



EVALUATING THE ROLE OF HIGHER EDUCATION  
INSTITUTIONS IN ENHANCING YOUTH DEVELOPMENT  
THROUGH COMMUNITY ENGAGEMENT IN ETHEKWINI

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Specialising in

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Date: 01 November 2021

## **ABSTRACT**

Youth socio-economic development is one of the major challenges facing South Africa. Youth are often perceived as problematic in the society due to the challenges including unemployment, school drop outs, drug and alcohol abuse; and unplanned pregnancies. The aim of the study is to evaluate the effectiveness of community engagement programmes in higher education institutions that promote youth socio-economic development. As young people form a major part of the society, they need to be engaged in empowerment and sustainable activities which will benefit the youth and a society as a whole. The objective of the study is to explore the programmes/projects initiated by higher education institutions at eThekweni region which promote youth socio-economic development through community engagement. The study used qualitative research approach as the study is interested in the depth of human experiences, personal and subjective views of how participants perceive and attach to community engagement youth socio-economic development programmes initiated by higher education institutions in their communities. The study used purposive sample as the study is only interested in people who are involved in community engagement youth socio-economic development initiatives and semi-structured interviews were used to collect data. The key findings of the study are that higher education institutions at eThekweni region play a significant role in enhancing youth socio-economic development. Higher education institutions at eThekweni region empower youth with awareness programmes on issues regarding social and economic development. Young people are empowered with skills and knowledge that will enhance their employability, business skills, community development knowledge and leadership skills. The study findings also indicate that through community engagement, higher education institutions at eThekweni region promote partnership, participation and holistic development for youth which enables independency and confidence for youth. The study recommends that Department of Higher Education and Training need to ensure that all higher



education institutions implement and align community engagement youth development programmes with university's curriculum in order to benefit more communities. Higher education institutions' management need to ensure proper planning, implementation, monitoring and evaluation of all community engagement youth development programmes. All higher education institutions need to have formal structures for community engagement programmes.

## **DECLARATION**

I declare that this dissertation is my own, unaided work.

It is being submitted for the degree of Masters in Public

Administration – Public Management in the Faculty of

Management Sciences

Goodluck Noloyiso Mnguni

at

Durban University of Technology,

Durban, South Africa.

This dissertation has not been submitted before for any degree or examination at any university, nor has it been prepared under the aid or with assistance of any other body, or organization, or person outside Durban University of Technology.

Student's signature:

Date: 31 October 2021

Supervisor's signature:

Date: 01 November 2021

## **DEDICATION**

Special thanks to my husband Solly and my children Junior and Lunathi for all your understanding and sacrifices during my studies.

Thanks to my sister Xabie and her husband Wandile Myeni for their support.

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## **ACRONYMS**

AU	:	African Union
AYC	:	African Youth Charter
CBO'S	:	Community Based Organisations
CE	:	Community Engagement
CHESP	:	Community-Higher Education Service Programs
DSD	:	Department of Social Development
DUT	:	Durban University of Technology
EPWP	:	Expanded Public Works Programme
GWM+E	:	Government-Wide Monitoring and Evaluation
HEQC	:	Higher Education Quality Committee
ILO	:	International Labour Organisation
JET	:	Joint Education Trust
LGYDF	:	Local Government Youth Development Framework
M+E	:	Monitoring and Evaluation
MUT	:	Mangosuthu University of Technology
NGO's	:	Non-Government Organisations
NPO's	:	Non Profit Organisations
NRF	:	National Research Foundation
NWPA	:	National World Program of Action



NYC	:	National Youth Commission
NYDA	:	National Youth Development Agency
NYP	:	National Youth Policy
NYS	:	National Youth Service
OECE	:	Organisation of Economic Cooperation Development
PM+E	:	Participatory Monitoring and Evaluation
PYD	:	Positive Youth Development
SA	:	South Africa
SAHE	:	South African Higher Education
SSA	:	Statistics South Africa
UKZN	:	University of KwaZulu-Natal
UNA	:	United Nations Assembly
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UYF	:	Umsobomvu Youth Fund

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## **LIST OF QUESTIONS**

### **DATA COLLECTION QUESTIONS**

TOPIC: Evaluating the role of higher education institutions in enhancing youth development through community engagement at eThekweni region.

#### Questions

1. What are the roles of higher education institutions in enhancing youth socio-economic development through community engagement?
2. What programmes and projects that are the initiatives of community engagement which are aimed to enhance youth socio-economic development in your community?
3. How is it ensured that young people are able to access these programmes?

OBJECTIVE 1: To evaluate how higher education institutions at eThekweni region promote youth socio-economic development through community engagement.

#### Questions

4. What do young people benefit from socio-economic development programmes that are initiatives of community engagement?
5. What changes do you think these community engagement socio-economic development programmes can bring to communities?

OBJECTIVE 2: To analyse the effect of youth socio-economic development through community engagement programmes which are initiated by higher education institutions.

## Questions

6. What skills, knowledge and competencies are promoted as an initiative of youth socio-economic development through community engagement?
7. What do you think are the advantages and disadvantages of youth socio-economic development programmes initiated through community engagement?

OBJECTIVE 3: To gain an in-depth understanding of community participations on the impact of youth community engagement in their communities.

## Questions

8. What indicators are used to ensure that young people have an opportunity to identify programmes that meet their community needs?
9. How is it ensured that young people give back to their communities after they benefited from community engagement youth socio-economic development initiatives?
10. How do you measure or evaluate the impact of community engagement programmes that enhance youth socio-economic development?
11. How do you think the higher education institutions can improve their youth socio-economic development programmes that are community engagement initiatives?

OBJECTIVE 4: To assess how higher education institutions monitor and evaluate the effectiveness of youth socio-economic development which are initiatives of community engagement?

