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A Needs Analysis for Sustainable Youth Development: The Case of Folweni Township, KZN

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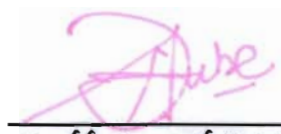
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To all of you guys, 'Umuntu ngumuntu ngabantu'!

Declaration

I, *Andile Laureth Maletsatsi Dube*, hereby declare that I or anyone else has not previously submitted this research, which is submitted at the University of Durban Westville for the Master of Arts Degree, in any university for any purpose.



Andile Laureth Maletsatsi Dube

20 April 02

Date

YOUTH - CONDUCT OF LIFE

Dedication

This dissertation is dedicated to two people who loved me until their last days on earth.

My grandmother, the late Mrs Eva kaDube, for her financial support throughout my life; your emotional support; and for always believing in me. Without her I would not be where I am today and would not be going where I am going tomorrow. You made me.

The late, Mr Qiniso Khumalo, for all your endless support in everything I did, for helping me through my coursework and for being the best there is. I wish you stayed to see the end.

You may be gone, but you will never be forgotten!

ABSTRACT

Humanistic geography specifies that development of the area should encompass the whole environment, the economical, physical, social and cultural environment. For economical reasons, development should be sustainable. For development to be sustainable thus communities should be developed so as to utilize the natural resources in a way that does not compromise the future. Youth in SA are faced with many challenges which in turn compromise sustainable development. It is thus urgent that the youth be developed so as to be economically active thus lifting the strain off the environment.

The purpose of the study is to investigate the needs of the youth of Folweni Township, KZN in order for the attainment of sustainable environmental/ community development.

The study assumes that for sustainability, the youth should realize the challenges facing them and act on them. It realizes the benefits of youth development within their area, Folweni; in the country and at the international level.

List of Tables

Table 1: Represents age and gender of the participation	33
Table 2: Represents age and occupation of the participants	34
Table 3: Represents occupation of stakeholders per age	49

List of Figures

Figure 1: Eskine's Model for Self-Sustaining Economic and Social Development	25
Figure 2: Map of Durban (Showing Part of the Unicity)	32
Figure 3: Represents Occupation	34
Figure 4: Reasons for not Studying Further: Out-of-School Youth	35
Figure 5: Represents Occupation of the Youth Participants per Gender	35
Figure 6: Represents Challenges Facing Youth in Folweni	36
Figure 7: Represents Occupation of the Stakeholders	47
Figure 8: Represents Challenges Facing Youth (stakeholder's views)	56

List of Acronyms

CASE – Community Agency for Social Enquiry
FET – Further Education and Training
GET – General Education and Training
ANCYL – African National Congress Youth League
LED – Local Economic Development
COLTS – Culture of Learning and Teaching in Schools
TEFSA – Tertiary Education Fund of South Africa
SA – South Africa
SASA – South African Schools Act
GEAR – Growth, Employment and Redistribution
RDP – Reconstruction and Development Programme

CONTENT PAGE

Acknowledgements	i
Declaration	ii
Dedication	iii
Abstract	iv
List of Tables	v
List of Figures	v
List of Acronyms	v

CHAPTER 1: INTRODUCTION

1.1. Introduction	3
1.2. Purpose Of The Study	4
1.3. Objectives	4
1.4. Research/ Critical Questions	5
1.5. Rationale For the Study	5
1.6. Conclusion	8

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction	9
2.2. Challenges Facing Youth In South Africa	14
2.3. Principles And Priorities For Sustainable Development	17
2.4. Establishing Social Movements As A Strategy For Implementing Policy	18
2.5. National Policies On Youth Development	19
2.6. National Youth Policy And The National Youth Commission	19
2.7. Strategy For Youth Development	21
2.8. Attaining Sustainable Environmental Development	24

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction	26
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3.2. The Sampling Frame	26
3.3. Data Collection	27
3.4. Method Of Analysis	30
3.5. Limitations And Constraints	30
3.6. Conclusion	31
CHAPTER 4: FINDINGS OF THIS STUDY FROM THE DATA COLLECTED	
4.1. Introduction	33
4.2. Demographics	33
4.3. Occupation Of The Respondents.	34
4.4. Analysis Of Data From The Youth	36
4.5. The Role Of Stakeholders In Sustainable Development Of The Youth Of Folweni	44
4.6. Analysis Of Data From Other Stakeholders	49
CHAPTER 5: IMPLICATIONS AND RECOMMENDATIONS	
5.1. Introduction	53
5.2. Summary Of The Findings And Possible Strategies To Sustainable Youth Development	53
5.3. Long Term Strategies To Youth Development	56
5.4. Guiding Principles For Environmental Policy	56
5.5. Create Economic Development Areas (EDAs)	57
5.6. Conclusion	58
Reference	60
Appendices	63

CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION

The transitional period in South Africa has posed enormous challenges, both at local and international levels as it opens its society and the economy to global investment, free trade and environmental regulations. There is thus a need to develop the communities to be economically active, thus enabling SA to be competitive globally.

The need to develop people and communities become a priority for the government (GEAR and RDP documents) to enable the people/ communities to actively participate/ benefit in the economic system of the country. It is still through the empowerment of the youth that South Africa can ensure better life for the people at the grass root level. Traditionally governments have focused on ensuring that the basic needs of citizens are met, involving for example housing, education, product standards, safety and security, etc.

The government has, through the youth commission, to make provisions for the development of the youth as a category in the society. The youth commission is the body that deals with the development of policy and strategies for youth development in the country (National Youth Policy; 1996). Involving youth in development stands to ensure better governance, capacity building and a broad approach to environmental, economical and social sustainability. Thus the quality of the lives of the people will be improved irrespective of whether they are from rural or urban areas (Coetzee, 2001).

In SA the youth are the victims of the injustices in our societies. Problem like high rate of crime, education crisis, high rate of unemployment, high teenage pregnancy rate, spread of diseases, environmental problems e.g. overpopulation, affect them the most. This is a result of less education and lack of initiative to empower the youth. In order to empower the youth we need to look at their aspirations, hopes, need and try to build from what they see as the way forward.

Economic growth, job creation and sustaining the quality of life and the environment require continued development of the citizens and in my view, particularly the youth. It is because of this reason, that the needs of the youth should be analysed so that proper and contextual provisions can be made according to what they view as their immediate needs which will ensure a better life without causing irreparable damage to the environment.

1.2. PURPOSE OF THE STUDY

The purpose of the study is to investigate the needs of the youth of Folweni Township, KZN in order for the attainment of sustainable environmental/ community development.

1.3. OBJECTIVES

The objectives of the study are:

- To investigate the needs of the youth of Folweni in the areas of education, training and skills development;
- To investigate ways in which youth can be empowered to participate in the development of their areas;
- To investigate the existence of social movements/ groups that encourage youth participation;
- To forward recommendations of the study based on the findings to the development authorities of the area.

1.4. RESEARCH/ CRITICAL QUESTIONS

- What do school going, out-of-school, unemployed and employed youth see as their needs for a future and sustainable development?
- How can the quality of life of the community in Folweni be improved without causing harm to the environment (physical, social and economical)?
- What resources are needed in order to improve the quality of their lives?
- Who is responsible for development in the community?
- What role can the youth play in development of their communities?

1.5. RATIONALE FOR THE STUDY

Geography is the study of the Earth's surface as the space within which human population lives (Johnston; 1994). For sustainability, it is thus important to look at all the aspects of geography. This research is based on the humanistic geography perspective.

Johnston deals with Humanistic Geography under the major headings of 'cultural, economic, historical, political, regional, social and urban geography (Johnston; 1994). Thus this research initiative is based on the development of people within their spaces. It takes Folweni as a case study and considers most of the above aspects of humanistic geography.

Folweni is a semi-urban area located in Umbumbulu, a district in Durban; KwaZulu Natal. It is a highly populated area with a very high percentage of its population being youth (view of the local council, no proper statistics of the area is available) *see appendix 3*. The community of this area is from different cultural backgrounds brought together by historical, political, regional and social backgrounds which are now determining their future. Most of these people came from the Malakazi informal settlement. This settlement

was developed into a section of Umlazi township. Because of their financial status they were forced to move to Folweni, which is an area which is known (to the media) for violence, high crime rate and a high number of out of school youth which are economically inactive (personal communication).

According to Community Agency for Social Enquiry (CASE; 2000) a considerable percentage (17%) of youth made financial decisions in their homes. Male youth were likely to make financial decisions (19%) than the women (14%) (pg 3). Youth in Folweni depend on their parents for their basic needs. Most parents are either unemployed or underemployed, thus these youth resort to other ways of income. Most of these youth end up in the taxi industry which marginalise them from economic viability since they end up as conductors and are thus earn only R30 per day (personal communication).

About 72% of the youth participants in the study by CASE (2000) had their first child when they were younger than 20 years. Of these statistics 52% were women. The local clinic at Folweni reports a very high number of teenage pregnancies, which by implication means a very high percentage of sexually transmitted disease and HIV/ AIDS. Thus teenage pregnancy is considered as one of the major problems in this area (personal communication).

Most youth in SA are single (CASE 2000). The research shows that 79% of the youth are more likely to be single and 6% living with a partner. In Folweni most youth are single with a small percentage living with their partners (Unpublished Thesis, 1998).

In Folweni, the youth lack self-determination, self worth and direction. Because of their poverty, their voices are not heard. They bring into this

world, children who will also be trapped in the same cycle of poverty. According to the National Youth Policy, this is the experience of most areas in the New South Africa (1996).

These conditions are as a result of poverty and lack of initiatives in the area. Chambers (1998:16) describe how the poor are trapped in the cycle of poverty. He argues that if one has to understand this trap, one has to understand the types of disadvantage which poor people experience. He identifies the five clusters of disadvantage as: poverty, physical weakness, isolation, vulnerability and powerlessness (Pg 9).

In the plight for development, each country has to look at development as a sustainable way of ensuring a better quality of life for the people. For the government, it is not easy to do this without forming partnerships with NGO's, private sector and most importantly the local people. These are the people who need to be empowered, so as to minimize socio-economic problems (Rampela; 1989).

Community development thus, seeks to promote human development. Together with similar strategies, community development is aimed at empowering communities and strengthening their capacity for self-sustaining development. As youth form a larger percentage of the community in SA, their development means that a larger percentage of the SA community will be developed.

This research thus is an attempt at finding ways for community development through the youth. It is envisaged that investigating and highlighting the needs of the youth of Folweni would encourage public and private investment to implement programmes which will improve the status of the youth of the area.

