of attitude as defined in graph 18, it is evident that a number of factors contributed to the negative attitude of the youth towards NGOs programmes in Alexandra. These are:

6.2.1. The inability of those who have gone through the training to gain employment: This could have influenced the behaviour of most of the youth in Alexandra thereby discouraging them from participating in the training programme. They regard it as a waste of their time. For example in graph 17, 37% of the respondents said that most of the youth that have gone through the training programme are still not employed or are looking for a job.

6.2.2. Crime! "Quickest way to Wealth": Most of the youth believes that it is a waste of time to go through skill training because most of their peers who have not gone through the programme can afford to buy whatever they want through crime. In other words, they tend to believe that if crime is the quickest way to wealth, why waste time on skills training programmes**.**

6.2.3. Lack of adequate and effective means of communication: It is shown in graph 22 that 40% of the respondents said that the challenges NGOs face in the development of technical skills among the youth in Alexandra is that NGOs are insensitive to the specific needs of the youth. This conforms to the negative perception experienced by the youth which can be attributed to lack of effective and adequate communication. This inevitably shows that the NGOs do not have close interactions with the youth because you have to be close to one to know his/her specific needs.

6.2.4. "Virtuous circle" experienced in Alexandra

The youth may not have seen or known anyone who has become employed as a result of their skill training. Thus, they perceived it as a waste of their time. These perceptions have spread like cancer on majority of the youth to the extent that they no longer have faith in NGOs technical youth skills development programmes in Alexandra. A "virtuous circle" as the respondents explains occur when a person trained by the Primedia Skills Development Centre secures a job after the training. Usually, once employed, he or she is transferred outside Johannesburg or, once the person's living standard improves, he or she relocates or move out of Alexandra because of the consequent change in status. Inevitably, this gives rise to another person's taking-over his/her shack. The situation keeps repeating year after year and so the bulk of Alexandra youth remains the same. This means that the effect of the programme cannot be seen or identified by the people within the community. There is no one left for them to look up to or to give them the guidance that they need.

Example of this phenomenon the researcher experiences during his field work. Out of the total forty-nine (49) persons recorded as beneficiaries of Primedia Skills Development from 02/03/2008–08/05/2008 as list received from the project manager of the training programme, the resultant occupations were: plumbing (15), bricklaying (15), carpentry (10) and painting (9). Out of the whole total list the researcher was able to interview only eight (8) persons; three (3) persons had an appointment with the researcher, but never made it. Of this total only eleven (11) persons were still living in Alexandra. Ten (10) cannot be reached, either they have changed their numbers or else the numbers does not exist. Twelve (12) have moved out of Alexandra, although still living in Johannesburg, and the researcher cannot reach them. Sixteen (16) have relocated to other provinces owing to employment or marriage. Thus, of this total of forty-nine (49) persons, only Eleven (11) people can be verified as still living in Alexandra, whereas thirty-eight (38) persons appeared to have moved out of Alexandra. Out of the 8 interviewed by the researcher four (4) are employed while the other four (4) are still unemployed. Based on the above findings, it can be concluded that there is a gap in the relationship between the NGOs and the people which have made the youth not to have known what the NGOs are doing in the community. For example in graph 16, 60% of the respondents said that NGOs involved in skills development have not made impact in the lives of the young people in Alexandra.

6.2.5. Attitude towards Learning

Most of the youth are reluctant to learn. They do not search for information in order to discover and understand what happens in their environment. According to the data collected, 33% of the respondents said that only 0-1 NGOs operates in Alexandra, while 46% of the respondents said that only 0-1 NGOs involved in skills development operates in Alexandra. From the above, it is evident that most of the youth in Alexandra are unaware of the number of NGOs in Alexandra and are unaware of how many are involved in youth skill development. This makes it impossible for them to take part in the programme because they are not well informed. With the above fact, the NGOs' technical youth skills development programmes and

projects will be unable to provide the Alexandra youth with the skills they require to be productive and self-reliant. This in turn will contribute to the social problems and challenges faced by NGOs in their quest to implement the technical youth skills development programmes and projects in Alexandra. Naturally, this means that they cannot be part of the programme and so cannot be affected by any of them.

6.3. Autonomy

From the literature (see Chapter three), lack of autonomy was said to be one of the weaknesses and challenges NGOs face in youth skills development in Alexandra. This is a contributing factor to their inability to get through to the youth. For example, 40% of the respondents said that the NGOs find it difficult to get through to the youth. The resultant effect of this as cited in Chapter four, "he who pays the piper dictates the tune" (Kothari, 2005; and Kinwa, 1994). Since the NGOs receives fund from donors, the donors dictates the terms, sometime the funds they receive may not be enough for the specified project and they have to abide by the principles of their donors so as to continue to receive fund. In that regard, important facts that underpin the programme is left unattended, such includes monitoring and evaluation. This in fact hinders the extent of their achievement because as financier they have to know where their money is going; therefore they dictate the tune.

