Investigating youth perceptions of youth participation in development: A focus on community engagement as a platform for youth/student participation at Rhodes University

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ABSTRACT

The main objective of the study is to investigate youth perceptions of youth participation in development with a focus on the Rhodes Community Engagement programme as a platform for youth participation. The study was inspired by trying to locate the position that youth put themselves in when they regard their own participation in development. It was further motivated by trying to gain perspectives from the youth themselves because most discourses on youth rarely feature their own voices. The study utilized a qualitative methodology with an interpretive paradigm, which used semi-structured in-depth interviews as a method of data collection. The theoretical framework used was the notion of *participatory development*. The literature consulted was broken up into participation in development which looked at the history of participation and the need for participation, the importance of participation and the limits of participation and the type of participation. It looked at youth participation, the definition of youth as a group in society and the discourses that surround how youth are defined; lastly it looked at community engage in higher education, the role students place in community engagement and the nature of Rhodes Community engagement. The data was discussed and analysed following the above mentioned themes which were participation in development, youth participation and community engagement. From the data collected it was made evident that if youth are given more spaces and chances to actively participate they could challenge prominent discourses that treat them as irresponsible minors and exclude them from decision-making processes that directly affect them and the society within which they live.

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CHAPTER ONE: INTRODUCTION

Civic involvement or participation of youth is something that most if not all liberal- democratic nations want to encourage and instil into their young citizens (Sánchez-Jankowski, 2002:237). Youth participation is important for both the development of a nation and for the legitimation of a nation's democracy. This is based on the fact that youth represent the largest population in developing nations (Ansell, 2005:3; Udensi et al., 2013:61; DFID-CSO Youth Working Group, 2010:60). Udensi et al. (2013:61) notes: "nearly 50% of the developing world population are youth and children. And that there are 1.2 billion 15 to 24 year olds in the world and one billion live in developing countries." Citizen participation is an important component of liberal democracy. This is because it is through citizen participation that governments in a liberal democratic system become legitimate. Yet a question that remains is: why do youth continue to be marginalized when it comes to their own participation as citizens? It is important for youth to be involved and to participate in development, however they are still left on the margins of society. As Armstrong (2005:8) suggests: "whereas the full participation of youth in the life of the nation is important for the achievement of social justice and the attainment of objectives of national development, it has become increasingly evident that far too many young people have been left at the margin of society."

Youth featured heavily during the liberation struggle that saw the demise of the apartheid system in South Africa. During the liberation struggle young people participated politically in various ways. Whether this was by choice or circumstance many young people fought and died to see the end of the apartheid system. To recognize and commemorate the influence and sacrifice of young people during the struggle the month of June is known youth month and the 16th of June as Youth day to earmark the Soweto Uprising that took place on the same day in 1976. The struggle against apartheid saw the ushering in of a liberal democratic system of governance in South Africa, in which every citizen has a right to participate and this right is enshrined in the constitution of this country. The participation of youth during the struggle highlights the importance for youth civic engagement due to the fact they played a huge role in the fall of the apartheid regime. However, youth participation in post-apartheid remains minimal.

Participation is an important component when it comes to development. This is due to the fact that when people participate in development initiatives they have a vested interest in seeing those initiatives being fruitful and sustainable. Furthermore, participation of people in development initiatives leads to the acquisition of skills that people can utilize to better their existence and lives. Citizen participation and community engagement have long been integral components of liberal democratic theory (Head, 2007:441). According to Sánchez-Jankowski (2002:237) "civic involvement includes a number of activities that people engaged in that helped the general population or support a democratic political system, or both." Community engagement is a form of participation which calls for the community and other stakeholders to build partnerships and be involved in initiatives that benefit the community. Community engagement is about fostering partnerships with community members and other stakeholders to enable an equal contribution and involvement of all involved parties in order to help alleviate or produce solutions to community problems and issues. The link between community engagement and citizen participation is in the involvement and participation of all stakeholders for the betterment of the community.

It is through the participation of people and communities that projects which are implemented can be effective and sustainable. The participation of citizens in development initiatives and development is a vital component for the longevity and sustainability of development initiatives. While other aspects are important in enabling the success of development projects citizens feeling a sense of ownership and pride in initiatives that they participate and are involved in are more likely to maintain and sustain them (Cornwall, 2008:271).

Community engagement features many stakeholders that are partnered up with communities in order to generate knowledge and solution to issues that affect the community at large. Among these stake holders involved in community engagement in South Africa are higher education institutions. As it is revealed by Maistry and Thakrar (2012:62) community engagement is about forming partnerships between the communities and the higher education institutions, in an effort

to combat issues that affect the communities. By forging these partnerships, it is thought that it would be possible to create and shape a shared vision to which the community and other stakeholders in society including higher education institutions could collaboratively work together for the benefit of the communities (Maistry & Thakrar, 2012:62). It is through these partnerships that people can learn from each other and share skills and ideas that can reveal better insights into problems that people face in communities (Hornby, 2013:54). This is a more effective way rather than a top-down approach where the government simply reveals that there will be a project in place without informing and consulting the communities, which is a method that does not foster citizen participation (Boviard, 2007:846).

Community engagement is a process that features community members and other stakeholders and youth are among those stakeholders. It is acknowledged that students have the possibility to be agents and beneficiaries of community engagement; however, there are many questions that surround the position that students have in community engagement (Maistry & Thakrar, 2012:62; Hornby, 2013:55). How student participation in community engagement features, is one of the prominent questions that is still to be critically discussed. In addition to this students understanding of community engagement and their role is still an issue that has not been clearly outlined (Maistry & Thakrar, 2012:62; Maistry, 2012:142). Student participation in community engagement programmes is important and how they are educated on community engagement has the potential to help students participate more effectively in community engagement (Hornby, 2013:55). Furthermore, the lessons that they learn from participating in community engagement programmes and activities can help them in becoming more socially responsible individuals in society (Rhodes University Community Engagement Concept Document, 2012:13). Developing social responsibility in students is one of the requirements of community engagement in higher education institutions. Additionally, through participating in community engagement activities students can acquire knowledge and skills that they can use to help their own communities (Hornby, 2013:55). This is among the reasons why this research is focused on students.

1.1: OBJECTIVES OF THE STUDY

The main objective of the study is to investigate youth perceptions of youth participation in development with a focus on the community engagement programme at Rhodes University in Grahamstown, South Africa. Sub-goals are:

A. to examine how students, perceive their role in participation and development generally;

B. to explore how the Rhodes University Community Engagement programme operates, especially with regard to encouraging genuine participation of students and beneficiaries;

C. And, to determine how students perceive their participation in community engagement at Rhodes University.

1.2: METHODOLOGY:

The study utilized a qualitative research methodology to investigate youth perceptions of youth participation in development with a focus on the Rhodes Community Engagement programme as a platform for youth/student involvement. It is understood that youth are not homogenous and have different perspectives on situations and phenomena and a qualitative approach allowed the researcher to gain a deeper understanding of what youth thought about their participation in development. In order to do this, the study used in-depth semi-structured interviews (please refer to chapter three).

1.3: OUTLINE OF CHAPTERS:

Chapter one: is the introductory chapter which outlines the reasons for the study focus, the objectives of the research, furthermore it situates the research within the context of Rhodes University students and lastly, outlines the methodology of the research.

Chapter two: is the literature review which outlines 3 major sections which are participation in development, youth participation and community engagement.

Chapter Three: is the research methodology that the study utilized which was a qualitative approach. The methods of data collection and the advantages of the method used are explained. The sampling method used will be explained, as well as the sample size. The ethical

considerations are explained and outlined as well in this chapter and lastly the problems encountered.

Chapter four: presents the data analysis and a discussion of the findings. The data will be discussed thematically resembling the themes outlined in the literature review which are participation in development, youth participation and lastly community engagement.

Chapter five: will be the conclusion and the concluding remarks drawn from the study.

1.4: CONCLUSION:

In the introductory chapter the motivation of the study was outlined upon, furthermore the concepts that were utilized throughout the study were introduced. It further outlined the objectives that underpinned the study. It spoke on the methodology adopted for the study and lastly outlined the chapter breakdown of the study. The next chapter of this study is the literature review which will look at the concepts in more depth.

CHAPTER TWO: GENERAL TRENDS IN YOUTH PARTICIPATION

"Although there is growing recognition that by integrating young people, the society is able to generate a broad range of social and economic benefits that would otherwise have been unattainable, there is gross inadequacy of opportunity for meaningful involvement of young people in development." (Armstrong, 2005:8).

INTRODUCTION

The literature review will be divided up into three major sections which will consist of a section on participation in development, a section on youth participation, a section on community engagement and lastly concluding remarks. Section one of the literature review looks at participation in development: its history, the differing conceptions of participation, why it is important and its limitation. This is done to outline the need for people's participation in development and will act as the guiding theoretical framework for the study. Section two of the literature review looks at youth participation and why it is important for youth to participate in development. This is done to help the researcher understand where youth are situated in their participation in development and furthermore outline the reasons for their participation to be encouraged and promoted. Section three of the literature review will focus on community engagement as a form of participation, its history in higher education, how students feature in community engagement and will focus on the Rhodes Community Engagement Programme and how students participate in the programme. Students fall within the age category that defines youth in South Africa and therefore will be the focus of this study.

SECTION ONE: PARTICIPATION IN DEVELOPMENT

2.1: HISTORY OF PARTICIPATION

To reiterate, participation in development is important for the longevity of development initiatives. It further is important due to its ability to transfer skills, knowledge and access to resources for those that participate. However, when looking into the history of participation in development it becomes clear that, the concept of participation and participatory development came to the forefront within the development milieu for the first time in the late 1950s (Rahnema, 1992:117). It was only in the 1970s that participation in development and participatory development gained wide appeal (Oakley, 1995; Swanepoel & de Beer, 1997; Davids et al., 2009; Neves, 2002; Rahnema, 1992; Elahi, 2015:333). The concept of participation arose as an alternative paradigm of development intervention and was a move away from macro and top-down to more human-centered development approaches (Oakley, 1995; Swanepoel & de Beer, 1997; Davids et al., 2009; Neves, 2002; Rahnema, 1992, Roodt, 1996). As Davids et al. (2009:107) puts it "participation means dismantling the top-down prescriptive and often arrogant one-way knowledge transportation and communication styles which are imposed on communities by outsiders." It is through participation of communities and the building of partnerships between communities and other stakeholders such as government that knowledge and skills can be shared. And it is through the sharing of knowledge and skills that people can gain a better understanding of community needs. And furthermore it is through the sharing of knowledge and skills that community members can gain different skills and ways of solving issues. This leads to the empowerment of all that participate.

Top-down development approaches rarely achieved authentic public participation. And without public participation most top-down strategies failed to achieve the desired results that they set out to achieve. Top-down approaches that preceded the need for participation in development such as modernization theory required developing nations to follow a model of development that was similar to first world countries (Dipholo, 2002:62; Neves, 2002:10). This required developing nations to emulate how western nations became industrialized, which called for large, capital and resource intensive development projects that would stimulate economic growth

(Dipholo, 2002:62). These large projects in theory would lead to job creation and economic growth that would lead to a trickling down of wealth and prosperity to the population (Dipholo, 2002:62; Neves, 2002:10). However, in practice this was not to be the case. As Willis (2005:93) explains "rather than 'trickling down' to help the poorest, the benefits of economic development were being experienced largely by the richer countries and groups."

The failure of development projects and economic development to change the lives of the poor led to a shift in mentality in development discourse. It became widely acknowledged that development projects often failed due to a lack of participation and involvement of the beneficiaries, hence advocates argued for their active participation in development (Geilfus, 2008:1; Rahnema, 1992:117). It has become evident that "no development program, however, grand, can succeed unless the local people are willing to accept it and make an effort to participate" (Makumbe 1996:12). Even the World Bank eventually supported the notion of participation of beneficiaries in development, stating that "development projects are more effective when beneficiaries have a role in the way projects are chosen, planned, implemented, and evaluated." (Lamb et al., 2005:171). Participation in development is vital and pivotal for the longevity and efficiency of development programmes this is due to the fact that people can feel a sense of ownership in the projects if they participate in them (Elahi et al., 2015:334; Chinsinga, 2003:131-132; Makumbe 1996:12).

2.1.1: DEFINITION OF PARTICIPATION

It is clearly evident that the concept of participation has penetrated almost all sectors of development although it remains highly contested and a concept that can be manipulated to fit different people's agendas (Rahnema, 1992; Neves, 2002; Swanepoel & de Beer, 1997; Weale, 1999:84). It is evident that the concept of participation is very broad. And as Dipholo (2002:59) states "by virtue of its broad nature, participation in development means different things to different people and the term is, therefore wide open to misinterpretation." Additionally, Oakley (1995:3) writes "people's participation in development, is a complex concept. In essence participation is concerned with a broad commitment to redress the imbalances of development activities and to provide the conditions in which people can take an active role in the development process." Generally, there are two conceptions of participation: the narrow and

broad perspective. The former can be interpreted as passive and consultative. According to Swanepoel and de Beer (1997:26) "this form of participation can be viewed as a way to collaborate and provide information... is merely a passive process to provide information where the important decisions have been taken by the politicians and the bureaucrats." The latter conception describes participation as the broad and active participation of people in all aspects of socio-economic development (Oakley, 1995; Swanepoel & De Beer, 1997). Keeping in line with the two conceptions of participation, Participation in development can further be explained as both a process and a tool (Elahi et al., 2015:339). Participation as a process has the potential ability to enhance the capacity and skills of individuals (men and women, marginalized, advantaged and disadvantaged groups) to improve their lives and to provide equitable access to basic facilities (Elahi et al., 2015:339). As a tool, participation has the potential of enhancing the efficiency of the individuals involved in development projects (Elahi et al., 2015:339).

2.1.2: FORMS OF PARTICIPATION

Due to its broad nature participation is complex in terms of its definition and open to manipulation. In addition to this participation of people takes on different forms. Geilfus (2008:3) presents a participation ladder in which he ranks the type of participation that are possible to have. In this ladder Geilfus (2008:3) reveals six forms of participation which are: (1) Passivity, (2) Information providers, (3) Consultative participation, (4) Incentive-based participation, (5) Functional participation, (6) Interactive participation, and lastly Self-development. Within the different forms of participation what is required from those that take part is different. In addition to the different requirements the skills and knowledge that are transferred between the people participating is different. As Geilfus (2008:1) notes "what truly determines the level of participation in this ladder is the degree of decision-making power accorded to the community or the people that participate. This is true both of relationships between community members and the development agency and those within community organizations and institutional local actors." Power dynamics play a huge role in the concept of participation and that is evident in the different forms of participation.

Passive participation is a form where people are merely tools and have no influence in decision making and conception of projects and initiatives (Geilfus, 2008:3; Davids et al., 2009:116; Cornwall, 2008: 272). The drawback of this kind of participation is that it does not translate into genuine involvement of the people who participate. They are reduced to merely being labourers in projects that are already created and put in place. Additionally, to this when people passively participate that have no say regarding when they choose to participate. They are merely ordered to participate and do not freely choose to do so (Geilfus, 2008:3; Davids et al., 2009:116; Cornwall, 2008: 272).

The second form of participation requires people to be give information and as information providers: people participate by filling out survey questionnaires, this is done without them having a say in the use given to survey data (Geilfus, 2008:3; Davids et al., 2009:116; Cornwall, 2008: 272). With this type of participation there is no reciprocity and people are there to give information about and to pre-determined issues that are being investigated. They have no say in how these surveys are developed or how the questions are phrased. Additionally, with this type of participation people have no control in how the information they give is utilized. Genuine participation in which parties involve exchange knowledge, skills and resources is not achieved with the first two forms of participation. The third form of participation too does not generate genuine people participation. In this form of participation people are merely consulted by external agents. In consultative participation: people are consulted by external actors who listen to their opinions; however, they have no say in the decisions made as a result of these sessions (Geilfus, 2008:3; Davids et al., 2009:116; Cornwall, 2008: 272). In this form like the previous forms of participation there is no genuine participation where there is an equal exchange of information, skills and resources. Furthermore, there is no collaboration between the different stakeholders involved in these exchanges.

In the fourth conception of what it means to participate, participation is categorized on the basis of incentives changing hands. In incentive-based participation: people participate mainly by supplying labour or other resources (land for pilot projects, for example), in exchange for certain incentives (material or social goods, or training). While the project requires their involvement, they have no direct role in decision-making (Geilfus, 2008:3; Davids et al., 2009:116; Cornwall,

2008: 272). Although the transfer of skills under this form of participation is involved there is no empowerment and people still have no stake in the decision making process. They have no stake in how their labour or land is used. And the incentives that they received are pre-determined by external agents. This means that they have no decision in how much they gain from their involvement and participation.

The fifth form of participation on the participation ladder is functional participation. In this form people play a function in forming and building work groups that ensure pre-established project goals are met. They have no stake in project formation and design however they are consulted during follow-ups and when adjustments need to be made (Geilfus, 2008:3; Davids et al., 2009:116; Cornwall, 2008: 272). In this form of participation people's involvement is merely a tool to help meet project objectives and goals. The sixth form of participation is more inclusive and entails partnership formation. Interactive participation is where organized local groups are involved in all aspects of the project, from the design stages, to implementation and evaluation. This form of participation involves systematic and structured teaching/ learning processes, as well as a progressive transition toward the people being in control and managing the project (Geilfus, 2008:3; Davids et al., 2009:117; Cornwall, 2008: 272). In this type of participation skills development and learning is achieved.

Lastly Self-development: in which organized local groups take the initiative, without waiting for external input. External parties assume an advisory role, acting as partners (Geilfus, 2008:3; Davids et al., 2009:117; Cornwall, 2008: 272). It is evident that as you begin to move up the ladder the type of involvement that is required changes. While people's involvement changes, the type of influences that people have in these projects changes as well. Partnerships are formed and a shared learning process is achieved in the last form of participation which is a form that encourages self-development and diminishes the top-down approach that we see in other forms of participation.

2.1.3: LIMITATIONS OF PARTICIPATION

Participation may have the ability to enhance or build skills of all the people that take part in development initiatives. However, romanticizing participation is problematic because the concept itself is problematic. Its definition is broad and open to manipulation and is often used as a propaganda tool to use communities and people as tools for initiatives that are predetermined without consultation. In addition to these people's participation can be used to romanticize how project are and paint a picture of equality and equal participation when there is none. As Elahi et al. (2015:334) notes "participatory development can be described as a manipulative tool to engage people in pre-determined economic, social and political processes, and an expedient way to achieve goals or an attempt to support a democratic process for the improvement of well-being of the entire population through their free and meaningful participation in development."

In addition to the manipulation of the concept and the fact that the notion is broad and fits people's agendas, power dynamics influence the amount of participation that people have. Furthermore, there can never be equality in partnerships that call for people's equal participation. Roodt (1996:323) explains "local elites monopolize power and are often hostile to widespread participation, using a combination of power positions, such as class, race, gender, age and education, often backed by tradition to prevent this from occurring." It is possible that people bring more resources than others and have more influence in how projects are run because of status and it is those power dynamics that limit the effectiveness of participation in development initiatives to benefit everyone involved. As stated in the previous section some forms of participation require people to be docile bodies that are used to meet project objectives in which projects are already drawn up and predetermined. So it remains possible that people may be side-lined. As stated in the introduction youth remain in the margins of development, this adds to the fact that other people's involvement can be hindered based on age (Wong, 2008; Ogbu & Mihyo, 2000).

