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PATTERNS OF EMPOWERMENT OF UNEMPLOYED YOUTH IN KHAYELITSHA

By

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Technical Research project
Submitted in partial fulfilment of a professional Master’s degree in
Local Economic Development

in the
School of Economics
UNIVERSITY OF JOHANNESBURG

Supervisor: Dr M. Venter

January 2019
DECLARATION

I, Zukelwa Mjakada, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Magister Commercii (Professional) in Local Economic Development at the University of the Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

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Zukelwa Mjakada

Signed at Cape Town

On the 08 day of January 2019
DEDICATION

I dedicate this research project to my parents, my pillars, my support systems and my everything. Neither of my parents ever reached grade 12, but with God’s help they managed to raise a child that will now hold a Master’s qualification. I am grateful to God for choosing you to parent me and I have no regrets whatsoever. I know you had to make a lot of sacrifices to raise me, some of which include quitting school and looking for jobs so that I may have a brighter future.

Thank you for all the sacrifices you have made for me. You could have run away like some parents do but you did not; you stuck by me through thick and thin and for that I will always be grateful to you. My love for you can never be quantified. I say to you through this research project “all that you could not achieve, I will achieve for you and I will live the dreams you wished you could have lived”. This is only the beginning.
ACKNOWLEDGEMENTS

My deepest gratitude goes to God who has given me strength and wisdom to complete this research project, for providing me with all the resources I needed and the right people who assisted me in my research.

First and foremost I would like to thank my Supervisor (Dr Marius Venter) who has guided me on this journey, from my research proposal up until the finalisation of this research project. None of this would have come to light without your continuous support and patience.

I am grateful to my course coordinator (Dr Marinda Pretorius) for all her hard work behind the scenes and for ensuring I have all the resources needed to complete this study.

My appreciation goes to my family, for being my support system throughout this journey. Both my parents (Nomvano and Vumile Mjakada) have done a tremendous job showing their faith and belief in me. If it wasn’t for them, I would not have had the courage and confidence to enrol for my Master’s Degree. I would also like to thank my sibling’s (Zimkhitha and Endinako Mjakada), for pushing me beyond my abilities and in the process realising my potential.

I would like to acknowledge my friends (Kristen, Uma, Faith, Keitumesti, Zoleka, Zizipho and Awonke) for always being my shoulder to cry on whenever things went sour or didn’t go according to plan.

A big thank you to Thandeka Nxumalo, my study buddy, my sister and friend since first year. I acknowledge you for the continuous support you have given me throughout my academic life and for offering your hand exceedingly whenever I cried for assistance. I wouldn’t have reached this far without your continuous support and words of comfort.
My utmost regard to my spiritual father (Bishop Nquma), for all the prayers and words of motivation. You have helped me discover my identity in Christ and shaped the person I have become today. May the Lord bless you.

Finally, a special shout out to my editor Leatitia Romero; thank you so much for the wonderful service and outstanding work you have done in this research project.
ABSTRACT

This research project was undertaken in the context of Pillars Two and Three of the National Framework for Local Economic Development 2013-2018. The youth unemployment rate in South Africa is rampant at 52.2 per cent. LED practitioners are therefore of the opinion that youth development is important and could be achieved through youth empowerment programmes. These programmes are aimed at improving the employability of the youth in South Africa, for example, through the provision of fit for purpose life coping skills in order to access economic opportunities. Once an empowerment project is envisaged, it is of utmost importance that the identified youth are involved in all project stages; from the conceptualisation stage right up to the implementation stage. Youth involvement should be encouraged and maximised in LED projects in order to yield better results in terms of the effectiveness, efficiency and the sustainability of the projects.

This research project focused on understanding the perceived impact of a life coping skills training programme on the empowerment of a group of unemployed youth from a section of Khayelitsha at a micro-level. Both pre- and post-intervention surveys were conducted. According to the findings of this research project, there seems to be an improvement in the perceptions of the youth in terms of their self-image post-intervention. They also gained the belief that they are able to cope with challenges which seemed to restrict them from being economically active.

Key words: Local economic development, life coping skills, socio economic challenges, youth empowerment.
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<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC</td>
<td>Adolescent Empowerment Cycle</td>
</tr>
<tr>
<td>BBEE</td>
<td>Broad-Based Economic Empowerment</td>
</tr>
<tr>
<td>CYE</td>
<td>Critical Youth Empowerment</td>
</tr>
<tr>
<td>DTI</td>
<td>Department of Trade and Industry</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>IDA</td>
<td>Incremental Development Area</td>
</tr>
<tr>
<td>IPAP</td>
<td>Industry’s Industrial Policy Action Plan</td>
</tr>
<tr>
<td>IYDS</td>
<td>Integrated Youth Development Strategy</td>
</tr>
<tr>
<td>LED</td>
<td>Local Economic Development</td>
</tr>
<tr>
<td>NFLED</td>
<td>National Framework for Local Economic Development</td>
</tr>
<tr>
<td>NGP</td>
<td>National Growth Path</td>
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<td>NYDA</td>
<td>National Youth Development Agency</td>
</tr>
<tr>
<td>NYEES</td>
<td>National Youth Economic Empowerment Strategy</td>
</tr>
<tr>
<td>NYP</td>
<td>National Youth Policy</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
</tr>
<tr>
<td>PAR</td>
<td>Participatory Action Research</td>
</tr>
<tr>
<td>RSA</td>
<td>Republic of South Africa</td>
</tr>
<tr>
<td>SA</td>
<td>South Africa</td>
</tr>
<tr>
<td>TB</td>
<td>Tuberculosis</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>YD&amp;E</td>
<td>Youth Development and Empowerment</td>
</tr>
</tbody>
</table>
SECTION 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This research project aimed to examine the perceived impact of a life coping skills training programme (as an intervention) to empower a youth group within Khayelitsha. This research project falls within the sphere of local economic development (LED). LED is one of the most prioritised areas by the South African government (Amathole District Municipality 2017, p. 11) and according to Canzelli (2001, p. 9), it is a process where local actors shape and share the future of their territory. According to the Constitution of the Republic of South Africa (Act 108 of 1996 Chapter 7, Section 152 (1)), the promotion of social and economic development is a national priority. The National Development Plan (NDP) and the State of the Nation Address of 2017 also both highlighted the significance of empowering local communities and creating better living conditions for citizens living in disadvantaged communities resembling, for example, this section in Khayelitsha (National Youth Development Plan 2030, p. 22).

The youth who participated in this research project are members of the Hope Africa Collective (HAC). HAC is a non-profit organisation established in 2009 to provide assistance to families residing in the communities of Philippi and Crossroads situated between the larger townships of Khayelitsha and Gugulethu. The vision of HAC is to promote human capacity development and sustained community transformation through individual empowerment. HAC believes that empowering individuals to their maximum potential is the best strategy to enable sustained community development as it results in positive spill-overs. There are several programmes offered by HAC, such as education and after-school programmes, child and adolescent human immunodeficiency virus (HIV) clinics, children’s homes, and crisis care and family services.

The HAC extended their services as a result of socio-economic challenges to include the youth of Khayelitsha. Youth challenges to overcome include the high rate of drug abuse, teenage pregnancy, gangsterism, physical and sexual abuse, HIV and Aids, and high levels of crime. Government seeks to support local developmental
organisations like the HAC to empower the youth (Amathole District Municipality 2017, p.11).

1.2 PROBLEM STATEMENT

Khayelitsha is one of the largest townships in the Western Cape (City of Cape Town 2016, p. 17) and the youth of Khayelitsha face numerous challenges daily. As a result, most of these young people end up losing hope in life, which can be resolved by implementing youth empowerment programmes (Malti 2017, p. 8).

The researcher, in collaboration with a youth group from a section in Khayelitsha, identified a training programme in life coping skills which, in the opinions of the youth, might be an intervention that could empower young people and equip them to become more employable and better citizens.

This research project aimed to investigate the perceptions of empowerment at a micro-level evident in the Khayelitsha youth group participating in a life skills-coping training programme as it existed before and after the training intervention.

The specific objectives of the research project were:

- to empower a youth group from Khayelitsha through an informal life coping skills programme using a participatory action research (PAR) approach; and
- to understand the perceived effect of the informal training programme on the empowerment status of the participants.

According to the World Health Organisation (WHO) (2016, p. 6), life coping skills are among the most effective tools that can be utilised for unlocking youth challenges. The WHO (2016, p. 6) states that “life coping skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. Life coping skills might minimise the psychological impacts caused by socio-economic issues, restore hope, and encourage resilience in this youth group of Khayelitsha.
Life coping skills for youth empowerment should always be the first LED initiative aimed at preparing youth for LED programmes within townships (Kousiakis 2015, p. 9). Youth’s participation in LED activities can be improved when they have been successfully prepared with required skills and have received psychological assistance (Perol, Cloete & Papier 2013, p. 31). Kousiakis (2015, p. 9) agrees that life coping skills can be used to improve the low participation of youth in local development programmes and economic activities.

1.3 RESEARCH METHODOLOGY AND DESIGN

1.3.1 Purpose of the selected research approach

According to Boyle (2012, p. 18), PAR aims to understand social issues and bring a change through developmental interventions to improve the quality of life for participants. Boyle (2012, p. 18) also emphasises that “the process of PAR should be empowering and lead to people having increased control over their lives”.

1.3.2 Research design

In this research project, a PAR approach was used to understand social issues impacting participants, and bring a change through developmental interventions to improve the quality of life for participants and gain control on issues that affect their lives (Baum, MacDougall & Smith 2006, p. 854).

1.3.3 Target population

For this research project, the target population was 30 unemployed youth members of a Khayelitsha club who participated in the empowerment training programme.

1.3.4 Sampling procedure
A non-probability sample of 30 youths between the ages of 19-33 was used.

1.3.4.1 Measuring instrument

In order to collect the required data, participants in this project were asked to complete a structured self-administered questionnaire before and after the empowerment training intervention. The Ruth Albertyn Empowerment Questionnaire was adapted for this limited research project to investigate the perceptions of the youth participating in the study. The pre- and post-questionnaires contained four sections with questions pertaining to participants’ demographics, qualifications, employment history, and the perceptions of the youth in regard to the socio-economic challenges they are facing. The questionnaire was comprised of structured questions that made it easier for the respondents to answer and for the data to be compared. A cover letter outlined the purpose of the research project and provided the researcher’s necessary contact details.

1.3.4.2 Data collection method

The questionnaire was distributed among the participants (youth between ages 19-33) before and after the empowerment training intervention. The first phase involved a pre-survey to determine the participants’ perceptions of empowerment in terms of their life coping skills before the empowerment training intervention. The second survey was conducted after the training intervention to determine the perceptions of the participants after participating in the empowerment intervention. The questionnaire is based on the Albertyn Empowerment Questionnaire (Albertyn, Kapp & Groenewald 2001, p. 181) and the participants completed the survey voluntarily and anonymously.