For example, as explained in chapter four, Bokamoso is training some women on cosmetology; this is not their own initiative, but actually the initiative of the Gauteng Department of Social Development. Thus the department assumes what skills that is lacking in Alexandra, what can be the people's need, or the skills that are needed to help alleviate poverty or improve the quality of life of the people. In this case, the NGOs have to dance to the Gauteng Department of Social Development beats, which means that the NGOs does not have their own programme. For this reason, any project outside the specified department's programme must be financed by the NGOs themselves. Invariably, if the NGOs have their own goals and objectives, these are set aside to favour the financiers' vision. The question is, are these NGOs working for the good of the 'community' (the youth) or are they working for their own interest? This is because if they are working in the interest of their donors, they will not be able to provide the young people with the appropriate skill they require to become productive and self-reliant. In view of this, they may not play effective role in the development of technical skill among the Alexandra youth, due to uncooperative attitude they may experience from the youth.

From the respondent's point of view, the NGOs have no idea what the people want or the type of skill they want to acquire. Based on this, the youth could assume that the NGOs are not interested in their affairs and hence decide to do their own thing. Secondly, most of the youth complained that the NGOs have a high (certificate) screening standard which is not specified in their advertisements. The NGOs in their turn, commented that this usually happens when they experience a high turn-out, so they introduce this method (certificate screening) to reduce the number of applicants. By this method many youth are

screened out because most Alexandra youth drop out in standard eight (8) and are therefore discouraged by being unable to meet the screening standard. Inevitably, they abstained from responding to further outreach because they fear that the same procedure will be used. This is attributed to lack of proper communication and capacity development on the part of the NGOs' being unable to specify or clarify their criteria for selection so that the youth will be aware of their requirements. Invariably, NGOs should put things in order by involving the youth in participating and planning of their programmes and projects. This will help to prevent the negative perception, its effect and outcome on the programmes. Also NGOs should formulate better ways to raise funds and not to depend on external aids to implement their programmes. This will enable them to attain to their goals and be able to fulfil their vision.

6.4. Finance

Due to lack of capital to finance most of the programmes, the NGOs find it difficult to get through to the youth in Alexandra and initiate the appropriate skill. For example, 47% of the respondents said that skill development among the youth in Alexandra is poor. Their major reason is that most of the youth are not involved in youth skill development programmes because their expectation is not in the offer. As earlier stated in this report, any programme that the City of Johannesburg or Gauteng Department of Social Development does not initiate will not be funded by them. This stands as a barrier between the NGOs and the youth, and has hindered the NGOs from finding out what the youth specific needs are so as to enhance it. Also it is difficult for NGOs to obtain adequate funding for a project within a short period. Because of this, they do not go for new projects that are expensive; rather they remain with what is already at hand. In the above circumstance, the extent of achievement of the NGOs in implementing of the technical skill development programmes and projects among Alexandra youth will be insignificant. This is because the implemented programme is not what the youth wants. In addition, it will not have any impact on the employment and skills scarcity level; the outcome would remain the same and the NGOs' objectives would not be realised. This is because the youth were not given the skills they require to be productive and self-reliant.

6.5. The Effect of Crime on the outcome of NGOs Programmes and Projects

Chapter three shows the crime rate in Alexandra. The decrease in crime in Alexandra may not necessarily be as a result of the impact and outcome of the role of NGOs skills development programmes but can be as a result of the police combating crime in Alexandra. In view of this, effective capacity building in NGOs programmes and development planning expertise is required to help to facilitate the roles NGOs play in technical skills development among the youth in Alexandra. In this regard Planners can help to guide the NGOs to put into practice more effectively some of the development planning interventions that is essential in the administration and operation of NGOs. These are the development planning interventions

NGOs must incorporate in their systems in order to enhance their development outcome not only among the youth but the society in general.