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## **CHAPTER ONE: OVERVIEW OF THE RESEARCH PROJECT**

### **1.1 INTRODUCTION**

This research evaluates the role of higher education institutions in enhancing youth socio-economic development through community engagement as a possible strategy for both youth development and community development. The study focuses on the higher education institutions in eThekweni region. The objective of the study is to gain in-depth understanding of the community's perceptions of community engagement youth development programmes which are initiatives of higher education institutions in their communities. The study also involved the Department of Social Development and the eThekweni Municipality as these institutions work closely with youth in communities. This first chapter discusses the background of the study, motivation to the study, rationale/significance, problem statement, the aim and objectives of the study, research questions, and location of the study, research methodology, target population, ethical issues, definition and terminologies and overview of the chapters.

### **1.2 BACKGROUND TO THE STUDY**

The need for community engagement in higher education institutions was addressed at the United Nations Educational, Scientific and Cultural Organisation (UNESCO) conference in 1998, on the development of higher education in Africa where African Higher Education Institutions were advised to be in close contact with communities, (UNESCO, 1998:11). Politicians and commentators identified the need to change African Higher Education Institutions from being elitist and isolated from communities, and instead to serve as key instruments for national development, (Johnson 1999:86).

South Africa. Department of Higher Education and Training (1997) reported in the White Paper that South African higher education institutions have an equal role of providing opportunities of learning, creation and distribution of

knowledge through teaching and learning, research, and community engagement. The Higher Education Quality Committee (2001) mandated the higher education institutions to demonstrate social responsibility and commitment to the community good by availing their expertise for community service programmes.

The Higher Education Quality Committee (HEQC:2004) identified knowledge based community service as one of the three pillars (teaching and learning, research, and community engagement) equally important in the consideration for the accreditation and quality assurance of higher education institutions in South Africa.

During the Higher Education Conference in September 2006, the former Minister of Higher Education and Training Minister Naledi Pandor pleaded to higher education institutions to pay attention to community engagement and to be at the centre of society's development debates and solutions. The former minister further stated that it is possible for higher education institutions through community engagement to make contribution to the increasing idea of a developmental state, by availing their expertise to address the challenges that the society is facing. The study explores how higher education institutions at eThekweni region contribute in enhancing the youth socio-economical state in communities.

According to the Local Government Youth Development Framework (2015-2020), the South African government launched the National Youth Service (NYS) programme as a joint initiative of the National Youth Development Agency (NYDA) and the Department of Higher Education and Training which forms part of the Expanded Public Works Programme (EPWP). The aim of the joint initiative programme is to involve youth in activities that develop their abilities through service learning and benefit communities. The objective of the NYS is to ensure youth participation in community service delivery and to encourage youth to develop skills, understanding and inspiration for community engagement. The objective of the study is to explore the



initiatives of higher education institutions in promoting youth socio-economic development through community engagement.

### **1.3 MOTIVATION TO THE STUDY**

A vision of the transformation of higher education system was established in SAHE (1997). This vision of transformation of higher education was established as a single, national coordinated system which would meet the learning needs of our citizens, and the reconstruction and development needs of the South African society and economy. According to the SAHE (1997), community engagement is identified as an initiative and processes through which expertise of higher education institutions in teaching and research are applied to address challenges faced by society.

Youth socio-economic development is one of the major challenges facing South Africa as a whole. The study evaluates programmes/projects which are initiatives of higher education institutions at eThekweni region that promote youth socio-economic development through community engagement.

Several studies, Brown-Luthango (2013:310), Coetzee (2012:511) and Matsela (2012:27) support that youth empowerment, particularly in South Africa, is facing socio-economic developmental challenges. These studies postulate that engaging youth in community activities can make them feel as productive members in their communities. Matsela (2012:79) posits that young people who are involved in constructive activities can also have positive thoughts and interests. This can also minimise the chances of youth being involved in negative activities such as crime, drug and alcohol abuse amongst others. The National Youth Development Agency (2011:29) presume that lack of opportunities for youth community engagement in constructive activities is a result of lack of available opportunities for young people to access sustainable development programmes in their communities.

Involving youth in community engagement initiatives can benefit both youth and the society as a whole. Studies Flanagan (2018:23), Leshole & Lethoko (2017:49) suggest that youth can learn skills and knowledge on how societies reproduce and regenerate wealth and how to ensure sustainable economic growth. The societies can ensure the future of its economic sustainability through the knowledge and skills that young people have. Crocetti, Erantait & Zukauskienė (2014:119) postulate that youth development and community engagement have strong practical implications for future interventions aimed at promoting young people's well-being and ensuring active citizenship.

#### **1.4 SIGNIFICANCE TO THE STUDY (RATIONALE)**

The study seeks to explore how higher education institutions contribute in addressing youth socio-economic development and empowerment, as the former Minister Dr Naledi Pandor (2004), pleaded to higher education institutions to pay attention to community engagement in order to contribute to the increasing developmental state and to address and give support to challenges which communities are facing. The study aims to evaluate the roles of the higher education institutions in enhancing youth socio-economic development at eThekweni region. It is important for youth socio-economic development through community engagement to be explored because it holds the possible opportunities to assist in empowering young people with skills and knowledge regarding sustainable socio-economic development through community engagement. Swanson (2016:77) posits that youth development through community engagement promotes the young person's holistic development. It develops their social concern and encourages them to be responsive to social issues.

The goal of the study is to contribute to the body of knowledge regarding initiatives of higher education institutions to enhance youth socio-economic empowerment and development through community engagement. It is anticipated that more research on community engagement youth socio-

economic development and empowerment will ensue from the findings of this study. More research on youth socio-economic development and empowerment through community engagement will help build and expand the understanding and importance of youth involvement in community engagement initiatives. This may influence the government, major stakeholders and communities to create more opportunities for young people to participate in community engagement youth socio-economic activities in the society.