It is thought that through participation people can be empowered (Neves, 2002:10; Davids et al., 2009:118). There is a distinction that is revealed which relates to participation as involvement or participation as empowerment. Participation as involvement is weak, sometimes co-opted, used to mobilize the public, a top-down decision making process, anti-participatory and manipulative

mode of participation (Davids et al., 2009:119). However, when you regard participation as empowerment it becomes a process that leads to strong participation, social learning, capacity building and a bottom-up decision making process (Davids et al., 2009:119). Both conceptions of participation result in different outcomes of participation. In order for participation to truly result in the empowerment of all the people that are involved in development initiatives notions of power need to be re-evaluated (Dipholo, 2002:66).

Participation in development is important for the longevity of development projects; it is vital for the skills formation, building and enhancement of all that take part and are involved. It is through being involved that people have the opportunity to learn and have access to different resources. It is through the partnerships formed that people can transfer knowledge about lived experiences and different ways of solving problems to which people face. For youth being involved in development gives them an opportunity to learn from adults on how things are done and to gain more experience. Youth can further aid adults and teach them new ideas and ways of doing things and looking at issues. The sharing of knowledge exposes all involved to different viewpoints that may enable people to enhance their lives and enhance their communities. In addition to that being involved and being given recognition for their involvement youth may gain more confidence in becoming socially responsible citizens. However there many limitations when it comes to the notion of participation that need, redressing in order for people to feel a sense of empowerment when they participate in development projects and development itself. The next section of this literature review will look at youth participation and why it remains important for youth to be more involved and socially responsible.

SECTION TWO: YOUTH PARTICIPATION

2.2: YOUTH PARTICIPATION

Participation is considered to be a right and a way for citizens to exercise their right in a country (United Nations Children's Fund, 2001:1-2; DFID-CSO Youth Working Group, 2010:11; Weale, 1999:84; Roodt & Stuurman, 2011:66; Farthing, 2012:73). Participation and civic engagement can be understood as the process through which young women and men can exercise their rights and assume their responsibilities as citizens and social actors (UNESCO, 2013:4; Farthing,

2012:73). It is through participation that citizens can exercise their voice in any liberal democratic institution or nation. Furthermore, participation and civic engagement remain integral components of liberal democratic theory (Head, 2007:441). There is a growing awareness that the full participation of youth in the life of the nation is important for the attainment of social justice and the achievement of objectives that lead to national development (Armstrong, 2005:8). As stated previously in the introduction youth featured heavily during the liberation struggle that saw the demise of the apartheid system in South Africa. During the liberation struggle young people participated politically in various ways such as being foot soldiers or informants for the various anti-apartheid parties. Whether this was by choice or circumstance many young people fought and died to see the end of the apartheid system.

To recognize and commemorate the influence and sacrifice of young people during the struggle the month of June is known youth month and the 16th of June as Youth day to earmark the Soweto Uprising that took place on the same day in 1976. The struggle against apartheid saw the ushering in of a liberal democratic system of governance in South Africa, in which every citizen has a right to participate and this right is enshrined in the constitution of this country. The participation of youth during the struggle highlights the importance for youth civic engagement due to the fact they played a huge role in the fall of the apartheid regime. However, youth participation in the post-apartheid remains minimal. It is evident that youth have been left in the periphery of democratic life as citizens (Armstrong, 2005:8, Ansell, 2005:3). As Armstrong (2005:8) reiterates "it is widely recognized that young people are kept on the periphery of the major economic, social, political and other decision-making structures of society."

As the biggest population in developing nation's youth are a valuable resource for these nations to tap into (Ansell, 2005:3; Udensi et al., 2013:61; DFID-CSO Youth Working Group, 2010:60). As Udensi et al. (2013:61) notes "nearly 50% of the developing world population, are youth and children. And that there are 1.2 billion 15 to 24 year olds in the world and one billion live in developing countries." The fact that youth comprise the biggest population in developing nations they are an asset for economic development in these nations furthermore they act as a labour source for these nations (Armstrong, 2005:6; Udensi et al., 2013:61). In South Africa the overall

population is estimated at 50 million, an increase of about 2.5 million between the year 2005 and 2009. Furthermore, it is estimated that 37% of the entire population is constituted by youth, and this results in the youth being the biggest age category of the South African population (Mathivha, 2012:13). There is a growing recognition that youth should be given more opportunities to participating in development (Armstrong, 2005:8).

The perception that people have about youth hinders the process of youth participation. There are two prevailing perception of youth in many countries, youth are seen as either a problem that needs a solution or a subgroup in the society that needs to be protected (Chege, 2011:1). Both prevailing perception prevent youth from being given platforms to participate and to be heard. Furthermore, it remains evident that adults use their power to prevent the participation of youth and this can be the result of how they perceive youth. This will be further expanded in the section that speaks to why youth should be involved and should participate.

2.2.1: DEFINING YOUTH

Although there is no universally agreed upon definition of what constitutes youth and the definition ranges from region to region and country to country (Ansell, 2005:1). For example, the United Nations defines youth as persons located within the 15-24-year age group (Udensi et al., 2013:61; Phaswana, 2009:1; DFID-CSO Youth Working Group, 2010). However, in practice the operational definition varies from country to country this is true on the basis that youth in South Africa is defined as, the group of people between 18 - 34 years of age (Mathivha, 2012:13; Marina et al., 2011:6; Phaswana, 2009:2). This categorization also varies from department to department. It should be made clear that youth are not a homogeneous group and defining them according to age omits this fact. Furthermore 18 year olds do not share the same mindsets, ways of thinking and responsibility as 35 year olds so clustering them as youth into one category is problematic. In addition to that youth come from different backgrounds and socio-economic classes so their views will differ based on where they come from and how they were raised.

 The study will focus on Rhodes University students this is due to the fact that they fall within the defining age category of what is means to be youth in South Africa. And furthermore Rhodes University offers a diverse student body from differing cultures and backgrounds and economic

classes. This makes it a very advantageous location to conduct the study because of the diversity of their student body. Additionally, because of the diverse student body the way they interact and perceive the world will be different. And how they relate to participation in development and development itself will be different and this will offer greater insight for the study that will be carried out.

2.2.2: WHY YOUTH?

The underlying reason for the focus on youth is that when people theorise about the youth they paint a picture of a homogenous group. However, youth are not a homogenous group that face the same problems (Ansell, 2005:4). In repetition it should be made clear that youth are not a homogeneous group and defining them according to age omits this fact. Furthermore 18 year olds do not share the same mindsets, ways of thinking and responsibility as 34 year olds so clustering them as youth into one category is problematic. For this reason, their perspectives on what it means to participate in development will differ (Ansell, 2005, Armstrong, 2005). The concept of youth is a contentious concept and youth are perceived of in different ways (Phaswana, 2009:2; Ogbu & Mihyo, 2000:3). When it comes to development, youth participation and inclusion in decision making processes and development initiatives is often minimal. There are power dynamics at play that prevent youth from fully participating or being able to participate in development or as citizens. As noted in the section on participation there are power dynamics that prevent participation of people from occurring. As Roodt (1996:323) confirmed earlier age and gender can be used as a factor to prevent active participation of people.

So youth can be prevented from participating based on their age as well as gender. This sentiment is clearly explained by Wong (2008:1) who explains that: "As adults set the agenda for how youth programs are designed and which adolescent policies are prioritized, youth are a vital but frequently ignored source of expertise." This adult-centric approach disregards the notion that young people can be active agents in their own development. Furthermore, by disregarding youth the adult-centric approach omits the fact that youth are different and they offer differing ideas and solutions to problems that they face and that their communities face. In addition, "listening to young people's ideas can both empower youth to voice their perspectives and strengthen our understanding of what youth identify as salient" (Wong, 2008:1).

Keeping youth in the margins and the periphery of society is problematic because youth are said to be the next leaders of society yet they are not given a platform to learn and gain skills and experiences that may equip them to be better leaders and to better serve their communities. The reason for youth being pushed to the margins of society lies in perception that adult-centric approaches have when it comes to theorising about youth. This is clearly illustrated by Ogbu and Mihyo (2000:3) who postulate "that in most communities, young people are assumed to be unsure of what they want, short-tempered, lacking in coping skills, immature, restless, unsettled, and unable to handle stress. Because of these prejudices, youth have not been given more responsibility or a chance to use their potential to the maximum." When people conceive of the youth there is often little regard for their views. This is a view shared by Wong (2008:8) when she states that: "Youth perspectives are largely absent from the research literature and news media. Researchers, advocates and policy makers typically rely on data about adolescent behaviours from clinicians, parents and closed-ended adult developed surveys." It is the above mentioned views on youth that lead to them being side-lined and left in the margins of society without being given proper platform to exercise their rights to participate fully. Furthermore, the perspectives that people have about youth either paints youth as a problem to be fixed or a group that needs to be protected for their own benefit (Phaswana, 2009; Chege, 2011:1).

These two perspectives have influenced how people view youth and have led to the youth voice being minimal or diminished in discourse about youth and their own development. The first perspective youth as victims painted a picture of youth as vulnerable weak and dependent and reliable on adults for protection (Phaswana, 2009:3; Matsela, 2015:1). This perspective has influenced how people relate to youth in many countries. Even in South Africa as in many other countries parents would rather have their youth under adult supervision where they can monitor their actions (Phaswana, 2009:3; Ansell, 2005:14; Matsela, 2015:1). The second perspective which according to Ansell (2005:14) has been a predominant view over the last 150 years is the view of youth as a problem or as a subgroup within society that is troubled with repeating moral panics. This view is reiterated by Phaswana (2009:4) who posits that "this perspective emerged as many societies struggled with costs associated with problem behaviours such as juvenile

delinquency, early pregnancy, substance abuse and sexual infections among youth. Furthermore, young people began to be seen as 'problems' that require services to be fixed."

This is still a recurring perspective in South Africa because youth are linked to high crime rates, substance and drug abuse, unemployment and sexually transmitted diseases (Phaswana, 2009:5). Participation has the ability to help people gain skills and experience, give access to resources and furthermore translate to people being more socially responsible and active citizens. However, because of the perception that adults have about youth their participation is lacking. As a result of youth participation being absent they cannot build new skills, acquire new experience and different ways of thinking that could be helpful in their search for employment. In addition to this the youth voice is lacking in perspectives and policies that target the youth and this results in a lack of understanding that adults have about youth and youth being silent about their views and how they experience and relate with the world. This only results in the recurrence of moral panic among youth and the continuation of the dominant perspectives about youth which often paint gloomy pictures about them.

The perspective that treats youth as problems and threats to themselves and society has led some countries such as the UK to call for the need for services that would help in managing youth (Phaswana, 2009:4; Hallet & Prout, 2003). However, this perspective has intensified the negative social perception that people have about and towards youth, which is still evident in many societies today. Additionally, this perspective makes youth the most restricted group (Phaswana, 2009:4). These two perspectives or perceptions of youth have led to youth not being given platforms to voice their opinions and perspectives. The youth voice can be explained as youth taking an active role in sharing and speaking out about their views and perspectives on issues that affect them and their communities (Wong, 2008:2; Farthing, 2012:73). It recognises youth as potential assets and as having knowledge and ideas that could help solve problems and foster new and dynamic solutions (Wong, 2008:2). Giving youth a chance to be active actors that are given the platform to voice their opinions can empower them to be more active citizens and further allow people to better understand youth rather than have preconceived prejudices that paint all youth under the same banner (UNESCO, 2013:4; Farthing, 2012:73).

A shift in the perspectives that people have about youth is occurring and it has been occurring over the last two decades, this view sees youth as valuable resources that can contribute to societies and communities (Phaswana, 2009:4; DFID-CSO Youth Working Group, 2010). The underlying notion in this perspective is that youth have the potential to become successful in life and have an active role in their communities' development. Furthermore, research is beginning to show that when given an opportunity to participate; young people can bring in unique contributions (Phaswana, 2009:4). There is a recurring   notion that through active participation youth will be empowered to become more responsible citizens and social actors (UNESCO, 2013:4). Furthermore, it is thought that youth will acquire skills, knowledge, have access to resources and build relationships that will help them in fostering their own development and the development of their own communities' development (van Gyampo & Obeng-Odoom, 2013; UNESCO, 2013:3; Udensi et al., 2013).

This current perspective that views youth has possessing the innate potential to make valuable contributions to their own development and the development of their communities' as well as being contributing active social actors and citizen is the underlying reason for the focus on youth in this research (UNESCO, 2013:4). The DFID-CSO Youth Working Group, (2010: vi) notes "there is growing momentum on youth participation within the development community. Governments around the world are increasingly supporting youth ministries, youth policies and youth programmes, and there is now greater recognition that young people are the future of their countries' development."

2.2.3: YOUTH PARTICIPATION: WHAT DOES IT MEAN IN PRACTICE?

The concept of youth participation remains a highly contested concept that is multidimensional in scope (Phaswana, 2009: 6). Most definitions of the concept dwell on the purpose of involving youth when they define the concept (Phaswana, 2009: 6). Youth participation is defined as "the involvement of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and/or decision-making affecting others in an activity whose impact or consequence is extended to others— i.e., outside or beyond the youth participants themselves" (Udensi, 2013:62; Armstrong, 2005; Cornwall, 2010:7). The above mentioned definition reveals

the dimensions of youth participation. The first being the involvement of youth in responsible, challenging action that meets genuine needs.

The second dimension is giving youth access to decision making apparatus that are currently in the hand of adults. As Phaswana (2009:7) notes where participation is political the power dimensions between youth and adults are called to be transformed. The transformation of the power dimensions allows for better dialogue between adults and youths. It is the transformation of adult institutions that would allow youth to have access to or the sharing of decision making apparatus with youth and furthermore lead to the promotion of youth citizenship (Phaswana, 2009:7; CSSP, 2011:2; UNESCO, 2013:4). The relationships that are fostered or built when youth actively participate as citizens can have a lasting and positive effect on the youth as well as their communities'. As Phaswana (2009:7) confirms "where the intention for participation is rather social, participation may entail 'taking part in an activity/event', 'building social networks or intergenerational relations'. Here, attention is given to positive development or wellbeing of youth."

Participation is important for youth on the basis that through participation youth develop and acquire new skills, gain work experience, form goals, gain confidence and attain valuable resources, all while contributing to the good of their communities (Udensi, 2013:62; Armstrong, 2005; CSSP, 2011:2). In addition, Udensi et al. (2013:61) points out "youth represent a vast and often untapped resource for immediate and long-term community development efforts." Armstrong (2005:6) concurs and states "mainstreaming youth in development is therefore a model for targeting that large sector of the population and tapping into the innate potential of the most vibrant sector of the productive labour force." Most literature points to the benefit of participation for youth as a category. This is done at the expense of forgetting that youth are not a homogenous group and that participation can have a different connotation for each person. As Phaswana (2009:7) reveals that literature on participation points out two types of participation that need clarification… these two forms are individual and collective participation. Where participation is on the individual basis, young people speak to their personal views on issues that affect them and may not necessarily affect other youths in the same manner (Phaswana, 2009:7). This helps to aid the notion that youth are not homogenous. Individual participation has the

added benefit of revealing the personal views that people have about a project or policy that may not represent the view of the collective.

Where participation is of a collective form it is thought that people come together in spaces that can result in their collective voices being heard (Phaswana, 2009:7). The positive effect of collective participation is that young people can be taken more seriously as a group. Phaswana (2009:7) notes that "at the core of the literature on youth participation is the supposition that incorporating youth in decision making increases their chance to influence services and policies directed at them." Furthermore, group situations have the innate potential to discuss issues that affect them which result in dynamic solutions that would not have been thought of. Collective forums and gatherings bring together individuals with different mind-sets and perspective about problem solving and how people relate to issues. These settings help open youths to different ways of thinking and tackling problems which is a useful skill in employment settings. In agreement Phaswana (2009:7) notes through participation young people can benefit by gaining skills that can be put to use in future employment." Besides problems solving, collective forums give youth the chance to learn conflict resolution skills as well.

SECTION THREE: COMMUNITY ENGAGEMENT

Rhodes University offers its students an opportunity to be involved and to give back to the community through community engagement programmes. The Rhodes University Community engagement Office co-ordinates programmes which offer its students a platform to participate and be involved in initiatives that are for the benefit of the Grahamstown community. Community engagement as a platform for participation to occur gives students the opportunity to practically use the knowledge that they acquire in their studies in a way that they assist the Grahamstown community and its residents. In addition to this it allows them the opportunity to be exposed to different livelihoods that are faced by people in communities and ways in which they could assist the situations that people face. This is done to help them acquire or build more grounded perspectives of how other people live and the problems they face and how they as students could assist them. This section of the literature review will speak to community engagement and how it arose, how students fit in community engagement and the community engagement programme that Rhodes University offers. This will be done by locating community

engagement at tertiary level due to the fact that community engagement a concept that has been adopted by various actors, such as the business sector, government as well as tertiary institutions and non-government organizations.

2.3: COMMUNITY ENGAGEMENT AT TERTIARY LEVEL

Community engagement is one of three principles in the South African higher education system along with teaching-learning and research (Hall, 2009:1; Akpan et al., 2012:1; Head, 2007; Olowu, 2012:89; Maistry, 2012:142). The concept of community engagement arose in the higher education system during the 1990s (Hall, 2009:1; Lazarus et al., 2008:59; Maistry, 2012:142). The notion or the concept of community engagement came about in part as universities response to government mandates and pressures from varies stakeholders such as civil society and the business sector (Akpan, 2012:1; Olowu, 2012:89). In addition to this the socio-economic realities in their immediate neighbourhoods inspired universities to increasingly venture into activities that reached beyond their traditional function (Akpan, 2012:1; Olowu, 2012:89). This was a thought to make universities more responsive to the socioeconomic and development needs of people in both communities and the national dynamics of the country (Hornby, 2013:54; Olowu, 2012:89).

The 1997 White Paper on Higher Education outlined a requirement that called for public higher education institutions to display a sense of social responsibility and to affirm their commitment for the common good by making available expertise and infrastructure for community service programmes (Hall, 2009: 2; Akpan et al., 2012:1; Lazarus et al., 2008:60; Olowu, 2012:89; Maistry, 2012:142). In addition to this the White Paper called on universities to promote and develop social responsibility and to promote awareness among their students of the role that higher education institutions have in social and economic development through community service programmes (Akpan et al., 2012:1, Hall, 2009:1; Lazarus et al., 2008:59; Olowu, 2012:89; Maistry, 2012:142). Furthermore, the need for community engagement was to instil good civic morals in their students. This was done to ensure that by the time students' graduate they are, well-rounded and have a sense of the different problems that face communities and the ways in which they could help alleviate them (Hornby, 2013:54; Olowu, 2012:89).