6.6. Recommendations

6.6.1 The Use of Planning Approaches by NGOs in the Development of Technical Skills among the Youth in Alexandra

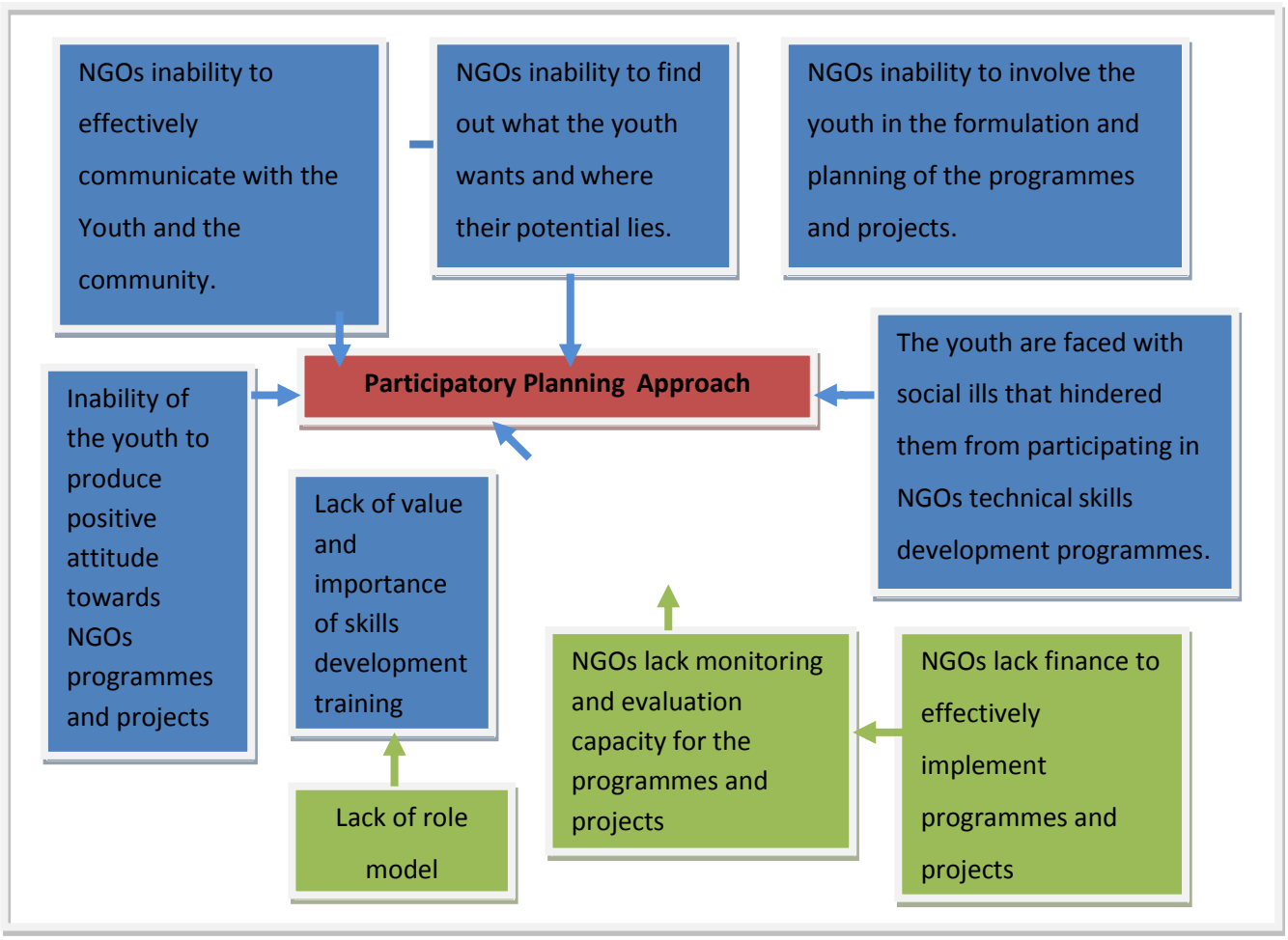


Figure 6: Development planning Intervention and Challenges

The above diagram shows that communication and participatory planning are intertwined. For the youth to participate in the technical skills development programme or project, they have to be well informed. These planning approaches were employed as a measure used to tackle the challenges faced by both the youth and NGOs in the development of technical skills among the youth. This is because of the simple base method which aimed at promoting human growth and development, a means to improve the living condition and the lives of the people especially the poor. These intervention planning approaches looked beyond the existing condition of the people, their lives and environment. This means that planning of this nature not only involve physical planning but also social, economic and political development of the people

and their environment (Safier, 1983). These intervention approaches also brought changes which shows that planning is no longer a single dimensional process but a multi-dimensional process which has changed the perception in planning (Maia, 1996)

6.6.2. Communication Planning Approach

Considering the above issues, communication planning approach should be used due to the following reasons:-