### **1.5 PROBLEM STATEMENT**

Youth forms a major part of the society, and are often perceived as problematic in the society. Youth in South Africa are facing challenges of unemployment, school drop outs, drug and alcohol abuse, and unplanned pregnancies and so on. The challenges that are facing youth socio-economic development need to be taken into account. According to Statistics South Africa (2018) young people between the ages of 15 to 34 years of age are up to 20.6 million in South Africa, which is 35.7 percent of the total South African population. As young people form a major part of the society, they need to be engaged in empowerment and sustainable activities which will benefit the youth and a society as a whole. Cornwall (2010:22) affirms that if opportunities for positive development are made available, youth can be positive agents of change in their communities. The South African government and the major stakeholders need to create opportunities for youth socio-economic empowerment and development. The White Paper on South African Higher Education (1997), state that the higher education institutions were mandated to demonstrate a social responsibility and their commitment to the community good by availing their expertise for community service programmes. The aim of the white paper is to promote and ensure socio-economic development through community engagement. The study aims to evaluate how higher education institutions promote socio-

economic programmes that enhance youth development through community engagement at eThekweni region.

South Africa. Higher Education Quality Committee (2012) mentioned that during audit in 2012, the committee found that community engagement was not put into practice to be one of the important functions as the Department of Higher Education mandated. The HEQC (2012:43) observed that higher education institutions were lacking a structural framework and model for the conceptualisation of functional community engagement. Several studies Brown-Luthango (2013:311), Maistry & Thakrar (2012:64) and Sesumedi (2014:2) show that community engagement programmes in higher education institutions are uncoordinated and are the results of individual initiatives rather than reflecting the university's functions. The aim of the study is to evaluate the effectiveness of community engagement programmes in higher education institutions that promote youth socio-economic development. The study objective is to explore how community engagement youth socio-economic development programmes are coordinated, implemented, monitored and evaluated by higher education institutions.

## **1.6 THE AIM OF THE STUDY**

The aim of the study is to evaluate the effectiveness of community engagement programmes in higher education institutions that promote youth socio-economic development.

## **1.7 RESEARCH QUESTIONS AND RESEARCH OBJECTIVES**

### **Questions**

1. What are the roles of higher education institutions in enhancing youth socio-economic development through community engagement?

2. What are the programmes and projects that are the initiatives of community engagement which are aimed to enhance youth socio-economic development in your community?
3. How is it ensured that young people are able to access these programmes?

OBJECTIVE 1: To evaluate how higher education institutions at eThekwin region promote youth socio-economic development through community engagement.

#### Questions

1. What do young people benefit from socio-economic programmes that are initiatives of community engagement?
2. What changes do you think these community engagement socio-economic development programmes can bring to communities?

OBJECTIVE 2: To analyse the effect of youth socio-economic development through community engagement programmes which are initiated by higher education institutions at eThekwin region.

#### Questions

1. What skills, knowledge and competencies are promoted as an initiative of youth socio-economic development through community engagement?
2. What do you think are the advantages and disadvantages of youth socio-economic development programmes initiate through community engagement?

OBJECTIVE 3: To gain an in-depth understanding of community participations on the impact of youth community engagement in their communities.

## Questions

1. What indicators are used to ensure that young people have an opportunity to identify programmes that meet their community needs?
2. How is it ensured that young people give back to their communities after they benefited from youth community engagement socio-economic development initiatives?
3. How do you measure or evaluate the impact of community engagement programmes that enhance youth socio-economic development?
4. How do you think the higher education institutions can improve their youth socio-economic development programmes that are community engagement initiatives?

OBJECTIVE 4: To assess how higher education institutions monitor and evaluate the effectiveness of youth socio-economic development which are initiatives of community engagement?

### **1.8 LOCATION OF THE STUDY**

The study covers the eThekweni region in which the higher education institutions, namely, the University of Kwa Zulu-Natal, Durban University of Technology, and Mangosuthu University of Technology, are located. The Department of Social Development and eThekweni Municipality were included in the study for the purposes of validation and reliability to the study. These institutions and/or departments work closely with youth in communities. The eThekweni Municipality is the local government positioned close to communities to understand their needs directly with various stakeholders in community development.

## **1.9 RESEARCH METHODOLOGY**

The study uses qualitative research methods. According to Bezuidenhout, Cilliers and Davis (2014:174) qualitative research is a method that is interested in the depth of human experience and subjective meanings that are related to a particular phenomenon. This study is interested in the depth of human experiences, personal and subjective views of how participants perceive and attach to community engagement youth socio-economic development programmes which are the initiatives of higher education institutions in their communities. Semi-structured in-depth interviews were used to collect data from respondents in each of the higher education institutions in eThekweni region- Durban University of Technology, Mangosuthu University of Technology, and University of Kwa Zulu-Natal. Data was collected from Department of Social Development, and eThekweni municipality. The study used a purposive sampling method as the study is only interested in people who are involved in youth development and community engagement programmes.

## **1.10 LITERATURE REVIEW**

Bradley (2013:77) states that literature review put the research study at hand into perspective, to determine what previous scholars have written on the topic and to identify the models and theories that are related to the research study. Bradley (2013:79) further states that the aim of literature review is to unpack information related to the research topic, and to identify what has not been covered on the topic you are researching. In this study, literature review focuses on definitions of community engagement, youth development, and monitoring and evaluation. The conceptual background of community engagement, youth development, monitoring and evaluation is discussed in the next chapter. Theories relating to community engagement, youth development, monitoring, and evaluation are included in the literature review.