1.3.4.3 Limitations

The research project was very limited in size due to time constraints and the nature of this type of project in terms of the professional qualification. The findings and recommendations can therefore not be generalised and are limited to a portion of Khayelitsha.
1.4 MOTIVATION FOR THE STUDY

According to Statistics South Africa (2014), young people constitute 37 per cent of the country’s population. The National Strategy for Sustainable Development and Action Plan 2015 identifies youth as the most economically active population. However, within the political environment youth is classified as the most vulnerable population that developmental policy frameworks should focus on (Environmental Affairs 2015, p. 15).

Thus, youths present a powerful resource for the country on the condition that they are supported and empowered to become active members of society. This suggests that youths hold a significant role in economic and political growth. Youth empowerment is essential to ensure that youths are properly equipped to gain the required skills and competencies to be economically and politically active (Sulfikar 2016, p. 32).

Khayelitsha is one of the largest and most rapidly growing townships in the Western Cape Province and it is the second largest township, after Soweto, in South Africa (Cronje 2014, p. 3). The Xhosa name “Khayelitsha” means “New Home” in English. Khayelitsha is located on the Cape Flats in the City of Cape Town near Mitchells Plain and Blue Downs, and the area is approximately 38.71 km². Khayelitsha comprises areas such as Macassar, Site B, Site C, Bhongweni, Harare, Town 3, Ikwezi Park, Ekuphumleni and Mandela Park (Cronje 2014, p. 3).

1.4.1 Khayelitsha demographics

According to the census of 2011, the total population of Khayelitsha is approximately 391 749 and there are 118 810 households. Almost 59,9 per cent of the total population of Khayelitsha are youths between the ages of 15-35 (Statistics South Africa 2011). According to these statistics, the youth is the most dominating and significant segment within the Khayelitsha population.

Table 1.1: Khayelitsha gender demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>People</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Population</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Female</td>
<td>200187</td>
<td>51.1%</td>
</tr>
<tr>
<td>Male</td>
<td>191562</td>
<td>48.9%</td>
</tr>
</tbody>
</table>

*Source: Census, 2011*

Table 1.1 illustrates the total population of Khayelitsha according to gender percentage share. According to the table, females comprise 51.1% per cent of the total population of Khayelitsha while males comprise 48.9 per cent. It is therefore evident that in terms of gender, the population of Khayelitsha is fairly distributed between females and males.

Khayelitsha is not unique from other townships that struggle with terrible living conditions and poor service delivery (Cronje 2014, p. 3). In Khayelitsha, housing, water and sanitation seem to be the most burning issues (Cronje 2014, p. 3). There are 22 informal settlements within Khayelitsha and over 65 000 shacks (Cronje 2014, p. 3). The conditions of the shacks undermine human dignity and represent a violation of a fundamental basic human right, stipulated in the Constitution as a “right to a shelter” (RSA Constitution, Section 26(1)).

As stated in the Constitution, sanitation and water are among the most fundamental and basic rights that all humans should have access to (RSA Constitution, Section 27 (1) (b)). However, this is not always the case for all South African citizens who live in areas like Khayelitsha. People living in these informal settlements utilise temporary toilet facilities which have no water for flushing. In fact, these citizens have to walk nearly 1km to access water (Cronje, 2014, p. 3).

According to Cronje (2014, p. 3), Khayelitsha is associated with a high rate of protests relating to poor service delivery. These protests stem from the high levels of dissatisfaction from the people who live in the area. Khayelitsha will further struggle to obtain sufficient resources and services to support the constantly growing population if this issue is not addressed by the City of Cape Town. In that case, pitiful living conditions can be expected to remain or escalate in Khayelitsha over the coming years (Cronje 2014, p. 3).
According to Naidoo (2017, p. 2), the Khayelitsha infrastructure is not effectively developed to allow investment attraction and local business expansions. Most public roads in the area have potholes and there is limited public transport. However, over the past few years there has been some infrastructure development which will bring positive change and externalities to Khayelitsha. This includes the development of the False Bay Incremental Development Area (IDA) which is still in progress (Naidoo 2017, p. 2).

1.5 LITERATURE OVERVIEW

1.5.1 National Framework for Local Economic Development (NFLED) 2013-2018

The NFLED 2013-2018 serves as a strategic coordination and implementation policy for LED in South Africa (NFLED 2013, p. 6). The NFLED 2013-2018 also seeks to provide an improved and shared understanding of LED in South Africa. The framework was introduced after the 2006-2011 LED Framework which was a progressive strategic policy towards sustained development in South Africa.

The NFLED 2013-2018 framework is governed by four pillars and youth development is identified as Pillar Three within the LED policy framework. The NFLED 2013-2018 highlights Pillar Three as developing an inclusive economy. According to the framework’s four core pillars, to develop or establish an inclusive economy this, among other things, involves township and youth development (NFLED 2013, p. 33).

1.5.2 The concept of empowerment

The Constitution (1996, p. 10) defines empowerment as a social process that assists people to gain control over their own lives and address issues affecting their lives.

Similarly, Kolade, Towobola, Oresenya and Ayeni (2014, p. 175) define youth empowerment as: “The efforts aimed at providing coping skills and an enabling environment for youth to lead decent lives and contribute meaningfully to national development”.

7
According to these definitions, empowerment can be described as a developmental process aimed at enabling people to take control of their own lives, to take independent decisions and have resilience in issues affecting their lives.

According to Hennink, Kiiti, Pilliner and Jayakaran (2014, p. 206), there are three distinct levels of empowerment, namely individual, community and organisational empowerment. Individual empowerment is a transformation process that enables an individual to take independent decisions that will positively change their lives. The main objective of individual empowerment is to build self-confidence and independent decision making (Hennink et al 2014, p. 206). Community empowerment is the process of enabling local communities to mobilise themselves towards positive change. Community empowerment assists in building networks between community stakeholders and results in the increased efficient use and allocation of local resources. Lastly, Hennink et al (2014, p. 206) highlight that organisational empowerment is about enabling local partnerships within organisations to enhance their operational effectiveness and expand their programmes.

1.5.3 The concept of life coping skills

Sulfikar (2016, p. 157) defines life coping skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”. The WHO (1996, p. 21) also defines life skills as the “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. Thus, life coping skills could assist young people to effectively deal with real-life situations.

According to Sulfikar (2016, p. 157), young people require analytical, social and coping skills to make decisions, solve problems, become aware of their strengths and weaknesses, set certain goals for themselves, and gear their efforts towards achieving these goals. Youth empowerment does not only provide youth with constructive sessions to improve their thinking, but it also provides them with valuable life skills which they can utilise for their own future developments (Sulfikar, 2016, p. 158). Thus,
youth empowerment does not only benefit the participants but also the entire community through positive spill-over effects.

In summary, life coping skills can be defined as an ongoing intervention that is directed at empowering people on a personal and social level.

1.5.4 The concept of Local Economic Development and Youth Development

LED is essentially a process in which local governments and community-based groups manage their existing resources and enter into partnership arrangements with the private sector, or with each other, to create new jobs and stimulate economic activity in an economic area (Meyer, 2014, p. 3).

LED can thus be defined as developmental efforts by local government and non-governmental institutions in partnership with the community to efficiently utilise available resources in establishing economic activities that will generate positive externalities to the community.

1.5.5 The concept of youth participation

Cornwall (2010, p. 16) defines youth participation as the involvement of youth in responding and challenging actions that meet genuine needs, with opportunities for decision making in matters affecting their lives. Similarly, Checkoway and Gurtierrez (2006, p. 1) describe youth participation “as a process of involving young people in the institutions and decisions that affect their lives. It includes initiatives that emphasise educational reform, environmental quality, and other issues; that involves populations distinguished by class, race, gender, and other characteristics; and that operate in rural areas, small towns, suburbs, and neighbourhoods of large cities in developing areas and industrial nations worldwide”.

Youth participation is thus the process whereby youth are given an opportunity to be involved in the initiation of development projects, programme implementation and problem-solving issues that affect their lives. It is necessary to empower youth with
the necessary life coping skills so that they obtain resilience and are motivated to participate in local activities (Malti 2017, p.10).

1.5.6 Policies that guide youth development

The National Youth Policy (NYP) for 2015-2020 serves the needs of the youth of South Africa. The main focus of the NYP 2020 is to redress the apartheid-era actions that excluded black communities from participating in the economy. The primary objective of the NYP 2020 is thus to create an environment that will enable South African youths to reach their full potential.

The goal of the National Youth Development Agency (2015, p. 5) “is to consolidate youth initiatives that intentionally enhance the capabilities of young people to transform the economy and society they live in by addressing their needs, promoting positive outcomes, opportunities, choices, relationships and support necessary for holistic development of all young people, and in particular, those outside the social, political and economic mainstream”. Therefore, the National Youth Development Agency (2015, p. 5) emphasises the need for numerous youth development efforts and interventions to respond to the needs of young people by focusing on all aspects or spheres of their lives.

The Department of Trade and Industry (the dti), through the Industrial Policy Action Plan (IPAP) (the dti 2015, p. 10), highlights the need for economic growth and job creation. However, the IPAP (the dti 2015, p. 20) states that both economic growth and job creation is possible through the provision of skills and individual empowerment necessary to move a non-active economic population to an active economic population.

The Youth Employment Accord (Economic Development Department 2013, p. 3) and the Skills Accord (Economic Development Department 2011, p. 13) also encourage the shift of state resources towards youth empowerment and skill development programmes.
1.6 ETHICAL ISSUES

In order to ensure that the validity of the research project is in accordance with the standards required, all-encompassing measures were taken in order to prevent all forms of plagiarism, duplication and false information. The questionnaires were ethically cleared by the University of Johannesburg’s (UJ) ethics committee to ensure the anonymity and the confidentiality of the participants.

1.7 THE VALUE OF THIS RESEARCH PROJECT

It is anticipated that similar research projects will be undertaken to confirm the findings of this limited research project, highlighting the challenges faced by youth in South African townships similar to this section of Khayelitsha. It is also believed that new and ground-breaking solutions may be found in order to empower the youth to overcome their socio-economic challenges.

1.8 SECTION CLASSIFICATION

This limited research project comprises the following sections:

Section 1: Introduction and background to the study
The first section focuses on introducing the research problem and presenting the background to the research project.

Section 2: Literature review
The second section provides a limited literature review based on the theoretical outcomes of this study.

Section 3: Research design and methodology
Section 3 describes the research design and methodology.

Section 4: Research findings
Section 4 focuses on the analysis of the findings of the survey.
Section 5: Conclusion and recommendations
Section 5 presents the conclusion and recommendations of the research project.