The department of education makes it mandatory for public higher education institutions to implement community engagement as part of their mission. Hall (2009:2) reveals that "while by 1999 most institutions had included the concept of community engagement in their mission statements, only one had operationalized it in the three-year rolling plan required by the Department of Education." This statement reveals a key problem with the concept of community engagement, which is its definition and furthermore how to put the concept into practice. Lazarus et al. (2008:60) reveals that in a study conducted by the Joint Education Fund during 1997 and 1998 which was commissioned by the Ford Foundation revealed four key findings.

The first of which revealed that "most higher education institutions in South Africa included community service in their mission statement, furthermore few higher education institutions had an explicit policy or strategy to operationalize this component of their mission statement" (Lazarus et al., 2008:60; Olowu, 2012:89). In addition to the above mentioned it was revealed that "most higher education institutions had a wide range of community service projects; and lastly generally these projects were initiated by innovative academic staff and students and not as a deliberate institutional strategy and certainly not as a core function of the academy" (Lazarus et al., 2008:60; Olowu, 2012:89). The purpose of community engagement was to bring universities as entities into the struggle of socioeconomic development of communities in the country and not just the communities that surround them (Hornby, 2013:54; Olowu, 2012:89; Maistry, 2012:142).

2.3.1: DEFINING COMMUNITY ENGAGEMENT

As revealed above community engagement has areas of contestation, one of which is around defining the concept of community engagement. Most institutions have differing ideas about what it means to be engaged and have differing notions of what community engagement truly entails (Mudefi, 2011:1-2; Akpan et al., 2012:1). This is among the reasons why community engagement continues to be a contested concept (Kruss, 2012:5; Douglas, 2012:27; Pienaar-Steyn, 2012:40; Netshandama & Mahlomaholo, 2010). Maistry and Thakrar (2012:61) reveals that community engagement can be defined as initiatives and processes through which higher education institutions make use of their knowledge, expertise and resources in trying to address issues that impact the communities that they are located in. Furthermore, community engagement

can take on a variety of forms, these forms can range from informal activities that are unstructured to a certain degree such as volunteering, to more formal forms such as structured academic programmes such as service learning and action research all in an effort of addressing particular community needs (Maistry & Thakrar, 2012:62; CHE, 2004).

Another definition of community engagement which is revealed by Maistry and Thakrar (2012:62) is that community engagement is about forming partnerships between the communities and the higher education institutions, in an effort to combat issues that affect the communities. By forging these partnerships, it is thought that it would be possible to create and shape a shared vision to which the community and other stakeholders in society included higher education institutions could collaboratively work together for the benefit of the communities (Maistry & Thakrar, 2012:62). From the above mentioned definitions it can be clearly noted that community engagement is an attempt to bring higher education institutions closer to the communities that they are located in, as well as forge partnerships with the communities that has the potential for all involved to learn from each other in coming up with solutions that address the issues that face the communities (Hornby, 2013:54). There are many questions surrounding the notion of community engagement and how to implement it.

However, for the purpose of this research the study looks at student participation and how that is facilitated within the process of community engagement. Furthermore, there is a recognition that at the core of community engagement is the process of building partnerships and promoting the participation of various stakeholders and among some of those stake holders are the students that make up these higher education institutions (Hornby, 2013:55). At the core of community engagement is the promotion and the building of social responsibility and a sense of civic duty among students (Hornby, 2013:54). In addition to this community engagement activities or initiatives give students a platform to utilize their rights to participate and to promote the development of communities (Hornby, 2013:55). As it is revealed by Cahill (2001: v) "communities are dependent upon the minds, hearts and hands of young people." Students as young people can both offer new ideas and learn from both the communities and other

stakeholders that form the community engagement process (Hornby, 2013:55). As it is noted by Udensi et al. (2013:61) "through active participation and encouragement; youths can be an effective instrument for community development programmes." It is further emphasized by Udensi et al. (2013:62) that "community development literature emphasizes the importance of citizen participation as a means of strengthening communities."

A vast number of students from these higher education institutions that promote community engagement are not part of the communities that these institutions are located in and work in. However, through the process of community engagement and being involved in community engagement projects these students can learn from the communities in which they are placed in. In turn from learning from communities, students can transfer those skills and ideas to programmes that can benefit the communities that they come from. Students as young people can be effective actors in promoting community development in communities that they are from and other communities that require them. Most communities in South Africa face similar problems and share similarities in the issues and needs that they have. And how each community deals with issue surrounding development can be translated into solutions that can better aid communities they may come across in similar situations.

2.3.2: STUDENT PARTICIPATION IN COMMUNITY ENGAGEMENT

The call for tertiary institutions to feature community engagement was due in part to the need to expose and build a culture of social responsibility among its students, and to show students the responsibility that universities have in helping address issues that communities face (Maistry & Thakrar, 2012:61). Students have the potential to be agents of development and it was acknowledged that they could inherit community engagement as beneficiaries and be agents of community engagement programmes in that they could create and maintain their own projects, however there are many questions that surround the position that student have in community engagement and what their role means (Maistry & Thakrar, 2012:62; Hornby, 2013:55; Maistry, 2012:142). Furthermore, there are questions that surround how student participation in community engagement features and can be sustained. In addition to this students understanding

of community engagement and their role is still an issue that has not been clearly outlined and articulated (Maistry & Thakrar, 2012:62).

Student participation in community engagement programmes is important, this is due to the fact that when students engage with the communities they are exposed to different livelihoods that some might not have known (Kumalo, 2015:4). In addition to this the exposure is provides a learning experience for them that they do not receive in their classes. And it allows students the chance to apply the knowledge that they learn to real life situations and places and therefore leading to well-grounded graduate, this is one of the motivating factors for the call for students to be involved in community engagement whether it actualizes in a question. It should be added that the way students perceive community engagement and how they are educated on community engagement can better aid students in their involvement and how they participate more effectively in community engagement site and with the people that they work with (Hornby, 2013:55).

Furthermore, the lessons that could be learned from participating in community engagement programmes and activities can help student in becoming more socially responsible individuals in society and additionally give them skills that they could use in their lives after leaving higher education institutions (Rhodes University Community Engagement Concept Document, 2012:13). Additionally, students through participating in community engagement activities are thought to have the potential of acquiring knowledge and skills that they can use to help their own communities (Hornby, 2013:55). This can result in students becoming agents of community engagement which can translate into them becoming more active citizens and realizing their rights to participate in democratic life and the development of their own countries. This is something that cannot be effectively achieved when students or youth participate only by voting once every five years when elections are held.

2.3.3: RHODES COMMUNITY ENGAGEMENT PROGRAMME

As mentioned before that Universities have been called to have community engagement as a part of their mission statements. This is aimed at making universities more responsive to the

problems and issues that face the communities in which they are located in (The Rhodes University Community Newsletter Rhodos, 2015:2). According to the Rhodes University Community Engagement Concept Document (2012) "Community Engagement (CE), as a practice, has a relatively long history within South African Higher Education Institutions (HEIs) as recourse for enhancing teaching and learning and research practices." It further notes that in particular, "Rhodes University has seen the establishment of a number of large and small-scale projects by students, individual academics and departments; while the formalization of CE at Rhodes began with the establishment of the Rhodes University Community Engagement (RUCE) department in 2010" (Rhodes University Community Engagement Concept Document, 2012).

The Rhodes community engagement currently features a wide variety of student-driven initiatives and programmes, alongside ones that are driven by departments and some entities within the university itself (Rhodes University Community Engagement Concept Document, 2012:11; Rhodes University Community Newsletter: Rhodos, 2015:3). All these initiatives are meant to both help out the community with issues that face the community and further to help give students a platform to put into practice the theoretical knowledge that they learn in the class room (Rhodos, 2015:3). Through their participation it is thought that students will leave Rhodes University as well rounded graduates that have a sense of social responsibility (Hornby, 2013:54; Maponya, 2015:4). In addition to this, students are encouraged to participate and be involved in activities such as volunteering initiatives and to contribute to the community engagement scholarship at Rhodes (Rhodos, 2015:3). By calling for student involvement in community engagement projects and initiatives students have the opportunity to be exposed to different strategies and ways in which they can assist the community to combat issues that they face (Hornby, 2013:54). Furthermore, by acquiring these skills students can be shown that participation as a citizen of a country goes beyond the act of just voting. And that being a socially responsible citizen is vital for the progression of a nation.

Among the reasons for community engagement in higher education institutions was to have university be more socially responsible and be more responsive to the issues facing communities where they are located and the nation itself. The contribution that universities make towards the development of their communities through community engagement practices and initiatives should not be undermined or underestimated (Rhodes University Community Engagement Concept Document, 2012:11). One of the key requirements that the Rhodes community engagement programmes tries to fulfil when engaging with the community is to apply principles of community development such as participation, ownership, learning, social justices and sustainability (Rhodes University Community Engagement Concept Document, 2012:11; Rhodos, 2015:2; Bradfield, 2013:34; Hornby, 2013:55).

The current configuration of the community engagement at Rhodes University features three programmes, these include service learning; community engaged research and the student volunteer programme (Rhodos, 2015:3; Rhodes University Community Engagement Concept Document, 2012). For the purpose of this research the student volunteer programme will be looked at. The reason for this is that through volunteering youth can realize and institute their right to participate in activities that are for the betterment of their communities. The student volunteer programme is a programme that features activities that are meant to support community development programmes (Rhodos, 2015:3). In addition to this volunteering gives students the opportunity to obtain skills and expose them to different livelihoods and in turn help them use the knowledge and skills that they learn in the class room in practical situations. There is a recurring thought that this will help in the production of well-rounded graduates and socially responsible citizens. And it is further thought that the skills which they learn will be useful in their preparation for work and their social environments (Rhodes University Community Engagement Concept Document, 2012:14; Rhodos, 2015). Developing a sense of social responsibility in university students in one of the mandates for community engagement programmes and the student volunteer programme is one of the ways in which this can be achieved.

Students who avail themselves and participate through volunteering are given training to make sure that they are effective in the sites that they are placed in and the people they work with (Rhodes University Community Engagement Concept Document, 2012:14; Moselokgomo, 2015:4). According to Moselokgomo (2015:4) "the community engagement office provides mandatory training before students embark on one of their greatest journeys. The training is covered over two days and is an essential foundation which ensures that both volunteers and their sites benefit from their collaborative effort." The weekend that is designated for training is thought to help the student be prepared for the tasks that they will embark on and furthermore meet the people that they will be working alongside with. In addition, the training is there to equip students with abilities that will make them productive and effective as volunteers, it equally is important for the development of community partner skill sets so that they are able to make effective use of the volunteers' time and abilities (Rhodes University Community Engagement Concept Document, 2012:14). The collaboration between the students and the adults that run the projects in which these students are placed is extremely important in fostering partnerships and developing skills that will make student become socially responsible citizens.

2.3.3.1: VOLUNTEER PLACEMENTS

Rhodes community engagement offers its students a variety of options to choose from when it comes to the sites that they will volunteer in. These range from care organizations, arts and alternative education, mentoring, early childhood education, literacy and homework and high school tutoring (van Wyk, 2015:7; Community Engagement (CE) Handbook, 2014). The care organizations "work with the elderly, day-care centres or people with special physical and mental needs. These include Home of Joy, Ethembeni Centre for the Elderly, Kuyasa Special needs school, Jabez Aids Health Centre and Gadra Advice and Community Centre." (van Wyk, 2015:7; CE Handbook, 2014). The arts and alternative education sites deal with "extracurricular education related activities, including art, drama and IT literacy projects. The projects require creative engagement with extracurricular activities, bridging academic and creative skills. The sites include Access Music, Upstart Youth, Grahamstown Field Band Foundation and Aware Net." (van Wyk, 2015:7; CE Handbook, 2014). The Mentoring programmes are programmes where guidance and support is offered by students to one or more person in an organization.

Here volunteers build relationships with the people they mentor and try and offer support where they can whether it is educational, career or emotional support guidance (van Wyk, 2015:7; CE Handbook, 2014). Such sites include GADRA Education, St Marys DCC, Eluxolweni and Amasango Career School (van Wyk, 2015:7; CE Handbook, 2014).

Early Childhood Education offers volunteers an opportunity to assist pre-school learners to get ready for primary school. This is done by assisting teachers with vital learning areas for basic early childhood education (ECE). Volunteers in ECE have a more academic focus (van Wyk, 2015:7; CE Handbook, 2014). The literacy and homework site give volunteers the opportunity to "work in libraries and primary schools to assist learners with primary education activities. Volunteers engage creatively to encourage research skills, IT skills and improve learners' literacy levels and the sites where the volunteers can be placed in are the Curries Street Library, Fingo library and lastly the Grahamstown Public Library" (van Wyk, 2015:7; CE Handbook, 2014). The High School Tutoring programmes are where "volunteers work with learners beginning from grade 8 to grade 12. Here volunteers must be proficient in the current curriculum and keep up with the relevant material in order to adequately engage with learners' tutoring needs. Volunteers are simply there to offer support to the learners by assisting in studying skills and revision and not to play the role of the teacher, the sites where the volunteers can be placed in are Gadra Matric, Ikamva Youth and the St Andrews Academic Extension" (van Wyk, 2015:7; CE Handbook, 2014).

All of the sites that are available are pre-existing sites that require volunteers to assist them with certain activities that are run. The Rhodes community engagement office is merely a partner with these projects and they offer students opportunities to participate in them. Students that avail themselves to be volunteers are encouraged to choose the site that they will volunteer in wise and to choose sites that will complement their strengths and interests. It is thought that this will offer students a great platform to put their knowledge and skills into action that will be making a difference in the Grahamstown community. As stated previously youth participation is defined as "the involvement of youth in responsible, challenging action that meets genuine needs, with

opportunities for planning and/or decision-making affecting others in an activity whose impact or consequence is extended to others— i.e., outside or beyond the youth participants themselves" (Udensi, 2013:62; Armstrong, 2005; Cornwall, 2010:7). So the participation of students as volunteers and as youth in activities that are there to benefit other and not themselves is among the defining principles of youth participation. When making the decision or choice for which site you are going to be placed in the community engagement office encourages its participants or volunteers to look at their timetable to see when they can avail themselves, secondly students are expected to make informed decision about where they are placed in so they are given project descriptions of all the projects that community engagement offers (van Wyk, 2015:7; CE Handbook, 2014).

2.4: CONCLUSION

To conclude this chapter was the literature review where literature surrounding participation in development was looked at, youth participation was looked at and community as a platform for youth participation was looked at. The literature discussed in this chapter was broken up into three different sections. The first section compromised of participation in development. The section focus on the historical background of the notion of participation in development, it looked at the definition of participation and the differing forms of participation while critics each of these forms based on their inclusiveness of the people that are involved. It also looked at the limits of participation and what could hinder the active participation of people in development initiatives or projects. Throughout this section the benefits of participation were echoed throughout. The second section dealt with literature around youth and how youth are defined and the discourses and narratives that surround youth participation, it also focused on why youth should be allowed and be given opportunities to participate actively in development initiatives. This section of the literature review outlined the reason the research is focused on youth and the need for them to be more active citizens in society.

The last section of this chapter was focused on community engagement as a platform for fostering youth participation, however in this part of the chapter the youth that are looked at are student due to the fact that they fit into the age category of how youth are defined. This section

looked at community engagement at tertiary level in South Africa and the reasons behind the call for higher education institution to feature community engagement among its core function which are teaching and learning and research. It additionally featured the definition of community engagement and showed how community engagement is a contested concept and that the implementation of community engagement by high education institutions varies based on how each institution conceptualizes and operationalizes community engagement. Additionally, to how the concept of community engagement is defined this portion of the literature review featured a section on student participation in community engagement. The reasons for the call for students to participate in community engagement was echoed throughout which was to teach student about the social responsibility that universities play in society and furthermore to build a sense of social responsibility and civic engagement among university students so that they may be active members of society after leaving university. Lastly it narrowed its reach to Rhodes University and how it has conceptualized community engagement and its student volunteer programme. The history of community engagement at Rhodes University was outlined and the type of initiative which students could assist in through volunteering were outlined as well.

CHAPTER THREE: RESEARCH METHODOLOGY

3. RESEARCH METHODOLOGY

This study investigates youth perceptions of youth participation in development with a focus on community engagement at Rhodes University as a platform for youth/student participation. The study utilized a qualitative methodology with an interpretive paradigm and semi-structured in-depth interviews as a method of data collection. This chapter will outline the reasoning behind the use of a qualitative methodology with an interpretive paradigm furthermore it will expand on the reasoning behind the use of semi-structured interviews as a method of data collection. It will further expand on the type of sampling method chosen for the study and how the participants were selected. Lastly, the problems encountered and the empirical underpinnings of this research will be highlighted in order to complete the discussion of the systematic methodological framework within which this particular research was undertaken.

3.1: QUALITATIVE RESEARCH METHODOLOGY

The study utilized a qualitative methodology with an interpretive paradigm which made use of interviews that were semi-structured as the medium of data collection. The methodology adopted is appropriate for the study that attempts to investigate youth perceptions of youth participation in development. According to Denzin and Lincoln (2005:3) "qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them." At the core of the study is investigating the perceptions that youth have about youth participation in development. A qualitative approach is the most fitting method for this study due to the definition mentioned above.

In addition to that it is possible to infer from the afore-mentioned definition of qualitative research that qualitative research deals with the interpretive notions of how respondents relate to social phenomena that they are faced with on an everyday context. The fact that qualitative research methodology allows researchers to have an interaction with their respondents, it allows them to gain deeper understandings into people's experiences. This is an advantage because the researcher gains insight into lived experiences rather than theory from books. Tracy (2013:7) reveals that "qualitative research is useful for understanding a range of societal issues that arise from particular cultural contexts." Gaining understanding and different points of view is a great source of knowledge and information which can shed light into other people's perceptions and thinking patterns.

There are more advantages of using qualitative for an investigative study that Mack et al. (2005:3) mentions which are "the use of open-ended questions and probing gives participants the opportunity to respond in their own words, rather than forcing them to choose from fixed responses, as quantitative methods do". This is of particular importance because in an investigative study you are looking to investigate the respondents subjective meaning and do not go into an interview session with preconceived responses to the questions that you have. It is further put fourth that "open-ended questions have the ability to evoke responses that are: meaningful and culturally salient to the participant, unanticipated by the researcher, rich and explanatory in nature." (Mack et al., 2005:3). A qualitative research method allows the researcher through posing open-ended questions to gain richer knowledge about how a respondent feels about the topic being researched. Mack et al. (2005:3) states that "another advantage of qualitative methods is that they allow the researcher the flexibility to probe initial participant responses – that is, to ask why or how. The researcher must listen carefully to what participants say, engage with them according to their individual personalities and styles, and use "probes" to encourage them to elaborate on their answers." This represents the guiding reason for choosing qualitative methodology for this research.

3.1.1: INTERPRETIVISM

As stated previously this research is a qualitative study with an interpretivist approach. Due to the fact that through an interpretive paradigm you seek to understand how people construct the ideas or perceptions that they have about a certain phenomenon. This makes qualitative research

with an interpretive paradigm effective in order to understand the subjects understanding and the meanings. Thomas (2010:296) puts it forth that, "the interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. They use meaning (versus measurement) oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects. Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense-making as the situation emerges". As Tracy (2013:41) posits that "indeed, the interpretive paradigm suggests that it is absolutely necessary to analyse social action from the actors' standpoint."