The study also looks at monitoring and evaluation of community engagement youth development programmes in higher education institutions as the study focuses on evaluating the role of higher education institutions in enhancing youth development through community engagement.

### **1.11 TARGET POPULATION**

The target population for the study comprises the public higher education institutions in eThekweni region – Durban University of Technology, Mangosuthu University of Technology, and University of Kwa Zulu-Natal. Kumar (2014:74) posits that a population consist of all people or units that have the characteristics a study intends to examine. These people or units are those who are able to provide the information that a researcher is looking for. The study also included Department of Social Development and eThekweni Municipality in the study population as these organisations works closely with youth in the communities.

#### **1.11.1 Sample**

The study uses purposive sampling which is a non-probability sampling method. Delvin (2017:312) affirms that purposive sampling ensures each element of the sample is able to assist in the study. In this study the researcher is only interested in community engagement programmes that promote youth socio-economic development. Purposive sampling is appropriate for this study as the researcher used her judgement to select participants from whom data will be collected; hence the selection of respondents who have expert knowledge around higher education, community engagement and youth development matters.

The sample size of the study is informed by a number of participants who are in different categories in the different sectors of youth community engagement. Each sector and each category is represented in the study.



The study's total sample size is 20. In each of the higher education institution (DUT,MUT,UKZN), and from each department (DSD, eThekwini municipality) the researcher selected four participants as follows:

DUT = four participants

MUT = four participants

UKZN = four participants

DSD = four participants

eThekwini Municipality = four participants

The four participants from each institution are as follows:

- One manager who is in charge of community engagement youth development in an institution.

- One community engagement youth development practitioner, who is involved in a day to day running community engagement and youth socio-economic development programmes.

- One community engagement youth development programme coordinator from the programme/project which is an initiative of higher education institution.

- One young person who is a beneficiary of the community engagement youth socio-economic development programme which is initiated by the higher education institution.

## **1.12 ETHICAL ISSUES**

Ethical clearance and gatekeeper's permissions were issued before the study was undertaken. All procedures and steps of undertaking research were discussed with the supervisor for approval. Participants were informed prior that participation is voluntary and no participant was forced to participate. In

the case where a participant feels he or she wants to stop participating at any time, the participants were freely allowed to discontinue with the interview without any consequences. Consent forms were signed by all participants before participating in the study; the issue of confidentiality and anonymity were part of the agreement between the researcher and the participant. The letter of information and consent form were provided to participants before the interviews took place. The letter of information had all details of the research procedures, contact details of the researcher, supervisor and the research administrator at DUT. The letter of information help participant to enquire about any queries concerning the research project. Permission for the use of digital recorder was requested prior from the participants.

#### **1.13.1 DELIMITATIONS**

The study is conducted in eThekweni region. Organisational location is University of Kwa Zulu-Natal, Durban University of Technology, Mangosuthu University of Technology, Department of Social Development and eThekweni Municipality. The study is confined to community engagement that is targeted at youth socio-economic development programmes that are initiatives of higher education institutions.

#### **1.13.2 LIMITATIONS**

The findings of the study cannot be generalised to other higher education institutions in South Africa as the study is restricted to higher education institutions at eThekweni region. The constraints of time and costs have restricted the study to eThekweni region.

### **1.14 DEFINITIONS AND TERMINOLOGIES**

#### *Community*

Loue (2002:1) defines community as a group or section of a social or political network that link individuals, community organisation, and leaders.

Loue (2002:1) affirms the importance of community members to be able to identify their community leaders in their communities, to understand community's social patterns, knowing the high risks groups and strengthening the network with their communities.

Russell (2009:3) defines community as a group of people who share common interests and interactions due to geographical locality, urbanisation and industrialisation. Flanagan (2018:6) argues that community is a network of people tied together by solidarity, as shared identity and set of norms that do not necessarily reside in one place. This study defines community as a group of individuals who share common interest, values, norms and standard.

### *Engagement*

Ashwin, Cloete, Hallet, McCune & Tooher, (2015:4) define engagement as a social collaborative participation of individuals or groups with the aim of achieving the same objectives. This study defines engagement as a process of partnership that emphasises on participation in decision making with the aim of benefiting all constituencies.

### *Community engagement*

Several studies define community engagement as a method for academic research and a way of transferring academic knowledge to the communities. Ghani, Farhanah, Nasir, Redzuan & Salamat (2017:206) define community engagement as a specific method for academic research and teaching that address community needs and opportunities in collaboration with the communities, and at the same time enrich teaching, learning and research objectives.

Other studies define community engagement as a partnership between higher education institutions and communities. Brown-Luthango (2013:320) Matsela (2012:57), describe community engagement as a participation and

partnership between communities and higher education institutions with the aim of bringing change to communities.

Bruns, Fitzgerald, Furco, Sonka, & Swanson (2012:223) define community engagement as a way of transferring knowledge and expertise from the academy to the community. Through community engagement, academics benefit experiences from communities, and communities benefit by receiving expert knowledge, skills and ideas in the problem solving of their societal issues and challenges.

Duke, Learned & Kinas (2017:8) define community engagement as an umbrella used to describe action-orientated, participatory framework or approaches for conducting research with community in order to create change, these studies further state that community engagement should promote innovation to improve the lives of people in their communities.

This study defines community engagement as a collaborative process driven by a strategic process to achieve a specific purpose identified by community members who are either connected by geographical location, specific interest, or affiliation to identify and address issues affecting their well-being.

### *Community development*

Community development refers to initiatives involved in processes at local level concerned with the provision and management of resources that seek to improve a community's living conditions (Brennan & Matarrita-Cascante 2012). Flanagan (2018:9) describes community development as an attempt to achieve goals through core strategies and activities with the aim to deliver tangible results.