1.6. CONCLUSION

This report will be divided into five chapters. Chapter one is an introduction. It provides the objectives, purpose of the study and the rationale for the research and a historical background of eFolweni.

The literature on development, sustainable development, youth development and local economic development, Further Education and Training (FET) and General Education and Training (GET) policies and reclaiming the youth at risk, role of social movements in development is covered in chapter two.

Chapter three outlines the research methodology, which includes population/sample, data collection procedure, the pilot study, case study, and the method of data analysis and limitations.

Chapter four summarises the findings and provides an evaluation of this study from the data collected. Chapter five forwards some of the recommendations and gives a conclusion to the study.

CHAPTER 2

Literature Review

2.1. Introduction

It is now widely accepted that the links between poverty, high population growth, and environmental degradation are circular and mutually reinforcing (WBG; 1994). As a result, investing in people, which reduces poverty and population growth is an urgent moral imperative and is essential, in the long run, for arresting environmental degradation (WBG;1994).

One of the objectives of the World Bank (WBG; 1994) is to protect and enhance the environment through:

- Assisting countries in setting priorities, strengthening institutions, and implementing programs for environmentally sustainable development
- Minimise the potential adverse environmental and social impact of the development projects
- Building on the positive linkages between poverty reduction, economic efficiency, and environmental protection
- Addressing global environmental challenges

According to Elliot (1992: 2) characteristics of the human environment of the developing world include rapid population growth, rising numbers of people in absolute poverty, increasing urbanization, high levels of unemployment and a lack of skilled personnel. Poverty and the lack of skills are some of the contributing factors to the degradation of the environment. Governments are involving the communities in the development of the states. For development to be sustainable, governments needs to ensure the development of the country both physically and economically.

This section provides the conceptual justification for the development of the youth, as a major to reduce poverty, thus meeting the aims of sustainable development. It discusses the following:

- it defines Development, sustainable development, and youth;
- it relates sustainable development to youth development by providing the challenges facing the youth nationally,
- principles and priorities for sustainable development are discussed, looks at the influence of globalisation on youth development
- argues for the establishment of social movements as a strategy for implementing national policies on youth development, then the youth policy and the national youth commission are discussed
- finally examines strategy for youth development.

2.1.1. Development

Wilber argues that 'development must ... begin by identifying human needs' (Wilber 1986:30). The object of development is to raise the level of living of the masses of the people and to provide all human beings with the opportunity to develop their potential (www.anc.org.za).

According to Chung-Ok Choi¹ 'best development process will be that which allows for the greatest improvement in people's quality of life'. The quality of life in turn, depends on the ability of the people to satisfy their fundamental human needs adequately. He further argues that 'the future of our society will be shaped and determined mainly based on the ability to cope effectively with challenges and problems generated during the turbulent years of transformation' (Korean Institute for Youth Development brochure; 1996). Choi suggest that for the youth to grow, it is important that the society provides them with a good environment to nourish and realise their dreams and potentials.

¹ President of the Korea Institute for Youth Development

It is through these definitions of development that this report on youth development is based. The premise that development of an area cannot be sustainable if it does not raise the 'level of living of the people'. Therefore youth development should be seen as a way to provide youth with the opportunity to develop their potential.

Ekins (1992; 100) provide five main characteristics of development. Firstly he argues that development should be '*need oriented*'. This characteristic addresses material and non-material human needs. These are, according to Maslow, physical needs, safety needs, belonging and most importantly, self-determination. Because of poverty, youth in SA have lost self-determination.

Secondly, development should be *endogenous* in that every society's values and visions of the future should determine development. Youth development should be contextual and meet the needs of the local communities, in this case, the youth. It is through participation of these youth that one (developers) can have an informed idea of the needs of the youth.

Thirdly, development should be *self-reliant*. Empowering youth for development provide them with new attitudes and values. They 're-discover' their potentials, skills and abilities. They realize their self-worth. As a process of development, self-reliance can ensure sustainable development of individuals.

Lastly Ekins (1992) argues that development should be based on *structural transformation* of social relationships, economic activities and power relationships. Transformation comes with change in structures and guiding principles. Thus development should realise the changes and adapt to them.

When looking at development one needs to explore all the above-mentioned characteristics of development. Developers need to realize that for development to be sustainable, we need to explore the physical and human development and all main characteristics of development.

2.1.2. Youth

According to the African National Congress Youth League (ANCYL) policy framework for youth development (1996:4), modern society recognizes, youth as a distinct phase of human development. It is a transition between childhood and adulthood. This transition is characterized by a number of developments, which prepares youth for adult responsibility. Those developments include identity, independence from parents, asserting their social values and circle particularly with peers, exploring their sexual identities, a view of the world and values.

Due to the socio-political conditions of the previous era in South Africa, transition between childhood and adulthood has been filled with a number of challenges (more details on the section on challenges facing youth). These challenges are part of the challenges facing youth in South Africa. Addressing the causes of these challenges would be one way of development of the youth.

2.1.3. Sustainable Development

In the developing world, conditions such as rising poverty and mounting debt from the context in which individuals struggle to meet their basic needs of survivals and nations wrestle to provide for their populations (Elliot; 1992:1). Any detailed analysis of sustainable options shows that political change, economic development, environmental impact and social justice cannot be separated (Nagle; 1997). He further argues that each of these aspects needs to be addressed if sustainable development is to occur. Economic and social justice goes hand in hand.

The development that is likely to achieve lasting satisfaction of human needs and improvement of the quality of human life (Allen; 1980). Improving quality of life is multidimensional in that it includes social, political, economic and physical development. Yeld (1993) outlines the principles for sustainable living. Principle 2 sees the purpose of development as to enable people to enjoy long, healthy and fulfilling lives. As an indicator, education rate and levels of employment are included. Furthermore, he argues that depending on their social, political and cultural heritage, individuals are able to shape their own destinies to a greater or lesser extent. He suggests that the government should therefore review its budgetary priorities to put even more emphasis on essential human development and environmental care (Yeld; 1993).

Development in most previously disadvantaged areas, Folweni included, has been physical. The government has been prioritizing physical development to human development. South Africa needs physical development, it is clear that physical development without human development cannot be sustainable. Studies have shown that poverty contribute to environmental degradation through the exploitation of the natural environment (WBG-1994:3). Thus, unless the cycle of poverty is broken, people living in poverty would continue degrading the environment.

According to Ambedkar (1994: 12), one way of eliminating absolute poverty on a permanent and sustainable basis is to increase the productivity of the poor. This can be done through participation and sharing of skills. Addressing the needs of the youth and challenges facing the youth can be viewed as one way of eliminating absolute poverty.

Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs

(WCED² 1987:43). It focuses on the relationship between physical and social concerns and needs. It serves as a reminder of the needs to intergrate the question of environmental conservation with those of livelihoods especially in the Third World.

Sustainable development requires the participation of the people in development. Participatory development is thus the full and active participation of the community in the entire process, an educational process of mobilization for development and means of taking action for development (Kassam 1980). Participatory development is generally aimed at building self-reliance by placing greater emphasis on the strengths and resources that are available in the community.

2.2. Challenges Facing youth in South Africa

According to the study by the HSRC (1994), there is a general agreement the South Africans collectively and individually are facing enormous challenges. These challenges are related to the process of socio-political change that has accelerated in recent times and will continue to do so in the future. It is thus clear that the youth will be confronted by many new developing realities which reveal themselves in all sectors of society, including the economy, politics, social and community life and education.

Young people in South Africa and other countries are affected by a wide range of problems which according to the National Youth Policy 'require and urgent attention' (1996:19). These problems contribute immensely on the development of the country both physically, economically, politically and socially. These problems include:

² World Commission on Environment and Development

2.2.1. Unemployment and underemployment

According to the National Youth Policy (1996), unemployment in South Africa is a major problem to both adults and youth but especially black youth and women in rural areas. The results of structural problems in the economy, youth unemployment can be dealt with effectively only when the broader structural employment has been addressed. At present, large numbers of youth are left unemployed or marginally employed. This is mostly because of the lack of recognizable qualifications and education. The youth policy also highlights the need for skills training and job creation for the youth.

Research shows that the small percentage of youth who have been employed face specific problems such as low levels of job satisfaction, lack of career prospects, low remuneration in many cases a minimum wage that is not sufficient to support their families (CASE, 2000). Unemployment is a major threat to our environment. There is thus a major challenge for skills development.

2.2.2. Lack of scientific awareness and quality education

Apartheid created a situation in SA where only white students were exposed to new developments in science and technology. Blacks students were not encouraged to study or work in these fields. Thus, according to the National Youth Policy (1996:20), addressing the legacy of apartheid requires special measures and encouragement to assist those who were previously excluded from this sector. The National policy sees education and training and provision of community-based facilities as the requirement for bridging these gaps. In most areas little has been done to bridge these gaps. Most learners are still stuck in fields which are not marketable.

2.2.3. A high population growth rate and teenage pregnancy

A study by CASE (2000:4) shows that 49% of the teenage participants in their study got their first child when they were still at school. According to the youth policy (1996), pregnancy among girls and young women is the major reason for their leaving school and ultimately, for lives marked by struggle and poverty. Although provision is made by the South African Schools act of 1996 for pregnant teenagers to continue schooling, there is profound intolerance and attitudes of family and community and by a school system that is hostile to expecting mothers mixing with other students.

The lack of sex education and preventative measures to avoid pregnancy and the lack of resources to support young mothers to continue their education leaves most of them and their children in hopeless poverty.

2.2.4. HIV/AIDS epidemic and sexually-transmitted diseases

According to the policy framework for the youth development (1994), young people (the youth) are particularly vulnerable to AIDS and STD's infection because they are sexually active.

CASE shows that about 44% of the youth in SA are teenage parents. This, by implication, means that almost 44% of the youth are practicing unprotected sex. With the ever-increasing statistics of HIV/AIDS it would seem that the youth is carelessly putting their lives in danger of being infected with sexually transmitted diseases. It has become the responsibility of those awarded the responsibility of youth development to vigorously create greater awareness of the disease.

2.2.5. Rising crime rate, juvenile delinquency, crime and early youth deviance

Crime is one of the major challenges facing our environment and the communities we live in. It is also a major problem for the management of the urban environment and nowadays it is affecting even the rural areas. Crime is a product of poverty. Poor people resort to criminal activities for survival (Mzwanele; 1996).

The South African justice system has programs for youth development, but there is an urgent need for the development and empowerment of the youth so as to avoid crime and the problems thereof associated with environmental degradation and disruption of physical development.