3.2: IN-DEPTH INTERVIEWS

One of the most significant reasons for in-depth interviews been utilised is that they have the advantage of time, flexibility and contact which allow the researcher more time to interact with respondents. This creates ideal conditions for unlocking the subjective meanings which underpin the topic that is being researched (Boyce and Neale, 2006:3). Interviews are the most commonly used qualitative method for collecting data from respondents in the discipline of sociology. Tracy (2013:132) adds that "approximately 90 percent of all social science investigations rely on interviews." Boyce & Neale (2006:3) notes that "in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation". The benefits of in-depth interviews are that the focus is on the respondent and the respondent can be free to answer the questions as he or she feels without the range of answers being delineated as it would with highly structured interviews or questionnaires. Bloor and Wood (2006:104) in support of the argument define interviews as "the elicitation of research data through the questioning of respondents. While quantitative (or 'structured') interviews have a semi-formal character and are conducted in surveys using a standardized interview schedule, by contrast qualitative (or 'semi-structured', or 'depth', or 'ethnographic') interviews have a more informal, conversational character, being shaped partly by the interviewer's pre-existing topic guide and partly by concerns that are emergent in the interview."

Added to this, in an in-depth interview the interviewer establishes rapport with the respondents so that a dialogue can flow uninterruptedly without discontinuity in individual's views which is often the case with the focus group method (Boyce and Neale, 2006:3). The respondent also has the time to make a considered and thoughtful response about the topic and therefore viewpoints can be expressed – and recorded- with greater accuracy (Boyce and Neale, 2006:3). According to Mack et al. (2005: 2) who states that "*In-depth interviews* are optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored". By electronically recording the interview answers it makes it easier to listen to the respondent as the interviewer rather than writing their responses down every time. Additionally, to this by actively listening to the respondent as they answer the question you may gain more understanding and information about something you may have missed. This helps in gaining deeper understanding on the topic and in the respondents own perception of the topic. Furthermore, this also makes it easier to transcribe afterwards.

3.2.1: ADVANTAGES AND DISADVANTAGES OF IN-DEPTH INTERVIEWS

According to Mack et al. (2005:30) who states that "in-depth interviews are useful for learning about the perspectives of individuals, as opposed to, for example, group norms of a community, for which focus groups are more appropriate. They are an effective qualitative method for getting people to talk about their personal feelings, opinions, and experiences. They are also an opportunity for us to gain insight into how people interpret and order the world". In addition, Tracy (2013:132) points out: "Through interviews, the respondents can provide their opinion, motivation, and experiences. They may tell stories and narratives – complete with dramatic plot lines, heroes, and villains. Such stories frame the way participants understand the world, delimiting opportunities and constraints for action."

This research is about investigating youth perceptions of youth participation in development so the use of in-depth interviews is advantageous due to the fact that in that setting if the respondent is made comfortable they can open up and speak more. Some of the disadvantages of in-depth interviews as Boyce and Neale (2006:3-4) are that interviews can be time consuming because of the time it takes to conduct interviews, transcribe them, and analyse the results. And they further

state that "when in-depth interviews are conducted, generalizations about the results are usually not able to be made because small samples are chosen and random sampling methods are not used. In-depth interviews however, provide valuable information for programs, particularly when supplementing other methods of data collection. It should be noted that the general rule on sample size for interviews is that when the same stories, themes, issues, and topics are emerging from the interviewees, then a sufficient sample size has been reached" (Boyce and Neale, 2006:4). Tracy (2013:132) adds that "Qualitative interviews provide opportunities for mutual discovery, understanding, reflection, and explanation via a path that is organic, adaptive, and oftentimes energizing. Interviews elucidate subjectively lived experiences and viewpoints from the respondents' perspective." Another important advantage for interviews is highlighted by Tracy (2013:133) when she states "interviews are also very valuable for strengthening and complicating other data. In conversing with interviewees, you have the opportunity to bring up observations or hearsay, and to ask interviewees to verify, refute, defend, or expand."

3.3: SAMPLING

For the purpose of the study purposive sampling was used. Bryman (2012:418) conveys that "purposive sampling is a non-probability, non-random form of sampling. Participants are drawn strategically on their relevance to the study". The sample which was chosen is beneficial for the study which is located at Rhodes University. Furthermore, the participants selected for this study are students who fall within the parameters of how youth are defined in South Africa. Youth in South Africa are defined as those from the age of 18 and 35 (Mathivha, 2012:13; Marina et al., 2011:6; Phaswana, 2009:2). The sample size consists of 11 participants, which is comprised of 10 students. The students who participated in the study were approached and asked to be part of the study. The students were selected from those that had done community engagement and those that hadn't done community engagement at Rhodes University. This was done to gain differing perspectives about the community engagement programme offered at Rhodes University. And the last participant is the director of the community engagement office Ms. D. Hornby who gave insight into the community engagement programme at Rhodes University.

3.4: ETHICAL CONSIDERATIONS

The respondents, before the interviews were conducted for the purpose of this study, signed an informed consent form. Further if they felt that there was a question or questions that they felt they didn't want to answer it was their right to decline from answering them. The respondents were told that if during the interview they felt that they were uncomfortable and wanted to leave that they could do so without fear. Further it was communicated to the respondents that it was their right to retract any statement made during the interview if they felt that that information should not be used. The respondents were told before the interview began that their identities would remain anonymous and confidential. Consent forms highlighted the afore-mentioned points. According to Orb *et al* (2001:93) ethics in research are very important regardless of the type of research that you are conducting. The ethical considerations in any research are there to protect the respondent from being manipulated into doing something that would not normally do. The ethics furthermore set up the guidelines for the researcher on how to conduct the study that they are doing. Another important reason for the need of ethics in research is that they are there to prevent harm from occurring to the respondents taking part in the study. It is vital that in a research or interview setting "harm can be prevented or reduced through the application of appropriate ethical principles. Thus, the protection of human subjects or participants in any research study is imperative" (Orb et al., 2001:93).   In all research respondents need to consent to being interviewed, observed or studied because without the consent of the respondents the research is likely to be deemed unethical and the information gathered no matter how ground breaking may be disregarded because of ethical issues. This true for Rhodes University, where an informed consent form is required for all research (Rhodes University, 2004:3).

3.5: PROBLEMS EXPERIENCED

Originally I interviewed 13 respondents, 11 of which were students and the other two were officials from the community engagement office. However due to unforeseen complication the recordings of 3 respondents were lost. To rectify this situation, I re-interviewed Ms. D. Hornby the director of the community engagement office. However, I could not get a hold of Dr N. Mngomezulu who was in charge of the student volunteer programme. This incident taught me to back up my work and data. The obstacle I faced was getting respondents during the week of the student protest. Some students were unavailable to be interviewed, but luckily when the protest

ended I rescheduled the interviews. On more than one occasion the respondents asked if that they were answering the questions correctly or not. As the interviewer I had to state that I am looking for their own opinion and how they perceived the topic and questions. Even though I encountered problems during the duration of the research and interviews I overcame them. The problems taught me to always back up my work, plan carefully and in advance so when problems arise you do not panic. Lastly even though the lost data was interesting and important it did not hinder the progress of my research.

CHAPTER FOUR: DATA ANALYSIS

4.1: INTRODUCTION

This chapter presents the data analysis and a discussion of the findings. The data will be discussed thematically following the themes outlined in the literature review. These are: participation in development, youth participation and lastly community engagement. However before discussing participation in development it is vital that we discuss development and the differing interpretations of the concept due to the fact that the research looks at participation in development.

4.2: DEVELOPMENT

The concept of development remains highly contested and it is a concept that is open to differing interpretations and understandings. This was evident when the respondents were asked what they understood by the term development. A classical understanding of development is that development is a process for increasing per capita income and that aggregate growth in per capita income is a reflection of overall growth (Dipholo, 2002:61). A number of the respondents shared this notion that development is about growth but to varying degrees:

> *"Development is… I think for me development would be growth and improvement basically, I believe that you develop something that is there but not how it is supposed to be and that you try and grow it." (Respondent 2, Grahamstown 2015)*

> *"Development is the advancement and growth of something, it is when you put in resources in something in order to grow or develop it" (Respondent 5, Grahamstown 2015)*

> *"For me development is moving forward and enhancing, for me to simplify it, it is to enhance something, to make it better… to grow and make something better." (Respondent 9, Grahamstown 2015)*

Furthermore, an alternate view is that it is a state of increased welfare and human development (Dipholo, 2002:61). Some of the respondents shared this view of what development is however the way they phrased their conception is different but similarities are shared:

"My understanding of development is basically trying to improve life and the general wellbeing of people in that specific area" (Respondent 3, Grahamstown 2015).

"I would say its improving lives and the community so that it could sustain people in the future" (Respondent 4, Grahamstown 2015)

"Well my understanding of development… basically I understand development as improvement and bettering the conditions from what they were today or yesterday to another level, a better level tomorrow." (Respondent 7, Grahamstown 2015)

And lastly another interpretation of development is that it is a structural change whereby traditional and backward Third World countries develop towards greater similarity with the Western rather, the North-Western world (Dipholo 2002:61; Martinussen, 1997).

"Development on a broader sense is the upliftment of people and communities and also there is development of the physical state which is building something, so if you were to integrate those two it would mean that you are building communities." (Respondent 6, Grahamstown 2015)

"My understanding of development to be moving from one step to another, so if you used to do things in a traditional way, it is more like stepping into a modern way of life." (Respondent 1, Grahamstown 2015)

"Development in broad terms is when you are developing something you are recognizing that there is a lack in that particular system… so when you developing you are applying skills that you have in order to better that system" (Respondent 10, Grahamstown 2015)

There is another interpretation which one of the respondents brought to my attention, which was equipping people with the necessary information and resources to help them deal with life and university for students. Education is a great way of promoting development and fostering great ideas and ways of solving developmental issues. As the respondent states:

"From the perspective of education which is the particular field I am interested in, it speaks to developing the necessary infrastructure within our township schools, capacitating students specifically within the FET phase to be able to deal with the

demand of the higher education sector, Development is to be able to capacitate students, so that they have the skills and tools to deal with the demands of tertiary education." (Respondent 8, Grahamstown 2015)

It is clearly evident that when people think of the concept of development there are various interpretations that arise. However, whatever your understanding or interpretation of development is, it is clearly important that people play a role in the process of development. As stated in the literature review people's participation in development initiatives gives people a sense of ownership in the projects even if the project is not directed at them. Furthermore, people's participation in development projects is highly needed in the completion and process of development projects. As previously stated at the beginning of this chapter the data will be discussed thematically resembling the themes outlined in the literature review which are participation in development, youth participation and lastly community engagement. The first theme to be discussed is participation in development.

4.3: PEOPLE'S PARTICIPATION IN DEVELOPMENT

People's participation is a key component in development, whether it is the participation of the beneficiaries or the developers. People have a role to play in promoting development and making sure that their communities are developed. One of the underlying questions behind the research is to investigate what role youth play when it comes to development. But to better understand the role that youth play it is important to look at what role people play within development. When it comes to the development of communities, people often look to the government to provide services and to usher in development for them. This means that people do not participate in their own development but the conditions of their development are prescribed to them. When asked how do you understand people's role in development? One of the respondents remarked that:

"People often view development as something that is done by the government for us, so I do not think people participate because most of the time I do not see it happening." (Respondent 1, Grahamstown 2015)

However, the failure of top down approaches to development is among the reasons that participation in development or participatory development became such a highly favoured

approach and concept in the 1970s. Furthermore, the top down approaches become one sided approaches to development and do not feature the people, which development is meant to empower and grow and enrich. As the respondents remarked:

"Well I understand that development should not be one sided, it is more… its interrelated and interlinked, you cannot attempt to develop me whereas I am not part of that development, we need to be in convergence whenever we are in pursuit of development" (Respondent 7, Grahamstown 2015)

One of the respondents remarked that people can make sense of people's role in development based on the discipline to which you locate yourself in and furthermore that people play through imparting knowledge.

"Well it all depends on the kind of development you are referring to, for example I might talk about development in the anthropologic sense which doesn't see development as being a foreign person or company coming into a community and prescribing what and how they think development should look like, but a person would play a role in development by imparting skills and knowledge onto the younger generation on how to better their lives, or elders in a communities teaching young people about their culture and customs that need to be preserved or giving them more insight and knowledge on how to do things…. The role of people is imparting knowledge and skills to other people and in turn learning from other people to further build your own knowledge" (Respondent 9, Grahamstown 2015)

In reference to the above mentioned response someone stated that:

"People play different roles when it comes to development, from different disciplines, from the economic to the social to the political all these disciplines have a way of influencing development, so the role that people play is to apply their knowledge in order to address a certain issue in society as a socially responsible citizen" (Respondent 10, Grahamstown 2015)

It is evident that people play different roles when it comes to development. One of the roles that people play within development is to be a labour force and to work towards development. As one of the respondents stated:

"They work, people need to work, I think people need to work, participate in making better whatever they are working on, but I think people should be involved in developing things" (Respondent 2, Grahamstown 2015)

This brings up an interesting thought that when people have, an input in a developmental project they can better appreciate the outcome of that project and the fruits that are gained from it. The notion that you reap what you sow comes to mind when you think of this response. If people are contributing and working towards their development and the development of their own communities their involvement could fast track and complete projects more timely. In addition to people acting as a labour force, they have a role in providing expertise and resources and knowledge so that the projects being implemented are run more effectively and become more sustainable.

"There are two kinds of development, there is the development of people and there is development by people, so development by people should be taken by people who are able and are willing to sacrifice what they have, which is more then what other people have, giving that up to the people that need to be developed... So the role of the developer should be strictly to assist in any way possible to uplift the community and from the role of the people being development they must be willing to fully participate and be willing to be helped in developing" (Respondent 6, Grahamstown 2015)

At the base of it all any development is inspired by the people, it is done by the people and for the people so without people there wouldn't be a need for development to occur. And this was reflected when three of the ten respondents interviewed had this to say:

"It is actually the most important thing in development because without people there is no development, people play a huge role in development because if people are participating in development that is when you see results" (Respondent 3, Grahamstown 2015)

"People are the key to development because either then that there won't be development without people" (Respondent 4, Grahamstown 2015)

"I think development is aimed at people or a group of people, so I think people are the main necessity for there to be development" (Respondent 5, Grahamstown 2015)

These responses show that in general Rhodes students seem to be aware of the necessity of involving people in development. When the respondents were asked, whether people's participation in development was important, all were in agreement that it is very important. Participation is important due to the fact that through participation top down development is curbed and furthermore projects are not then prescribed to people without their input.

"Yes… Because different people have different perceptions of what development is, so if they do not participate, you will have a situation where other people impose their own views of what development is on them." (Respondent 1, Grahamstown 2015)

"Yes… because you can't have development without people, you can't have development or develop a community without the participation of those that will be affected by it or people that will drive it" (Respondent 5, Grahamstown 2015)

The participation of people is important for the completion of developmental projects because people act as a labour force which is needed for projects to take off from the ground. When people come together and work as a unit and share ideas there are many issues that can be resolved. Furthermore, people can share ideas on how to get things done and better and more sustainable ways of achieving development:

"Definitely, I think it is important because for any development to happen we need people and we need individuals who will work together as a unit or as a group to develop a particular thing and therefore if there are no people involved then how can we achieve development" (Respondent 2, Grahamstown 2015)

"Basically you need people who see the same goal and have the same purpose in order to realize that goal, so once you have people that see where they want to be in terms of development then through the participation of people you can realize that goal." (Respondent 3, Grahamstown 2015)

"Yes... Definitely because in order for something to happen we need numbers, yes there may be someone with an idea but without people backing him and that idea up... most of the time it is hard to do something alone, and you need people to help you reach places and points were you couldn't reach if you were alone... And though peoples' participation you get different ideas and ways of doing things for example if you are in

point A and want to go to point B and your route is in a straight line someone else might come along and show you an easier route to get from point A to point B" (Respondent 4, Grahamstown 2015)

It is further evident that people come up with ideas of how and what should be developed and they act as knowledge banks that can be tapped into to make sure the projects are sustainable. This is both from the perspectives of those with resources and knowledge of how things should work and those that are being developed:

"Yes it is, like I stated if you know more than me, transmitting that knowledge or imparting that knowledge to someone else will help the other person be in a better position to make decisions and become aware... because if you didn't know something and now you know it you are better than the person you were before you had that information" (Respondent 9, Grahamstown 2015)

The knowledge transmitted by both sets of people is helpful in evaluating projects as well as making sure that it is in accordance with the needs of the people:

"Yes, it is important, people's participation in development is important especially when it is affecting them because I believe that most development projects that are out there do affect people and are directed and are there to benefit the people, now in such a situation when I stand to benefit from a particular development programme I should be able to give guidance or influence it, to ensure that it benefits me to its fullest capacity" (Respondent 7, Grahamstown 2015)

"Yes, as I stated before there are two types of people the developer and the people to be developed and the most important one is the participation of the people that need to be developed, they need to play a more active role in actually part taking in the development because it is helping them then the developer... because the developer is doing it for self-satisfaction and the person that is being developed they need to actually uplift themselves and see growth in themselves" (Respondent 6, Grahamstown 2015)

People's participation in development is important but romanticizing participation should be a bridge that is never crossed. There are many limits to participation and furthermore the power dynamics involved when people participate always play a role in how people participate:

"Yes it is important… I think we do have a responsibility as South African citizens to play in developing our society regardless of class, race or background… society has many social ills that need to be addressed and in order to do so people must participate" (Respondent 10, Grahamstown 2015)

"I think it is important, I think in our society we must be cognizant of the power certain individuals have in society and also give other people that are voiceless space to have a say and participate and also be empowered, in that way that captures the true essence of participation, not just the people with power participating but also giving the powerless a say." (Respondent 10, Grahamstown 2015)

"It is very important, but we have got to be cautious of how we do it that, for instance if there is development that is done by those that have something to give then it becomes a top down process, whereas if the people of communities participate and acquire skills through a partnership process then that kind of participation is more beneficial" (Respondent 8, Grahamstown 2015)

4.3.1: DEFINING PARTICIPATION

To reiterate it is clearly evident that the concept of participation has penetrated almost all sectors of development although it remains highly contested and a concept that can be manipulated to fit different people's agendas (Rahnema, 1992; Neves, 2002; Swanepoel & de Beer, 1997; Weale, 1999:84). Furthermore, the concept is open to many interpretations. When asked what the respondents understood by the term participation there was many interpretations and understandings. One of the interesting responses was that:

"Participation… is having a say on what needs to be done as opposed to things being done for you." (Respondent 1, Grahamstown 2015)

This is interesting due to the fact that top down approaches to development were prescribed to people without them having a say in what is being done This is among the many reason that participation became such a highly favoured concept in the 1970s.