Communication should evolve interaction where issues concerning the youth and the community are discussed and debated upon so as to come up with the best possible strategy to solve the problems the youth and NGOs face. With this process, the NGOs will be able to effectively reach out to the youth. Invariably, they will be able to find out what they youth want and where their potential lies and in turn be able to initiate good rapport with them. In this regard, the youth will feel accepted and trust will be built and through this means they will be able to share their problems with the NGOs (Safier, 1983). Communication should be used because it produces good governance, removes traditional, hierarchical and bureaucratic process of planning system and replace it with an interactive business structure (act as an innovative tool). Good governance in the sense that all the bureaucratic processes are removed. No screening of credentials before acceptance. This will help to change their attitude towards the programmes and projects because they seem to have been motivated, also their interest will be aroused and they will place value on the training. Communication should encourage the practice of a democratic process. Through this, the quality and living conditions of the people are improved through empowerment. This also leads to NGOs not knowing the strength of their programmes and projects. With these in view, NGOs are able to organise a forum whereby the NGOs, the youth and their donors can freely interact and the problems both parties face can be discussed (ibid).

6.6.3. Participatory Planning Approach

Participatory planning approach is a democratic way of involving the community, young people, stakeholders business people, organisations in decision making, planning, formulating and implementing of community projects and programmes for sustainable development. The main reason for employing participatory planning is to improve NGOs impact and help find solution to the challenges that has affected them in the promotion of technical skills development among the youth in Alexandra. That means NGOs have not made great impact and the extent of their achievement is low. Young people in the community cannot participate in a programme or be involved in a project if they are not well informed about it. Therefore participatory planning approach should be used as an intervention remedy to solve the challenges the youth and the NGOs faced in the development of technical skills among the youth in Alexandra. Participatory planning approach was used due to the following importance:

- Participatory Planning Approach is a type of planning intervention that gives opportunity to different people, race, and culture to voice their opinion without discriminating. This means that everybody in the community has a voice that is important (Leal, 2007).
- Individuals or group of participants in participatory planning approach feels that they have something to gain. And on that premise, they build a sense of ownership as regards the programmes and project to be implemented. For example in a situation where NGOs engage the youth to participate in the planning, formulating and implementing of programmes and projects, the youth are not only involved as beneficiaries but they see themselves as owners of the programmes and projects. In this regard, they make sure that the programme or project succeeds (ibid).
- Participatory planning approach helps to bring different types of people together therein breaking barriers in the community or social status; for example it brings together a low income earner and a high income earner into one forum (Arnstein, 1969).
- Participatory planning intervention helps to avoid the repeating of mistakes. It gives access to people or individuals to bring new ideas that will help to avert reoccurrence of mistakes (ibid).
- Participatory planning builds trust on the part of the youth or beneficiaries and NGOs. The youth are faced with social ills that hinder them from participating in NGOs technical skills development programmes. The NGOs involving the youth to participate in the discussion of the programmes and projects that affects them helps to build trust. It gives the youth a sense of belonging that they can make something out of their lives instead of wasting it on drugs and crime (Community Tool Box, 2013).
- Participatory planning approach helps to initiate grassroots development process with the embodiment of inclusiveness, collaboration and empowerment from which grassroots development emerge (Oltheten, 1999).
- Participatory planning approach is not the type of planning intervention that force a mole down the throat of an individual; rather it gives opportunity and open doors for individuals, target groups to bring their ideas, experiences and values into play for the improvement of the community (ibid).

Despite all these advantages posed by Participatory planning approach, there are also disadvantages; such includes valuable time being spent in decision making. Disagreement could arise concerning a particular point that is raised; it can be difficult trying to address such issues because one or more of the participants may not understand the importance of participatory planning. Also if the situation is not coordinated well an individual or more persons can make the whole process to become a useless venture, so the meeting must be well moderated. Therefore, there is a need to compliment the proposed approached with other recommendations.

6.7. Other Recommendations

6.7.1. Reduction of Dependence on Donors

The level of poverty is high in developing countries especially Africa. Most of these African countries are rich in natural resources (minerals) and manpower, yet they are deeply entrenched and wallow in poverty. In spite of their richness in mineral resources, they are still dependent on foreign aid to improve their economy. Accordingly, various developmental programmes have been put in place by international organisations and institutions to revamp the economy, but have little or no effect in improving the quality of life of the people (World Bank, 2001). Rather these developing countries are plunged into deeper debt by the international bodies. In view of this, most developing countries, especially African countries have adopted various developmental programmes to help revamp the situation so as to improve the living conditions of the poor. Such programmes includes: - Expanded Public Works Programme (EPWP) and Integrated Development Programmes (IDP). These programmes have been implemented in most African countries such as Kenya, Botswana, Uganda, Malawi and South Africa in South Africa. They were implemented to help boost skills development therein reduce unemployment and skill scarcity among the youth. To achieve the aim of this programme, it will be good for all developing countries especially South African government and NGOs take serious steps to ensure that these programmes are implemented in such a way that youth in general are removed from poverty.