This study defines community development as a process where community members work together through society structures and organisations to take

action on what is important to them, to ensure access to health, well-being, social and economic justice and opportunities.

### *Youth*

Youth is defined as a transition period between childhood and adulthood which can be identified by physical changes and responsibilities. Culturally, youth relates to the role that individuals play in a given social context which may result in young men and women experiencing youth differently. In the South African contexts, the National Youth Commission Act of 2006 defines youth as those who fall between the ages of 14 to 35 years of age. The United Nations Assembly (2010:3) defines youth as those who are between the ages of 14 to 25. The National Youth Commission Act (2006), states that it is important to define youth accordingly for the purposes of policy formulation, programme planning and implementation.

Youth in the South African context refers to anyone between the ages of 14 and 35 (Constitution of the Republic of South Africa, 1996). For the purpose of this study, “youth” shall also refer to anyone between the ages of 14 and 35, and it will be representative of the general context of youth in South Africa. Furthermore, “youth” and “young people” will be used interchangeably in this study.

### *Youth Empowerment*

Youth empowerment refers to the process of involving young people in institutions and decisions that affect their lives. Checkoway and Guitierrez, (2006:27) describe youth empowerment as a process that promotes and support youth involvement into meaningful activities and ensures relevance, effectiveness, efficiency, impact and sustainability. For the purpose of the study, youth empowerment refers to the participation and involvement of youth in meaningful development activities inside and

outside their communities to achieve sustainable development knowledge and capabilities to use their own resources and means to influence positive change in their communities.

### *Youth development*

Youth development is about building, guiding and managing the empowerment, capacity, self-independence, confidence of young people through implantation of youth programmes effectively. Simskins-strong (2013:1) describes youth development as a strategy to promote positive youth empowerment, by developing young people to take leadership in meaningful community engagement activities which allow them to bring change in their communities. Flanagan (2018:27) defines youth development is an intentional and holistic approach which ensures that young people are able to move from childhood to adulthood in a positive and productive manner.

This study defines youth development as means of capacitating young people with skills and knowledge that will enhance their social and economic empowerment.

### *Positive Youth Development (PYD)*

Positive youth development is an approach to development that focuses on young people's strengths, skills and possibilities (Benson, Harkavy, Hartley, Hodges, Johnston Puckett, & Weeks, 2006:1).

In the context of the study, positive youth development therefore refers to the principle of empowering and including young people into meaningful collective actions that strengthens young people's self-determination to contribute to positive activities that impact their lives.

### *Monitoring*

Monitoring is a process of assessing actual change against stated objectives. Several studies, Blumenstein (2017:126), Kusek & Rist (2004:97) Shannon (2016:11) describe monitoring as a continuous function that uses a systematic collection of data on specific indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated budget. Bhatia (2018:3), Dunn & Gage (2009:446), Gage & Frankel (20016:13) define monitoring as a systematic process of collecting, analysing and using information to monitor a programme's progress towards reaching its goals and to guide management decisions. This study defines monitoring as a continuous process which enables support and facilitates guidelines during programme implementation.

### *Evaluation*

Evaluation is about making judgement whether the developmental efforts and investment upon the agreed objectives were cost effective. Maddocks (2017:9), Moore (2016:11) define evaluation as a time bound and a periodic exercise that seeks to provide credible and useful information to answer specific questions. Evaluation may assess relevancy, effectiveness, impact and sustainability. Bhatia (2018:3), Dunn & Gage (2009:448), Frankel & Gage (2007:19), describe evaluation as a system assessment used to check if activities, projects, programmes, operation and performance progress has met its goals.

This study defines evaluation as a process that involves all stakeholders to ensure relevance, effectiveness, impact and sustainability between programme results, effects produced by the programme and the impact of the programme through the analysis or interpretation of data collected during monitoring process.

### *Culture*

All communities are unique and have their unique ways of doing things. Higher education institutions and all other community engagement

stakeholders should consider and respect the culture of each particular community. According to Maddock (2017:19) culture is a system of beliefs, thoughts, behaviours, customs, and social organisation of a particular group or society. A system in which whole pattern allows us to understand the meanings that people attach to particular facts and observation. Maddock further states that, culture shapes identities of individuals and groups and how they relate to each other, how meanings are created and how powers are defined.

Culture shapes how relationships, partnerships, negotiations and trusts are defined. Higher education institutions need to be cultural aware of the dynamics of specific groups and institutions in order to build collaborative relationships, respect and trust and to understand the point of view of all parties whether they are the Community Based Organisations (CBOs), Non Profit Organisations (NPOs), officials or community members. This will also help understand and acknowledge diversity, issues of racism, and power.

### *Constituents*

Members of community engagement must know all its constituents in the community who are part of a community engagement initiative. The role of each constituent must be clarified. Sarewitz (2016:147) indicates that members of community engagement initiatives need to build formal and informal relationships to maintain effective communication and the use of resources. All constituents must be involved in all decision making and social interactions.

### *Community mobilisation*

Community mobilisation is another important aspect of community engagement. The purpose of community mobilisation is to promote social actions, and to bring people together with the aim to share their common interests. Higher education institutions, organisations and departments in community engagement need to know the leaders of the community,



representatives of existing community structures. According to Davis (2016:23) the purpose of community mobilisation in community engagement should be based on community development and empowerment, effective participation, collaboration, and inclusiveness. Minkler (2005:9) mentions that where communities are mobilised with all stakeholders represented all community engagement partners should be able to share their ideas and feel that they are part of decision making. Through community engagement's community mobility, communities must be able to identify their problems, prioritise their issues, make decisions on how to engage on those identified problems, and find ways of dealing with their social ills. Higher education institutions, organisations and departments need to work together with communities in identifying the roots of social ills in communities, help communities achieve solutions that will promote unity in the community.