"Participation is working; I think it is taking an initiative in fact to be more involved. But basically for me participation is working on something with a purpose of adding value to whatever you are doing… you are trying to develop something so therefore you should participate in order to make sure that thing is better or in a better state" (Respondent 2, Grahamstown 2015)

Participating in development initiatives could mean working in development initiatives as well as providing input through ideas while the project commences. As a respondent stated:

"It is taking part, and being active in whatever project you are in or doing or working on... so if you are participating, it means that you have input in whatever you are working on" (Respondent 3, Grahamstown 2015)

"Participation is from my thinking is when you are actively involved in something, so not just having your name down or whatever but being within that project" (Respondent 5, Grahamstown 2015)

"Participation is actually taking an active role in doing something, that is what participation is, you cannot say I participated when you didn't play an active role and were sitting on the line and watching, to actually say you participated you need to have taken an active role in whatever was being done" (Respondent 6, Grahamstown 2015)

What arises from the definitions of participation that the respondents gave was that participation is about being actively involved and taking initiative in projects. Being actively involved means that at the end of the day you have a stake in the project and will be proud of it due to the fact that you were an active participant in it.

"Basically participation is taking part and being involved in whatever process you are in…. being actively involved actually" (Respondent 7, Grahamstown 2015)

"Participation is active involvement…participation to me speaks to active participation and not this superficial participation that we see from the Rhodes community engagement where we donate food or clothes and take pictures and that is not participation because what are you learning from that project, how are the students gaining from your participation" (Respondent 8, Grahamstown 2015)

"Participation for me is a two way process, it is when you play an active role, and realizing that people have agency and can play a role in their own development and that of their society, for example as a journalism student we had an assignment where we needed to develop a film with and about children from the township, and it was not just us filming the children but also the children being active participants in the development of that film… we as the journalism students had the knowledge of how to work with the equipment and the children had the knowledge about their lives, so we taught them about the use of the equipment and they in turn helped us out in developing the films which was based on them" (Respondent 10, Grahamstown 2015)

While most of the respondents defined participation as being actively involved in development projects one of the participants pointed out that:

"For me participation does not mean me having to be there physically, you can participate in something through giving input and information and advising people on different viewpoints and ways, you can give different strategies on how to achieve the desired goal and how to go about it" (Respondent 4, Grahamstown 2015)

This response points to the fact that there are many forms of participation and consulting on projects and giving advice and sharing ideas is also a form of participation. There are many ways to participate and be involved in development projects and initiatives and giving advice and coming with strategies to help initiatives is also a good way of being involved.

4.3.2: BENEFITS OF PARTICIPATION

This section discusses and displays the responses giving by the respondents to two questions: what can participation in development initiatives achieve and what benefits can be achieved through participating in development projects? People's participation has the potential of achieving a variety of things. Among those is the completion of projects, due to the fact that people can act as a labour force, which can aid in the fast tracking of development projects.

"It takes you or gets you closer to your goal... When the people that are participating and taking part have the same desired goal their participation brings you closer to achieving that goal, but then could say people can participate whether they have the same views or

not but the danger is that, that can prolong how long you reach the desired goal because disagreements might happen" (Respondent 3, Grahamstown 2015)

"Participation ensures that development is in motion, it doesn't matter if you don't reach you goal quickly but it means you are moving forward and going towards that goal" (Respondent 4, Grahamstown 2015)

"For instance when you have certain goals that you need to reach in development, you need the participation from other people, whether it is participation from the recipients of that development or the people that are working of the development project" (Respondent 5, Grahamstown 2015)

A pattern seemed to be emerging that participation can help in the achievement of goals. However, when I asked the respondent whether it is only the achievement of set goals that participation can achieve the respondent had this to say:

"I think so… then what is, the point of participating or being involved in something if you are just doing it free willy, or not have certain goals or something you are working towards." (Respondent 5, Grahamstown 2015)

Furthermore, participation can have a variety of benefits for the people participating or those involved in projects.

"For a person who is being developed participating in something that is uplifting you, you feel that you are a part of something, you actually feel the growth within yourself, and for the person who is giving, who is helping to develop, you get self-fulfilment, you get the feeling that I have done something good, so I think that is what participation achieves it achieves satisfaction for both parties." (Respondent 6, Grahamstown 2015)

"Participation achieves that at the end when the output and the product that comes about we are able to say that we are taking ownership of this output, you get to have a sense of belonging to that particular output and you get to understand that it was about you, it is made by you and for you so it is you" (Respondent 7, Grahamstown 2015)

"Development and growth…. And not only on the side of the receiver or community as a beneficiary but also on the side of the developer… the developer must have a better

understanding of development after a certain project is done; they have to have a better understand of the communities' needs and situation." (Respondent 8, Grahamstown 2015)

"Development… there is a lot…there is a lot that you learn from participating, learning different knowledge, learning from the people you are working with… the participants' self-growth" (Respondent 9, Grahamstown 2015)

"I think participation create balance and creates a true meaning of development… through the active participation of people the people you are recognizing their agency as actors, you are including them in the process of their development…. By letting people play an active role in their own development that liberates them." (Respondent 10, Grahamstown 2015)

When people come together ideas are shared and there is transmission of knowledge from one person to the next. And in those contexts relationship and contacts are built and networks are formed that can help people grow and learn:

"Gaining knowledge, you will obviously know more and you will be wise, because you learn about whatever you are participating in, and also you draw from other people, so you will be learning from people that you are working with and you will be challenged, so that means you will gain understanding and you will learn how to cope with challenges" (Respondent 2, Grahamstown 2015)

"You can learn a lot, because you can meet different people from different backgrounds, people who have different views about development and the development project that you are a part of so you get information that is more so that opens up the way you think and look at thing" (Respondent 4, Grahamstown 2015)

And depending on the project that you are involved in you learn a specific skill, for example in agricultural projects you learn how to utilize agricultural products and machinery and how to plant and how to take care of those plants so that they grow and produce enough food for all. As one respondent put it:

"Wouldn't it depend on the thing that you are involved in? However, it also helps you grow because you are able to be innovative and come up with your own ideas and share them with other people on how and what should be done, what needs to be changed or what needs to be transformed." (Respondent 1, Grahamstown 2015)

"It can produce good results, it can grow the nation, it can change people's lives, and it can enrich people" (Respondent 2, Grahamstown 2015)

Participating in development is said to have an empowering effecting for the people that are involved. Through participating you get to realize that you have the agency to promote development and the development of your own communities. It further allows people the opportunity to do things for themselves and not to rely on others to do things for them. This has a liberating effect for people because they get to realize that they should not just sit back and wait for things to come to them. In addition to that the network that people build and the knowledge they receive when actively participating gives them the opportunity to gain access to resources and networks that can aid them in bettering their lives. When the respondents were asked what benefits people gain from participating in development initiatives a number of interesting responses arose. These include:

"Personal growth and learning to be innovative and exploring other ways of doing things" (Respondent 1, Grahamstown 2015)

"you get more open minded, you learn more, you actually better your knowledge and not just depend on the things you learn at school, so your general knowledge gets expanded" (Respondent 3, Grahamstown 2015)

"I think when you looking at it in terms of the benefits for the people that it is directed at…. Let me think… I think it goes back to the point of achieving goals because when you participate in something you achieve the goals of the project which can help the people that the project is directed at." (Respondent 5, Grahamstown 2015)

"Mostly we would need to talk about the benefits for the people being developed or being uplifted, the benefit there you get to live a better life, you feel that you a part of something, and for the person helping out you get that satisfaction that you have contributed to something great and no matter how small your contribution is leads to

greater outcomes, so the benefit for you is that sense of satisfaction, and that I am a better person then I was yesterday after the project is done." (Respondent 6, Grahamstown 2015)

"Benefits which can be obtained from a developmental initiative is that one you get to influence the initiative, understanding the circumstances within which you are living in, or rather you shape it to be user friendly for the environment within which you find yourself in, especially when you participate and are going to inherent that initiative as a beneficiary of it, I think that is what people stand to gain to actually direct it so that it is not isolated or becomes a white elephant kind of initiative at the end of the day… so when you have participated you get to make sure that it involved a number of environmental dynamics in which you find yourself" (Respondent 7, Grahamstown 2015)

"It's being liberated in terms of thinking and creativity, in that way you are helping the person realize and do something that they thought they would never do or attain… exercising their agency" (Respondent 10, Grahamstown 2015)

From the above mentioned response it is evident that participating in development projects is good for the empowerment of those who participate. Furthermore, it adds to the knowledge that people have and it allows people to shape the type of development that they want.

4.3.3: THE RIGHT TO PARTICIPATE

Looking back into our country's past it is known that people were prevented from participating based on the colour of their skin. After 1994 participation of all people was made a constitutional right. It is said that everyone has the right to participate and have a say in anything that will affect them. To reiterate participation is considered to be a right and a way for citizens to exercise their right in a country (United Nations Children's Fund, 2001:1-2; DFID-CSO Youth Working Group, 2010:11; Weale, 1999:84; Roodt & Stuurman, 2011:66). In addition to that civic participation or the participation of people is something that most if not all liberal democratic countries would like to promote. When the respondents were asked what they thought the relationship between participation and democracy was this is what they had to say:

"The definition of democracy is the rule of the people, for the people, by the people, so by participating the second principal is applied, which is by the people, and not external actors that impose how things should be done and how development should look like." *(Respondent 1, Grahamstown 2015)*

"The relationship between democracy and participation is or should be the fact that, when you are free you should be allowed to participate or you are allowed to participate in things, unlike in the past for instance where black people were limited in terms of what they can participate in, but I think for me participation and democracy is freedom in being able to participate in whatever you want to do" *(Respondent 2, Grahamstown 2015)*

"I think it has a positive relationship… both of them are linked, because in order to have democracy, we need everyone to participate, because if I feel like everyone has a right to do this, and some people are not participating towards that right, like for example if I feel like democracy means this and someone has a different view from mine then that won't work, so you need participation for democracy to exist." *(Respondent 3, Grahamstown 2015)*

"It is said democracy happens when people are allowed to make decisions as a majority regardless of who you are or where you come from, but if people do not participate then a small portion of people will enjoy that democracy, then that is not democracy, for example if we are voting and there are employed people and unemployed people, and if the unemployed people see voting as being useless and unimportant that would mean the vote and the views that come out of that process is only by the employed only meaning that participation is needed for democracy to be successful." *(Respondent 4, Grahamstown 2015)*

Since civic participation is important for the legitimacy of any democratic government, people's participation in development initiative is important for the success and growth of communities and the country as a whole. And if there are more people being involved in development initiatives they are exercising their rights to have a say in things that affect them.

"I think in order for a democracy to be a democracy or for it to work properly there needs to be participation from the masses" (Respondent 5, Grahamstown 2015)

"Participation and democracy is a difficult one, because some people might take initiatives that they feel are helping people, but rather helping a particular class rather than helping everyone, when you talk about democracy is literary where everyone is equal so whatever you are doing should be there uplift all those who need it... there is correlation but it won't always be there depending on your intentions" (Respondent 6, Grahamstown 2015)

"The relationship is that apart from the fact that for democracy to come about one needs to vote, but the relationship is that... going back to my understanding of democracy which is that it involves people, it is for the people by the people, so participation will then mean whatever that comes out as a result in a democratic process you can take it as the will of the majority, at the same time if you voted for the majority or minority you will feel like you are included in the process, so that is how I feel participation is related to democracy." (Respondent 7, Grahamstown 2015)

"In a democratic society one needs to exercise their right to participate in a public domain... so the relationship between democracy and participation is to enable a certain space for people to be involved and exercise their right to have a voice... furthermore giving people access to platforms so that they can exercise their rights and actively participate" (Respondent 10, Grahamstown 2015).

Civic participation is an important component of any liberal democratic system and being able to participate and influence how the country is run is a right enshrined in the constitution of this country.

4.3.4: SUSTAINING PARTICIPATION

One of the most challenging issues with participation is making sure that it is sustainable and that people do not just give up on the project and that their participation declines. There are many issues that will cause people to stop being involved in projects among these is time.

Developmental projects usually take time and people end up participating less and less when projects take time. As one of the respondents mentioned:

> *"Ensuring that development initiatives are taking place within a short period of time, because people tend to get off the bus when it is taking a long route or a very long journey, so it is better if development initiatives are taking place in a short period of time" (Respondent 7, Grahamstown 2015)*

Some of the respondents mentioned the idea that people should be incentivized in order to continue to participate:

> *"Long lasting participation in development initiative can be ensured through incentivizing, and we are not necessarily saying participants should be bribed, but they should have an interest, there are a lot of studies that show if people are given incentives they will be interested to participate fully and willingly." (Respondent 7, Grahamstown 2015)*

> *"I think you should keep people interested, giving them access to information is vital as well, most of the time people view development as having to be about finances only, but sometimes there are non-monetary ways of uplifting your community such as cleaning the streets or creating a group were you sing just to keep children off the streets, people need to know and have information and also be interested in the projects being done." (Respondent 4, Grahamstown 2015)*

When the respondent was asked how they would ensure people are more interested in the development of their own communities? The respondent gave this response to the question:

> *"You need to give people more information and you need to accessible to all age group and not just focus on young people or elders, you need to show that no matter how old you are your participation is valued, you must make it accessible to everyone." (Respondent 4, Grahamstown 2015)*

One of the most important ways of sustaining the participation of people is through building partnerships, learning from the people that you are working with and ensuring that people's ideas are not belittled and are taken seriously and valued.

"I think in order for development projects to have more participation it goes back to the point of how you structure your project, for example if you came into a community with the notion of yourself as the saver then the relationship between you and the people will be a top down effect... whereas if people are more involved in the project itself, in the formulation of the project then it becomes more sustainable because it's not only but a community thing, it also works with volunteers, because if you make sure that the people volunteering are more included and are not just volunteering but a family environment is created and that will be people will come back and continue so it's a matter of your approach" *(Respondent 5, Grahamstown 2015)*

"I think when people remove the messiah complex and the superiority complex of looking at a community and seeing that I must help develop this community out…. That results in people forgetting that communities have their own understanding of what development is and they have their own view of how development should look like and until we take those people as agents of development themselves and work alongside them as partners then development will not be sustainable. Until participation is a mutual beneficially exchange where both the beneficiaries of development and the developer learn from each other it will not be sustainable" *(Respondent 9, Grahamstown 2015)*

"There is that saying rather than giving a hungry man a fish, teach him how to fish and that always comes up when you are doing these developmental projects, you do not want to go there and develop something that people won't know how to use or achieve that same development, then you would need to keep coming back and helping out and giving them the same thing and that creates dependency... so you would actually need to act as a teacher and teach the person and show them that here is the end product that I want to give you, so these are steps that you can take in order to get there when I am not around... so it is more of a learning and teaching environment" *(Respondent 6, Grahamstown 2015)*

"You must make sure that, everyone feels that their input is recognized and that is how you keep people interested, because they know the work that I am doing it is seen and I wouldn't mind putting more work in because I know I will be recognized for the work I do." *(Respondent 3, Grahamstown 2015)*

Furthermore, maintaining participation in development depends on how the project is planned and structured. As one respondent noted:

> *"Plan, and come up with strategies of sustaining whatever we are doing, and plan ahead and work with people who have better insight on the project you working on, have funding because most of the time projects fail because of a lack of money. There must be benefits for those that are working in that particular project"* (Respondent 2, Grahamstown 2015)

Another of the respondents stated that in order to ensure sustainable participation of people in development projects they would:

> *"… select peer leaders in each community depending on what we are doing, and let them be the ones that come up with what needs to be done in terms of development and let the people that will sponsor those development initiatives listen to the people's needs and wants… in that way it will be sustainable because what we are talking about is what people came up with as opposed to people being told what will be done and how it will be done."* (Respondent 1, Grahamstown 2015)

However, this method may prove problematic as people leaders have been known to abuse their power and not act in the best interest of the people. People need to work together to ensure that there is equal input of ideas and that people benefit equally. One of the respondents stated:

> *"I have always had a problem with some projects where people come into a community start a project and work with the people and once the project is done they leave, there is an importance in the fact that when projects are created are driven by the people, for the people, what you can do you can play the role of the facilitator and ensure that you equip people with the necessary skills to push and drive certain projects."* (Respondent 10, Grahamstown 2015)

Another important way of sustaining participation in development projects is continuous evaluation as one of the respondents revealed:

> *"Through continuous evaluation, we need to see if the goals we set out for the project are being met, where the people participating are being recognized and given their*

chance to voice out their concerns or ideas for the project… through the assessments and evaluation of the project it gives us the problems we face and the goals that we have reached and further we can then come up with ways to improve our own standards" (Respondent 8, Grahamstown 2015)

Now that participation has been outlined and discussed and the respondents' views have been articulated the next section to be discussed is youth participation which is a focal point of this study.

4.4: YOUTH PARTICIPATION

The research is primarily focused on investigating youth perceptions of youth participation in development. It is focused on locating where youth locate themselves in terms of their participation in development, why they should be participating and whether the respondents interviewed participate in some form of development or another.

4.4.1: DEFINING YOUTH

As I argued in chapter two there are many discourses that cover youth or young people but when it comes to defining youth there is never a consensus as to how to define youth. It is clear that there is no consensus on how youth should be categorized and defined, as pointed out in the literature review it was demonstrated that youth are defined differently from region to region and country to country. In South Africa youth are categorized as the group of people between 18 – 34 years of age. It should be made clear that youth are not a homogeneous group and defining them according to age omits this fact. Furthermore 18 year olds do not share the same mind-sets, ways of thinking and responsibility as 34 year olds so clustering them as youth into one category is problematic. In addition to that youth come from different backgrounds and socio-economic classes so their views will differ based on where they come from and how they were raised. I thought it would be interesting to look at how youth define themselves due to the fact discourses on youth have an often one sided view of youth that does not always paint youth in a good light. When the respondents were asked how they would define youth most of the respondents referred to the age categorization:

"I would define youth as someone between the age group of 18 to 35?" (Respondent 1, Grahamstown 2015)

"Youth for me is… I would define youth as anyone younger than the age of 28" (Respondent 3, Grahamstown 2015)

"I think youth is anyone from the age range of 18 and 35" (Respondent 4, Grahamstown 2015)

"Youth anyone between the ages of 18 to 35" (Respondent 5, Grahamstown 2015)

"I've always regarded youth as falling in between the age group 18 to 35…" (Respondent 10, Grahamstown 2015)

There were a few respondents that went further than the age categorization when they were defining youth:

"Youth are people below the age of 35, but for me youth is made up of young people, its people who are dreamers, people who would like to make things happen, people who are fresh and vibrant." (Respondent 2, Grahamstown 2015)

"People under the age of 35, secondly it involves people who stand to inherit the country, basically it is people who are at the prime of their life, people who are still young, and are not yet sure about what tomorrow holds for them, what also pops into my mind is, it's people are still hovering around confusion over what is life, how do we stand to benefit, people are still trying to find themselves" (Respondent 7, Grahamstown 2015)

"I would define youth in terms of people below 35… if I define it in terms of age it is not enough, because you find that youth have become economical these days, if you haven't achieve a certain kind of economic status you are still regarded as youth because you are still dependent on your parents… your financial independence defines you whether you are an adult or youth, so you might find a 35 year old might not regard themselves as youth because they are married and have children and have a permanent job so they are playing an adult role… so for I think youth is economically based and it is also with age and mentally as well… for me I do not think a 35 year old as youth because at that age you should have reached a level of maturity." (Respondent 9, Grahamstown 2015)

Some of the respondents actually went against the way youth are defined in South Africa:

"I go against the South African definition of youth which is 18 to 35." (Respondent 8, Grahamstown 2015)

"The definition of youth mostly depends on the context because we cannot really call someone youth... let's say we building something that will take children out of drugs and put them into something constructive, and you cannot classify somebody who is 10 years old as youth, so youth is based on the context or whatever you are doing, so most people define youth up to the age of 35... I would define youth as the middle ground between someone who is 30 and 14 because that is when people start maturing, people start maturing at 14 and when you reach 30 you should have made something of your life... so I would define youth like that" (Respondent 6, Grahamstown 2015)

4.4.2: YOUTHS ROLE IN DEVELOPMENT

Whenever development projects are implemented and are directed at the youth among the reason used to justify them is that youth are the leaders of tomorrow. As one of the respondents remarked:

"They play a very big role because youth are the leaders of tomorrow so if we do not take enough time now and gaining knowledge and experience and try to develop ourselves, then we will not be efficient leaders or parents or whatever you wish to be when you older." (Respondent 3, Grahamstown 2015)

And that furthermore development projects are there to take youth off the streets and away from illegal activity that will damage their futures. But one of the underlying questions that I had was what role do youth play when it comes to development, do they participate and if so in what capacity? When the respondents were asked the question of what role youth play when it comes to development there was a mixture of response but overall most state youth play a huge role. Some respondents stated that:

"I do not think they play a role at the moment because most of the time it is like youth are not interested in such things, if you look at us here and ask if I am a part of something

that youth participate in whether it is in the community or at Rhodes I wouldn't know what kind of things exist… I feel like as long as it does not bring money youth are not interested." (Respondent 1, Grahamstown 2015)

"The youth should participate in a lot of things … we tend to watch TV a lot these day, but I think if a lot of young people are to be future leaders they need to start working now… they need to start learning they need to participate so that they will be great leaders in the future… but I think that is lacking, young people should be encouraged to participate" (Respondent 2, Grahamstown 2015)

Among the other respondents were those that painted a great picture of youth and highlighted why youth have a great potential to be great instruments of development both for themselves and that of their own communities and ultimately the whole of South Africa.