1.9 SYNOPSIS

This section gave an overview of the limited research project in LED conducted in collaboration with HAC and a youth group comprising 30 unemployed youth from a section in Khayelitsha. The research problem was formulated and a description of the methodology dimensions followed in the empirical portion of the project. Lastly, the ethical considerations were outlined and the various limitations of the research project were discussed.
SECTION 2: LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this section is to give an overview of literature relevant to LED and youth empowerment.

2.2 THE CONCEPT OF LOCAL ECONOMIC DEVELOPMENT

2.2.1 Defining LED

According to the NFLED (2013, p. 27) "Local Economic Development (LED) is the process by which public, business and non-governmental sector partners work collectively to create better conditions for economic growth and employment generation with the objective of building up economic capacity of a local area to improve its economic future and the quality of life for all".

Similarly, Balagat and Canag (2009, p. 9) define LED as a process of constructing the economic strength of a local area by utilising available local resources and capacities. The driving forces of this process are economic stakeholders and relevant community stakeholders.

Nel and Rogerson (2005, p. 4) describe LED as a process by which public, business and non-governmental sector partners work collectively to create an enabling environment for economic growth and job opportunities, thus improving quality of life for all. On the other hand, according to Venter (2014), municipalities are the foot-soldiers of LED. The notion that LED strategies have been introduced at municipal level across South Africa appears to be a myth, since municipalities have been struggling for years to fulfil this directive (Venter 2014).
From the aforementioned definitions, it is evident that LED enables and enhances the coordination and efficient optimisation of scarce resources available in local communities in efforts of improving quality of life for all.

2.2.2 LED goals and principles

Balagat and Canag (2009, p. 10) identified four underlying goals and principles that guide LED. Firstly, they mention that the core goals that drive LED are to create jobs, reduce inequality, alleviate poverty and improve the living standard for local citizens (Balagat & Canag 2009, p. 10). Secondly, LED seeks to encourage equitable and sustainable economic growth. Thirdly, “equitable” implies the provision of economic opportunities that will not discriminate against gender or colour, and lastly, that private small businesses are acknowledged as the engine of employment and economic growth. Thus, LED promotes private-public partnerships in unlocking economic opportunities and endorses transparent and accountable governance (Balagat & Canag 2009, p. 10).

2.2.3 LED policies and frameworks

According to Petterson (2008, p.4) and the NFLED (2013-2018, p. 31), the following policies and policy papers are primary documents that contribute directly or indirectly towards LED processes in South Africa:

Table 2.1: Policies that contribute to LED processes in South Africa

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>The RSA Constitution (1996)</td>
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<tr>
<td>4.</td>
<td>LED Guidelines to Institutional Arrangements (2000),</td>
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<tr>
<td>5.</td>
<td>National Development Plan 2030</td>
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<td>7.</td>
<td>National Growth Path 2030</td>
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<tr>
<td>9.</td>
<td>Industrial Development Plan</td>
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</tbody>
</table>
The NFLED 2013-2018 serves as a strategic coordination and implementation guide for LED in South Africa. The NFLED 2013-2018 aims to provide and enhance a commonly shared understanding and implementation of LED strategic plans in SA. The NFLED 2013-2018 was introduced after the 2006-2011 LED framework as a progressive strategic guide towards sustained development in South Africa. The NFLED identifies four pillars which guide this framework. The “Developing Learning and Skilful Local Economies” pillar aims to equip youth with the necessary skills to access decent jobs and encourages them to cope with the issues of their everyday lives (NFLED 2013-2018, p. 32). According to the NFLED (2013-2018, p. 32), the “Developing Learning and Skilful Local Economies” pillar should be accompanied by developmental initiatives such as bridging the basic skills gap, the development of workforce skills and entrepreneurship development (NFLED 2013-2018, p. 33). It is therefore evident that the pillars of the National LED framework strive to empower young people through effectively targeted developmental programmes (NFLED 2013-2018, p. 33).

The NFLED (2013-2018, p. 33) also introduces the “Developing Inclusive Economies” pillar as one of the fundamental pillars towards sustained economic development. This pillar seeks economic inclusion in all communities, including poor communities that are based in rural and township communities such as Khayelitsha. The Developing Inclusive Economies pillar has outlined six critical strategy interventions that need to be implemented for sustained economic inclusion. One of these strategies include the “Township Economic Development Programme”, which aims for positive transformation within townships. This will be realised through the establishment of adequate economic development programmes (NFLED 2013-2018, p. 34). Another strategy outlined under the Development of Inclusive Economies pillar is “Youth
Economic Empowerment”, which aims to empower young people with skills that enable them to access decent jobs and overcome their daily economic challenges (NFLED 2013-2018, p. 34). This strongly illustrates that youth empowerment forms a very significant part of the NFLED 2013-2018.

2.2.4 The LED stakeholders

According to Balagat and Canag (2009, p. 12), “LED process calls for the collective efforts of local stakeholders to spur economic growth”. This implies that it is almost impossible for any local institution to drive LED processes in association with sustainability and success. Thus, LED promotes partnerships, especially for economic activities implemented at the local level. Table 2.2 illustrates a number of key LED stakeholders across all government levels and their significant contribution towards achieving LED objectives.

Table 2.2: LED Key Stakeholders

<table>
<thead>
<tr>
<th>Government Level</th>
<th>LED Stakeholders</th>
<th>Key Functions</th>
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<tbody>
<tr>
<td><strong>National Level</strong></td>
<td>Department of Trade and Industry, National Treasury, Developmental Bank of South Africa and Industrial development corporations.</td>
<td>Formulation and regulation of LED policies, allocation of developmental budget, provision of resources, and guiding local and provisional authorities in adopting LED processes.</td>
</tr>
<tr>
<td><strong>Provincial Level</strong></td>
<td>Provincial departments, Provincial development agencies and Economic development departments.</td>
<td>Coordinate transfer of resources from national to local level, identify and deliver LED-required services in local communities, identify developmental strategies, and establish funding instruments and investment promotion.</td>
</tr>
<tr>
<td><strong>Local Level</strong></td>
<td>Metro Municipalities, District Municipalities</td>
<td>Facilitating the implementation of LED plans and strategies, identifying LED</td>
</tr>
</tbody>
</table>
Government Level | LED Stakeholders | Key Functions |
---|---|---|
| | Local Municipalities, Local Economic Development agencies, community, Non-Governmental Organisations, Local businesses. | priority areas and community needs, LED stakeholder management, establishing network platforms for communications, efficient service delivery to improve quality of life, and promoting an enabling environment for local businesses through efficient and effective infrastructure development. |

Sources: Balagat and Canag (2009) and NFLED (2013-2018)

As illustrated in Table 2.2, in order to efficiently and effectively coordinate and implement LED plans, key stakeholders across all government levels need to be involved in LED. However, the key stakeholders identified at the local level are the engine and vision executors of the LED plan. Thus, the core functions of LED plans are at the local level and should be supported by the provincial and national government. LED stakeholders are guided by the identified LED pillars when executing their tasks, and these LED pillars are discussed in the following paragraphs.

2.2.5 LED policy pillars

In the NFLED (2013-2018, p.31), four LED core pillars are identified, which include: Building a diverse economic base; Developing Learning and skilful local economies; Developing inclusive economies; and Economic governance (NFLED 2013-2018, p. 31).

Two of the identified LED pillars, namely “Developing Learning and Skilful Local Economies” and “Developing an Inclusive Economy” promote the transfer of basic skills, township economic development and economic empowerment of the local citizens (NFLED 2013-2018, p. 32). It is thus clear that LED strategies prioritise the area of human development and empowerment (NFLED 2013-2018, p. 32).
There is a need for increased efforts in empowering youth from both rural and township areas to become economically active citizens (NFLED 2013-2018, p. 32). Well-targeted youth empowerment programmes can be utilised as a catalyst to achieve LED objectives of empowering local citizens by creating an inclusive and equitable economy for all (Balagat & Canag 2009, p. 13). Youth empowerment in South Africa is guided and supported by policies, which are discussed next.

2.3 THE CONCEPT OF EMPOWERMENT

Zimmerman (2002, p. 43) defines empowerment as "an intentional ongoing process centred in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valid resources gain greater access to and control over these resources". Zimmerman (2002, p. 43) also identifies a very significant element in terms of there being a difference between organisational and individual empowerment.

Additionally, Sulfikar (2016, p. 151) defines empowerment as "as a process where individuals learn to see a close correspondence between their goals, and a sense of how to achieve them and a relationship between their efforts and life outcomes".

Albertyn et al’s (2001, p. 83) research paper focused on examining the impact of a local skills training programme as an intervention aimed at empowering workers. The study was conducted in two phases. The first phase involved designing and standardising the measuring instrument, and the second phase entailed pre- and post-surveys. In their study, Albertyn et al (2001, p. 83) found that the effects of the empowerment intervention were observed on three levels of empowerment; micro-level, interface level and macro-level.

Albertyn et al (2001, p. 83) explain that the micro-level relates to the internal sphere of the individuals concerning their attitudes and feelings. The interface level is interpersonal areas that an individual relates to regarding their participation and action (Albertyn et al 2001 p. 187). The macro-level entails effects, beliefs and actions relating to the external aspects of the person (Albertyn et al 2001, p. 83).
Albertyn et al (2001, p. 83) drew patterns of empowerment by referring to the mentioned levels of empowerment. Their analysis showed that the empowered workers had a more positive outlook on life, felt confident to take charge of their decisions, gained self-respect and felt more in control over life’s circumstances.

For the purpose of this research project, youth empowerment can be defined as an intentional intervention approach aimed at assisting youth to gain control over their lives, take independent decisions, set sustained, measurable, attainable, realistic, time-bound goals for themselves, and enhance the spirit of resilience among youth on the issues that affect their lives. Thus, this study focused on micro-level empowerment. The next segment presents how youth empowerment relates to the LED policies.

2.4 LEGISLATIVE AND POLICY FRAMEWORKS GUIDING YOUTH EMPOWERMENT

The Constitution of the Republic of South Africa is the supreme law of South Africa (RSA Constitution 1(2) 1996, p. 3). All policies and legislative frameworks should be aligned with it. The Constitution highlights the significance of youth economic empowerment by establishing it as a basic human right which ensures human dignity.

The Department of Trade and Industry (the dti) and the IPAP both highlight economic opportunities in the industrial and infrastructure sector, which should be undertaken by both public and private sectors (the dti 2013, p. 11). The IPAP, supported by the National Growth Path (NGP), acknowledges the need to empower youth with the necessary skills to enable them to participate in these economic activities and thus create an inclusive economy (the dti 2015, p. 11).

The Broad-Based Economic Empowerment (BBEE) Act 53 of 2003 regulates all government spheres and the private sectors to employ black youth with disabilities and black youth residing in disadvantaged areas (the dti 2013, p. 7). The main purpose of the BBEE Act is to rectify the inequalities that were caused by the apartheid
government, namely to ensure equal economic opportunities to all citizens (the dti 2013, p. 7).