#### *Partnership and coalition building*

Coalition building is a partnership between two or more parties. Community engagement is an initiative that involves members of the community, community leaders, higher education institutions, public sector departments, private sector, municipalities, non-profit organisations, and/or faith community based organisations, and other stakeholders.

Sedumedi (2014:15) proposes that higher education institutions, organisations, public and private sector, and community representatives need to ensure effective partnership during community engagement initiatives. According to Sedumedi (2014:18) all stakeholders should work as equal partners in programmes that address their issues. All community engagement partners should take responsibility and account for all decision makings, outcomes and impacts of community engagement programmes.

#### *Agenda*

Community engagement helps to draw and shape the agenda on the needs and priorities of the community. Youth in communities, stakeholders and

higher education institutions should work together to draw the agenda based on what the community's priorities are and work on those priorities together. All parties need to agree on the programmes and processes that will take place when working together on identified projects. Reed (2016:7) recommends that all stakeholders of community engagement programmes must be responsive to the needs and priorities of the community. Reed (2016:8) further state that community engagement participants on their agenda need to strategically plan and apply long term based socio-economic development programmes which will enhance society with economic power together with their human and cognitive resources to promote the welfare of communities.

### *Participation*

Community participation includes sharing of ideas, contribution to decision making, and sharing of accountability and responsibilities. Community leaders, community members and all other community engagement partners should practice active listening, mutual respect, and willingness to learn from each other. According to Minkler (2009:111) an absence of mutual respect and co-learning can lead to loss of time, mistrust, loss of resources, and ineffectiveness of programmes.

### *Community empowerment*

Community engagement stakeholders must empower communities to use their own strengths and resources to deal with issues that they are facing in their communities. According to SAHE (1997) the main objective of community engagement must be to empowerment communities with skills and knowledge.

### *Capacity building*

It involves development, empowerment, growth and promotion of sustainable resources and structures in the communities. According to Davis (2016:13)

community engagement must create capacity building opportunities in communities through effective and sustainable efforts. Sedumedi (2014:14) mentions that higher education institutions, organisations, and municipalities need to capacitate communities, using the available resources. SAHE (1997) describes capacity building as a way of sharing of knowledge and leadership skills.

## **1.15 OVERVIEW OF THE CHAPTERS**

### **Chapter 1: Overview of the research project**

This chapter is an introduction of the research study, aims and objectives of the study. Background, rationale of the study and the problem statement are discussed in chapter one. Motivation for conducting the study and also the scope of the study are outlined as part of this study.

### **Chapter 2: Literature review**

This chapter examines the literature review related to community engagement, community participation, youth development and youth participation, and youth socio-economic empowerment and development. Legislations and policies that give mandate to community engagement and youth development will be outlined.

### **Chapter 3: Research approach and methodology**

This chapter explains the type of research design and research methodology which is used, including population, sampling, and data collection and data analysis methods.

### **Chapter 4: Analysis of data and findings**

Data analysis method is discussed in this chapter. Presentation of findings is also done and discussed in this chapter.

## **Chapter 5: Recommendations and Conclusion**

This chapter concludes the research and make recommendations in terms of research objectives in order to improve youth engagement in community engagement initiatives that promote youth socio-economic development.

### **1.16 CONCLUSION**

This chapter outlined background of community engagement in higher institution, motivation to the study, rationale/significance of the study and the problem statement. Research aim, research questions and objectives are discussed. Location of the study, research methodology, research design, and target population are discussed in this study. Ethical issues, terminologies and definitions are also discussed in this chapter. Overview of all chapters is outlined in this chapter. The next chapter is literature review.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter broadly discusses the concepts of community engagement, participation, youth development, youth socio-economic development; and monitoring and evaluation. Community engagement is discussed, its characteristics, role, the principles and types of community engagement in the society. This chapter also discuss how communities benefit from community engagement, and how communities can achieve from community engagement programmes. Challenges of community engagement in the society are identified; and the use of community engagement model is discussed in this chapter.

The chapter further discusses youth development, youth socio-economic development, the objectives and the principles of youth socio-economic development through community engagement. The characteristics of youth socio-economic development community engagement are also discussed. Benefits, challenges, achievements of community engagement youth socio economic development is discussed together with the model of youth development.

Monitoring and evaluation concepts, the process of monitoring and evaluation and the benefits of using the participatory monitoring and evaluation model are discussed in this chapter.

### **2.2 COMMUNITY ENGAGEMENT**

#### **2.2.1 Objectives of community engagement**

According to SAHE (1997), the aim of community engagement is to promote and ensure socio-economic development and to show commitment to

community good by helping communities to deal with challenges in their communities.

Reed (2016:16) identified three objectives of community engagement

- *Empowerment of communities and programme stakeholders*  
Community empowerment involves capacitating communities to use their own strengths and resources to deal with issues faced by their communities. Empowerment of programme stakeholders is the efforts to empower and promote sustainable resources and structures in the communities.
- *Democratisation of knowledge*  
Democratisation of knowledge is a way of empowering and transforming communities in the process of owning the production of knowledge to promote growth and change for the community good. Reed (2016) postulates that democratisation of knowledge is a force that helps to empower communities to think critically, to have a sense of efficacy, to actively participate in all aspects of democratic life by engaging in decision making processes.
- *Effecting social change*  
The goal of community engagement is to promote courage to change in order to ensure the improvement and sustainable development in community's social and economic status. Serawitze (2016:151) affirms that the purpose of community engagement is to build a bridge between higher education institutions, government and local communities.

### **2.2.2 The history of community engagement in higher education institutions.**

Community engagement is an initiative and strategy of the higher education institutions to promote community development. African higher education institutions were advised at the United Nations Educational, Scientific and Cultural Organisation (UNESCO) conference in 1962 to be in close contact with communities through community engagement programmes and to move away from being a superior minority group and isolated from external communities, but to serve as key instruments of national development (Johnson 1999:90 and UNESCO 1996:11).