NGOs need to devise strategies to raise funds so as to be able to finance their own programmes and projects without depending on governments and foreign aids for assistance. They should implement fundraising as a permanent strategy and not an ad-hoc method which they apply only when their foreign resources dry up or when the foreign counterparts refuse to sign another contract with them. The implementation of a permanent strategy will make their programmes and projects sustainable. Furthermore, they will be able to know what the community wants and the type of programme and project that can decisively impact the people with a good outcome. Also it will render them independent and they will be able to pursue their own vision, thus realising their own goals and objectives.

Another aspect is NGOs going into partnership with their donor. This means will help minimise the donors hold on the NGOs by dictating to them (NGOs) what to do and how to do it without allowing them (NGOs) to take their own initiatives. For this strategy to be realised, NGOs must introduce programmes that will make an impact and sustainable effect on the community. In addition, they must come up with a proper administrative and financial process that will demonstrate accountability. This will communicate to donors that the NGOs have a clear focus on where they are going and what they intend to achieve. Nevertheless, this will no longer be simply an issue of foreign donor but of the state development approach which needs to be more sensitive to local needs and communicate better.

6.7.2. Education as a Tool

Education is one of the essential gateways to reducing skills scarcity and poverty. It enhances skills development but most of the youth do not take to this part or have no access to it (education). One of the reasons is that many families cannot afford the school fees. Another reason is the attitude of the educators to the pupil or students. The educators appear to lack empathy on what is happening in the life of the individual. Many students are frustrated or have peer pressure and due to this they are no longer able to cope with their study which leads them to drop out of school, some in grade eight (8). Beside this, those who continue do not achieve good grades that will qualify them for tertiary institution. This also can be attributed to the Outcome Based Education (OBE) not given priority to education as it applies to skills development. This eventually can contribute to high unemployment rate and skills scarcity among the young people.

Another aspect is the alarming rate of dropouts in colleges and universities owing to lack of sponsorship, this has also contributed to the increase in unemployment and skills scarcity among the young people. The government needs to reset its priorities. For example, instead of investing in elephant projects such as BRT and Gautrain that do not benefit the young people and the poor, they need to invest in the education of its youth. This is because the youth are the leaders of tomorrow and an educated population means a healthy nation with less crime. As many young people will gain employment or become entrepreneurial.

Considering the above facts, the South African Government not NGOs needs to experiment by introducing technical skills development programmes among the young people starting from Grade 6 to Grade 12. Through this process the potential of these children can be discovered. These children can be guided and trained to become productive and viable to themselves and their community. First, it should axiomatic that once any child attends school, whether he/she completed the course or not (drop-out), must have acquired at least one skill that can enable him or her gain employment (a means to become self-reliant and self-sufficient). By this means, the extent of lack of skills and unemployment among the young people in South Africa in general and Alexandra in particular will be reduced. It will then be the case that in every home there will be at least one person with skills. The people's living standard will improve because most people will become entrepreneurial and employer of labour. This will drastically reduce the number of people dependent on the government.

6.7.3. Networking Approach

The networking approach of NGOs can be explicitly explained using a spider's web illustration according to Swisher et al (2006). Looking at the spider web, it looks fragile but with an enormous strength which has the ability to stand against external force or attacks. This enormous strength of a spider web lies in its connectivity which illustrates the power when NGOs networks other NGOs that are bigger than them. It helps them to build good, effective and sustainable community development (unity is strength). According to Swisher et al (2006), the strength of a community lies in its ability to use its capacity effectively to create

social network and support people in the community, so as to enhance cooperation and understanding among the people, institutions, organisations and business means to improve the quality of life of people in the community (ibid).

Through the networking process, NGOs can overcome their weaknesses and challenges. They can do this by first, equipping the young people and the communities by giving them good education, skills training and developing their capacity. By doing this, it will enhance their ability which invariably will make them function effectively and efficiently in a sustainable manner. This can help build a sustainable and viable environment by establishing appropriate policies, an institutional framework, and good methods of dissemination of information, communication to network and interact with other NGOs and organisations (World Bank, 2001).

Secondly, the NGOs need to streamline their development mechanisms to be proportionate to the people and their environment for them to work. It is necessary for the NGOs to find out what the community wants, otherwise a programme ostensibly to empower the community will in reality become irrelevant to the community. This requires greater dialogue, communication and understanding between NGOs and the people to define their set goals and objectives to be appropriate for the needs of the people.