2.2.6. Alcohol and drug abuse

The rising unemployment, inaccessible education system, social deprivation and marginalisation of young people, are some of the contributing factors to the increase in alcohol and substance abuse amongst young people. There have been limited attempts to educate young people on the responsible use of alcohol (Policy Framework for Youth Development, 1994:29)

2.3. PRINCIPLES AND PRIORITIES FOR SUSTAINABLE DEVELOPMENT

Sustainable development as a global phenomenon operates on what the environmental economists call principle and priorities. This section highlights some of the most relevant priorities and principles for sustainable development.

2.3.1. The principles of a sustainable society

- A duty of care for other people and other forms of life, now and in the future, to share fairly the benefits and costs of resources use and environmental conservation. This is an ethical principle.

- The direction of development and economic growth towards the improvement of the quality of human life in the broadest sense. Physical development leads to the improvement of quality of life of the people. But physical development without human/ community development cannot be sustainable and cannot address poverty.
- Keeping within the carrying capacity of the Earth. Human numbers and lifestyles should be kept within the carrying capacity of the Earth. One of the challenges facing youth is teenage pregnancy. CASE (1996) shows that most teenage mother do not plan to have children. This contributes to population growth and ultimately, to a large number of people living in absolute poverty.
- A re-examination of values and adjustment of behaviour to support the new ethic; discouragement of values that are with sustainable way of life.
- A national framework for integrating development and conservation, involving all interests, seeking to identify and prevent problems before they occur (Alan Gilpin; 2000:92)

2.3.2. The priorities for Sustainable Development

- A transition to population stability, to reduce the need for growth everywhere;
- Poverty reduction will require considerable growth and development in developing countries, balanced by negative growth for the richer countries;
- The primary need is for income redistribution and population stability.

2.4. ESTABLISHING SOCIAL MOVEMENTS AS A STRATEGY FOR IMPLEMENTING POLICY

Throughout the struggle, globally, people have been forming movements to fight for what is rightfully theirs. Social movements are formed to address a

particular problem/ concern. This section firstly defines social movements, secondly looks at the role of social movements in youth development.

According to Vivienne (1997), social movements date back to the 19th century. Some social movements are global and some are restricted by space, place and scale and yet they all aim to achieve or address a certain goal. Social movements embrace a variety of strategies. Some see fit to work with the governments, global governance agencies, and business associations. Others see collaboration with the government as a compromise of their principles. Collaboration depends on the goal of the social movement and how they strategise to attain the goal. Social movements can thus, play a role in the implementation of the government policies and strategies.

2.5. NATIONAL POLICIES ON YOUTH DEVELOPMENT

The South African government has created a lot of policies and strategies for youth development. These strategies are documented in the National Youth Policy (1996). There is, however, a problem: breakdown in the implementation of these intended policies. The objectives include:

- To provide education and training opportunities;
- To develop vocational skills to increase employability of the youth;
- To create greater awareness of the danger of HIV/AIDS and sexually transmitted diseases;
- To promote environmental education and conservation;
- To promote, preserve and develop a cultural heritage.

2.6. NATIONAL YOUTH POLICY AND THE NATIONAL YOUTH COMMISSION

The National Youth Policy (1996) provides framework for the youth development in South Africa. The policy itself is a very innovative guideline for

youth development. Structures for the implementation of the policy are also provided, from national to local structures.

According to the National Youth Policy (1996) the National Youth Commission is a national structure for the development of youth. The objectives of the national youth commission include coordination and development of the policy. The development and coordination of the National Youth Policy, like the drawing of other policies, is based on the needs of the youth (the people). The National Youth Commission is also responsible for the implementation of the National Youth Policy through the Inter-Departmental, Inter-Government and Community Based Institutions.

The National Youth Commission has been very successful in policy coordination and development, but much should be done in the awareness and implementation. It is for this reason that communities and institutions (e.g. schools) should ensure awareness so that the youth come together and seek help from the NGOs and the government.

According to the CASE (2000), 91% of the youth in SA have a matric as their maximum qualification. The department of education and training in conjunction with the department of labour have developed policies on FET that are aimed at developing out-of-school youth and which provide school going youth with skills, knowledge, attitudes and values which ensures their marketability. These opportunities look good on paper, but township youth do not have access to these. According to the national youth policy, youth training programmes have so far affected only a relatively small percentage of the eligible out-of-school youth.

Out-of-school youth need vocational skills to increase employability, but in order for sustainability, one needs to look at what they (the youth) view as

their needs for the future. As a strategy these programs should be community based and ensure economic viability.

Culture has so much to teach our youth on responsibility, on moral standards, on a way of life, etc. Embracing culture is one certain way to youth development. One example is that of Ujaama Villagization. Ujaama Villagization is a cultural way of living. Embedded on socialism and enabling greater control over the means of production (land), it is based on the encouraging communalism rather than individualism (Rural Development Lecture Notes; 2000).

2.7. STRATEGY FOR YOUTH DEVELOPMENT

The development of youth is one of the major challenges for sustaining a better quality of life for all the people in the country. The government of SA has created the policies for youth development that are discussed above and there are strategies for addressing youth development. This section firstly discusses some strategies for youth development in South Africa.

The national youth policy recognizes key strategies for youth development. Amongst which Education and training, Health, Economic participation, Safety; security and justice, Welfare and community development, Sports and recreation, Arts and culture, Environment and technology, Science and technology are included.

a. Economic Participation

According to the National Youth Policy (1996:8), 'economic participation is used to refer to the strategies which can address the issues of young men and women's involvement in the employment and enterprise'. This section looks at the role of local economic development (LED), agriculture and the National Youth Services as a strategy for youth economic participation.

The policy states that there is a close and important connection between employment prospects and education. Furthermore, the education institutions are awarded the responsibility of providing career counseling and employment advice to young people. It becomes a major challenge for previously disadvantaged institutions since firstly educators themselves do not have access to the information and secondly most youth are out of school.

Agriculture: The Agriculture Youth Development initiative aims at facilitating the development of programs that will capture the interest and commitment of South African Youth, particularly black youth, to agriculture and agriculture-related opportunities that exist in the sector.

The National Department of Agriculture has programs for both school going and out of school youth. The programs include career awareness programs, recruitment programs, school garden concept, young farmer entrepreneurship and the Xoshindlala program and many other programs. All of these are aimed at the development of both urban based and rural based youth.

These programs contribute to LED. They seem to be more effective in the rural areas than the urban areas. This is because urban youth still associate agriculture with the rural plantation. Since the program involves career awareness programs, recruitment programs, school garden concept, young farmer entrepreneurship, Xoshindlala program, it is hoped that more youth will be exposed to agriculture.

National Youth Services: seeks to contribute to the transformation of South African society through reconstruction and development programmes that involve young people in services delivery and learning. The National Youth service combines the following four themes:

- Development: where the skills and capacities of young women and men can be employed on projects and activities which promote development in South Africa,
- Skills Training: an opportunity for young people to gain new experience and develop new skills which will benefit them later in life,
- National Unity: where youth from all walks of life work together in a spirit of reconciliation and national unity,
- Service: where young people and the country as a whole benefit through volunteering their services for the benefit of the broader community.

These themes can, in the long run ensure sustainable environmental development.

b. Education and Training

Out-of-school and school-dropouts are one of the categories of youth who are not economically active. The National Youth Policy (1996) suggests that education and training be positioned as a youth development strategy. Furthermore attentions should be focused on:

- Access to education and training (equal access) to be ensured;
- Issues of student debts and means of financing studies;
- Redressing the imbalances and inequities of the past.

Since the beginning of the new era in South Africa, policies have been addressing the issues of access to education and training. But still most youth are marginalized by lack of proper career guidance. Black youth still choose non-scientific fields ending up unemployable (Zulu; 1999).

Certain NGO's and tertiary institutions are involved in career guidance of matric students throughout the country. The problem is, by the time they

intervene it is already too late. These programs thus, need to be introduced as early as possible in the life of youth. Youth need to be aware of options after matric e.g. technikons, technical colleges, colleges and universities. Policy on further education and training (FET) also makes provision for skills for youth from grade 10 to 12 (Department of Education Policy for FET; 1999). The Culture of Learning and Teaching in Schools (COLTS) is also one project/program aimed at ensuring the culture of learning and teaching in schools.

The government of South Africa has made financial provisions for South African tertiary students through TESFA (tertiary education fund of SA). This provides loans and bursaries for financially needy students. Career counseling is also a major strategy for addressing the imbalances of the past.

2.8. ATTAINING SUSTAINABLE ENVIRONMENTAL DEVELOPMENT

Attainment of sustainable environmental development is a challenge to all citizens. According to Erskine (1996:4), reconstruction and development must be seen as an integrated process of re-organising and remaking existing incomplete structures and systems thus enabling all sectors of population to progress in their chosen communities to a more sustainable state in respect of:

- Satisfaction of basic needs
- Human Resource Development
- Economic Empowerment etc

Sustainable environmental development should be viewed in terms of economic, social and physical development. Furthermore, Eskine (1996) provides a model for attaining development. The model looks at how the knowledge of the people together with the natural resources can contribute to sustainable economic development. It suggests that more participation, more share between the people and higher productivity can lead to economic growth and social justice,

thus higher income thus overcoming poverty. The diagram below is the representation of the model.