2.4.1 The National Youth Economic Empowerment Strategy (NYEES) and Implementation Plan

The NYEES and the implementation plan is a national youth policy instrument which was formulated to promote youth empowerment for the period of 2009-2019. The NYEES Implementation Plan obligates the dti and other relevant departments to promote youth economic empowerment in South Africa (the dti 2009, p. 11). The NYEES is mainly designed to guarantee that all existing economic policies, programmes, institutions and strategies available at all government spheres cater for youth economic empowerment. The main objectives of NYEES are to encourage and unleash youth’s participation in the economy and to increase entrepreneurial culture, business management capacities and technical skills among youth, and thereby contribute towards sustainable human development (the dti 2009, p. 11).

2.4.2 National Youth Policy (NYP) 2015/2020

According to the National Youth Development Agency (NYDA) “National Youth Policy for 2015-2020 was developed for youth in SA, with a focus on redressing the wrongs of the past and addressing the specific challenges and immediate needs of the country’s youth” (NYDA 2015, p. 2). It is therefore evident that the NYP 2020 seeks to address immediate youth challenges without ignoring the harm caused by the apartheid-era government. The NYDA (2015, p. 2) also aims to create an environment that will enable young people to reach their full potential through government support mechanisms.

According to NYDA (2015, p. 2), there is an increased need for well-targeted youth interventions which will allow youth to actively participate and engage in societal and economic activities. Thus, it is essential for the NYP to act as a catalyst in identifying the mechanisms and interventions that will assist youth to overcome the socio-economic challenges which deny them the opportunity to actively participate in the economic and social environment.
2.4.3 The Integrated Youth Development Strategy (IYDS) of South Africa 2012-2016

The IYDS is mainly supported by government development institutions such as NYDA and the dti. The mission of the IYDS is to facilitate and monitor the implementation of youth development programmes and policy development. The core objective of the IYDS is to initiate developmental projects that will benefit young people who were previously disadvantaged (NYDA 2012, p. 10).

The IYDS identified key pillars to guide the strategy's implementation plans (NYDA 2012, p. 10). These pillars include Economic Participation, Education and Skill Development, Youth Work, Health and Wellbeing, Social Cohesion, National Youth Service and Sports and Recreation. These pillars were developed based on the economic and social issues that young people face in their communities.

According to NYDA (2012, p.10), policymakers need to consider these pillars when formulating developmental policy objectives in order to realise effective and efficient youth development. This implies that these pillars have been developed to address the issues affecting youth in South Africa (NYDA 2012, p. 25). However, it is important to note that youth empowerment is not only guided by policies and frameworks; there are also youth empowerment models which have made significant contributions in the field of youth empowerment. These models are discussed in the next section.

2.5 YOUTH EMPOWERMENT MODELS

There are many examples of youth empowerment models which have been developed over the years; most of them adding value towards improved youth empowerment programmes. The conceptualisation of the youth empowerment intervention used as part of this project took some of these into account.

Checkoway and Gutierrez (2011, p. 33) state that “efforts to support youth’s healthy development and integration into the community have experienced several shifts in focus over the decades”. This is because, previously, the main focus of youth
empowerment programmes was to rehabilitate youth, for example, keeping young people off the streets (Checkoway & Gutierrez 2011, p. 33). However, over the past few years the scope of youth empowerment has expanded, and its focus is now on ensuring sustained youth development.

2.5.1 Youth Development and Empowerment Program Model (YD&E)

The Youth Development and Empowerment Program Model (YD&E) was developed by Kim in 1998. The main purpose of this model was to provide guidelines for youth empowerment programmes regarding substance abuse prevention. Similar to the Adolescent Empowerment Cycle (AEC) model, the YD&E model is not narrowly focused on influencing youth to behave as expected or as society requires; the focus of the model is broader. The key objective of the YD&E is to encourage and enhance youth participation in socio-economic issues and public affairs of the community (Checkoway & Gutierrez 2011, p. 36). Therefore, the YD&E model is grounded in social controlling and social learning theory.

According to Checkoway and Gutierrez (2011, p. 35), “the YD&E model explicitly incorporates dimensions of both individual empowerment and community engagement or community partners”. Therefore, this model establishes young people as a significant resource and asset of the community, which should be encouraged to participate in community affairs for sustained community and LED.

2.5.2 The Critical Youth Employment (CYE) Theory

Checkoway and Gutierrez (2011, p. 38) proposed the Critical Youth Empowerment (CYE) theory which builds on and expands the existing youth empowerment and developmental theories. Checkoway and Gutierrez (2011, p. 39) state that the CYE aims to support and foster youth who will contribute towards community development and socio-political change, and produce young people who are critical citizens actively participating in day-to-day community matters. This model suggests that the youth needs to engage in all community development activities and other institutional developmental changes.
Checkoway and Gutierrez (2011, p. 41) identified six dimensions of the CYE model which are critical for youth empowerment. These key dimensions include “A welcoming and safe environment, meaningful participation and engagement, equitable power-sharing between youth and adults, engagement in critical reflection on interpersonal and socio-political processes, participating in socio-political processes to effect change and integrated individual and community level empowerment” (Checkoway & Gutierrez 2011, p. 41). The availability of all these dimensions creates a conducive environment that will establish a more efficient and effective youth development process. In contrast, the absence of these dimensions limits the impact and the positive externalities that will be realised in a youth empowerment programme.

Checkoway and Gutierrez (2011, p. 42) discovered that a welcoming and safe environment that values, supports and encourages young people is a key to critical youth empowerment. A welcoming environment enables youth to freely express their feelings and creates a sense of belonging to the community. Checkoway and Gutierrez (2011, p. 42) also believe that a welcoming and safe environment is a social space where young people have the freedom to be themselves, express their opinions and have a voice in decision-making processes. In order for youth empowerment programmes to effectively and efficiently address all youth challenges, it needs to ensure that a welcoming and safe environment has been created.

Youth should be offered opportunities to engage in meaningful activities to which they will contribute, while simultaneously obtaining leadership and participation skills (Checkoway & Gutierrez 2011, p. 42). Jennings, Parra-Medina, Hilfinger and Mcloughlin (2006, p. 13) state that “Youth needs to engage in activities that are relevant to their own lives, one that excites and challenges them to be their best version”. Thus, the CYE theory suggests that an effective and efficient empowerment programme will be realised when youth is directly involved in the engagements and included in activities that affect their lives.

According to Jennings et al (2006, p. 14), “in society where adults hold legitimate power and are ultimately responsible for decision and actions, creating equitable power-sharing within the contexts of a youth empowerment programme is a challenge”. In most societal development projects, youth are excluded from the
planning and decision-making phase and adults have all the power (Jennings et al 2006, p. 14). This is the main reason for low youth participation levels in community development projects. The CYE suggests that for a more successful youth empowerment programme, organisations need to encourage attitudes, ideas and activities that relate to power-sharing (Jennings et al 2006, p. 15). In this manner, it will promote shared leadership in development programmes with greater impact than one dominating group executing all the plans.

The CYE theory emphases that youth participation in community development programmes comprises engagement in socio-political processes and social change (Jennings et al 2006, p. 15). The theory also highlights that youth participating in socio-political processes do not limit their participation in civil services but rather encourage social change efforts within such services (Checkoway & Gutierrez 2011, p. 40). As a result, the CYE theory concludes that the most impactful youth involvement is the one in which youths gain a critical understanding of the processes through participating in transformative social action (Jennings et al 2006, p. 15).

According to the CYE theory, youth empowerment programmes should create opportunities and bring positive change at both individual and community level (Jennings et al 2006, p. 16). This implies that empowerment programmes should provide youth will opportunities for personal growth, skill enhancement and increased self-efficacy (Jennings et al 2006, p. 16).

2.6 THE CONCEPT OF SUSTAINED DEVELOPMENT

According to Dobrescu, Manea, Stefanescu and Velter (2011, p. 74), sustained development “is a development that meets the needs of the present without compromising the future generations to meet their own needs”. Dobrescu et al (2011, p. 75) also believe that the purpose of sustained development is to alleviate poverty, reduce inequalities and uplift the living standards of the poor by providing economic opportunities.

An example of unsustainable development is when the government makes a loan to finance current spending, such as paying employee salaries. This will imply that a debt
has been created to finance government expense that will not bring sustained development to the country and the future generation will be liable to repay the loan, with interest. However, if the government borrows money to finance capital spending, such as infrastructural developmental projects, these are sustained development projects that will help to create jobs while simultaneously alleviating poverty; these government efforts will benefit the future generation as opposed to burdening them (Dobrescu et al 2011, p. 76).

According to Dobrescu et al (2011, p. 78), there are three core elements that need to be present in order to accomplish sustained development. These include “economic growth”, “social inclusion” and “environmental protection”. The absence of these three elements in any developmental or empowerment project constrains the project’s ability to realise sustained growth. The idea around economic growth is that for any developmental project introduced within a local community, there must be well-targeted economic growth expected post-implementation of the project. Thus, Dobrescu et al (2011, p. 78) highlight social inclusion as a prerequisite for sustained development.

The authors (Dobrescu et al 2011, p.80) are also of the opinion that community consultation or engagement is critical for any developmental change that will affect the local people. Social inclusion assists project managers to understand the needs of the community better. As a result, they then design their projects in a manner that will serve the community’s needs as opposed to prescribing what “they think the community needs”. Social inclusion thus results in more efficient and effective developmental projects. Lastly, Dobrescu et al (2011, p. 80) emphasise the significance of environmental protection in any project that is aimed at empowering and bringing sustained development to a particular segment. For sustained development to be realised, development projects must protect community resources and efficiently utilise them to benefit the entire community.

Flint (2013, p. 33) also contributed to defining the basic elements of sustained development and identified similar basic elements of sustained development as Dobrescu et al (2011, p. 80). These elements include ecologic integrity, economic security and social equity.
Similar to Dobrescu et al (2011, p. 80), Flint (2013, p. 33) believes that there is interconnectivity which exists between economic security, social equity and ecology in the sustainability model. Flint (2013, p. 34) states that “The three-overlapping circle symbolism reveals how the core of sustainability demands equal consideration of all sectoral issues in a synergy relationship”. This implies that the stronger the connections between these three elements, the greater the chances are of realising sustained development in any implemented development project (Flint 2013, p. 34). On the other hand, the lack of connectivity in these elements limits the capability for sustained development.

Youth developmental programmes that are established within a local community must ensure its outlined objectives meet basic elements of sustained development. This is why the provision of life skills is always recommended as the first basis point for sustained development (Malti 2017, p. 8). Life coping skills enable youth to better understand themselves, their community and find their interests. The provision of life coping skills is considered a catalyst for sustained development (Malti 2017, p. 8).