6.7.4. Monitoring and Evaluation System

According to Eckman (1994) NGOs especially in developing countries finds it difficult to monitor and evaluate their implemented programmes and projects to determine their impact and outcome on the target group**.** This is because the money they receive might be small or they do not receive it regularly from the donors and when they do receive it, it is for a specific project and cannot be placed where it is really needed. Donors regard monitoring and evaluation as an administrative expense and therefore do not provide resources for that task (ibid). As a result, the NGOs do not know whether the implemented programme and project have any effect or impact on the people until the factors constraining or enhancing the success or failure of the implemented project or programme becomes obvious (ibid). According to Eckman (1994) citing Otto (1993), NGOs are unaware which of their programmes or projects that is working or the one that is not working, all they know is that they are implementing programmes and projects for the benefit of the people to reduce unemployment and improve skills scarcity. No measure has been devised to define impact or measure what that might be (ibid). Bearing in mind the above, it is necessary for donors to partner with NGOs to monitor and evaluate these projects and programmes. This would also help them monitor how the money they donate is being used and also determine the socio-economic and environmental impact and outcome of the implemented project and programmes on the recipients.

Secondly, the effective monitoring and evaluation of NGOs projects and programmes according to Eckman (1994) citing Gregersen and Lundgren (1989), requires adequate organisational support in form of

resources, knowledge and information. These resources will most come from the participation of local people. Because these people have been living there for a long time and they are the recipients of the programmes and projects, they are therefore best placed to tell whether or not the programme and project have any effect on the people. In that instance, the people should be involved rather than side-lined.

6.8. Conclusion

It has been previously stated in this report that the attitude of the youth has contributed greatly and has affected skill development among the Alexandra youth. This is gathered from the responses of the interviewees with their negative attitude towards the programmes implemented by the NGOs. There is also inadequate funding on the part of the NGOs, lack of independence, and an inability of the NGOs to involve the youth in decision making and programme/project planning. All these factors have contributed to the reasons the NGOs are unable to get across to the youth and the community. It is important and has been noted above that understanding the youth and their identified needs will help give them the appropriate empowerment tools to enable them to become productive and self-reliant (see Chapter three). If these issues as stated above are executed with the intervention of planners in the planning of the NGOs programmes it will help to improve the quality of life of the youth (individual), family and community, because it is a practical development planning approach. The outcome of the empowerment process should enable individuals, families and communities to gain control of their lives within the social, economic, and political environment (Bailey, 1992).

Additionally, a critical look at the questions posed to the respondents with their responses reveals that these questions were clearly answered even though there is no clear consensus on whether or not the Alexandra youth have been adequately empowered. This makes it difficult to place or determine the extent of achievement of the NGOs in implementation of the technical skills development programmes and projects among Alexandra youth. It is also difficult to determine the extent to which the NGOs technical youth skills development programmes and projects have been able to provide the Alexandra youth with the skills they required to be productive and self-reliant.

Furthermore, it is also necessary as seen from the findings that NGOs employ capacity building as part of the development planning interventions for sustainable development. The NGOs in Alexandra lack the capacity building needed to develop technical youth skills. When this is not employed the NGOs will be unable to fulfil their desired objectives for both youth and the community at large.

According to the Food and Agricultural Organisation (2008) capacity building entails not only the training of the people to acquire skills but educating them, this is because education is the foundation of

development that sustains any programme (Eade, 1997). Capacity building will help to shape and form the developmental intervention to become effective and productive. Therefore without the development of the people's capacity, any developmental intervention employed will not succeed and will not be sustainable. Capacity building helps to reorient the mind and behaviour of the people and the community, shaping it to conform to the direction that is appropriate to effect change. Capacity building helps NGOs to perform better and increase their productivity. This is very important with regards to the attitude of the youth towards skills development programme in Alexandra which had stood as a hindrance to the success of the programme (ibid).

From the findings, most of the NGOs operating in Alexandra lack capacity building. NGOs in Alexandra lack the capacity to inject the needed developmental process or structure that will help the community and the youth to improve their abilities and potentials. Where the NGOs put in place the necessary developmental structure changes are bound to takes place in the community. These changes results to sustainable community and structural transformation of the attitude of both the youth and the community at large. This is not the case with the NGOs in Alexandra as their lack of capacity building makes it difficult for sustainability to be attained.

According to Forum for the Future (2006), sustainable development is a changing situation in which people or the community use their opportunity and ability to enhance their condition or improve the quality of their life which invariably impacts on the environment. That means meeting the needs of the present generation without endangering or jeopardising the potentials of the future generation to also meet their needs (WECD, 1987). This tends to show that sustainability is a powerful process that helps to improve the living condition of the people and their environment. From these findings, NGOs in Alexandra lack the ability to implement sustainable livelihood approach because they lack the resources to effectively implement skills development structure among the young people in Alexandra. This is because for a meaningful sustainable development to be achieved among the young people in Alexandra the livelihood of the people must be appraised. This invariably will help to fashion out the appropriate programmes and project to implement that will help to improve the people's livelihood. Sustainable Livelihood Approach is focused on finding out ways to improve and sustain people's livelihood. NGOs in Alexandra lack this.