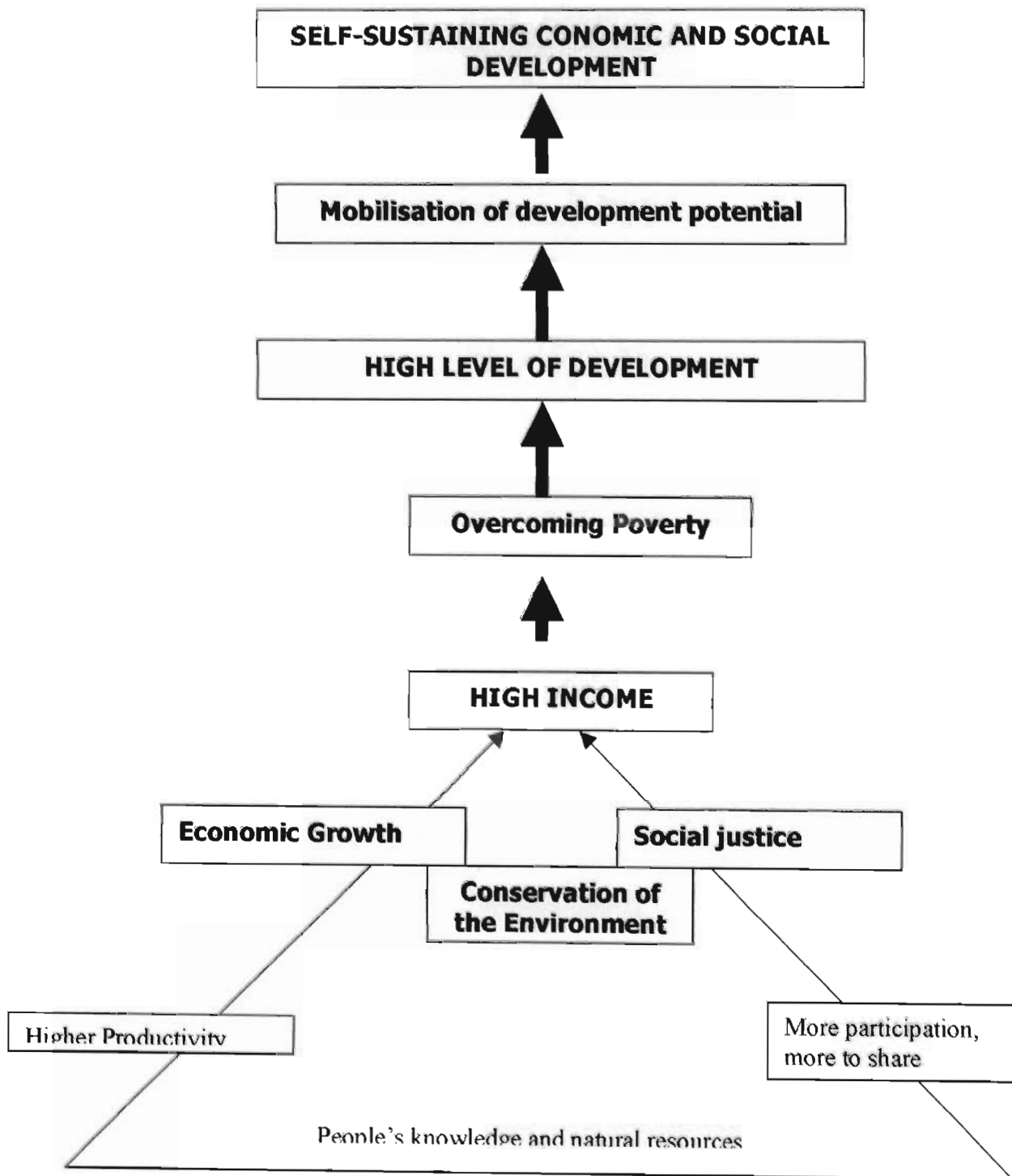


Figure 1: Model for Attaining Sustainable Development. (Eskine, 1996: Appendix)

CHAPTER 3

Research Methodology

3.1. Introduction

This chapter serves as a detailed account of the methodology to the research. It outlines the population and sampling procedures, and provides the data collection procedures (instrumentation and case study). It also describes the method of analysis and the limitations and constraints.

3.2. The Sampling Frame

In as much as studying the entire population would be more reliable and representative, it is often not practical because of the limitations thereof. This can be time consuming, too large, expensive and variables cannot be easily controllable. Sampling becomes the alternative.

According to Bailey (1994), the sample is an approximation of the whole rather than the whole itself. It is the system used to gather information in a representative format (Kidder; 1981). The following section looks at the population and the sample size of this study.

- **The Youth Sample**

The sample constituted of school going youth and out of school youth (including the employed and the unemployed youth). These participants were between the ages 14-35. This is in line with definition of youth as outlined in the National Youth Policy (1996) definition of the youth. The 27 school going youth were selected randomly. The class registers from grades 9, 11 and 12 was used. The school had three classes per grade. The learners were given numbers and the learners whose numbers came out were used as a sample. Three learners were selected from each class.

Purposive sampling, gives every member of the population an opportunity to be represented (Miller 1970). Random sampling gives each member an equal probability of being chosen for the sample (Bailey; 1994). The study adopts both purposive and random selections. The youth were selected from the church and the neighbourhood. About 7 of the 35 took part on the group interview. Most of these participants were school going youth.

- Stakeholders

The sample consisted of 15 participants. They were selected from everyone who wanted to participate in the study. The educators, health care workers, senior police representatives, councilor, church youth developers and the parents formed this section.

Participants from this category who were willing and had time to spare, were interviewed.

3.3. Data Collection

The following instruments were used for the collection of data:

3.3.1. Instrumentation

Four different instruments were used for data collection. Those were the 2 questionnaires, observation and interviews.

- Questionnaire 1: Youth questionnaire

This questionnaire was divided into four sections (see appendix 1). Section 1 covered the family background and the demographics of the participants.

Section 2 dealt with the challenges facing the youth of Folweni. The questionnaire covered the following:

- what the youth view as the major challenges facing the youth of Folweni,

- the strategies the youth thought can be implemented in order for the development of the youth,
- it opened suggestions from the youth for solutions to problems and challenges facing the youth and
- it evaluated availability of programs aimed at youth development in the areas of education and training; Sports and recreation; Economic development; health; teenage pregnancy and crime and drug abuse.

Section C dealt with awareness of the National Youth Policy and the National youth commission. This was aimed at determining how aware the youth is of the developing/ development bodies responsible for their development and how they access information.

Finally section D looked at the role which can be played by youth, educators, health care workers, police representatives, councilors, church youth developers and the parents in fighting crime, development of education and training (restoring the culture of education), sports and recreation and lastly health and teenage pregnancy.

○ Questionnaire 2: Stakeholders

This questionnaire was also divided into four sections (see appendix 1). Section 1 covered the demographics of the participants.

Section 2 dealt with the challenges facing the youth of Folweni. . The questionnaire covered the following:

- It looked at what the participants view as the major challenges facing the youth of Folweni and rated the challenges from the worst to the least;

- It looked at the strategies they thought could be implemented in order for the development of the youth;
- It asked for suggestions from the participants for solutions to problems and the challenges facing the youth;
- It evaluated the availability of programs aimed at youth development in the areas of education and training; sports and recreation; economic development; health; teenage pregnancy and crime and drug abuse;
- Finally the participants gave their analysis of the situation concerning the youth of Folweni;

Finally section C looked at the role which could be played by youth, educators, health care workers, police representatives, councilors, church youth developers and parents in fighting crime, development of education and training (restoring the culture of education), sports and recreation and lastly health and teenage pregnancy.

- Group Interviews (for the youth)

A group of youth were brought together and discussion centered around certain points. The following were some of the points covered:

- Perception being a youth in SA,
- Perception of being youth in Folweni,
- Challenges facing the youth,
- Practical solutions,
- Where do they see themselves, their friends and their younger folks in the next 5 years,
- Some follow ups from the questionnaires.

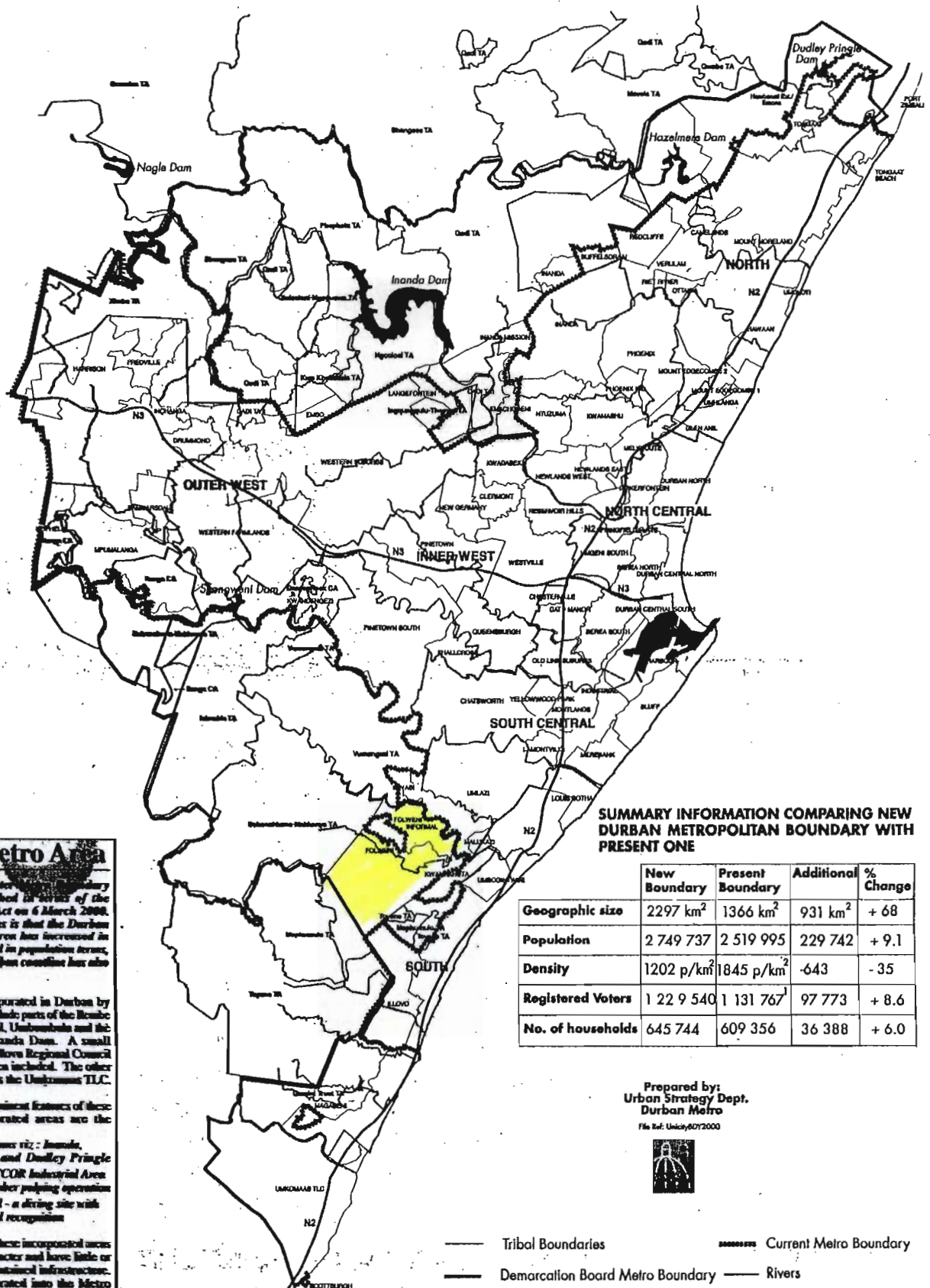
The stakeholders were also not very easy to locate. Some of them did not return the questionnaire. There was a problem with stakeholders not respecting the times for interviews (most of the time they did not show up for the interviews).