2.7 LIFE COPING SKILLS

According to the WHO (2014, p. 1), changes in culture, social environment and lifestyles affect youth. These changes require young people to be effectively equipped with life coping skills that will assist them to manage the increased demand and stress they experience.

Malti (2017, p. 8) believes that life coping skills assist youth to navigate through everyday life challenges and enable them to develop into healthy, responsible and productive adults. Freire, Ferradas, Valle, Nunez and Vallejo (2016, p. 2) also identified the promotion of life coping skills as a fundamental resource for enhancing positive and productive development in youth. Life coping skills comprise a set of core skills that encourage youth to take positive action in decision making, taking ownership, building positive social relationships, and contributing to societal development. Therefore, the provision of life coping skills equips and empowers youth with the ability to deal with the societal challenges they face in their daily lives.
According to the WHO (2014, p. 6), “life skills are abilities for adaptive and positive behaviour that enable individuals to deal successfully with the stresses and challenges they face in life”. Malti (2017, p. 8) defines life coping skills as “abilities that enable them to deal with the challenges of their lives in a manner that is adequate for their age and experience. They facilitate healthy, positive and productive personal development and enable meaningful contributions to society”. The International Youth Foundation (2014, p. 3) explains that life coping skills are a set of universal cognitive and non-cognitive skills and abilities, connecting behaviour, attitudes, and knowledge, which youth can develop and retain throughout their lives. Life skills improve young people’s wellbeing and assist them to develop into active and productive members in their communities.

Based on these definitions, for this research project life coping skills can be defined as the ability to adopt positive behaviour with the right attitude, which enables youth to effectively deal with the demands and societal challenges of everyday life.

According to the International Youth Foundation (2014, p.5), life coping skills targeting youth significantly contribute to the wellbeing of young people and communities at large. Firstly, it improves economic outcomes for youth by equipping them with life-long skills that they can utilise to access higher paying jobs. Secondly, it improves education outcomes for young people. The WHO (2014, p. 5) considers that the provision of life coping skills for youth that comprise non-academic support in social cognitive skills, improves their learning ability, increases the number of students that complete school and improves the graduate rate. Thirdly, life coping skills change the social attitudes and personal behaviour of youth. These skills help to restore the spirit of resilience among youth and encourage them to take ownership of their own life. Life coping skills also assist youth to understand the importance of healthy personal behaviours, thus minimising teenage pregnancy, drug and alcohol abuse and violence (WHO 2014, p. 5). Lastly, the WHO (2014, p. 5) states that life coping skills have positive spill-over effects which benefit the community at large.

According to the WHO (2014, p. 1), life coping skills promote psychosocial competence. “Competence is the person’s ability to deal effectively with the demands and challenges of everyday life. It is a person’s ability to maintain a state of mental
wellbeing and to demonstrate this in adaptive and positive behaviour while interacting with others” (WHO 2014, p. 1). Therefore, psychosocial competence provides youth with the ability to manage stress and pressures in life effectively.

Both the International Youth Foundation (2014, p. 2) and the Jacobs Foundation (2011, p. 11) believe that life is coping skills “helps young people to demonstrate moral and cognitive maturity by thinking for themselves, taking responsibility for their actions and their social and emotional development”. This implies that life coping skills encourage youth to be independent and take ownership of the life they choose to live, regardless of the challenges they face daily. Pauly (2011, p. 11) states that life coping skills provide youth with three key competencies. Firstly, life coping skills offer youth the ability to interact constructively. Secondly, the competency transferred to youth through the provision of life skills is the ability to take responsibility and manage their own lives. The last competency youth can obtain from life coping skills is the ability to cope with challenges and changes, to learn from experience and think critically before taking actions. However, the promotion of youth empowerment is hindered by various social challenges, which are discussed in the next section (Checkoway & Gutierrez 2011, p. 35).

Violence and conflict are among the top challenges that constrain youth empowerment in South Africa. According to Checkoway and Gutierrez (2011, p. 36), a peaceful environment is a prerequisite for a positive, effective and efficient youth empowerment intervention. According to the South African police crime statistics report of 2016-2017, the Western Cape Province has the second highest crime rate in South Africa, following Johannesburg. Most of the crime occurring in the Western Cape is found in township areas such as Khayelitsha (Statistics SA 2016-2017). It becomes a challenge for government and other interested parties to establish empowerment programmes in high crime areas such as Khayelitsha.

The Economic Development Department (2010, p. 18) emphasises core challenges hindering young people from participating meaningfully in the mainstream economy and local youth empowerment programmes. These challenges include unemployment, poverty, low education levels and inequalities. In the NGP (2010, p. 18) it is stated that, with the presence of these socio-economic issues in a young
person’s life, it is difficult to encourage such individuals to have a spirit of resilience and participate in local economic activities.

Freire et al (2016, p. 2) state that “coping refers to cognitive and behavioural efforts to address (master, reduce, or tolerate) a troubled person-environment relationship”. In the same way, Freire et al (2016, p. 2) define coping as an “individual’s capacity to respond to environmental demands”. Life coping skills can assist in growing the required capacity to minimise the impact of adversity, and create conditions for resilience to occur. Coping strategies include emotional, cognitive and behavioural strategies that are aimed at resolving stressful situations and rectifying the underlying negative emotions. Thus, coping strategies can play a significant role in youth wellbeing, both emotionally and psychologically (Freire et al 2016, p. 2).

When youth face difficulties they adopt emotional, cognitive and behavioural strategies aimed at avoiding dealing with the real issues. This leads the youth to adopt negative emotions that result in stressful situations (Freire et al 2016, p. 2). Thus, there may be a need for life coping skills interventions that are targeted at building resilience among youth.

The Department of Health (2013, p. 1) states that “Resilience is a person’s ability to cope with living in spite of stresses”. This implies that resilience is about an individual’s ability to cope with daily life challenges and the promotion of wellbeing. A lack of ability to cope with daily life changes will hinder youth from actively participating in local economic activities. The absence or lack of resiliency among youth residing in township areas is the main driver of low youth participation levels in South Africa (Freire et al 2016, p. 3).

Perol et al (2013, p. 31) cited that “the current generation of youth in South Africa has arguably the greatest opportunities of any past generation, however, they are also confronted by many challenges”. Even after 23 years of democracy, the youth population still faces low levels of economic participation. One of the contributing factors could be the gap caused by previous apartheid exclusion policies, which the current development and economic policies seek to close.
There are a number of socio-economic issues that make it difficult for young people to participate in the broader economic environment (Perol et al 2013, p. 31). These issues include poverty, unemployment, and the lack of economic opportunities. South African economic statistics still reflect that there are low levels of youth participation within the broader economy.

The total population of South African is currently estimated to be 54,980,000 million (Statistics South Africa 2015). According to Statistics South Africa (2015), the youth population aged between 15 and 40 is about 26,940,000 million of the total population. This indicates that youth represents 49 per cent of the total population in South Africa. This suggests that social development and economic growth can be almost impossible to achieve without addressing the socio-economic challenges which hinder young people from participating economically (Perol et al 2013, p. 32).

Ramon and Ayco (2008, p. 14) found that “Even though youth participation itself can cost time and money in the short run, the process will result in activities that are based upon issues facing youth and upon their understanding of problems and will be therefore more relevant to the needs of their generation”. This implies that promoting youth participation in any developmental project can be time-consuming and financially demanding. However, if a participation approach is applied in youth development projects, better-targeted benefits will be identified based on the needs revealed by the youth during the consultation stage (Ramon & Ayco 2008, p. 14).

Ramon and Ayco (2008, p. 14) further elaborate that youth participation can secure the sustainability within youth development projects, as youths are more committed to the implementation of strategic plans of the project when they feel their contributions and opinions are valued.

The authors (Ramon & Ayco 2008, p. 15) mention there are five phases of participation to be followed when developmental projects are introduced to any targeted local community. The participation phases include consultation, consensus building, partnership, project evaluation, and management (Ramon & Ayco, 2008, p. 15). Ramon and Ayco (2008, p. 15) claim that applying and following all participation
phases in youth development projects are significant as each stage is unique, thus, it will have a unique contribution towards promoting sustained youth development.

Ramon and Ayco (2008, p. 16) identified conditions that help to promote a conducive environment for youth to meaningfully participate in local community projects. Firstly, the freedom to participate without restriction, prejudice or discrimination. Secondly, the ability to meet frequently without impediment. Thirdly, the availability of a platform for youth to raise their opinions without fear or intimidation. Lastly, government support and collaboration with communities are required in order to create a conducive environment for meaningful youth participation (Ramon & Ayco 2008, p. 16).

Local government is the closest sphere to the local communities and are more exposed to the socio-economic challenges youth face in their daily lives. Thus, the local government is primarily responsible for creating a conducive environment that will enable youth to meaningfully participate in local activities that affect their lives (Ramon & Ayco 2008, p. 16). The required elements for a conducive environment that enables meaningful youth participation, will be facilitated by institutions that serve at the local level guided by supreme laws and policies.

Based on the mentioned observations, it is evident that LED is a broad concept and it becomes efficient and effective through local economic initiatives, economic and developmental policies, and well-targeted empowerment interventions.

2.8 SUMMARY

In this section, the concept of LED was explained, highlighting policies that guide LED. These included the IYDS, NYP and NYEES framework, key stakeholders that contribute in LED strategic plans, and the five LED pillars. This section also gave an overview of some of the youth empowering theories and the concept of life coping skills. Lastly, the section concluded by presenting an overview of youth participation levels in South Africa and highlighting the importance of youth participation. The next section will describe the research methodology followed in this study.
SECTION 3: RESEARCH DESIGN AND METHODOLOGY

The purpose of this section is to outline the research methodology and procedures used to gather the required data for this research project.

3.1 RESEARCH APPROACH

A PAR approach was used in this research project. According to MacDonald (2012, p. 34), PAR is collaborative research which aims to bring social change by building partnerships between researchers and participants in various phases of the research. MacDonald (2012, p. 34) further highlights that PAR is increasingly considered an effective and efficient strategy to promote youth development.

The research for this project was conducted in two phases. Firstly, the questionnaire was designed, then surveys were conducted at two time intervals in order to determine if the participants felt empowered after the life coping skills intervention.

3.2 RATIONALE FOR RESEARCH METHODOLOGY

This research project was not only aimed at promoting youth involvement in community matters, it was also indirectly aimed at increasing youth consciousness and positive actions towards addressing problems they encountered. Jangmin (2016, p. 2) believes that PAR provides a useful tool to better understand youth problems from their voices and experiences. Thus, PAR may serve as both the research method and an intervention to promote youth empowerment and social development.