"I think youth play a huge role because, when you look at the current generation, youth are well educated at the most so they are more open and capable of making well informed decision on how to develop our community so they play a crucial role" (Respondent 4, Grahamstown 2015)

"I think in most cases the role we play as youth are the receivers, whereas I think it should be a matter of us being actively involved… whereas we are not only the receivers or receiving or benefiting from the project itself, but we can have young people actually leading the projects… that can help with the long term sustainability and the relevance of that project if it is run but people who actually understand the mentality of young people." (Respondent 5, Grahamstown 2015)

"They understand trends, they understand new ways of developing internationally, and they are at a better position of doing a comparison and say that this is what has been done in the past this is what is being done, so therefore they are better position to influence developmental initiatives and here we are talking about people who are in a position where the initiatives benefit them and are shaped in a way that it is user friendly for them" (Respondent 7, Grahamstown 2015)

"We are young, we are innovative, we are pushing the boundaries, we are not held down by the politics of politics, we have aspirations and we are vibrant, so that makes youth a great asset to development." (Respondent 8, Grahamstown 2015)

From the responses it is evident that youth have a lot to offer and that could be seen if more youth were given the opportunities to participate more.

"Well… firstly if you are in university you can tutor high school students because at that point in time you have accumulated certain bodies of knowledge and skills that can help young students… another role that youth can play is that they are more accessible to people of their age and peers so they can teach and learn from each other and the young groups can easily talk to youth people because they experience similar challenges and they can offer each other advice on how to overcome those challenges…" (Respondent 9, Grahamstown 2015)

"There are a lot of initiatives that young people are doing in their communities, there are arts projects… I am part of a project called active leadership where we meet different young people across South Africa who are running different projects in their own communities which are amazing, these range from issues affecting their own societies, each young person realizes issues that face their community and they come up with different initiatives to combat those issues… In Grahamstown there is a young person from the pharmacy department that works with young people and working with the soil and teaching young people about working with the soil… Young people see issues affecting their societies and have ideas on ways to combat those issues… I was part of the upstart programme which was addressing the complacency of the youth and not being active, the upstart development programme help us write about our lives and in the process we developed an anthology of poems about our daily lives… and when I came to university I became a board member and volunteered in that project to ensure that young people continued to be engaged." (Respondent 10, Grahamstown 2015)

"The most thing that youth can do because of limitations is mainly participating… so youth can play a role in development through participating and being actively involved and doing some physical labour, and teach others of their experiences and kind of bring

others into the projects, in the sense that I know this project that is going to help me and I have this friend who is in the same position as me so I can recruit him in and say let's go into this project because it will help us and the more I bring my friends in the more it begins to help us as a group and the more we feel we are actually developing.... then we start to call more people that this project will help... if you have a project with street kids were you tell them to clean up the street and in return they receive a nice meal, they will tell their friends of the benefits for the work that they do." (Respondent 6, Grahamstown 2015)

It is evident from the responses that youth have differing views about themselves as opposed to how most prominent discourses view them. It is these views and the knowledge that youth possess that makes them valuable resources for development and for a better understand of youth in this age. By allowing more youth to voice their ideas and have input in things that affect them, prominent discourses about youth may be challenged. When asked what limitations youth face when it comes to their participation in development, one respondent stated:

"As a young person who goes to school for 6 hours and has to concentrate on his or her school work and there is a time where they need to concentrate on their work and study, so time is a constraint, the second is in the knowledge or lack thereof of knowing how to go about developing people, until you have been developed yourself there is no way of being help to help others develop, there is the limitation of funding the means and the resources that are needed, youth do not possess most of those resources that are needed." (Respondent 6, Grahamstown 2015)

It is true that youth do not possess the knowledge about development and development processes however through their participation in development projects they will begin to learn the necessary knowledge and skills needed in order to be effective in development projects. Furthermore, by underestimating the capabilities of young people you lose out on what youth can offer. Additionally, if participating in projects that try to uplift the communities is promoted at school level you begin to instil the idea that young people can be beneficial to their communities' development even if they do not possess financial resources.

4.4.3: IMPORTANCE OF YOUTH PARTICIPATION

The participation of youth is both important for them and for developmental projects. Youth can benefit and learn and enhance their skills when they participate but these will be discussed further below. The participation of youth is important on many levels, for example youth can act as a labour force. And since South African youth face the problem of a high unemployment rate their participation in development initiatives can help them greatly. Following this their participation is important. The interviewees were asked whether youth participation in development projects is important, and this is what they had to offer in response:

> *"It is very important because we cannot rely on 40-year-old or elders running development projects or community engagement projects because they are at that stage in their lives that they will retire, so we cannot be dependent on them… also youth bring new energy into projects." (Respondent 1, Grahamstown 2015)*

> *"It is very important because young people have differing ideas to those of their elders, but young people have fresh new ideas and we live in the 21st century where access to information is in the fingertips of young people throw cell phones and technology, and working together with youth is beneficial for the development of communities, and it is important to work together with young people because they come with new perspectives." (Respondent 2, Grahamstown 2015)*

> *"I feel like it is very important because once we as youth start taking development seriously regarding community development, the people younger than us will see us as role models and want to emulate what we are doing and that equals to more people wanting to participate and be involved in development. So that is why youth participation in development is very important because if you only saw the elderly participating in development, we as youth will only feel like we will participate once we get to that age" (Respondent 3, Grahamstown 2015)*

> *"I would say that through participation in development from a young age as you grow you gain more experience, and become more influential and be in positions that are better off in life and it is at that point that you can make better decisions." (Respondent 4, Grahamstown 2015)*

It is through their participation in development initiatives that youth can have the chance build themselves and achieving personal growth making them better and more responsible individuals. This is eluded to by the responses that the respondents gave.

"Considering that the largest group in our communities if I'm not mistaken is us as youth in order for our communities to grow, we need to have youth playing active roles in projects and it doesn't matter whether the project is directed at us as young people or children or the elderly… I think youth bring a fresh perspective to the table, we being there insure the long term sustainability of the project itself." (Respondent 5, Grahamstown 2015)

"In today's world we have people that have already given up on community development and those are people outside the youth bracket, in most communities they have given up or have gotten comfortable about where they are or they gotten so uncomfortable that they do not see a need to change, One thing that youth can play is being that person that will never give up until they see change or you have reached a certain point... do not ever be comfortable even when you have reached that point see if you cannot take it further, so youth participation in community development is to say that youth should participate as often as they can and as physically possible for them and in a way that will make them grow and help them feel like I can push this a step further then it is today." (Respondent 6, Grahamstown 2015)

"It is very much significant, in the sense that studies indicate that youth are the largest population and at the same time they also form part of a large group of people who are unemployed, so at the very same time this is a group face with a number of challenges, so it is very much important that they participate in community development projects because they can be able to derive means and mechanisms to make sure that they can come up with better solutions to the challenges that they are face with, your issues of drug abuse and other issues" (Respondent 7, Grahamstown 2015)

"Very important, if you have youth groups that are living in communities that know how life is in their communities they are in better positions of informing you about their communities needs and are better positioned to be active agents, rather than people

coming from the outside of those communities so engaging with those groups would be vital for community development" (Respondent 8, Grahamstown 2015)

"It is important… because firstly as a young person, participation teaches you responsibility, it makes you aware of broader thing that are happening, it exposes you to different places" (Respondent 9, Grahamstown 2015)

"I think young people are the leaders of this country, and they will soon take the reins from the older generation and by being active as young people in development we learn to be responsible and play responsible roles in society and be leaders so that we can create better futures for the next generation." (Respondent 10, Grahamstown 2015)

From the responses it is evident that youth have a lot to offer. They can be great assets to South Africa's development if they are given the opportunities of making meaningful contributions through active participation. When the director of the Rhodes community engagement office Diana Hornby was asked what role youth can play in the development of their communities her response was very insightful. She stated:

"Youth might underestimate the energy and skills that they bring to any situation… So the role that students can play in the development of their own communities is to put their assets, their skills and their knowledge to the servicing, shaping and the remaking of their communities, that said students bring something that is useful and they learn and take away something from the process… it is not in the giving or the receiving but in the sharing that the real learning happens."

4.4.4: BENEFITS FOR PARTICIPATING YOUTH

As stated previously there are many benefits that youth can obtain from participating in development projects. The respondents gave some interesting responses to the question what benefits can youth obtain from participating in development initiatives and they are listed below:

"It makes you get out of your comfort zone, because if you just focus on your studies chances are that you are not exposed to other things that life has to offer, and you can

further test your abilities, and that can help you be more create." (Respondent 1, Grahamstown 2015)

"Knowledge, and they can draw from the knowledge they receive or obtain to choose their career paths and what they want to do in future based on where they are involved and the work they are doing there, and they can also be inspired by the work they are doing." (Respondent 2, Grahamstown 2015)

"there are actually varies benefits that youth can gain, one being the satisfaction from doing something good, others is more information, better knowledge and understanding, being open minded" (Respondent 3, Grahamstown 2015)

"I would say it is experience, and being around people you would know your self-worth, maybe you can explore different ways and views, maybe I didn't know I had the ability to do this, so when I get to university I will know what path to take, and you develop as a person when you are involved in the development of your own community." (Respondent 4, Grahamstown 2015)

"I think they can gain a sense of belonging to that community, I think we as the youth don't… as much as we are part of a community we are not part of that community, so when we are involved in the development of that community we can feel part of it and that we belong to something… it helps build up the confidence of youth" (Respondent5, Grahamstown 2015)

"The benefits of working in most development projects are the feeling of being part of something, but for youth there is a development within themselves, and there will be a benefit for their families as well, the parents will know that their child is involved in something that is safe and constructive." (Respondent 6, Grahamstown 2015)

"The benefits which are there are that they, will be able to take ownership of the initiative when it actualizes and it realized, they won't be antagonistic towards it, issues of vandalism and structural damage will become less if more young people are involved in those processes, youth get to influence and take ownership of those development initiatives" (Respondent 7, Grahamstown 2015)

"Their own development because, what happens when you are involved in the development of your own community, you are open to varies contacts who then aid your developmental agenda who then aid your experience… Learning from other people's experience" (Respondent 8, Grahamstown 2015)

"There is a lot of personal growth but also you view things differently to how you were taught… people get to develop themselves as people and they get an opportunity to learn and unlearn certain things that they have been taught…" (Respondent 10, Grahamstown 2012)

For youth to be able to truly overcome and challenge the prominent discourses their participation in development programmes is important. The benefits for youth who participate in development initiatives allow them to tap into their potential as active citizens. Additionally, to their own development youth have the opportunity to form networks and learn from different kinds of people with different resources and forms of knowledge.

4.4.5: SKILLS DEVELOPMENT FOR PARTICIPATING YOUTHS

By actively being involved in development projects youth can begin to learn skills that may be useful in their day to day lives as well as their working lives. Furthermore, these skills can further tap into the potential that youth have and result in them being better and more effective citizens and someday leaders.

"Communication skills, obviously it also depends on what kind of project you are involved in, leadership skills, facilitation skills, and just honing you as a person" (Respondent 1, Grahamstown 2015)

"they can learn a lot, such as leadership skills, and learn to do the work from other professionals that are involved such as shadowing people or someone doing the work which will help them gain knowledge in the process, but there is a lot that they can learn but it is a pity that I cannot think of things at the moment." (Respondent 2, Grahamstown 2015)

"It also depends on the type of project you are involved in, let's say you are involved in a farming project, then you can gain agricultural skills, so if you are helping out scholars with physics then you are gaining better knowledge of that subject because you learn new things and ways to approach those problems, you may be open to varies skills but some of them are dependent on the type of project you are involved in." (Respondent 3, Grahamstown 2015)

"I would say people skills, being able to communicate with people in the right manner, being able to make presentations in front of many people, it also develops your emotional intelligence, and also learning how to control your temper when working around different people and remaining calm so that issues may be resolved faster." (Respondent 4, Grahamstown 2015)

"With our generation being the technology generation, we can learn or do learn a lot of patience, especially in community engagement projects because we deal with different people and situations, so you learn patience, you learn how to deal with other people and how to work with people, you get skill from people you wouldn't think of, we learn through interacting with other people that we are not always right and that our way is not always right… I think we as young people always want our way, so participation teaches you to be humble." (Respondent 5, Grahamstown 2015)

"Most skills that are learned from these projects are skills like interacting with people, the skills you obtain from that particular project... if it's an agricultural project you may learn more about agriculture, learning interpersonal skills" (Respondent 6, Grahamstown 2015)

"Skills which can be derived is firstly taking responsibility, finishing whatever you have started, leadership skills, organizational skills and other skills like human relation skills, and also depends on the initiative you are a part of… but generally it is your leadership skills, your organizational skills and your human relation skills that they can obtain, which I believe most people lack." (Respondent 7, Grahamstown 2015)

"Building networks and contacts, interpersonal communication skills that can then help you in the future when you are having projects or working with people, gaining knowledge from other people as well." (Respondent 8, Grahamstown 2015)

"There is so much personal growth when you participate, interpersonal skills because you interact with people from different walks of life" (Respondent 9, Grahamstown 2015)

"One I think there is communication skills, there is leadership skills that people learn, people get to learn leadership roles, they learn how to manage and complete projects… the communication skills, the leaderships skills and the managerial skills that one can learn can be transferable" (Respondent 10, Grahamstown 2015)

People view youth as being the leaders of tomorrow and it is through learning from other people that youth can become effective leaders. Furthermore, the skills that youth learn from participating in development initiatives will further help them to realize this potential. In addition to this the skills that can be learned through youth participation in development programmes can aid them in being more decisive and being able to make informed and better decisions about their futures.

4.4.6: GETTING THE YOUTH TO PARTICIPATE

It is good to talk about youth being more involved in development projects and being active citizens. However, getting youth more inclined on the idea of participation should be the first step. If youth can have role models that are active citizens, they may be inclined to participate. These role models should be other young people so that young can resonate with them and be more inclined to listen if its people their age talking to them. When the respondents were asked how they would convince other youth to be more active in their participation this is what they had to say:

"I would take them on a guilt trip… I would be like imagine yourself in a position where there is no one else that is volunteering to help you… so wouldn't you want someone to reach out to you and help you…so now the same applies now that you are here you can be involved and help other people that need or require it" (Respondent 1, Grahamstown 2015)

"I would say to them they must participate because the work that you are doing when you are young it comes in handy when you are older, and if you are still high school the view and how you see things is limited and the more grow and develop yourself the more knowledge that you will have, and the ones that participate become more informed and gain knowledge and I think for me knowledge and being wise is important because that can translate in you make wise and well informed decisions." (Respondent 2, Grahamstown 2015)

"By showing that the input that you give in these projects actually make an impact or has an impact and make a difference, so once they see that they may be more interested in joining and making a difference in other people's lives." (Respondent 3, Grahamstown 2015)

"The most important way is reinforcement, knowing that I will gain something back no matter how small it may be or how insignificant it may appear to someone else, but for you know that you receive something from participating means that I will want to do it more." (Respondent 4, Grahamstown 2015)

There are different mechanisms that can be used to call on youth to participate more this was eluded to by the responses, however the thought of gaining better chances of employment remains a prominent reason or influencing factor behind youth participation in development initiatives.

"I think that will have to be influenced by how we advertise community development projects or community engagement projects… so you not just a volunteer but you are a part of something… and we as young people like to feel needed, so you should give them a sense of pride in what they are doing" (Respondent 5, Grahamstown 2015)

"It is actually very difficult to convince another person to be involved until you actually come back with a result of what you have gained from participating, so the best way to motivate someone is through showing the results that you have gained from participating, for youth word of mouth seldom works because people will argue against participating until they see the evidence or result of your participation" (Respondent 6, Grahamstown 2015)

"Firstly I would indicate to them that we stand to inherit this country so therefore we need to guide the type of development, which we need to see when we reach the stage of being elders, and furthermore to state that you tend to grow as an individual whenever you taking part in these kinds of initiatives, furthermore you get to distance yourself from things that will not benefit you at the end of the day, so basically I would tell them they stand to gain more when they participate and they get to influence the direction of the development initiatives. "(Respondent 7, Grahamstown 2015)

"I would use the CV component, because generally through participating you build yourself as a person, you gain experience and building contacts that can benefit you. In the process of developing your CV you gain skills and information from the people you are interacting with" (Respondent 8, Grahamstown 2015)

"Sharing my experiences, I would encourage people by better informing people and that by participating it can be a developing process for yourself, the material benefits of being recognized for your participation" (Respondent 9, Grahamstown 2015)

"The convergence to social media now is amazing…and that has a big influence and also being an example and being relevant to young people, and saying things that are relevant and that encourage them to be involved, and seeing the benefits. Also you must be engaged on the ground and be foot soldiers and working with young people and motivate them at their schools, at their homes and where they play so that they see that you are being involved and not just talking." (Respondent 10, Grahamstown 2015)

Getting youth involved is no easy task but youth are a great influence on their peers and friends. They can be an influential source and mechanism for mobilizing other youths like them to be more involved. Through social media platforms youth have a wider reach then just their close friends this makes youth a valuable resource for reaching other young people. The next section which will be discussed will be the section on community engagement as a platform for youth/ or students to participate in.