Financial aspect was also a limitation in the research. Due to finances, access to more scientific data analysis methods (SPSS) was not possible.

3.6. CONCLUSION

In conclusion the method employed in the study is considered appropriate and effective. Participants viewed the research as a way forward for the development of the area thus their response rate from the participants was maximal. It is for this reason that the effectiveness of the study is based.

Figure 2: Map of Durban Showing the Location of Folweni



SUMMARY INFORMATION COMPARING NEW DURBAN METROPOLITAN BOUNDARY WITH PRESENT ONE

	New Boundary	Present Boundary	Additional	% Change
Geographic size	2297 km ²	1366 km ²	931 km ²	+ 68
Population	2 749 737	2 519 995	229 742	+ 9.1
Density	1202 p/km ²	1845 p/km ²	-643	- 35
Registered Voters	1 229 540	1 131 767	97 773	+ 8.6
No. of households	645 744	609 356	36 388	+ 6.0

Prepared by:
Urban Strategy Dept.
Durban Metro
File Ref: Unicity/6072000



— Tribal Boundaries
— Demarcation Board Metro Boundary
— Rivers

Durban Metropolitan Area

9 May 2000



New Metro Area

The final outer metropolitan boundary was published in terms of the Demarcations Act on 6 March 2000. What this means is that the Durban Metropolitan Area has increased in area by 68% and in population terms, by 9%. The Durban coastline has also increased.

The areas incorporated in Durban by this boundary include parts of the KwaZulu Natal Regional Council, Umhlanga and the area around Inanda Dam. A small portion of the Ndlovu Regional Council area has also been included. The other major addition is the Umhlanga T.L.C.

Some of the prominent features of these newly incorporated areas are the inclusion of:

- three new dams viz: Inanda, Hazelme and Dudley Pringle
- SAPPI SAKCOR Industrial Area - a major timber pulping operation
- Alford Shoal - a diving site with international recognition

The majority of these incorporated areas are rural in character and have little or very poorly maintained infrastructure. Being incorporated into the Metro brings hope of access to better services and opportunities to these residents. The Unicity Council will have to consider how to provide services to these areas.

Cut out and keep this map of the new Unicity boundary.

CHAPTER 4

FINDINGS OF THIS STUDY FROM THE DATA COLLECTED

4.1. Introduction

This chapter presents the analysis of the data collected for the study. It paints a picture of the views of the community through the participants. As stated in the previous chapters, the data was collected in Folweni, Durban. The first section firstly provides the analysis of the demographics and the occupation of the youth participants, secondly the analysis of the data collected from the youth participants. The second section is the analysis of the data collected from the stakeholders.

4.2. Demographics

○ Youth

The section consisted of 59 respondents to questionnaire 1, about 50% were male and 50% females. About 61% were between the ages 15-24 and 36% between the ages 25-35 (2 % did not mention their ages). The table below represents the statistics of the youth participants.

# in %	Age	Male	Female
63	15-25	23	39
35	25-35	27	9
2	N/a		2
		50	50

Table 1: Representing age and gender of the youth participants

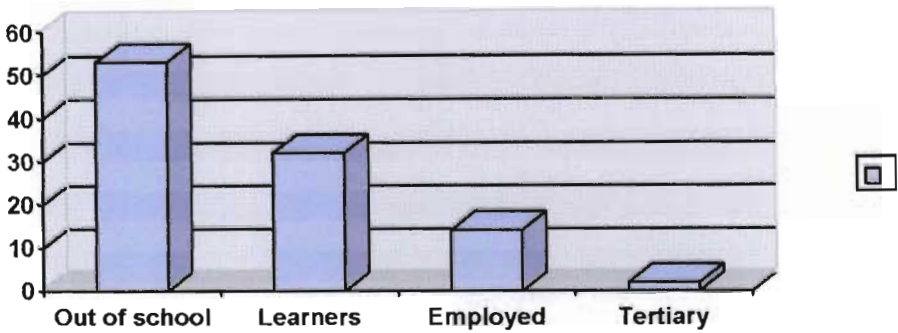
# in %	Age	Out-of-school ³	Learners	Employed	Tertiary
63	15-24	24	32	7	
35	25-35	29		5	2
2	N/a			2	
		53	32	14	2

Table 2: Representing age and occupation of the participants

4.3. Occupation of the respondents.

- **Youth**

Figure 3: Represents the Occupation of the Youth participants

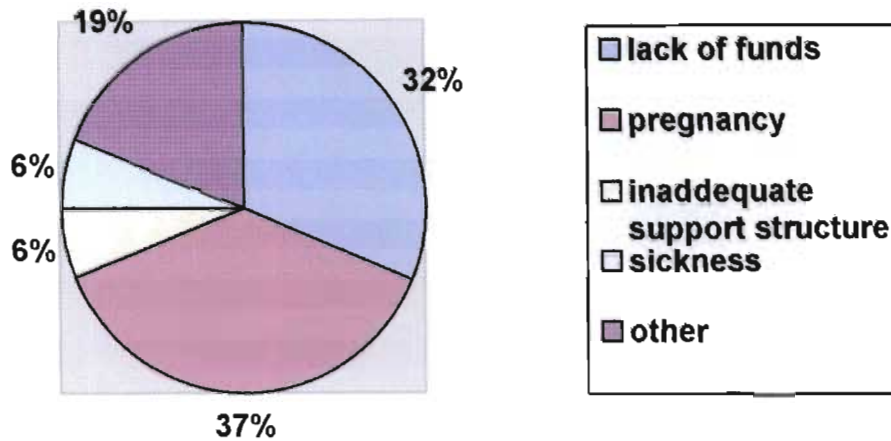


The graph is the representation of the statistics of the participants. It shows that most (53%) participants were out of school. The statistics is significant since this implies that the majority of the youth is economically inactive.

The figure also shows that only 2% of the youth are pursuing further studies. This thus implies that unless intervention is made, the level of youth out-of-school will increase thus intensifying the challenges facing youth in the area.

³Youth who dropped out of school/ or finished high school but are unemployed and not studying further

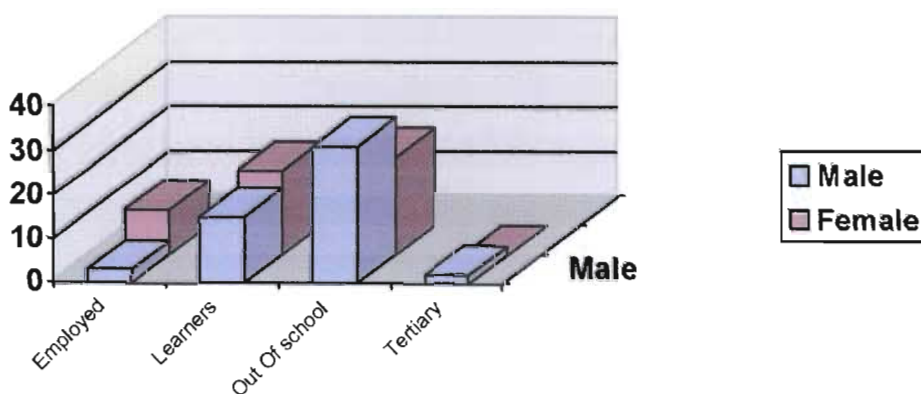
Figure 4: Reason for not studying further: OUT OF SCHOOL YOUTH



Lack of funds and pregnancy appear to be major reasons for youth leaving school (not studying further). Figure 4 shows that about 37% of the participants left school because of pregnancy (either self:72% or girlfriend 3%).

Other reasons for not studying further includes alcohol and drug abuse, failing too many times, having to work, unemployed graduates (fig 4).

Figure 5: Represents Occupation of the YOUTH participants per gender



Most of the participant went to high school. According to the data collected the highest qualification of 40% of youth is secondary education, 26% is primary education and 3% tertiary education (figure 5).

4.4. ANALYSIS OF DATA FROM THE YOUTH

4.4.1. Challenges facing youth in Folweni

Most youth of Folweni viewed crime drugs, teenage pregnancy, unemployment, and school drop out as some of the challenges facing the youth of Folweni. The participants viewed teenage pregnancy and drug abuse as the challenge that affects the youth the most in the area.

Figure 6: Represents Challenges facing youth in Folweni

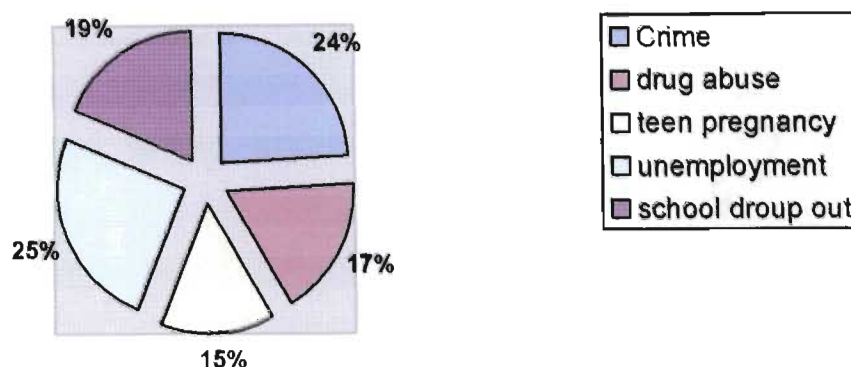


Figure 6 shows that most youth view crime (24%) and unemployment (25%) as those major challenges facing youth in Folweni. School drop out (19%) is one the least of the challenges, though during the interviews learners felt that the level of education in schools is lower than other areas in the province.

4.4.2. Strategies that can be implemented in the development of the youth

○ Education and training

Youth (100%) felt that youth should be encouraged to go to school. From the interviews it transpired that the youth thought that even the people who go to schools regularly, do not see the value of the school. Some youth felt that even at school, other peers who do not have the strong will to be educated, disturbed them.

Learners also felt that teachers do not motivate them to learn. They do not have 'patience'. During the interviews youth agreed that their teachers have lost interest in teaching. They do not care whether they (youth) understand or not (during lessons). They suggested that one of the reasons this happens is because most of the learners are not serious about their school work thus the teacher loses interest in all learners.

Youth also felt that out of school youth should be counseled about life out of school. They said that they do not ever get the chance to know what is out there for them. They do not get career counseling. They viewed crime as one of the results of youth who are out of school and dropouts. They felt that youth should be given skills so that they can start small businesses and have trades. They felt that training of the youth would change the attitudes of the youth towards life. They also thought that the level of crime and intake of alcohol would drop.

Almost 40% of the youth felt that a library should be built in the area so that youth can be encouraged to learn. They felt that one of the reasons they fail is that parents do not have money to take them to the libraries when they have schoolwork. As a result teachers think they do not have the will to do their work.