Furthermore, one of the LED pillars involves developing learning and skilful local economies (NFLED 2013-2018, p. 31). Youth empowerment can serve as a catalyst in promoting LED and achieving LED objectives.
Figure 3.1 depicts action research stages that must be undertaken when conducting action research (Kember & Kelly, 2000-2014). Stage one is the “reflection” stage, which entails the researcher’s initial reflection to detect a problem or dilemma that needs to be improved. Secondly, the “plan” stage involves a detailed plan of action which the researcher intends to take in solving the problem. Thirdly, the “act” stage involves executing the plan. Fourthly, the “observe” stage comprises monitoring and measuring the impact of the action plan, and lastly, the “reflection” stage entails regular reflection post-intervention to assess whether the problem detected was resolved or not (Kember & Kelly, 2000-2014).

3.3 SAMPLE

Due to the scope and time limitation of this research project, the sample selection had to be narrowed down to thirty participants who participated in the skills training in partnership with HAC.

3.4 DATA COLLECTION METHOD

According to the ground-breaking research of Albertyn, et al (2001, p. 83), empowerment happens at three levels. These are the micro-level, the interface level, and the macro-level (Albertyn et al 2001, p. 83). According to Albertyn et al (2001,
micro-level relates to the internal sphere of the individuals concerning their attitudes and feelings. The micro-level thus refers to how an individual feels about him/herself with respect to self-esteem, dignity, positivity and coping skills. Albertyn et al 2001, p.83) describe the interface level as interpersonal areas; that which an individual relates to regarding their participation and action. The macro-level entails effects, beliefs and actions relating to the external aspects of the person (Albertyn et al 2001, p. 83).

The questionnaire was designed to measure the micro-level feelings of the participants before and after the training intervention. The surveys were conducted before and after the intervention.

The questionnaire comprised five sections (A, B, C, D and E) and an overall set of 45 questions. Section A, B and C questions were used to conduct the pre-intervention questionnaire, and section D questions were used for post-intervention interviews.

Section A contained a set of questions aimed at understanding the demographics of the participants, section B involved questions pertaining to the skills and education levels of the participants, and section C focused on the participants' employment status. Section D questions related to the participants' perceptions about their ability to relate to or work with others, and section E comprised post-intervention questions pertaining to participants’ perceived feelings after the empowerment programme.

3.4.1 Phase 1: (Pre-intervention Surveys)

Thirty participants completed the pre-intervention survey. After the conclusion of the pre-intervention surveys, the skills training intervention was implemented.

There were several life coping skills (empowerment) programmes offered over three days. The training sessions included communication and presentation skills, working through team dynamics, solving conflicts, personal insights, coping with socio-economic challenges, dealing with the past, goal setting, Curriculum Vitae writing, and job interview tips.
3.4.2 Phase 2 (Post-intervention Surveys)

The second survey was conducted after the empowerment training sessions. The purpose of the post-intervention survey was to determine if the training left the participants feeling empowered. The post-intervention survey was completed by the participants eight weeks after completing the training (empowerment) programmes.

3.5 DATA CAPTURING AND ANALYSES

The data collected were captured and analysed using descriptive statistics.

3.6 SUMMARY

In this section, the research design and methodology adopted in this research project were explained.

In the next section, research findings are analysed focusing on results from both the pre- and post-training surveys.
SECTION 4: RESEARCH FINDINGS

The aim of the section is to analyse the research findings.

4.1 PRE-INTERVENTION RESULTS

This section provides an overview of the results from the pre-training survey.

4.1.1 Demographics

There were 30 participants who attended youth empowerment sessions and completed both pre- and post-questionnaires. Among the 30 participants, 60 per cent (n=18) compromised females, while the remaining 40 per cent (n=12) were males. The participants’ ages ranged from 19 years to 33 years and all participants were Black African.

4.1.2 Social habits

![Participants social habits graph]

**Figure 4.1: Participants’ social habits**

*Source: Pre-survey conducted, March 2017*

Figure 4.1 illustrates the participants’ social habits as presented during the pre-survey. As reflected, 80 per cent (n= 24) of the participants revealed that they drink alcohol.
Among the 80 per cent (n= 24) of participants who drink alcohol, 58 per cent (14 out of 24) also indicated that they smoke. A further 10 per cent of the participants also revealed that they use drugs, while 17 per cent (n= 5) of the participants indicated that they are part of a gang. From these social habit observations, it is evident that alcohol is the most prevalent social habit for this group, followed by smoking. Unmanaged usage of these social habits could negatively impact on both the social environment and health conditions of the users. The participants’ involvement in these activities might be an indication of low self-esteem.

According to Mullins, Cobb and Lowe (2011, p. 16), alcohol and drug abuse do not only have social and health implications but there are economic consequences which impact the entire society as well. “The immediate economic consequences stem from the fact that efforts to prevent and treat underage drinking problems and the consequences of underage drinking divert scarce societal resources from alternative uses” (Hingson & Kenkel 2004, p. 8). This implies that social habits might exert pressure on municipal budgets regarding their social development departments in terms of local clinics or rehabilitation facilities.

4.1.3 Education and skills levels

![Figure 4.2: Education and skills levels](image)

*Source: Pre-survey conducted, March 2017*
Education and skills levels are significant factors that enable young people to participate in the economy. In contrast, low or inadequate skills and education could constrain young people from participating in the economy (Cornwall 2010, p. 18). Figure 4.2 illustrates the education and skills levels of the participants. It can be seen that 57 per cent (n= 17) of the participants have completed grade 12 and obtained a matric certificate, while 43 per cent (n= 13) of the participants did not complete matric. Seventy (70) per cent (n= 21) of the participants who do not have matric have some high school education, and 30 per cent (n= 9) of this segment has primary education. Participants offered various reasons for not completing matric; these included 30 per cent (n= 9) falling pregnant, 20 per cent (n= 6) constantly repeating grades, and 40 per cent (n= 12) facing poverty and financial challenges. These challenges might have a negative effect on the youths in terms of their self-esteem.

Out of the 57 per cent (n= 17) of participants who completed grade 12, only 3 per cent (n= 1) managed to obtain a tertiary qualification, while 93 per cent (n= 28) of this segment does not hold any tertiary equivalent qualification.

Formal skills are skills which are acquired in recognised institutions through structured learning programmes. Informal skills are skills which individuals acquire outside learning institutions; these can be gained through everyday work and life experience (Misko 2013, p. 10).

In terms of the availability of skills, 57 per cent (n= 17) of the participants indicated that they felt they have the necessary skills to find jobs. However, 43 per cent (n= 13) of the participants stated that they have no form of skills which could assist them in finding decent jobs. Out of the 57 (n= 17) per cent who mentioned having skills, 71 per cent (n= 12) of this segment referred to informal skills which include hairdressing, cooking, painting, welding and art. Of this segment, 29 per cent (n= 5) acquired formal skills through recognised learning institutions. Thus, only 29 per cent (n= 5) of the participants have formal skills that could make them employable and they stand a greater chance to participate in both social and economic activities. In contrast, the 71 per cent (n= 12) of the participants with no formal skills might have fewer or no chances of finding decent jobs. This could eliminate them from participating in social and economic activities, which might be a factor contributing to their low self-esteem.
4.1.4 Economic activity

The next paragraph gives an overview of the participants’ employment or economic status prior to the training intervention.

![Participants' economic activity status](image)

**Figure 4.3: Economic activity**

*Source: Pre-survey conducted, March 2017*

Employment status is a significant measure in determining whether a segment is economically active or not. In the pre-survey, 67 per cent (n= 20) of the participants indicated that they are living at home (not working or studying), 20 per cent (n= 6) of the participants were studying, and 13 per cent (n= 4) were working. In total, 87 per cent (n= 26) of the participants were unemployed.
Figure 4.4: Participants’ employment status

*Source: Pre-survey conducted, March 2017*

Figure 4.4 illustrates the participants’ employment status and the reasons why they feel disempowered to seek employment. Pre-survey results show that only 60 per cent (n = 18) of the unemployed participants are looking for jobs, while 40 per cent (n = 12) of the participants are currently not looking for jobs. Numerous socio-economic challenges exist in township areas like Khayelitsha which may discourage young people from looking for employment. Of the participants, 67 per cent (n = 20) who indicated that they are not looking for jobs revealed that they have been discouraged from doing so. A further 50 per cent (n = 15) of the participants highlighted a lack of skills, and 33 per cent (n = 10) mentioned the unavailability of qualifications as their reasons for not looking for work. Thirty-seven (37) per cent (n = 11) of the participants believe that there is a lack of job opportunities in South Africa.

Based on the pre-survey results, it seems that this group from Khayelitsha is disempowered in terms of having the necessary skills to find employment, or the necessary life coping skills to deal with challenges to overcome the disappointment of being unemployed.
4.2 FINDINGS: THE IMPACT OF THE EMPOWERMENT INTERVENTION

This section provides an overview of the pre- and post-survey findings in respect of the participants’ perceptions (feelings) in regard to communication and presentation skills, their ability to resolve conflict, their self-confidence and reflections on their hope for the future. Following the training intervention of various life coping skills, a post-survey was conducted after two months to determine if the participants’ perceptions had changed.

Table 4.1 illustrates the various life coping skills training which were offered to the participants and how they perceived or rated their abilities in terms of these skills before and after the training (empowerment) intervention. These skills include communication skills, presentation skills, the ability to work with a team, the ability to resolve conflict, and whether participants had made peace with their past or not. Their perceived self-confidence was also rated.

Table 4.1: Patterns of participant’s perception pre and post-intervention

<table>
<thead>
<tr>
<th>Skills/ work ability and self-motivation</th>
<th>Pre-intervention</th>
<th>Participants ratings</th>
<th>Post implementation</th>
<th>Participants ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>Not good</td>
<td>23%</td>
<td>Not good</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>70%</td>
<td>Average</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>7%</td>
<td>Excellent</td>
<td>77%</td>
</tr>
<tr>
<td>Presentation skills</td>
<td>Not at all</td>
<td>40%</td>
<td>Not at all</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>50%</td>
<td>Average</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Very good</td>
<td>10%</td>
<td>Very good</td>
<td>63%</td>
</tr>
<tr>
<td>Ability to work with a team</td>
<td>Not at all</td>
<td>43%</td>
<td>Not at all</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>57%</td>
<td>Average</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Very good</td>
<td>0%</td>
<td>Very good</td>
<td>90%</td>
</tr>
<tr>
<td>Ability to resolve conflict</td>
<td>Not at all</td>
<td>60%</td>
<td>Not at all</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>37%</td>
<td>Average</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Very good</td>
<td>3%</td>
<td>Very good</td>
<td>77%</td>
</tr>
<tr>
<td>Skills/ work ability and self-motivation</td>
<td>Pre-intervention</td>
<td>Participants ratings</td>
<td>Post implementation</td>
<td>Participants ratings</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Have you made peace with the past</td>
<td>Not at all</td>
<td>87%</td>
<td>Not at all</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>10%</td>
<td>Average</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Very good</td>
<td>3%</td>
<td>Very good</td>
<td>77%</td>
</tr>
<tr>
<td>Perceived self-confidence</td>
<td>Not at all</td>
<td>40%</td>
<td>Not at all</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>53%</td>
<td>Average</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Very good</td>
<td>7%</td>
<td>Very good</td>
<td>87%</td>
</tr>
</tbody>
</table>

Source: Post-survey conducted, May 2017

As reflected in Table 4.1, in terms of communication skills 23 per cent (n= 7) of the participants indicated that their communication skills were not good, while 70 per cent (n= 21) rated their communication skills as average. Only 7 per cent (n= 2) of the participants had excellent communication skills. However, post-survey results indicate that there were no participants who perceived their communication skills as poor. The percentage of participants who had average communication skills decreased by 47 per cent (n= 14), and there was an overall increase to 70 per cent (n= 21) of participants who perceived their communication skills as excellent after the training (empowerment) intervention.