If these recommendations are taken into heart and implemented by the NGOs, the objectives of the programmes and projects would go a long way. Inevitably, the problems of unemployment and skills scarcity would be tackled.

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APPENDIX A

GEORGE O NKERE
Email: okezie_2000@yahoo.com
Telephone: 071 942 6675

Request for the profile of the organisation.

School of Architecture and Planning

Private Bag 3, WITS, 2050, South Africa • Tel: +27 11 717-7600 • Fax: +27 11 717-7628
www.wits.ac.za

30th August 2011

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELDWORK FOR MR GEORGE NKERE AT ALEXANDRA TOWNSHIP

This letter serves to confirm that the above student is registered as a post graduate student in the School of Architecture and Planning, Faculty of Engineering and the Built Environment, University of the Witwatersrand/Johannesburg for the degree of Master of Science in Development Planning.

George is currently conducting research for his Masters Research report as it is required in the School. His research is looking at the *Impact of NGOs in the Skills Development of the Youth in Alexandra*. This study requires the undertaking of interviews among NGOs and residents of the Township among other things, as well as making field observations.

I would be very grateful if you can assist him in any way possible to respond to the interviews and to provide relevant information for his research.

If you have any queries with regard to this matter you can contact me at mfarisen/.sihlongonyane@wits.ac.za or 0027 11 717 7706.

Yours Sincerely

School of Architecture and Planning
John Moffat Building, East Campus
University of the Witwatersrand, PBag
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Professor Fana Sihlongonyane
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APPENDIX B

Questionnaire: Role of NGOs in the Development of Technical Skills Development among the Youth in Alexandra, Johannesburg

Draft: 13th July, 2011

Initials of the Interviewer **……** Date**: ……**
Gender of the Interviewee…… Time ……
Location of the Interview …….
Organisation of the Interviewee …….

Good Day

My name is George Nkere and I am a Student at Wits University. I am currently working on a research project that is assessing the role of NGOs in the development of technical youth skills among the youth in Alexandra, Johannesburg. The information collected will be used purely for academic purposes. This questionnaire will be completely anonymous and you will not be identified by any means in the reporting of the findings.

Participation in the research is voluntary and if you do not agree to participate in this research and change your mind at a later stage let me know and I will stop the interview immediately. If you are uncomfortable with any of the questions or do not wish to answer them, that is fine too. Will it be possible for me to ask you a few questions? It will not take more than 45minutes.

1. PERSONAL DETAILS

1.1. Race	Black South Africa
	Black African (Non - South African)
	White
	Coloured
	Indian
	Asian
	Others (please specify)
1.2. Age	15 -24
	25 - 34
	35 - 44
	45 - 54
	55 - 64
1.3. Where were you born?	
1.4. Which part of South Africa are you from?	
1.5. Marital Status	Single
	Married
	Divorced
	Separated
	Widowed
	Others (please specify)
1.6. How many people live in the house/flat/home?	1 - 2
	3 - 4
	5 - 6
	7 - 8
	9 or more
1.7. What kind of unit do you live in?	Free standing house
	Flat
	Semi-detached house
	Townhouse
	Backyard room
	Company residence
	Hostels
	Shacks
	Others (please specify)
1.8. How long have you lived in the place you are staying?	0 – 1 Year
	2 – 3 Years
	4 – 5 Years
	6 – 7 Years
	8 – 9 Years

	10 or More Years
1.9. Do you own?	Your place
	Rent your place
	Stay for free because you know the owner
	Stay for free without any permission
	Stay with parents
	Others (please specify)
1.1.0. If you own or rent, how much do you spend on rental?	R0 – R1000
	R1001 – R2000
	R2001 – R3000
	R3001 – R4000
	R4001 – R5000
	R5001 and Above
1.1.1. Education	No Education
	Less that Grade 8
	Some Higher School (Standard 8)
	Higher School Grade (Matric)
	Technikon
	University
	Post Graduate
1.1.2. What kind of work do you do?	
1.1.3. How long have you been on the job	0 – 1 Year
	1 – 5 Years
	6 – 10 Years
	More than 10 Years
	More than 20 Years

Thank you for your response so far, now I will like to ask you some questions pertaining to the role of NGOs in the development of technical skills among the youth in your area (Alexandra).