During interviews youth also suggested that most of the youth need bursaries. They quoted examples of people who were doing very well at schools but who could not afford studying further thus ended up either drinking, in jail or pregnant. They thought one of the reasons their school looks so dirty is because most of the learners cannot afford school fees thus the principal cannot hire people to repair and clean the school.

Youth thought that other youth should be motivated so that other people can help them especially private sector. They felt that they, as youth, do not attract

sponsoring because the business sector generalise about all of them. They also felt that when they go to programs that involve other youth their age, they feel like they are left behind because there is a gap between their knowledge base.

Some learners felt that their school is not a very healthy place and it does not encourage learning. They said that their school has broken windows, doors, roof and the gardens are full of weed. They claim that appearance of the school on its own make business sector have doubts about the school and the abilities of the learners. They claimed that learners who are in the local schools are those from poor backgrounds. They said learners who can afford it go to multiracial schools. They claimed that some youth actually have to find working boyfriends in order to have money for transport to school.

- **Sports**

The youth felt that sport centers should be provided in the area. They felt they do not have access to sport facilities. They also want a variety of sports. They suggested that the lack of variety in sports is the reason most of them do not participate in sports. They felt youth should be encouraged to show their talents. They felt that most youth have talents in different sports but mostly the guys show their talents and in soccer only. They thus thought involvement in different sports can encourage both boys and girls to shine in different areas.

Youth felt that the younger kids should be encouraged to play different sports. They felt that coaching the younger kids would make sure that they are kept busy and motivated to do better in life.

Youth also felt that girls do not get support in sports. That is one of the reasons girls do not have an initiatives to start a team in sports. But they stressed that girls can also play soccer. They suggested that involvement of youth in sports decreases the rate of participation in degrading activities.

Youth felt that most of their local stars are really good in soccer, but NSL teams never scout for them. They felt that in order for one to be in these teams they should have better backgrounds or come from 'recognized' townships. They suggested that different stakeholders should encourage or influence talent scouts to come to their area.

- **Economic Development**

They felt that one of the reasons the youth cannot 'make' money was because of teen pregnancy and health problems. They felt that youth need to be developed so that their economic status can improve. They felt that girls need people who will constantly talk to them since their parents do not have the necessary knowledge and time.

They felt that one of the reasons the wealth of this country is not improving is because there is no work (employment) for the youth.

In the interviews it transpired that youth saw training, small businesses, sports and better education as one of the ways their economic status can improve. The youth also stressed that one of the reasons they end up drinking is because they have nothing else to do. They feel their lives are at a stand still and thus girls and boys drink to forget.

- **Teenage Pregnancy**

Youth felt that teen pregnancy cannot only be avoided by individual girls. Most youth felt that girls in their area get pregnant at a younger age because boys pressurize them to have sex. By the time the girl gets wiser, she is already pregnant. They felt that educators, health care workers, and parents should talk to girls as early as possible.

The youth also mentioned that boys should also realize the dangers of unprotected sex. They mentioned that it is always the girl who is left in problems and the boys just go on. Girls felt that most local boys do not believe in protected sex and thus this leads to teenage pregnancy.

The youth realize that sustainable economic development of the areas is strained by the activities of the youth. They believe that the area cannot be developed because the developers look at the youth and decide that they would be wasting their money.

Youth also felt that more jobs should be provided for them. They felt that if most of them are working and some own businesses they would only have weekends and holidays to drink.

4.4.3. Solutions to problems affecting the youth and the development of Folweni

- **Crime and violence**

All criminals should be sent to jail. They felt that most criminals get away with crime in their area. That is why they do it repeatedly. The community should thus work together with the police to fight crime and violence. Sports and recreation (dance, soccer, music, etc) should be developed so that most youth can participate thus eliminating the possibility of committing crime and violence. The community should work together with the police so that the criminals can be brought to justice. Youth should also be told that crime does not pay.

- **School Dropouts**

Youth should be encouraged to go on with schooling. Those who are school dropout should also contribute by discussing with the youth the disadvantages of dropping out of school early.

The government should provide funds for youth who cannot afford the school fees. She should also repair schools that are deteriorating so that all the learners will be attracted by the beauty of the schools.

No employment should be provided for the youth who drop out of the school. Since this encourage dropping out of school. Pregnant teenager should be allowed to continue with schooling. It transpired from the interviews that learners are not aware that the South African Schools Act (SASA) allow for pregnant learners to continue schooling.

- **Alcohol and drug abuse**

During the interviews about 73% of the participants between the ages 15-24 mentioned they have drank alcohol. The learners mentioned that they usually drink 'to while away time'.

Most of the youth mentioned that although they drink, they know that alcohol is a drug. They also mentioned that they know that drinking is bad for them and their health.

As a solution, the youth suggested a campaign to fight against drug. They suggested that the social workers should help the youth who abuse alcohol and drugs. Some learners suggested a forum that will fight against drug abuse in and out of schools. They suggested that this forum should consist of youth who really want to make a change. They also suggested that alcohol and drugs must not be sold in their community. The youth also suggested that local drug dealers should stop selling to the youth and that the community come together to fight drugs.

Learners felt that most people continue using drugs because they are not arrested for that. They believe that if people are arrested for drug abuse, then

the rate of drug abuse would automatically go down and the youth would stop stealing for drugs.

The youth felt that the health care should play a major part in the treatment of the people who abuse drugs. They mentioned that after these people use drugs they end up having unprotected sex.

- **Unemployment**

The youth felt that education would open the chances of employment. They felt that most of the youth in the area do not want to get a proper education and thus they cannot be employable. Youth felt that even if employment is not available in SA, if one is educated, there are chances of employment in other countries.

The youth felt that school drop out and lack of funds are one of the reasons the youth end up without jobs. They also believe that some of their peers end up unemployed because they choose wrong fields of study. They suggested that youth be counseled to the marketable careers.

Most youth felt that starting their businesses would be the best solution. They felt that most youth should be training in particular fields and then start business within their communities. This, according to the youth, would create jobs for the unemployed youth.

4.4.4. Programmes aimed at the development of the youth in Folweni

- **Education and training**

Most (98%) participants felt that there were no special programmes aimed at the development of youth in the area. They felt that most youth need these programmes in order to determine and restructure their future.

Few (2%) participants viewed schools as the programmes aimed at the development of youth in the areas of education and training. During the interviews they suggested that these programmes (schools) do not benefit the youth who are out of schools and dropouts. They felt that schools themselves need some reconstruction in order to ensure sustainable development.

- **Sports**

The area has a soccer field and a basketball court. Most (58%) participants said that there are programmes aimed at sports. During the interviews the participants felt the even though fields are there, they cater for youth who are already part of teams or who have the potential of participating in the local teams.

The youth felt that these programs do not leave room for development of up and coming youth, especially those who still do not know where their talents lie. They felt that sports is a very good strategy for keeping youth occupied during weekends.

- **Economic Development**

The youth felt that this is a much-needed area in their community. They felt that both the youth and the adults in the community need economic development. They said that there is absolutely no programmes aimed at economic development. They felt that the government should do something about this before their area fall apart.

The youth believe that all other problems in their area, like crime; violence; drug abuse; teenage pregnancy, are as a result of the economic status of most families. They suggested that unavailability of funds and the lack of skills have been up to so far the reasons for not starting their businesses.

- **Health and Teenage Pregnancy**

Youth said the only health facility they have is over utilized and understaffed. They felt they do not have the luxury of going to the local clinic for advice because of the long wait and the lack of human resources. Some youth suggested that they have benefited a lot from the local clinic especially for contraceptives.

The youth felt that schools should make it a point that health issues become part of their curriculum especially in primary schools. They felt that the health issues affecting the youth of Folweni deteriorates the standard of living in the area. The youth also felt that their peers needs to be constantly reminded that AIDS kills.

The participants felt that since teenage pregnancy is one of the major challenges facing the youth of the area, awareness programs need to be implemented such that the younger kids do not fall into the same trap of being young, pregnant and without a future.

4.4.5. Youth and the National youth policy and commission

All youth from Folweni have never heard about the National Youth Policy or Commission. They have never heard about it as a result they do not know of plans and strategies for youth development as provided by the National Youth Policy.

4.5. The Role of stakeholders in Sustainable Development of the youth of Folweni

4.5.1. Sports and Recreation

- **Youth**

Youth should teach young kids different kinds of sport and other skills that will keep young children busy and make them intelligent. They should commit

themselves to making their lives and the life of the community interesting through the provision of sport and recreation.

Youth can play a major role in the development of sports and recreation. The community can benefit a lot from this. Youth should commit themselves in this. Participation is necessary from all people who have the skills, talent and time. The councilors and all other stakeholders should give support to youth.

- **Parents**

Parents should try to help their kids. They should try to motivate them to do good things. They should let kids and youth participate in sport and recreation irrespective of their gender. They should also support the activities at school and in the community.

- **Educators and school**

There should be a good relationship between teachers and youth. Schools should maintain the sport day. They should teach youth different kinds of sport so that youth can even make careers out of sport. They should support community-based sport. School should have inter-schools sports. And all stakeholders should play their parts in the endeavor.

- **Churches**

Youth mentioned that inspite of the fact that it is important for the church to pray, this should no longer be the only way the church contribute to youth development. They felt that churches are a strong basics for youth. Younger kids go to church. As soon as they are teenagers they become more interested in other things then church. Churches should make it a priority to keep the youth in church through provision of interesting programs. They should develop constructive sporting and recreation events. Youth even suggested interchurch programmes.

Youth mentioned that almost all churches have youth leaders and that these people should be responsible for the development of the youth in all respects. It is also the responsibility of these people to keep the youth in church.

- **Councilors**

Councilors are the people within the community who are vested with the main role for sustainable development. They are the people to ensure that an area is developed optimally and that the life of the community is improved.

Councilors can play a major role in the development of sports and recreation. The youth felt that the councilors could start by showing interest in the community programmes. They should also play a leading role in the development of these programmes.

The councilors should try to get the youth together and get ideas of what and how the youth want to do. They should then plan for such programmes together with the youth.

The youth felt that the councilors can also play a major role in fund raising for the programmes. They can also get the local council to fund most of these sporting and recreation programmes.

- **Health Care Workers**

The health care workers can play a major role as advisers. Health care workers can advise youth and the community on the advantages of sports. They can be also responsible visiting schools and trying to get the youth involved in their campaign for sports.

4.5.2. Education and training

- **Youth**

As said before, the level of education in the area is not a very impressive one. But education and training is also the key to sustainable economic development. The major role the youth can play in the development of education and training is firstly, participation. They should avail themselves for education and training. They should make an effort to be educated in high schools, technical colleges, colleges, technikons, universities and other informal institutions.