As with communication skills, the patterns of presentation skills reflect a significant decrease from 40 per cent (n= 12) to 0 per cent of the participants who indicated that they had no presentations skills. Furthermore, participants who rated their presentation as “Very good” increased by 53 per cent (n= 16). According to these findings, the information obtained from the rating for “Ability to work with a team” yielded greater results compared to any other transferred skills. After the training intervention, participants who perceived their ability to work with a team as “Not at all” decreased from 43 per cent (n= 13) to 0 per cent. Overall, 90 per cent (n= 27) rated their ability to work with a team as “Very good”. The “Ability to work with a team” skill yielded effective results because during the empowerment sessions most learning activities were centred on group activities.
During the training session, team dynamics were also discussed and the indicator used to measure the success of this skill transfer is the “Ability to resolve conflict”. Before the training intervention, 60 per cent (n= 18) of the participants rated their ability to resolve conflict as “Not at all”. Post-intervention no participants rated their ability to resolve conflict as “Not at all”, and 77 per cent (n= 23) of the participants rated their ability to resolve conflict as “Good”.

Making peace with the past is one of the required steps towards positive change and personal developments (Department of Economic & Social Affairs, 2009). Making peace with the past seemed to be a challenge for most participants; 87 per cent (n= 26) of the participants indicated that they had not made peace with their past at all. However, after the training intervention, 77 per cent (n= 23) of the participants indicated that they were able to or had made peace with their past.

Lack of self-confidence can hinder young people from progressing with their defined goals and participating in local economic and social activities. However, living in an environment that devalues human dignity can also negatively impact on a person’s confidence. During the pre-survey, 40 per cent (n= 12) of the participants stated that they had no self-confidence, while 53 per cent (n= 16) of the participants rated their self-confidence as average, and a further 7 per cent (n= 2) indicated that they had self-confidence. Post-survey results revealed that many participants had improved perceptions regarding their self-confidence. As a result, participants who rated their self-confidence as “Very good” increased from 7 per cent (n= 2) to 87 per cent (n= 26).

Figure 4.5 illustrates the participants’ goal setting status over time and compares trends that exist between pre-intervention and post-intervention results. As reflected by the pre-intervention trend, 30 per cent (n= 9) of the participants indicated that they did not have set goals in life, while 60 per cent (n= 18) indicated that they had goals but they are not clear and specific. During the pre-survey, only 10 per cent (n= 3) of the participants had clear and specific goals in respect of what they wanted to achieve with their lives.
The post-intervention trend reflects a positive change in the participants' goal setting perception. As a result, after the training intervention there were no participants who stated they had “no goals”, nor any who had goals that were not clear and specific. Forty (40) per cent (n= 12) of the participants mentioned that they now had goals that were clear and specific. The number of participants who had set action plans for their goals also increased from 0 per cent to 60 per cent (n= 18) after the empowerment intervention.

**Figure 4.6:** Participants’ perceived hope for the future

*Source: Post-survey conducted, May 2017*
The purpose of the empowerment training intervention was to determine whether there was any impact in terms of the perceived empowerment of a group of young people from Kayelitsha. Figure 4.6 illustrates the participants’ perceived hope for their future before and after the training intervention. Pre-survey results showed that 23 per cent (n= 7) of the participants felt negative about their future, while 60 per cent (n= 18) of the participants were not sure about their future, and only 3 per cent (n= 1) had hope for a better future.

After the training intervention, 50 per cent (n= 15) of the participants surveyed felt encouraged about their future compared to the 3 per cent (n= 1) in the pre-survey. The post-training survey results indicate a significant impact on the participants’ restored hope for the future. The post-survey results showed that no participants indicated that they “feel negative about the future” or “not sure about the future”. During post-survey interviews, 50 per cent (n= 15) of the participants stated that they had hope for their future and the remaining 50 per cent (n= 15) indicated that they felt empowered to persevere and were motivated for the future.

During post-surveys, the following verbatim statements were made by some of the participants:

“The programme has changed my life for the better, it assisted me to realise abilities, changed my way of thinking and learnt to forgive my past and start planning my future”

Another participant’s reflection reads as follows:

“Through this empowerment programme I have regained hope for a better future, I now have clear goals about my future and inherited skills which I will use in obtaining my desired goals. Thank you”

While another participant highlighted:

“Before this programme, I was always an angry person, angry with life and undetermined because of my painful past and experiences but through this
programme I have learnt to make peace with it. We need more of these empowerment programmes to be brought within our townships so that we can learn how to cope and manage the problems we face daily.”

All the testimonies show how impactful the empowerment training intervention was for the youth. However, only 53 per cent (n= 16) of the participants indicated they had gained the spirit of resilience after the empowerment intervention. This might be significant to note as this training should form part of a life-long learning process and at a micro-level should be strengthened on a continuous basis.

In summary, this Kayelitsha youth group lacked certain life coping skills. This might have been one of the contributing factors to their non-participation in economic activities, their participation in gangsterism, the abuse of substances, and their low self-esteem. As a result of the limitations of this study, no generalisations can be made, but it seems that the life coping skills training had an empowering effect on this group that needs to be re-enforced.

4.3 CONCLUSION

In this section, research findings were analysed. Based on the analysis, there is evidence that the empowerment intervention had a positive impact on the participants’ perceived feelings about their future and the issues surrounding them. In the next section, conclusions and recommendations based on the findings from this study are presented.
SECTION 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this limited research project was to investigate the perceptions of empowerment at a micro-level evident in the Khayelitsha youth group participating in a life skills-coping training programme as it existed before and after the training intervention.

Section 1 gave an overview of the limited research project in LED conducted in collaboration with HAC and a youth group comprising thirty unemployed youth from a section in Khayelitsha. The research problem was formulated and a description of the methodology dimensions followed in the empirical portion of the project. Lastly, the ethical considerations were outlined and the fact that this research project has various limitations was discussed.

In Section 2 the concept of LED was explained, highlighting policies that guide LED. These are IYDS, NYP and NYEES framework, key stakeholders that contribute in LED strategic plans, and the four LED pillars. This section also gave an overview of some of the youth empowering theories and the concept of life coping skills. The section concluded with an overview of youth participation levels in South Africa and highlighted the importance of youth participation.

Section 3 described the research methodology and procedures used to gather the data for this limited research project.

Lastly in Section 4 the findings were analysed from the pre- and post-survey. From the research findings it is evident that this Kayelitsha youth group lacked certain life coping skills which contributed to their non-participation in being economically active, participating in gangsterism, abusing substances, and having a low self-esteem. The post-survey perceptions of this group were that the training intervention had a positive impact and they felt empowered on a micro-level.
5.2 RECOMMENDATIONS

Although this was a very limited study, the following recommendations are made:

- Life coping skills programmes could be introduced by LED professionals at municipalities to empower youth. This will be in line with Pillar Two and Three of the 2013-2018 NFLED, namely “Developing Learning and Skilful Local Economies” and “Developing Inclusive Economies”.

- In order for a training intervention to have the necessary impact, “buy-in” from the stakeholders (participants) is required from day one, and on an ongoing basis.

- The value of this training intervention at a micro-level should be strengthened by measuring the impacts at an interface and macro-level as the PAR evolves.

5.3 CONCLUSION

This research project flows from the four core pillars of the National LED 2013/18 Framework, with a specific focus on the “Developing Learning and Skilful Local Economies” and “Developing Inclusive Economies” pillars. Since youth empowerment plays a significant role in local economic growth, this research project focused on empowering a youth group from Khayelitsha through an informal life coping skills programme using a PAR approach to determine the effect of the informal training programme on the empowerment status of the respondents. The pre-and post-survey findings indicated that the group perceived a positive impact from the informal training programme. It is recommended that municipal LED units ensure life-long learning opportunities for communities with the necessary “buy-in”, and determine the impact at three levels: the micro, interface, and macro-level.
REFERENCES


APPENDIX A: LETTER OF CONSENT

To whom it may concern

Information and consent regarding the collection of research data

I am conducting research as part of the completion of a Master’s degree in Local Economic Development at the University of Johannesburg during 2018 on the impact of a youth empowerment program in Khayelitsha. The title of this study is “Patterns of empowering youth through life coping skills in Khayelitsha” and is being supervised by Dr M. Venter (contactable: mventer@uj.ac.za).

Your willingness to voluntarily participate in this survey is greatly appreciated and contributes to the creation of new knowledge. You are hereby informed that your responses are completely anonymous, which means that no personal details of your identity are submitted by you in this survey, which means that your responses can in no way be traced back to you personally as an individual. Results from all of the respondents (30 in total) will be collated and reported on as a unit, and your specific responses will not be reported on individually.

You are reminded and informed hereby, that you are not obligated in any way to participate in this study. You are voluntarily taking part and may choose to withdraw from the process at any stage without fear or consequence. You as a respondent are reminded and informed of your right to privacy, confidentiality, anonymity, equality, justice, human dignity, freedom of choice, freedom of expression, access to information and access to the science community.

Please respond as openly and as frankly as possible to the questions.

Please acknowledge that you have read and understand the above information and that the data collector who is conducting this survey/interview with you has explained it adequately, by making a cross or with a signature, in the space provided below.

I, as respondent, understand my rights in this process and proceed willingly and voluntarily with the survey

Mark with an “X” or Signature ___________________________

Your participation is greatly appreciated

Researcher: Email: ZMjakada@oldmutalinvest.com; Phone: 073 822 4136
APPENDIX B: YOUTH EMPOWERMENT QUESTIONNAIRE

2017

SECTION A: PRE-INTERVENTION INTERVIEW

Section A to D of this questionnaire, contains a set of questions that must completed by the respondents before attending the youth empowerment program offered.