The White Paper on the Transformation of Higher Education (1997) state that, community engagement is one of the core responsibilities of higher education together with the teaching and learning; and research. The aim of the White Paper on South African Higher Education (SAHE) is to promote and ensure socio-economic development and to show commitment to community good by helping communities to deal with challenges in their societies through community engagement. The study aims to find out how higher education institutions show commitment as a community good to help communities deal with youth socio-economic development problems through community engagement in the society.

Youth socio-economic development challenge is one of the challenges faced by the South African society. Matsela (2015:72) argues that youth socio-economic development is a major challenge faced by South African government. According to Statistics South Africa (2018), youth in South Africa are young people who are between the ages of 15 to 35 years old; these young people represent the total of 35.7 percent of the country's population, which is more than one third of the total South African population. Youth socio-economic development challenges need to be taken into account as youth forms the major part of the population in South Africa.

### **2.2.3 Types of community engagement**

Community engagement can be in different forms. Cunningham-Barley, Faulkner, Marks & Parry (2012:66) identified three types of community engagement.

#### *Education*

It involves a group of people who share the same interest in learning about a particular subject. Higher education institutions can educate communities on how to deal with challenges which they are facing in their communities.

#### *Dialogues*

It can be a debate, brainstorming, sharing of ideas about a particular issue. Higher education institutions need to share information when identifying the challenges in the communities. During dialogues, all parties need to work as full partners and share equal control. Brainstorming of ideas on how to deal with issues of youth socio-economic development challenges in communities can be debated between higher education institutions, public sector, municipalities, youth in communities and other stakeholders.

#### *Participation in policy making*

Community engagement can take place in a form of participation in policy making. Communities need to be involved in policy making as these policies affect their daily life experiences. Policies need to be used as a guide for both communities and higher education institutions in a process of community engagement programmes. The inclusion of community members in policy making can be a benefit for both policy makers and community members as this can encourage the society to respect and comply with policy implementation.

The study explores how higher education institutions use their academic expertise to promote youth socio-economic development and empowerment



through skills and knowledge, partnership and participation, and in decision making on issues that affect the young people's lives in communities.

#### **2.2.4 Characteristics of community engagement**

There is a need to characterise community engagement, this may help communities, higher education institutions and other stakeholders to identify the guidelines and to know what is expected in community engagement initiatives.

##### *Community engagement must be strength based*

Talents and gifts of young people in communities must be identified and recognised by all community engagement stakeholders. Youth should be provided with skills, knowledge and opportunities to exercise and promote their own strengths. UNESCO (1998) notes that community engagement is a collaborative process between higher education institutions and community partners that create and provide creative knowledge with the goal to contribute to the discipline and strengthen the well-being of communities.

##### *Community engagement must promote accountability*

According to, Blank, Fehr Georganas, Russell & Simons (2009:330) institutions and stakeholders that are involved in community engagement need to be accountable to the community needs and resources. Community engagement institutions need to account for resources used in the community engagement process. The community engagement programmes need to have positive impacts which will create a positive change in communities.

##### *Community engagement must promote community involvement*

Communities need to be involved during all stages of community engagement processes. Clear community engagement monitoring and evaluation indicators need to be put in place for both communities and higher

education institutions to be able to assess progress during the processes. Matsela (2012:57) and Brown-Luthango (2013:321) define community engagement as a participation or partnership process between communities and higher education institutions with the aim of bringing change to communities.

#### *Inclusion in decision making*

Communities, institutions, department, organisations, municipalities need to be included in all decision making during community engagement and must share a common goal. All community engagement stakeholders need to have equal opportunities to contribute to decision making. No stakeholder or institution has to dominate in the decision making. All institutions and community engagement stakeholders need to be represented during decision making meetings. SAHE (1997) proposed that higher education institutions and communities must share common interest in address issues affecting the well-being of the communities.

#### *Community engagement must promote access to information and transparency.*

Community engagement initiatives must be transparent at all times. Blank, Fehr, Geoganas, Russell & Simons (2009:331) recommend that, representatives of community engagement stakeholders need to report to communities and to institutions that they represent. All stakeholders need to have equal access to all information concerning the community engagement programmes.

#### *Community engagement should promote local capacity.*

Community engagement should capacitate community members. According to Duncan (2018:146) higher education institutions should train and educate community members through community engagement as a way of capacitating individuals and groups in terms of knowledge and skills.

### *Community engagement must be consultative*

Community engagement programmes must be consultative. Leaders of community engagement must always consult with community members, institutions, and governing structures. This will create a clear understanding of the goals and objectives of community engagement programme to be initiated. All decisions must be approved by community leaders and community members before the implementation takes place. Jacob, Smith, Werdman & Yeager (2015:2) define community engagement as a formal and informal sustainable network, partnership, communication, and activities between higher education institutions and communities at local, national, regional and international levels.

### *Community engagement must be collaborative*

Community engagement must allow all partners to share their resources and expertise among stakeholders. Community representatives must be given an opportunity to practice active participation, all stakeholders and community members must feel the need to cooperate. Duke, Kinas & Learned (2017:4) describe community engagement as a leverage impact and advanced innovation to improve the lives of citizens and communities. According to Flanagan (2018:22) public participation in community engagement should promote collaboration, foster goodwill and help lay the groundwork expected from all partners. Stakeholders in community engagement require commitment from all parties who need to observe certain values such as principles of courage, respect, honesty and mutual obligation. Govender & Mureto (2019) posit that transformative partnership promotes collaborations in community engagement and should be practiced to ensure that parties work together to create growth and change through sharing of resources and addressing challenges that could not be achieved alone.