- **Parents**

Some participants felt that although giving education to the children is the parent's responsibility, most parents are not playing their role in the endeavor. They felt that parents should check the youth's schoolwork often so that the youth can stop dodging school.

They also felt that parents should be willing to pay school fees and provide learners with all the needed things so that the learners will not drop out from school.

- **Educators and school**

Learners felt that most of their teachers do not like teaching. They felt that teachers should start by liking what they (teachers) are doing so that it will not affect them (the youth). Youth also felt that educators should report learners who misbehave to their parents and suspend them so that those youth will not disturb them (serious learners) in class. Schools should motivate and encourage youth to study further so that youth will make choices guided by experienced adults.

- **Churches**

Youth felt that as churches are places where most of the youth meet, it is important for churches to also provide motivational speeches and career

guidance for youth so that youth know the word of God and also make the right career choices.

- **Councillors**

Youth felt that councilors are neglecting youth as a category in the society. They are concerned mostly with matters related to adults. Youth thus felt that councilors should start listening to what youth wants rather than pretending as if the youth does not exist.

Youth also felt that churches can raise funds for youth going to tertiary institutions. This would make sure that the problem of lack of funds for youth is solved.

- **Health Care Workers**

Most youth felt that the health workers are doing enough work inside the clinic. They felt that they need to talk to youth about teenage pregnancy and HIV/AIDS.

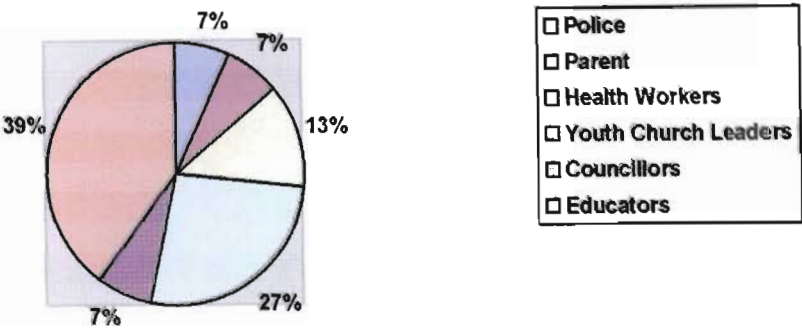
- **Police Force.**

Most youth felt that the police force is one sector that is not doing enough at all. They felt that the police force is too lenient to the criminals. They also felt that most criminals are not from Folweni. The youth thus felt that the police force should come out with strategies and work with the youth to get rid of the criminals. They also suggested police forums to be formed.

4.6 ANALYSIS OF DATA FROM OTHER STAKEHOLDERS

4.6.1. Demographics

Figure 7: Represents Occupation of the Stakeholders



Most participants were educators. The graph shows that 39% of the stakeholder participants were educators.

Age Group	Parents	Police	Health Workers	Church Youth Leaders	Councillor	Educator	TOTAL
15-24			7	21	7	13	48
25-34	7		7	7		21	42
35-44		7				7	14

Table 3: Represents the Occupation of the Stakeholders per Age Group

Most STAKEHOLDER participants were youth. The table above shows that most of the 90% of the stakeholder participants were between the ages 15-34, which According to National Youth Policy are youth.

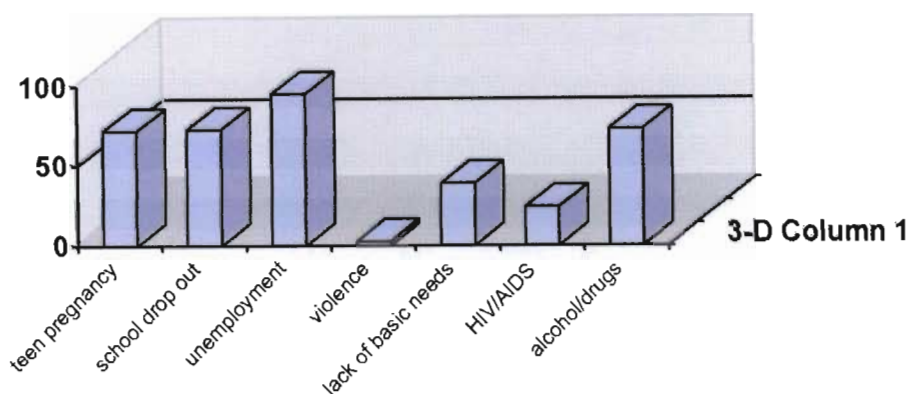
○ Stakeholders

About 15 stakeholders responded to the research. Amongst the 15, about 40% were educators from local schools, 13% health workers from a local clinic, 7% policeman from the local police station and 27% youth leaders from local churches (one from each church respectively), 7% parents and 7% councilor. Some of them were dwellers of Folweni, whilst some came from different places.

4.6.2. Challenges facing youth

Most participants in this category viewed crime, unemployment (socio economic), alcohol and drugs, early (teenage) pregnancy, violence, lack of basic needs (e.g. water and electricity), high rate of HIV/AIDS as some of the major challenges facing the youth of Folweni.

Figure 8: Represents Challenges Facing Youth (Stakeholder' Views)



Teenage pregnancy, school dropout, alcohol and drug abuse and unemployment were amongst the highly rated challenges. Violence seems the least of the challenges.

4.6.3. Strategies for the development of youth in:

- **Education and training**

Participants felt that the curriculum needs to be extended to include other subjects like life orientation and sex education, etc. The outcome-based curriculum makes provision for these subjects already. They felt that the youth need to be encouraged to attend skill-training courses. These can include dressmaking, bricklaying, plumbing, etc. They also, like youth participants, felt that the community needs a local library.



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- **Sports**

The participants felt that the facilities for sports are needed. They mentioned that facilities like soccer fields, rugby fields, netball courts, tennis courts, swimming pools, etc, needs to be build. They suggested that this could encourage the younger kids to participate in different sports and this could pose a challenge to youth who do not like soccer (the only provided sport within the community).

- **Economic development**

Provision of financial support for young entrepreneurs was the most suggested strategy for youth development. The participants viewed small businesses as having a potential for job creation since SA is faced with the challenge of unemployment.

- **Health**

Health care personnel were viewed as lacking. The professionals employed in the local clinic needs support. The stakeholders suggested that volunteers should avail themselves within the community to act as support to the professional health care workers.

- **Teenage Pregnancy**

Teenage pregnancy is amongst the most highly rated challenges within the community. The participants felt that the social workers, parents, educators must join hands and teach children about awareness and consequences. The schools and youth clubs should be visited for the awareness campaign. They felt that the youth should be taught about the consequences of sex (especially unprotected) and prevention of pregnancy.

4.6.4. Strategies/Solutions to challenges facing the youth in:

- **Crime and Violence**

Most participants felt that parents should set particular principles and rules to their children. They felt that parents are too lenient to behaviour of their kids. Participants felt that no matter the economic status of the person, crime is just crime and should not be condoned. They felt that the community should work with the police to bring criminals to book. Some participants felt that direction in the part of the youth would make sure that the youth does not commit crime. They felt that community should lead by examples. That implied that the adults should reflect to the youth that crime is just not an option.

- **School Drop- Out**

Most participants felt that teachers, parents and the community should be in constant contact. Participants also felt that development of education and training will, in the long run, decrease the rate of school drop out. They felt proper career counseling would motivate learners to learn and choose marketable careers.

CHAPTER 5

Implications and Recommendations

5.1. Introduction

Wilber (1992) states that development should begin by identifying human needs. Furthermore, the object of development is to raise the level of living of the masses. The study has thus far identified the needs of the youth in Folweni so that strategies can be implemented to raise their level of living. This chapter provides the implications of the findings of the study. Firstly it supports the establishment of the social movements as a strategy to implement programmes for youth development and secondly it provides recommendation for the strategies that can be implemented to rectify the challenges in the area.

5.2. Summary of the findings and possible strategies to sustainable youth development

In Folweni, the majority (53%) of the youth are economically inactive. And a frightening minority (1%) is pursuing further studies. This has a major implication of the future of youth in the area and the country as a whole. Unless rigorous intervention is made, the level of economically inactive youth will increase.

In comparison to study by CASE (2000), challenges facing youth nationally, are similar to those facing youth in Folweni. Those includes crime, drug abuse, teenage pregnancy, unemployment and school drop-out. These challenges have a major impact on the quality of life of the community in Folweni and the country as a whole. These challenges also threaten the economy of the country thus straining the capacity of our environment.

5.2.1. Establishment of Social Movements

The findings of the research clearly show that there are major problems in the area that infringe the sustainable development of the area and the community living in the area. In the long run this affects SA physically, socially and economically and creates political crisis globally. There is thus an urgent need to intervene thus redeveloping the status quo of the area. Youth should thus be empowered to lead its development.

Participants in the study have suggested that structure should be formed for the awareness of drugs and alcohol. In SA in the past, social movements have been formed to address particular concerns and problems. In Folweni, a youth social movement is needed to address all the challenges facing youth in the area. The movement should look at education and training, drug and alcohol abuse, economic development, crime, teenage pregnancy and HIV/ AIDS awareness as a challenge thus attempt to work with the youth to address these.

This social movement should be in line with the National Youth Policy (1996) and it should work with the private sector, the national and local government, and all stakeholders to reconstruct and guide sustainable youth development in the area. It should raise funds for sponsoring workshops and developing the youth.

5.2.3. National Youth Policy: Awareness

The objectives of the National Youth Policy (1996) includes instilling awareness of and respect and commitment of the principles and values ...and a clear sense of national identity; recognize and promote the participation of youth in the reconstruction and development of South Africa. The findings of the research show that all (100%) of the participants have never heard of the National Youth Policy neither do they know about the objectives of the policy. Structures need to be created within the society for the development of youth through acquainting them with the strategies for the governments for the development of the youth.

5.2.4. School Drop Out, Education and Training

The analysis showed that the participants viewed education as one of the strategies that could lead to economic activeness of the youth. Most youth felt that their schools were not 'good enough' for their future.

- **Effective Schools**

Analysis shows that most participants feel the local schools are not effective. According to the study of effective schools (Khumalo, et al 1997) the following are outlined as some of the factors which determine effective schooling: parent and community support; capable teaching force; high pupil participation; order and discipline; positive teacher attitude; etc.

According to the youth, all of the above is lacking in the local schools. Since the participants view education as one of the major challenges, urgent intervention is needed in order to ensure effective schooling in the area.