4.5: COMMUNITY ENGAGEMENT

This section is focused on discussing the data collected regarding the Rhodes community engagement programme as a platform for youth/student participation. Universities were called by the department of higher education and other stakeholders to be more responsive to the communities that they are located in. To reiterate among the reasons for this call to have community engagement among university mandates was to instil a sense of social responsibility and active citizenry among students and further to show students the role that universities play in the upliftment of communities. When Diana Hornby (2015) the director of the community engagement office at Rhodes University was asked what the rational of community engagement was she conveyed that:

> *"Well the rationale behind community engagement is twofold, the one is to be part of transforming our society, we have a very particular history and we live in a very particular context in this country and that really talks to how we do community engagement… so the rationale is number one to accelerate transformation in this country and number two to take responsibility of the kind of graduate we are growing at university, are we just growing a kind of student that will receive a certificate at the end of the process and be able to access the resources of the upper class communities.. No… we have taken a conscious decision at Rhodes that that is not the kind of student we want to grow, we want to grow the kind of students that are socially responsive, who are critical thinkers, who understand their context and who then can act as change agents in that space, so community engagement is really important in shaping and remaking our society and growing the kind of student that can be part of that leadership, transformative leadership."*

4.5.1: DEFINNING COMMUNITY ENGAGEMENT

The definition of community engagement remains an area of contestation and people have different understandings of the concept. In defining community engagement Diana Hornby (2015) stated that:

> *"Community engagement is any initiative that is undertaken in the university that takes the knowledge generated here to the service of the community… but I must mention the*

principle of engagement, it must be mutually beneficial, it is not doing things for the community but doing things with the community, with a longer view that we are doing something together here because we recognize that our futures are bound."

She further went on to state that at Rhodes University community engagement is defined as:

"We define community engagement by saying that any programmes, projects or initiatives that are put in place to take the knowledge, resources generated in the university into the community in mutually beneficial ways, so that is how we define it here… we also talk to the fact that community engagement is for everybody, so if you want to work in affluent areas that is fine but you must also bring the transformative element to that, so we are saying development is for everybody and it is within our interest to engage in collective processes to shape the Grahamstown space."

In order to try and understand how the respondents understood the concept of community engagement, they were asked what community engage was. To my understanding the way we understand something influences our involvement in it.

"My understanding of community engagement is helping the less advantaged people, helping out in schools, orphanages, or people who seem to be less advantaged like you" (Respondent 1, Grahamstown 2015)

"I understand that community engagement is about engaging the community, it is basically working with the people in the community. For instance, what Rhodes does is that students from Rhodes University go into the townships to work with the community, for instance I use to go to the Libone day care centre were we would read for the kids and interact with them, that centre is already there, it is already existing and we are just adding on what they have, so we are just working with the people that started the centre. So for me community engagement is about interacting with the people and working with them." (Respondent 2, Grahamstown 2015)

"Engaging with the community, so basically being able to talk to people in your community and having a conversation on the same level as people in the communities, not undermining people or feeling that you are superior, but engaging with people on the same level" (Respondent 3, Grahamstown 2015)

"I think the concept of community engagement is about assisting the community, like I said it's not about your financial ability, you can offer tutoring, you can go to old age homes and offer yourself by helping to cook or giving money to charity if you have the means... but it's about engaging with the community being able to help out other people, or to assist each other. (Respondent 4, Grahamstown 2015)

It is evident from the different definitions that there is not consensus on what community engagement is and this reinforces the notion that the definition of community engagement is a highly contested area.

"I think generally it is when you take part in community projects" (Respondent 5, Grahamstown 2015)

"Community engagement from what I have learned is when you become... It deals with outreach programmes that seek to help communities" (Respondent 6, Grahamstown 2015)

"My understanding of the term community engagement is that, or rather there are two words to it, firstly there is community meaning that there are people, it's a group of a particular people and secondly it's a conversation, it's a dialogue, it's an interaction, therefore my understanding is a group of people having an interaction." (Respondent 7, Grahamstown 2015)

"Community engagement is about learning from the community to which you are working in partnership with, it is about the community learning from you and then using both the information you have and the information and knowledge that the community has to deal with problems and needs that the communities have" (Respondent 8, Grahamstown 2015)

"It's giving back to your community, and basically for me it is giving a part of yourself, your time and your resources and interacting with the community so to better it" (Respondent 9, Grahamstown 2015)

"My idea of community engagement is not only going to help a community because it suffers, it's not only going there and donating money or things, I think that idea is

problematic, community engagement is about responding to the needs of a community and so by doing that you are actively participating in addressing some of the needs of that community…Creating platforms for people to realize that agency so I think community engagement is responding to the needs of that community and also giving people platforms to develop themselves beyond just being developed… it is a way of learning and continuing to learn" (Respondent 10, Grahamstown 2015)

It is evident that there is no consensus on how community engagement is defined, however from the respondents' responses it apparent that they view community engagement to be giving back to the community. Furthermore, working with the people in the community, forming partnerships in a way that it benefits everyone involved.

4.5.2: PARTICIPATING STUDENTS (RUCE PROGRAMME)

The community engagement programmes offer student a chance and a platform to actively participate in something that will benefit someone else more than them. At Rhodes University there are a number of programmes that the students can select to be part of. According to Diana Hornby (2015):

"Just locally in Grahamstown we have got 34 partnerships that is schools, NGOs, CBOs, so Ja there are 34…. Then there are a variety of partnerships at different levels from some of the departments here at Rhodes they have got international partnerships, national partnerships, partnerships across the SADC region and local partnerships too… What we try to do, we do not control community engagement from this office what we try to do is to work with various departments to infuse community engagement in the university… we work with the departments like the environmental sciences department or any other department to establish a partnership and thereafter it runs on its own, we work ourselves out of a job in other words…but what we do continue to do is monitor what is happening, where it is happening, we do not want a situation where one school has 6 departments and in another school there is no support, so we try to use the monitoring function so that everyone has access to knowledge generated by the university and university resources."

Student can participate in community engagement programmes through the community engagement office, through societies, through the different residences or through the different departments. When asked whether they participate or not the respondents had this to say:

"No…Because to be honest I felt it would be a distraction from my studies, and I was discouraged last year because I wanted to be involved with schools and I was told I needed to speak Xhosa or the kids would not be able to communicate with me in English" (Respondent 1, Grahamstown 2015)

"I was but not anymore" (Respondent 2, Grahamstown 2015)

"At Rhodes I was involved in 2012, 2013, 2014 and 2015 through the Rhodes University Pool Society/Club" (Respondent 3, Grahamstown 2015)

"Three years, since my first year" (Respondent 4, Grahamstown 2015)

"I have never been fully engaged, I have participated here and there, but in my first year in 2012 I was involved in a mentorship programme where we mentored high school students between grade 9 and grade 10." (Respondent 6, Grahamstown 2015)

"At Rhodes I have not but I have taken part in my life, and most part of my post matric life I have been engaged with community engagement programmes" (Respondent 7, Grahamstown 2015)

"Yes, I've been involved for 7 months now, because I am passionate about giving back." (Respondent 8, Grahamstown 2015)

"I began to be involved in my second year which was in 2011 for the Home of Joy, 2012 and in 2013 I became a student leader for that home, so I built a relationship and my interaction became more than just getting the certificate, I developed an attachment with the people I was working with and an interpersonal relationship was formed. And this year I volunteer in an HIV and AIDS based home where we have support groups were we talk about issues related to HIV and AIDS and hygiene with children from grade 3 to 7" (Respondent 9, Grahamstown 2015)

"Yes I am and I have been involved for 4 years" (Respondent 10, Grahamstown 2015)

4.5.3: REASONS FOR YOUR INVOLVEMENT

I thought it would be interesting and helpful to dig deeper into the reasoning behind people's involvement in community engagement. I asked the director of the community engagement office what are some of the reasons students give in choosing to be involved in community engagement initiatives?

> *"When I started here four years ago many of them talked about their CVs , to have it on their CVs or their had this saviour complex or I want to give back or make a difference a more rescue orientated complex but over the years it has shifted to students understanding that is it about themselves and their own development as it is the development of that community partner… so what they do now is… you find that they are much more humble and they generally come now because they are interested in getting as many experiences to shape themselves before they go out into their careers, so a lot about self-development and also at the same time wanting to be part of a bigger project of reshaping and reimagining what our society should look like." (Diana Hornby, Grahamstown 2015)*

The respondents had differing reasons and motives but other shared the CV component as a motive for taking part in community engagement initiatives. They had this to say:

> *"I got involved because I've always wanted to give back to the community and I didn't know how, I didn't have funds and I still do not have money but I had time and myself to give" (Respondent 2, Grahamstown 2015)*

> *"For me it started out because my friend was a community engagement rep and needed people to help out and participate so I decided let me help him out as a friend, but after you see that I am actually making a difference let me continue doing this." (Respondent 3, Grahamstown 2015)*

> *"Firstly I was not interested but then my friends were involved so I felt left out, so I went and found that I was enjoying myself and seeing people being happy because of me made me enjoy participating more." (Respondent 4, Grahamstown 2015)*

"It was the idea that whatever they are going through I have gone through it also, I do come from a working class family and you do get those difficulties that you experience coming from that background with a lot of siblings around... what motivated me to join was the fact of knowing that I have been through that and that the knowledge of how I handled things and how I stayed motivated would have been more helpful to somebody." (Respondent 6, Grahamstown 2015)

"Firstly I grew up in a community where participation was encouraged, my father used to encourage me to participate and he used to send me to community meetings just to listen and observe and come back and tell him what was happening and what was said, and by so doing, constantly going and attending community meetings I get to keep track and follow developments, and in a way I get to follow and express my views in those community meeting, and eventually you get to a point where it becomes a part of you, because you are exposed to the developments that are taking place within the community, unlike sitting at home and being unaware" (Respondent 7, Grahamstown 2015)

"Honestly… it was thought of getting the certificate, basically I didn't want to leave Rhodes with just my degree but I wanted to gather other certificates in the process of my academic carrier" (Respondent 9, Grahamstown 2015)

"When I was in high school I was involved in the community engagement programmes that were offered by the community engagement office and others, I innately felt that I need to give back and take that responsibility as a person to say that they helped me so what I can do is to better them, I can critic them but the programmes where there and were trying to help out, so what I can do it to be involved and better them… so I felt I had a responsibility to give back because there is so much I owe to my community and not only because of those programmes but as a society we should be engaged and responding to the needs and problems we face in whatever way we can." (Respondent 10, Grahamstown 2015)

To reiterate a point previously made youth are influential to their peers and friends and from the above responses on the reasons these respondents chose to be involved in community

engagement it is evident, this is due to the fact that two of the respondents stated that they got involved in community engagement initiatives because their friends were involved.

4.5.4: SELECTION AND TRAINING OF STUDENTS

One of my objects at the beginning of this study pertained to how students are selected to part of the community engagement and furthermore more I was interested in finding out how students were trained due to the fact that most of them are not from Grahamstown and do not reside or know the communities that they will be involved in. So I asked the director how students choose to be involved in community engagement.

> *"At the beginning of the year we put a call out, we put posters all over campus, we put an invitation on the various social media websites and websites for people to come sign up, we do that in the beginning of the year and then again during the middle of the year." (Diana Horny, Grahamstown 2015)*

Furthermore, I asked what type of training do the students receive in order to be effective in interacting with the community?

> *"Volunteerism which is the non-credit bearing there we offer students a weekend of training which is a Saturday and Sunday and then they meet monthly and the monthly meetings are reflection meetings, to reflect on what has happened and talk about a few interesting things that arise and viewpoints and to plan for the next months… The training content is mostly around dialogue we start by establishing were the students are, why are they there and why they have signed up and then we begin to build on what they know and also work with the major shifts that have happened within the development space from charity based models, charity deficit models, to needs based models and now to more asset based and strategic approaches to community engagement, we work with students to look at that history when it shifted and why it shifted etc." (Diana Horny, Grahamstown 2015)*

One of the respondents shared the same sentiments:

"I didn't do the conventional Rhodes community engagement route, I did the Gadra route, but I know at Rhodes they have a volunteer weekend where you are trained on how to interact with the community, how to handle certain situations, how to be a volunteer and not have the saviour complex... so you get a bit of training on how to handle yourself in whatever site you are put in or choose." (Respondent 5, Grahamstown 2015)

However, to try and gage whether a weekend of training was enough the respondent stated when asked whether they thought a weekend of training is sufficient:

"Considering that the community engagement office has regular meetings to check the progress and how things are going that is sufficient, and besides you can never fully train a person on how to interact with people, because you do not know how people are going to react to that person and how the person will be in that situation" (Respondent 5, Grahamstown 2015)

It is indeed difficult to anticipate how people will react in situations and building relationships and partnerships take time. Furthermore, the students that get involved in community engagement projects are firstly here to pursue their academic work so a weekend of training seems sufficient for them to get exposed to how community engagement operates and the partners they will be working with. And the monthly meetings that are held to talk about issues affecting the volunteers further help them to talk about their experiences and any problems they face and how to resolve them.

4.5.5: ROLES PERFORMED

One of the underlying questions that I had was what role students' play within community engagement seeing that it is stated that students stand to inherit community engagement. When the students were asked what role they played in community engagement this is what they had to convey:

"Basically I have been a student leader for computer training for the youth of Joza, I have been a Student leader for Gadra which is my main focus, I have been a mentor and a tutor and I have volunteered at a crèche" (respondent 5, Grahamstown 2015)

"It was purely a mentorship role where you were given a student and you would meet on a regular basis where you would share ideas, it was like a big brother little brother relationship... and you had these small projects where they would come to Rhodes and you would play games that were supposed to teach them some kind of value" (Respondent 6, Grahamstown 2015)

"I designed the education programme as the Black Lawyers Association, I evaluate our tutors' progress and the progress of the students we teach… and I tutor English and history" (Respondent 8, Grahamstown 2015)

"I began to be involved in my second year which was in 2011 for the home of joy, 2012 and in 2013 I became a student leader for that home, so I built a relationship and my interaction became more than just getting the certificate, I developed an attachment with the people I was working with and an interpersonal relationship was formed. And this year I volunteer in an HIV and AIDS based home where we have support groups were we talk about issues related to HIV and AIDS and hygiene with children from grade 3 to 7" (Respondent 9, Grahamstown 2015)

Being involved in the decision making processes is one of the motivating factors behind the call for people to participate in development initiatives and issues that affect them. This was the guiding reason behind the need to further explore what role students play in the decision making process within the projects that are partnered with the community engagement office to which students are involved in.

"We have tier of student leaders, we have volunteers in all the 34 partners and a team leader who manages all the volunteers in each partner and that team of leaders play a very big and important role in the management of the student volunteer programme" (Diana Hornby, Grahamstown 2015)

Furthermore, a question was put forward regarding the protocols that students have to follow in order to become student leaders:

"A call is put out at the beginning of the year so rather then ask students to nominate people, we ask students who would like to lead a group and so they apply for the position and then they get interviewed for the position and then they will be appointed and we take

it very seriously to train those students throughout the year, we have a training camp and last year we ran it at the Joza youth hub for a weekend and then they spent a night at the Makana b&bs and then we worked the whole of the next day and then we meet them monthly, we really take the role of s student leader very seriously because that is the motto of our university and we are careful not to come with pre organized content to the meetings that we have with students we really try to build on what they know and use dialogue as a key way to unlock their potential and understand their roles" (Diana Hornby, Grahamstown 2015)

Since students choose to apply to be a student leader I thought it be interesting to find out what are some of the interesting viewpoints in the interview for wanting to be a student leader?

"I can't think of viewpoints but the one general impression that I had is the level of maturity of the students, I love the fact that they had opinions on matters… I think the fact that they choose to become student leaders or not is quiet important… so they put their own name forward and there is a level of ownership to that then compared to when someone else nominates you and you feel obligated to lead… it is a deliberate effort, it's a deliberate decision to grow that potential within yourself." (Diana Hornby, Grahamstown 2015)

When you make the decision to be a student leader it is of your own free will and the decision to do so shows that you are up for the challenge and the responsibility that that position comes with. It further shows that you are willing to learn and take on a role that will help you grow as a person.

4.5.6: EFFECTIVENESS OF COMMUNITY ENGAGEMENT

The respondents were asked whether they thought community engagement was effective or not. This was done to gage what students truly thought of community engagement as a process. There were some mixed responses but overall the respondents made positive remarks.

"It is effective, it's very effective because the things that we teach, it could be that the children that we interact with have never even heard of those things, and the motivation that we give is beneficial, it could be that some of the kids that we taught came from very

poor backgrounds and to be there and tell them that it doesn't matter where you come from you can make it in life, doing that gives them hope and you invest in that child because you give them what they didn't have. I think for me it is effective but it also depends on how it is done because if we go there and play all the time obviously we are engaging but on another level, but if we read and watch movies and have debates and stuff then that is engagement on another level" (Respondent 2, Grahamstown 2015)

"It is actually very effective for example here in Grahamstown Rhodes offers tutoring programmes for matriculants from the township schools, and in return assist them in applying to university without having to pay for that… So by participating in community engagement you actually help someone out on a greater level then you perceive of, I might be helping someone out in physics today, but it might be that, that is what the person need to pass their matric and get into university and better their lives, so what I did might have been small but my input might have contributed to someone making a better life for themselves." (Respondent 3, Grahamstown 2015)

"I think that community engagement is effective as long as there is participation, you can have a project to help people but if there is no participation or involvement from people that project goes nowhere, it becomes effective if there are people involved and moving the project forward." (Respondent 4, Grahamstown 2015)

"Speaking as a Grahamstown resident, it is helpful to certain extent, I think my problem with most community engagement projects is the saviour complex where people think that we have come to give you this, or show you guys this, it's not a give and take process where the community is involved in the actual project... it becomes a situation like when you go to a site and do whatever you do, the community benefits but there is no relationship being formed, you are not building a partnership hence in most cases when volunteers leave nothing happens after that, so it is effective to a certain extent, but it can be more effective if we change our approach." (Respondent 5, Grahamstown 2015)

The effectiveness of an initiatives is had to calculate because it might benefit some more than others and from the responses it was evident that community engagement offered at Rhodes University is helpful to some degree.