DEMOGRAPHICS

This set of questions relates to the personal background of the respondents.

1. Respondents’ gender:

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

2. With which cultural group do you associate yourself with?

| African/Black | 1 |
| Coloured | 2 |
| White | 3 |
| Indian/Asian | 4 |
| Other (please specify) | 5 |

3. How old are you?

4. Which of the below activities do you currently engage in? You can choose more than one.

| Smoking | 1 |
| Drink Alcohol | 2 |
| Take/Used drugs | 3 |
| Gangsterism | 4 |

SECTION B

This set of questions relates to the respondents’ education and skill levels.

5. What is the **highest** school or tertiary qualification you have **passed**?

<table>
<thead>
<tr>
<th>Grade</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Post School Qualification</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post School Qualification. Please mention the qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6a. If you do not have matric, please specify why did you leave school before completing Gr. 12?

6b. What have you been doing since you left school and before joining Hope Africa?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying</td>
<td>1</td>
</tr>
<tr>
<td>Working</td>
<td>2</td>
</tr>
<tr>
<td>Community work</td>
<td>3</td>
</tr>
<tr>
<td>Staying at home</td>
<td>4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>5</td>
</tr>
</tbody>
</table>

7. Do you have any skill(s) that will able you to find a job?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

8. If your answer in question 7 is yes, please specify what training and skills you have, where you obtained the training and skills and whether it was formal or informal training.

<table>
<thead>
<tr>
<th>Type of training/skill</th>
<th>Where obtained</th>
<th>Formal or informal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9 How well can you understand English?

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>Well</td>
<td>3</td>
</tr>
</tbody>
</table>

10 How well can you speak English?

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>Well</td>
<td>3</td>
</tr>
</tbody>
</table>

11 How good are your communication skills?

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not good</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
</tr>
</tbody>
</table>

12 How good is your presentation skills?

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not good</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
</tr>
</tbody>
</table>

SECTION C
This set of questions relates to the respondent’s employment history.

13. Have you ever worked where you received a payslip?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>
14. If YES, what was your last full time job?

Job title:.......................................................................................................................

15. How long did you have the last full time job?

Years   | Months
---------|---------

16. Why did you leave your last job?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laid off business/mine/factory closed</td>
<td>1</td>
</tr>
<tr>
<td>Laid off business moved</td>
<td>2</td>
</tr>
<tr>
<td>Laid off business downsizing</td>
<td>3</td>
</tr>
<tr>
<td>Disciplinary reasons</td>
<td>4</td>
</tr>
<tr>
<td>Quit the job because wage was too low</td>
<td>5</td>
</tr>
<tr>
<td>Quit the job because of medical reasons</td>
<td>6</td>
</tr>
<tr>
<td>Quit because of bad treatment from employer</td>
<td>7</td>
</tr>
<tr>
<td>Other, specify</td>
<td>8</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>9</td>
</tr>
</tbody>
</table>

17. Are you currently looking for another job?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

18. If not, why? Can choose more than one.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discouraged</td>
<td>1</td>
</tr>
<tr>
<td>Lack of skills</td>
<td>2</td>
</tr>
<tr>
<td>No qualifications</td>
<td>3</td>
</tr>
<tr>
<td>Lack of job opportunities</td>
<td>4</td>
</tr>
</tbody>
</table>

19. If yes, what type of job will you take? You can choose more than one.

<table>
<thead>
<tr>
<th>Type of Job</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time job</td>
<td>1</td>
</tr>
<tr>
<td>Part-time job</td>
<td>2</td>
</tr>
<tr>
<td>Contract work</td>
<td>3</td>
</tr>
<tr>
<td>Any job</td>
<td>4</td>
</tr>
</tbody>
</table>

SECTION D

The questions in Section D relates to the perceptions of respondents in respect of their ability levels to relate/work with others and self-motivation.

<table>
<thead>
<tr>
<th>20 How do you perceive your ability to work with a team?</th>
<th>21 How do you perceive your ability to resolve conflict?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>Not at all</td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Very good</td>
<td>Very good</td>
</tr>
<tr>
<td>22 Have you made peace with your past?</td>
<td>23 How do you perceive your self-confidence?</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Not at all</td>
<td>Not at all</td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Very good</td>
<td>Very good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>24 How would you describe your hope for the future?</th>
<th>25 How would you rate your progress in goal setting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling negative about my future</td>
<td>I Don’t have goals</td>
</tr>
<tr>
<td>No sure about my future</td>
<td>I have goals but they are not clear or specific</td>
</tr>
<tr>
<td>Have hope for my future</td>
<td>I have goals and they are clear and specific</td>
</tr>
<tr>
<td>I persevere and motivate myself towards my future</td>
<td>I have specific action plan for my goals.</td>
</tr>
</tbody>
</table>

**SECTION E: POST-INTERVENTION INTERVIEW**

These set of questions will ONLY be completed by respondents who attended the empowerment program offered. The below set of questions seek to evaluate the impact of the empowerment programme on the personal development of the participant.

26. After this empowerment program how do you feel? Can choose more than one.

<table>
<thead>
<tr>
<th>Confident</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happier</td>
<td>2</td>
</tr>
<tr>
<td>Excited about the future</td>
<td>3</td>
</tr>
<tr>
<td>Resilient</td>
<td>4</td>
</tr>
<tr>
<td>Feeling the same</td>
<td>5</td>
</tr>
</tbody>
</table>

27. What contribution did this empowerment program make in your life? Please explain

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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28. After attending the empowerment program can you please re-evaluate your abilities on the below set of questions?

<table>
<thead>
<tr>
<th>29 How are your communication skills?</th>
<th>30 How are your presentation skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not good</td>
<td>Not good</td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>31 How is your ability to work with a team?</th>
<th>32 How is your ability to resolve conflict?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>Not at all</td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Very good</td>
<td>Very good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>33 Have you made peace with your past?</th>
<th>34 How do you perceive your self-confidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>Not at all</td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Very good</td>
<td>Very good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>35 How would you describe your perceived hope for the future?</th>
<th>36 How would you rate your progress in goal setting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling negative about my future</td>
<td>I Don’t have goals</td>
</tr>
<tr>
<td>No sure about my future</td>
<td>I have goals but they are not clear or specific</td>
</tr>
<tr>
<td>Have hope for my future</td>
<td>I have goals and they are clear and specific</td>
</tr>
<tr>
<td>I persevere and motivate myself towards my future</td>
<td>I have specific action plan for my goals.</td>
</tr>
</tbody>
</table>

Please read each of the statements below carefully and mark the most applicable response, whether you agree strongly agree, agree, disagree or strongly disagree

<table>
<thead>
<tr>
<th>Perceived feeling</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>37 The life-coping skills intervention changed my life for the better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38 I am now able to seek opportunities that will develop my personal growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39 I will now be more resilient regarding the socio economic activities surrounding me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>40</td>
<td>I now know what it takes to get a decent job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>I feel more confident in furthering my studies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>I can make a living without being involved in criminal activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Government is making efforts to empower youth and I appreciate that.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>I will attend more youth empowerment sessions, if they are available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>I have control over what happens in my life and my future is in my hands.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C: MAP OF KHAYELITSHA

Source: AfriGISMap data, 2017
## APPENDIX D: ETHICAL CLEARANCE

FEFS RESEARCH ETHICS COMMITTEE

**ETHICAL CLEARANCE REPORT**

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Z Mjakada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/staff number</td>
<td>216046319</td>
</tr>
<tr>
<td>Title</td>
<td>Patterns of empowering youth through life coping skills in Khayelitsha</td>
</tr>
<tr>
<td>Decision date at FEFS REC meeting</td>
<td>Sept/October 2017 Round Robin process</td>
</tr>
<tr>
<td>Reviewers</td>
<td>FEFS CBE REC</td>
</tr>
<tr>
<td>Ethical clearance number</td>
<td>FEFSREC2017100101</td>
</tr>
<tr>
<td>Rating of most recent application</td>
<td>CODE 02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH COMPLIES WITH</th>
<th>COMPLIANCE</th>
<th>NON-COMPLIANCE / CORRECTIONS TO MAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to privacy, confidentiality and anonymity</td>
<td>Yes</td>
<td>Ensure that it is more clearly stated on covering letter that responses will be reported on without making reference to personal information on any individual – ie, that information will be kept confidential and reported on as a whole</td>
</tr>
<tr>
<td>The right to equality, justice, human dignity/life and protection against harm</td>
<td>Yes</td>
<td>Consider translating at least the covering letter into an official language most spoken in the area by the participants. English may not be appropriate for the demographics of population. Participants should be provided with interventions that are available POST this process – social workers/programs/helpline numbers in case of feeling more despondent about their situations after this interview/intervention has taken place.</td>
</tr>
<tr>
<td>The right to freedom of choice, expression and access to information</td>
<td>Yes</td>
<td>Covering letter should include name of study, names of student and supervisor, as well as their contact details. The results/dissertation of the study should be made available to the centre after completion.</td>
</tr>
<tr>
<td>Right of the community and science community</td>
<td>Yes</td>
<td>Questionnaire/structured interview sheet should go for language editing before circulation. It contains grammatical errors.</td>
</tr>
<tr>
<td>Informed consent/letters of request</td>
<td>Yes</td>
<td>Ensure that only individuals who are older than 18 years are allowed to participate and give consent. If &quot;youth&quot; are targeted (under 18 years) – guardians must provide consent that their children participate. Consider changing the title/wording to refer to &quot;young people&quot; instead of &quot;youth&quot; – as youth implies younger than 18 years of age, which is not the case here.</td>
</tr>
</tbody>
</table>

Page 1 of 2
Additional comments

The FEFS REC provides ethical clearance for this study to proceed once consideration has been applied to the comments above by the student and supervisor.

FEFS CBE REC

DATE: 1 October 2017
APPENDIX E: EDITING CERTIFICATE

Between the lines editing

Leatitia Romero
Professional Copy-Editor, Translator and Proofreader
(BA HONS)

Cell: 083 236 4536
leatitaromero@gmail.com
www.betweenthelinesediting.co.za

8 January 2019

To whom it may concern:

I hereby confirm that I have edited the thesis of ZUKELWA MJAKADA, entitled: “PATTERNS OF EMPOWERING YOUTH THROUGH LIFE COPING SKILLS IN KHAYELITSHA”. Any amendments introduced by the author or supervisor hereafter, is not covered by this confirmation. The author ultimately decided whether to accept or decline any recommendations made by the editor, and it remains the author’s responsibility at all times to confirm the accuracy and originality of the completed work.

Leatitia Romero
(Electronically sent – no signature)

UNIVERSITY OF JOHANNESBURG

Affiliations

PEG: Professional Editors Group
English Academy of South Africa
SATI: South African Translators’ Institute
SREP: Society for Editors and Proofreaders