2. SKILLS DEVELOPMENT

2.1. Do you have any skills?	Yes ☐ No ☐
2.2. If yes, what type of skills and where did you acquire the skills (please specify)	

2.3. If no, why don't you have any skills (please specify)	
2.4. Do you know anyone in your community who have skill	Family/Sister/Brother
	Friends
	Relatives
	Acquaintance
	Wife
	Husband
	Others
2.5. What type of skills do they have? (please specify)	
2.6. Where did they acquire the skills? (please specify)	
2.7. What skills do you have before NGOs came into the community? (please specify)	
2.8. What type of skills have you acquired now? (please specify)	
2.9. How long have you had these skills?	0 – 1 Year
	2 – 5 Years
	6 – 10 Years
	More than 10 Years
	More than 20 Years
2.1.0. Who benefited from this skills development? (please specify)	
2.1.1. How has these skills helped your family? (please specify)	
2.1.2. How has these skills helped your community? (please specify)	
2.1.3. What is the impact of Bokamoso Youth Forum in Alexandra in terms of skills development?	
2.1.4. How will you rate skills development among the youth in Alexandra?	Excellent
	Very Good
	Moderate
	Poor
	No knowledge

2.1.5. What is your assessment of skills development in Alexandra based on?	Personal Experience
	Observing others in work unit
	Read about it
	Discussion
	A programme by NGOs
	Community Organisation
	Television
	Internet
	Education Institution
	Others (please specify)
2.1.6. Will you say that the skills development acquired has improved your living conditions?	Increased
	Decreased
	Stayed the same
	Others (please describe)
2.1.7. Has there been a change in your life as a result of these skills acquired?	
2.1.8. What do you think has been the biggest change in your life as a result of these skills acquired and do you think they will continue to affect your life in future?	
2.1.9. What do you think has been the biggest change in your family as a result of these skills acquired and do you think that this will continue to affect their lives in future?	
2.2.0. What do you think has been the biggest change in your community as a result of these skills acquired and do you think that this will continue to affect their lives in future?	

3. NGOs

3.1. How many NGOs do you know operate in Alexandra?	0 – 1
	2 - 5
	6 - 10
	More than 10

	More than 20
3.2. Among these NGOs in Alexandra, how many are into skills development	0 - 1
	2 – 5
	6 – 10
	More than 10
	More than 20
3.3. How long have these NGOs operated in Alexandra (Bokamoso Youth Forum/ Primedia Skills Development Centre/Women for Peace)?	0 -1 Year
	2 – 5 Years
	6 – 10 Years
	More than 10 Years
	More than 20 Years
3.4. What impact have these NGOs made in the development of skills in Alexandra? (please specify)	
3.5. Does the organisation provide any training programme for skills development in Alexandra? (if any please specify).	
3.6. What is the attitude of the youth participation towards NGO programmes?	
3.7. Think of the NGOs that are into skills development in Alexandra in the past five years and tell me whether these programmes have improved skills scarcity? (tick where applicable)	Much better improved
	Better improved
	Same/no difference
	Worse
	Much worse/Experienced deterioration
3.8. Are there changes among the youth in Alexandra as a result of these NGOs skills?	
3.9. With regards to these challenges faced by the youth in Alexandra in particular and South Africa in general, will you say that the presence of Bokamoso Youth Forum/ Primedia Skills Development Centre/Women for Peace on youth skills development have effected a change in these areas?	Crime
	Prostitution
	Child Abuse
	Drugs
	Others (please specify)
3.1.0. Are there other Actors in Alexandra that are involved in the development of skills among the youth? (please specify)	

3.1.1. If 'Yes' who are these Actors (please specify)	
3.1.2. If there are no other Actors besides Bokamoso Youth Forum/ Primedia Skills Development Centre/Women for Peace; why is it so in Alexandra? (please specify)	
3.1.3. Are there any specific influence by these Actors in youth skills development which is different from that of the NGOs in Alexandra?	
3.1.4. Will you say that the youth in Alexandra have been adequately empowered by the NGOs?	
3.1.5. If 'yes' how and if 'No' why?	
3.1.6. What do you think are the challenges the NGOs are facing in the development of skills among the youth in Alexandra?	

4. OTHER STAKEHOLDERS

4.1. What is the role of Social Development in youth skills development in Alexandra?	
4.2. How long has Social Development been involved in youth skills development?	
4.3. What is your perception of the Youth in Alexandra in terms of youth skills development?	
4.4. In the next five years where do you see Alexandra in terms of skills development?	
4.5. Looking at Alexandra before and now, will you say that Social Development has done much in terms of youth skills development?	
4.6. If 'yes', where is your criteria based on?	
4.7. If 'no', why?	

Thank you for your time and God bless you!!!