- **Career Guidance**

This is also a necessity in the area and in most previously black areas in SA. Some institutions are involved in career guidance. Their efforts are not effective since their guidance is directed to the grade 12 learners. By this time learners have already made irreversible mistakes.

- **Motivation and Support**

Human nature strives for support. The case is no different with the youth. They need support from all the stakeholders in whatever development-taking place, no matter how minor. Development through motivation and support of the whole community is thus needed.

5.3. LONG TERM STRATEGIES FOR YOUTH DEVELOPMENT

Strategies for the development of the youth and sustaining the environment are spelt out very clearly in respective policies. The major challenge is the implementation of these strategies. Empowerment of the communities from all levels is particularly necessary. The government has not enough human resources to easily do this. But these strategies are easily implemented if the communities get together and make development their role. The following highlights some of the relevant initiatives that can be long-term guiding principle.

5.4. GUIDING PRINCIPLES FOR ENVIRONMENTAL POLICY

1. Promote reconstruction and development that is environmentally sustainable and maintain the integrity of South Africa's ecosystems, which supports all life systems.
2. Alleviate poverty at all levels. Particular strategies have been suggested on paper and some are implemented nationally. Examples include the famous Xoshindlala project by the department of agriculture. This is a government initiative which have received enormous support from rural communities. This can also play a develop the financial status of urban dwellers.
3. Reduce inequities, particularly access to resources. The major reason for youth not studying further is lack of financial resources. The national policies are clear about equal distribution of resources. Some citizens still do not have access. Support from stakeholders is necessary for the attainment of this principle. Communities need to identify and forward means to strengthen access to resources.
4. Create jobs or at least do not reduce employment opportunities. Most of these principles are aimed mostly at ensuring that everyone if economically active. Education and skills development are some of the major strategies for ensuring that jobs are created and employment opportunities widened.

5. Increase the competitiveness and trade of South Africa
6. Encourage investment in South Africa's future
7. Base environmental policy on the participation of civil society and all stakeholders

5.5. CREATE ECONOMIC DEVELOPMENT AREAS (EDAs)

In his book from poverty to prosperity, Themba Sono (1999) suggests a number of steps to real transformation. Creating Economic Development Areas is one of the most interesting steps. Sono suggest that for years the majority of South Africans were compelled to live in designated areas that constituted a mere 13% of the country. Even in those areas their right to enter into economic activity were limited. He thus proposes that for a particular period, people conducting business or working for employers in these areas be given preferential treatment as compensation for past deprivation.

The EDAs can benefit the country in that:

- Immediate opportunities for wealth creation and transformation of formerly oppressed areas of the country. The more money people make the greater their EDA benefits would be. Most of the areas that were previously designated for black Africans; there are totally no attempts to bring in the wealth. The EDAs are a very good strategy to attract investments in poverty stricken areas.
- Job creation for the local communities within their areas of residence
- Stronger families. One of the reasons youth behave the way they do is because their parents do not get time to sit down and talk to them. They live very early for work and come back very late. EDAs would give them that extra time to be with their families
- The rate of urbanization would decrease. This would make urban governance easier and reduce most of the challenges coming with overpopulation in cities.

- The responsibility of redistribution that is seen as the government's is automatically done by private sector.

Folweni as an area have a potential for an EDAs. With such a number of unemployed youth, the EDAs would benefit a lot from the area.

5.6. CONCLUSION

The youth of Folweni through this study have clearly specified their needs for sustainable development. They have provided very detailed information on challenges facing them as the youth in the area and the country as a whole.

These youth and stakeholders have also suggested strategies that can help in the development of the youth. They have critically viewed the position of the youth and suggested ways that can ensure improvement of the quality of the life of communities in the area. Economic development, skills development, restoring the culture of education, development of sports, formation of social groups has been suggested as some of the strategies.

Participants have identified resources needed for youth development. They have also suggested the roles of all stakeholders in the development of youth. Participation of all stakeholders in the strategies suggested was seen as necessary for development and sourcing the resources.

As Humanistic Geography states that development should incorporate 'cultural, economic, historical, political, regional, social and urban development, it becomes imperative for the development of the area to see the development of the human resources as a major challenge facing the sustainability of the economy of the country thus improving the lives of the communities.

South Africa, like the rest of the developing world, is faced with challenge of developing human resources to reach the global standards especially

economically. Psychology teaches us that it is easier to develop children rather than repairing the adults. For sustainability we need to come together and develop the youth so that they can be economically active. They are the future. Thus communities need to give enough effort into reclaiming the youth at risk and avoid future 'repairs' and the degradation of the environment in any way.

Johnston (1994) deals with Humanistic Geography under the major headings of cultural, economic, historical, political, regional, social and urban geography. The youth and stakeholders of Folweni are very clear about what they want. The challenge is taking the initiative to implement the views and needs of the youth in the area. It is necessary for the youth to take lead in the endeavor particularly because they understand what they want.

Youth should lead youth development and actively participate in decision making taken by the government through relevant structures e.g. youth structures from different political parties, civic organization etc.

The youth should begin to critically evaluate the status quo of the country. They should try to look at the effects of globalisation on their lives and the economy of the county. Youth should evaluate the influence of the current economic system (GEAR) on the lives of youth in the country.

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Questionnaire 1 FOR THE YOUTH

I am conducting a research on the needs of the youth in Folweni Township for sustainable youth development. It is envisaged that findings for this research will help in confronting the challenges facing youth in this area. Your contribution in this research will be highly appreciated.

SECTION A: DEMOGRAPHICS

1.1. Personal

Name(optional)	Age	Sex	Marital Status	M/income	Occupation	Highest Educational Qualification		

1.2. Family Composition

Relationship to you	Age	Sex	Marital Status	M/income	Occupation	Highest Educational Qualification	Number of kids	Other Source of income
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

CODES:

Relationship to Head

1. Head
2. Spouse of head
3. Grand child
4. Father/ mother
5. Other Relative

Sex:

1. Male
2. Female

Age

1. 5-14
2. 15-24
3. 24-34
4. 35-44
5. 45-60
6. 60 +

Marital Status

1. Single
2. Married
3. Single Parent
4. Widowed
5. Abandoned
6. Divorced

Income

1. <300
2. 300-499
3. 500-899
4. 900-1199
5. 1200-1500
6. 1501-2000
7. Other (state)

Education Qualification

1. No formal Education
2. Nursery/Preschool
3. Primary
4. Secondary
5. Tertiary

1.3. If high school Learner fill in the following section:

Future Plans	1 st Choice:		2 nd Choice:		Source of Funding	Preparations Made	Support Needed
	Resource Needed		Resource Needed				
2.1. How satisfied are you with your education background	Very satisfied		Satisfied		Dissatisfied	Very Dissatisfied	
2.2. What are your reasons for not studying further?	Lack of funds		Pregnancy		Inadequate Support Structures (explain)	Sickness (explain)	Other (explain)
2.3. Skills Development	What skills do you currently have		Areas you would like training		What is stopping you from getting the training?		

SECTION 2: CHALLENGES FACING YOUTH

2. What do you see as the challenges facing the youth in folweni	1.	2.	3.	4.	5.	6.
3. Rate the following challenges in the order they affect youth in	Crime and violence	School Drop Out	Alcohol and Drug Abuse	Teenage Pregnancy	Unemployment	HIV?Aids

Folweni						
4. What strategies do you think can be implemented in the development of youth in the areas of	Education and Training	Sports	Economic Development	Health	Teenage Pregnancy	
6. Provide possible solutions to the following:	Crime and violence	School Drop Out	Alcohol and Drug Abuse	Teenage Pregnancy	Unemployment	HIV?Aids
7. Are there any programmes aimed at youth in the following areas:	Education and Training	Sports	Economic Development	Health	Teenage Pregnancy	Fighting crime and drug abuse
8. Who is responsible?						

YOUTH AND THE NATIONAL YOUTH POLICY/COMMISSION

1. What is the National Youth Policy (NYP)	
2. What is the National Youth Commission (NYC)	
3. Where did you hear about the NYP & NYC and when did you first hear about it?	<div>1. Media</div> <div>2. School</div> <div>3. Friend/Relative</div> <div>4. Other (Specify)</div>
4. How has the NYC been any help to you	

SECTION D

What is the role of the following stakeholders in the development of each of these :

	Fighting Crime and Drugs	Education and Training	Sports	Health	Teenage Pregnancy
1. Youth					
2. Parents					
3. Educators and schools					
4. Churches					
5. Councilors					
6. Health Care Workers					
7. Other					

SECTION D

How can we involve the following stakeholders in the development of each of theses :

	Fighting Crime and Drugs	Education and Training	Sports	Health	Teenage Pregnancy
1. Youth					
2. Parents					
3. Educators and schools					
4. Churches					
5. Councilors					
6. Health Care Workers					
7. Other					

Questionnaire 2

FOR THE LOCAL EDUCATORS

I am conducting a research on the needs of the youth in Folweni Township for sustainable youth development. It is envisaged that findings for this research will help in fighting the challenges facing youth in this are. Your contribution in this research will be highly appreciated.

SECTION A: DEMOGRAPHICS

1.1. Personal

Name(optional)	Age	Sex	Marital Status	M/income	Occupation	Highest Educational Qualification		

SECTION B: CHALLENGES FACING YOUTH

2. What do you see as the challenges facing the youth in folweni	1.	2.	3.	4.	5.	6.
3. Rate the following challenges in the order they affect youth in Folweni	Crime and violence	School Drop Out	Alcohol and Drug Abuse	Teenage Pregnancy	Unemployment	HIV?Aids
4. What strategies do you think can be implemented in the development of youth in the areas of	Education and Training	Sports	Economic Development	Health	Teenage Pregnancy	

1. Provide possible solutions to the following:	Crime and violence	School Drop Out	Alcohol and Drug Abuse	Teenage Pregnancy	Unemployment	HIV?Aids
2. Are there any programmes aimed at youth in the following areas:	Education and Training	Sports	Economic Development	Health	Teenage Pregnancy	Fighting crime and drug abuse
3. Who is responsible?						

SECTION D

What is the role of the following stakeholders in the development of each of theses :

	Fighting Crime and Drugs	Education and Training	Sports	Health	Teenage Pregnancy
1. Youth					
2. Parents					
3. Educators and schools					

4. Churches					
5. Councilors					
6. Health Care Workers					
7. Other					

SECTION D

How can we involve the following stakeholders in the development of each of these :

	Fighting Crime and Drugs	Education and Training	Sports	Health	Teenage Pregnancy
1. Youth					
2. Parents					
3. Educators and schools					
4. Churches					
5. Councilors					
6. Health Care Workers					
7. Other					