"Yes and No, Yes it is effective because when you engage with the community and not feed them resources but get what they need, and then speak to what they need through your resources, the no part is that when community engagement initiatives are to be delivered, in most cases you find that there are a certain group of people or thinkers that sit in the periphery and want to come in and impose the development that they think people need, that does not work the one that works is when you have engaged with the people, heard from the community on what they lack and want and from there you say how can we as community engagement facilitators speak to your needs, the one that is interrelated and inter connected works… the one which is coming from the periphery and to the people does not work." (Respondent 7, Grahamstown 2015)

"At Rhodes University community engagement is ineffective, we go into communities as a residence or society for an afternoon, interact with the people and take pictures and then we are done that is not community engagement… the way you interact with the community how does that respond to their daily challenges, do you know their daily challenges, at the end of the day you have to give someone the ability or skills to respond to their daily challenges… Let's take the tutoring or education factor as an example, if you do not understand the family dynamics of that student, if they have enough time to study at home or do they have to do chores at home and have to look after younger children, how will they find time to study for whatever subject they are battling with… so you have to know all those challenges that the student faces in order to assist the student more effectively… Furthermore, the messiah complex is very problematic because it pathologies the communities without truly understanding the challenges communities face." (Respondent 8, Grahamstown 2015)

"I don't know the overall effectiveness of community engagement at Rhodes because I know a lot of people that do community engagement for a certificate, I firstly went there for that as well, that certificate will be recognized when you apply for jobs and stuff but when you start to be involved with people it is inevitable to build relationships… it think there is some kind of effectiveness because it is has been going on for so many years and people are still volunteering"(Respondent 9, Grahamstown 2015)

Power plays a role in many partnerships and development projects and this may affect the overall effectiveness of the work that people do or try to do. Community engagement is about forming partnerships so I asked the director to clarify how they make sure that the partnerships are on equal footing?

> *"We are very conscious about power relations and in that early training that we do with our students we make sure that it is one of the topics that we talk about, we very conscious that by simply coming from the university you go in there with a certain amount of power but it is all in the relationship and as the relationship grows and people can critically reflect, the partnerships get stronger and the partners can criticize each other in a gracious manner… so in ways where there is a flow of information and reflection back and forth we try to really build these partnerships so that it is as close to being equal as possible, but the bottom line is they need us and we need them and if you work off that premise you can begin to work something… sometimes it is hard for some parts of the university to value and respect the knowledge that is brought by some partners but it happening slowly as the partnerships become stronger… it is definitely becoming a more equal partnership." (Diana Hornby, Grahamstown 2015)*

One of the respondents had to say when asked whether they think the community engagement programme at Rhodes had a real impact on the surrounding communities:

> *"I think it does, especially to kids, I think it is very impactful, but the problem is that as much as we are a university the programmes we have, are limited and they target a certain amount of Grahamstown people, we focus on kids, primary and high school kids, orphanages, old age homes and the likes, but what about unemployed people who are a majority of the Grahamstown population, are we impactful on them" (Respondent 5, Grahamstown 2015)*

This sparked an interest in finding out what initiatives the community engagement office had in place to try and fill this gap that this respondent had alerted me to. This prompted me to ask what other projects are there to engage the greater Grahamstown youth?

> *"So from this office we run trading life for Mandela week… where we run a weeklong of activities where people share and ask questions and there is a larger group of young*

people involved in that… and then we have the Siyakhana at Makana were a need is identified by the community and leaders are identified by the community partner who meet with students to jointly plan and execute the initiatives… then there is service learning which is the credit bearing component which ranges from the different departments and that varies from young people to very mature people… then we have two hubs, we are very conscious about moving away from the ivory towers and becoming very porous and seeing the community as our community and moving away from using terms like the community which other them, in that movement what we have tried to do is to create hubs which are both in Joza… the one is a youth hub where we brought in five NGOs who were all working in various places within the community who have various projects for youth, some are in the IT space, the music space, some are in the arts and culture space and some in the language space, so they all work there collectively young people go there it is a safe space and there are reading groups etc. every day, the other hub is an economics based hub and we have particularly targeted young unemployed people and there we have two foundation courses that happen the one is they get to belong to savings groups so they get to understand personal financial management and the other one is a life skills course that they are taken through, when they have done that they are then screened and they take one of three routes, one is to set up a small business, the second one is simply to supplement their income, they might be living of grants etc. so something to supplement that and then the third one is for the job seekers… for the job seekers what we have done is we have gone and talked to the big companies in Grahamstown, the National Arts Festival, Makana Brick and Grahamstown business and we work backwards, we call it back tracking, we ask them what jobs they are creating in the next year and we help find and train those people then they interview them, they are creating internships for us and places where we can place young people just to get experience and get a job." (Diana Hornby, Grahamstown 2015

From the above response it seems evident that there are a number of initiatives that are run which seek to help out the youth of Grahamstown which are mostly unemployed. The different youth hubs seem to play a vital role in equipping youth with skills that they will need.

4.5.7: PARTICIPATION BEYOND COMMUNITY ENGAGEMENT

Since most of the students that take part in community engagement initiatives are not from the Grahamstown community I thought it would be interesting to find out whether they were participating in their communities and if they were what have they done or are doing.

"Nope… I was never exposed to such things and when they do happen it is mostly for older people, and not necessarily targeted at people my age, either then that I would be more involved" (Respondent 1, Grahamstown 2015)

"Unfortunately I haven't done anything and I would love to do something but I do not have funding. Because I do not have funds, but you know what I would love to do is… we do not have a library where I come from and I know I do not have money to build the library but I can apply for funding and stuff like that, but I haven't been able to because I have been focused on myself and my studies and what I want to achieve, but I would love to give back, we do not have old age centres where I come from and I would love to do that, and we do not have computer labs in our schools and I would love to make that a reality." (Respondent 2, Grahamstown 2015)

"I think we would have to take the Big Brother Big Sister projects into consideration seeing that I am a Grahamstown resident and furthermore the children we mentored were young and didn't have people to talk to, and they confided in us about their problems and we in turn gave them advice on how to deal with their problems, we also shared our own stories and what we went through so that they can actually relate to our stories and feel that we made a difference in someone else's life, and for example there are other that have kept in contact with the kids that they mentored." (Respondent 3, Grahamstown 2015)

"I wouldn't want to lie, in my community I do not think I have done much, besides the Big Brother Big Sister project that I was in and the old age home visits, there is nothing going on in my community, there are no projects, so there is nothing to be involved in to make a difference, but I not the type to start my own project so if someone would start it I would help" (Respondent 4, Grahamstown 2015)

"I haven't done anything beyond the Gadra and Rhodes community engagement projects, and I am part of the executive committee at the Gadra so that is where I do most of my work. My main focus is school kids so we organize with meetings with the kids, the parents and teachers on how to inform the parents about their rights and how to work with their kids and staff, so that is where I get to interact with my own community." *(Respondent 5, Grahamstown 2015)*

"There are not many.... the time constraint that I mentioned before, that I am not home long enough to participate in anything but what I can also say is that there aren't that many projects that are actually running in the community that I come from, it is a rural community where outreach projects come now and then and are not very inclusive of people who are like me are busy most of the year, so it is very difficult to actually be a part of something" *(Respondent 6, Grahamstown 2015)*

"The role that I played within my own community is that we started a community drop-in centre and we also started a communal garden where, by the way I am from a township where people do not have big spaces for gardening purposes so we converted an old space and worked on it and developed a communal garden, we have also engaged with the department of labour and put about 20 unemployed young people through their technician training programme, we further engaged one of the biggest company around the area and trained another 20 kids in terms of basic computer skills… those are some of the few things that I have been lucky to have been involved in back in my own community" *(Respondent 7, Grahamstown 2015)*

"I was the provincial director of a youth organization in 2011 and 2012 in KZN, and we worked with communities in developing craft projects, and are working with students around issues of sustainable development and environmental conservation, and we reveal to other young people opportunities available within conservation which is mostly white dominated." *(Respondent 8, Grahamstown 2015)*

"In my own community I haven't done anything, and it's because when I go home I feel like a visitor because I'm not there most of the time because I went to school in different areas far from home and when I return for holidays I only interact with my family and a

few friend and not the broader community because I feel that I am not a part of that community." (Respondent 9, Grahamstown 2015)

"I was part of some programmes in high schools, programmes such as AWENET programme that teaches computer literacy to students who didn't or hadn't down computer literacy in high school… I saw how helpful that programme was in using social media to record and write about their lives and lived experiences… I became actively involved in that project in my second year… I also did a project called the anti-littering campaign which we working with Marry Waters high school's grade 8s and 9s were we went and cleaned a river which was dirty, and we also identified few individuals who would act as environmental police in their communities, we did that project for a year, they used to blog about that and then we would write scripts which we turned into a podcast that we did with them about how dirty their communities are I started that project up and it ran for a year…. I was also part of the Nkululekho project and the Upstart programme from high school which I am part of the board of" (Respondent 10, Grahamstown 2015)

It is evident from the above responses that youth have knowledge on what their communities lack and need and it is through their participation that they can be of service to their community's needs. In addition to this these responses show that there are many youths that are doing incredible things in helping their communities. Furthermore, it reveals that they are making a difference in their communities and prominent discourses about the youth do no justice in showing that youth are more than what prominent discourse paint them to be.

4.6: CONCLUDING REMARKS

From the data collected it is clearly evident that the youth have tremendous amounts of potential to be change makers and to promote development in their communities as well as South Africa as a whole. Their active participation in developmental projects could give youth a platform to safely learn and build skills that could help them be better citizens. As one of the respondents remarked that:

"The benefits of working in most development projects are the feeling of being part of something, but for youth there is a development within themselves, and there will be a

benefit for their families as well, the parents will know that their child is involved in
something that is safe and constructive."

By giving youth safe spaces to participate and develop themselves as well as make meaningful contributions to the life of other you instil in them a sense of social responsibility and civic duty. Participation should be encouraged and promoted in children from an early age. Exposing children to a culture of participation and civic duty helps to build adults that value participation.

"It helped me a great lot, look from an early age I understood as to what was happening
around my community, what are the challenges I understood the issue of bottle necks
which community engagement is confronted with… I further understood the political play
within community development and engagement because politics is everywhere, some
people will stall community development and engagement projects because they will not
benefit them or because they do not want to make someone else get the spotlight… that
constant exposure made me understand the dynamics involved in my own community as
well as community engagement projects." (Respondent 7, Grahamstown 2015)

Through active participation youth have the chance to express their voices and share their ideas and perspectives. It is their perspectives that often go lacking in discourses that talk and write about youth. In addition to youth expressing their voices if they see that their input is being regarded and taken seriously that will boost their confidence which will in turn inspire them more and result in them becoming more active as citizens of this nation.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1: INTRODUCTION

In conclusion, the main focus of the research was investigating youth perceptions of youth participation in development. The study was situated at Rhodes University as it looked at the community engagement programme offered by the university as a platform for youth to be involved in or participate in. The sample was drawn from students within the university due to the fact that students fall within the age category of what is considered youth in South Africa.

The theoretical section focused on participation in development, it outlined its history, its definition, the different forms of participation and its limitations. Furthermore, it outlined the benefits of participation. The literature review section further looked at youth and youth participation. In addition to this it outlined the literature that speaks to youth participation and showed why youth participation is important. And it outlined the rationale behind the focus on youth for the study conducted. It further went on to discuss community engagement as a platform for youth/student participation; it outlined the definition of community engagement, its history within higher education institutions in South Africa. It further discussed student participation and looked at the Rhodes community engagement programme which the study was situated around. The research methodology used for this research was a qualitative research methodology, which had an interpretive focus. The data collection method used in the research was in-depth interviews and for the purpose of the study purposive sampling was used.

5.2: SUMMARY OF THE FINDINGS AND INFERENCES

From the data collected it was made clear that youth have a lot of potential to make a considerable contribution to the development of South Africa and the communities that they are situated in. It showed that youth have so many ideas on how to improve their communities and it was shown that youth have knowledge on what their communities lack and need. The data showed that through their active participation youth stand to inherit a vast number of skills and knowledge which could be vital to their own development. Furthermore, the knowledge and contacts that can be transferred during their active participation in development initiatives may

help them become change makers and shape their communities in a way that helps others as well as them.

As argued in the previous chapter from the data collected it is clear that youth if given a voice and the proper channels and opportunities they may challenge the prevailing discourses and thoughts that people have about them. And in addition to this it became clear that youth are in a great position to influence their friends and others of their age in ways that can promote mutual growth among them. Furthermore, if youth are involved in developmental initiatives they are in spaces that are safe which can aid in their personal growth and development. These spaces can give their families a sense of relief because they know that their children are in spaces that will inspire their children and help them become better adults and more socially responsible and civic minded citizens in future.

Additionally, from the data collected it became clear that youth think differently of themselves and see themselves in a positive light. They recognise the potential they possess in acting as change makers and as agents of development. Furthermore, I shared reservation about the age categorization and classification of youth. Some of the respondents revealed interesting insight on this matter. Some stated that by the age of 35 people should be mature enough not to be classified as youth. Furthermore, as one of the respondents clearly put that he thought that the classification of youth should include people starting from the age of 14 because at that age people are beginning to enter the stage of maturity.

The data collected revealed that people have different conceptions of what community engagement it and what it involves. This corroborated the notion that there is no consensus in the definition of community engagement. From the data collected we gain greater insight into how the community engagement office operates and students are recruited to join the community engagement programme at Rhodes University. We learned that the office had a number of partners that it was working with in the Grahamstown community. It was further outlined that most of the projects and programmes that are partnered up with Rhodes University and the Community engagement office are pre-existing programmes and the office is just a partner to help fill the needs that these programmes require. Most importantly we got a chance to hear

students' voices of how they understood community engagement and further how they perceived its effectiveness and impact. Even though the overall responses painted a positive picture, it was evident that other people had reservations.

5.3: RECOMMENDATIONS

It is imperative that youth actively participate in the development of their communities and South Africa as a nation because any development that takes place whether it is directed at them or not will affect them. In addition to this their active participation and involvement in development initiatives is good for their personal development and furthermore it is good for the initiatives themselves because they gain access to a vibrant group of young people who are fit, able and ready to learn and share their own ideas. Youth are at a stage that they know what their communities lack. They are in a position where they can bring in their friends and other youths into projects. The knowledge they possess and their ability to mobilize and reach other youths is a great asset for development and for the nation of South Africa. Youth must not wait for people or the government to do things for them they must rise up and take a stand and show that they are a force to be reckoned with. In so doing they challenge existing discourses surrounding youth and they show that youth have what it takes to be change makers, to be decisive and take meaning full action that will have a positive effect on their communities. There is need to engage youth in recreational activities that enhance social cohesion. This includes development of community based infrastructure, promoting arts, culture, sport and overall entertainment of youth. This will promote social and national integration of youth.

My recommendation for the Rhodes community engagement is that they could look at training out of school youths in the Grahamstown area so that they could start initiatives that could help out their communities and themselves in the process. Simply because the initiatives that are partnered up with the office at the moment are run by older people in the community and by training young people who can someday inherit these initiatives you get the opportunity of promoting longevity and the sustainability of these projects. In addition to this you get young people that are from these communities who know the people and the needs of their communities in that way they are at the position of having an influence on them because they are born and

bred in those communities. Government should include youth in national structures that seeks to develop them and their communities. Engaging youth in meaningful activities that benefit their communities while developing their abilities and skills will be beneficial for building a sense of social responsibility and civic duty in young people. Furthermore, youth must be exposed to developmental projects at an earlier age so they can have input in how their communities are development and made to prosper. Through more exposure youth will have a better sense of their community's needs.

5.4: CONCLUSION

The findings of the study show that the inclusion of youth in development through their participation would be beneficial to the development of this country. Furthermore, youth's participation in development projects and initiatives in important and has many benefits both for youth and the communities where young people reside. Additionally, from the findings and the literature reviewed it is evident that youth need to be included in research and studies on youth in future. This will enable youth to voice out their opinions more strongly and will show adults that youth need to be taken more seriously and given more responsibility in future. Due to the fact that both participation and community engagement are concepts that are highly contested and have varying interpretations it would be beneficial if there is some form of consensus of what these concepts hold and mean. This will benefit communities because they will have a better understanding about their roles and responsibilities and the roles and responsibilities of stakeholders when it comes to development projects. Furthermore, the involvement of youth in community engagement initiatives and development initiatives would mean growth for youth and result in more youth taking interest and initiative when it comes to the upliftment of their communities. However due to the small number of participants consulted for the study and the conclusions drawn from students from one institution, it must be outlined that it would be difficult to make generalizations from the findings. This would mean that broader research would need to be done with a greater number of youth in order to gain a much greater picture and perspectives from youth about their participation when it comes to development.

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APENDICES

INFORMED CONSENT FORM

I, ……………………………………, voluntarily accept to be a participant in this study being conducted by Nqaba Dano who is a masters student with the sociology department at Rhodes University in Grahamstown.

Information and Purpose: The interview, for which I am being asked to participate in, is a part of a research study that is focused on investigating youth perceptions of participation in development with a focus on community engagement as a form of participation in development.

Your Participation: My participation in this study will consist of an interview. I am not required to answer the questions. You may pass on any question that makes you feel uncomfortable. At any time, you may notify the researcher that you would like to stop the interview and your participation in the study. There is no penalty for discontinuing participation.

Confidentiality: The interview will be tape recorded; however, your name will not be recorded on the tape. Your name and identifying information will not be associated with any part of the written report of the research. All of your information and interview responses will be kept confidential.   The researcher will not share your individual responses with anyone other than the research supervisor.

By signing below, I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Signature_____ Date_____

INTERVIEW SCHEDULE FOR DIANA HORNBY

1. Why should youth be encouraged to participate in development?
2. What role can youth play in the development of their communities?
3. What is community engagement?
4. How is community at Rhodes University defined?
5. What is the rationale behind community engagement?
6. How does the Department of higher education define community engagement?
7. How many community engagement projects are in partnership with the community engagement office?
8. What type of training do the students receive in order to be effective in interacting with the community?
9. What are some of the reasons students choose to be involved in community engagement initiatives?
10. How do students choose to be involved in community engagement?
11. What role do students play in the decision making processes within the projects that are partnered with the community engagement office?
12. What protocols are there for students to become student leaders?
13. What are some of the interesting viewpoints that you have noticed when interviewing the candidates for student leader?
14. How do you overcome the again gap between young and old people in terms of the input that they can bring to the table?

15. What is the relationship between Rhodes University and its partners?
16. How do you make sure that the partnerships are on equal footing?

17. What other projects are there to engage the greater Grahamstown youth?

18. Are there any evaluation mechanisms for people to evaluate the effectiveness of these projects?

INTERVIEW SCHEDULE FOR STUDENTS

Age

Year of Study

Place of origin

Participation in development

1. What is your understanding of development?
2. How do you understand people's role in development?
3. Do you think people's participation in development is important? If yes: Why? If not: Why not?
4. What do you understand by the notion of participation?
5. Is participation important?
6. What does participation achieve?
7. What benefits do you think can be obtained from taking part in development initiatives?
8. What do you think the relationship is between participation and democracy?
9. How would you ensure participation in development initiatives is more sustainable and long term?

Youth Participation

1. How would you define youth?
2. What role do you think youth play in development?
3. What does development mean to you as a young person?
4. How important is youth participation in community development and development in general?
5. What are the benefits for youth who participate in development projects and initiatives?
6. What skills do you think youth could learn from taking part in development initiatives?
7. How would you convince other young people to participate or be more involved?

Community Engagement

1. What do you understand by the term community engagement?
2. How effective is community engagement?
3. Does it interfere with academic work?
4. Does it have a real impact on the surrounding communities?
5. Are you involved in community engagement at Rhodes University? If so: why? If not: Why not?
6. How long have you been involved in community engagement at Rhodes University?
7. What role do you play in community engagement?
8. What have you learnt in taking part in community engagement?
9. What motivated you to get involved in community engagement?
10. What role have you played in the development of your own community were you come from?