### **2.2.5 Principles of community engagement**

Community engagement must be built on trust in order to declare resources, create avenues to work together and better communication, to improve socio-economic outcomes and achieve successful programmes. Higher education institutions of learning together with communities must set and agree upon principles of community engagement.

#### *Ensures knowledge transfer*

Community engagement is a way of transferring knowledge from higher education institutions to communities and transferring knowledge and experience from communities to higher education institutions. Wilson (2009:8) indicates that community engagement is a strategy to benefit both higher education institutions and broader societies. Flanagan (2018:29) suggests that community engagement can benefit community members who did not have an opportunity to obtain higher education qualification levels but can then obtain knowledge through community engagement. Abubakar & Yasuf (2017:67) describe community engagement is a way of reaching out to people with new knowledge with the aim of obtaining discoveries for effective socio-economic life to people. They further state that community engagement can be used as a bridge to educate ordinary people who are not in direct contact with the higher education institutions. The study wants to find out how do higher education institutions at eThekweni reach out to the young people in communities to help them deal with socio-economic challenges in their lives.

#### *Bring change to communities*

The main goal of community engagement initiatives is to promote courage to change and act on a mandate for transformation and to lead by an example. Ferrandino (2018:146) notes that all community engagement initiatives of higher education institutions must bring positive change to communities to improve their social and economic status.

Community engagement is perceived as a tool for promoting and implementing social and economic change and sustainable development in communities. According to Vaughter (2018) higher education institutions need to priorities sustainable development on the agenda of their respective fields and ensures capacity building to incorporate sustainable development. Delvin (2016:4) states that regular communication about national sustainable socio-economic development objectives and priorities need to be shared with higher education institutions by the minister of higher education to keep higher education institutions in the picture. Vaughter (2018) also suggests that policy makers need to develop protocols for communication between higher education institutions and communities to help each other deal with socio-economic development challenges in local communities and decide on how to sustain socio-economic development.

*Community engagement enhances working relations and partnership.*

Community engagement is a good initiative for young people; it gives them a sense of belonging. Participation in community engagement may increase wellness and strengthen their acceptable social behaviours and decrease problem behaviours. Neuman (2011:112) postulates that higher education institution's community engagement activities are a good initiative in improving relationships between students and communities. It prepares students to be the agents of socialisation in the community and shape student's character which influence the academic achievement and self-esteem. According to Wilson (2009:81), community engagement can facilitate the acquisition of interpersonal skills and positive social norms, membership in pro-social groups and stronger emotional and social interactions for young people.

*Community engagement improves learning experiences.*

Community engagement gives learners opportunities to experience real life situations in order to develop the expected skills and competencies. Students from higher education institutions of learning need to combine their

theoretical knowledge together with practical experience in order to achieve full understanding of their work. According to Facer & Enright (2016:10) Knowledge is permanent and it becomes more effective when it comes with practice. Emerly, Frewer & Mulder (2015:421) state that theoretical knowledge and practical experiences strengthen, expand and refine meanings by reinforcing expectations about how things are supposed to be done. Beltitude (2014:19) affirms that community engagement gives students the ability to reflect and explore their previous held beliefs and assumption on the subject matter, and gives them an opportunity to integrate a process of learning and brings a sense of closure and completeness in their experience.

*Community engagement promotes effective communication and innovation.*

Proper communication channels and protocols needs to be followed to ensure that both communities and higher education institutions agree and know who the gatekeepers are. Authorities and leaders in community should be recognised by both parties. Beltitude (2014:22) suggests that there must be a clear channel that allows higher education institutions to establish lasting outreach programmes, relationships, and networks at local, national, regional and international level and community engagement should not just be a memorandum of understanding, but it needs to build sustainable partnership between communities and higher education institutions at all four levels. Wilson (2009:85) indicates that the purpose of community engagement is to build a bridge between higher education institutions, government and local communities. Learned *et al* (2017:8) propose that community engagement should promote innovation to improve the lives of people in their communities.

*Promote inclusiveness.*

Community engagement must be inclusive to all members to promote effective communication and to allow all parties to voice their views.

Ferrando (2018:147) recommends that higher education institutions must ensure effective collaborative measures when working with communities in all community engagement programmes.

*Enhance commitment.*

All members need to commit to a shared vision to achieve sustainable results and be proactive in every engagement processes. Sedumedi (2014:16) advises that all community engagement stakeholders need to take responsibilities and account for all decision making outcomes, impacts of community engagement programmes.

*Promote respect and honesty.*

All stakeholders and members must be given respect and acknowledgement. Community engagement representatives must feel confident to share their views and all members must be treated with respect and equality. Honesty must also be practiced during community engagement to promote trust. Minkler (2009:384) notes that an absence of mutual respect and co-learning can lead to loss of time, mistrust, loss of resources and ineffectiveness of programmes.

*Enhance practicability.*

Members of community engagement must have understanding of community engagement goals, their roots and wings. Community engagement stakeholders must be practical when making decisions, planning, and implementing the programmes in the community. Community resources (human and financial) and community needs must always be considered and used effectively. According to Fahanah, Ghani, Nasir, Redzuana and Salamat (2017:209) community engagement initiative of higher education institutions must be practical and realistic for youth in communities and must be able to empower young people's socio-economic development at their level.

*Provide mutual obligation.*

Community engagement must promote collaboration, cooperation and negotiation not competition and division. All community engagement members must share responsibility and accountability. Benson, Harkavy, Hartley, Hodges Pucklett, & Weeks (2017: 194) presume that the goal of community engagement programme must be clear, promote youth empowerment, participation and confidence.

*Promote empowerment.*

Community engagement empowers people within their communities. Higher education institutions, public sector and other stakeholders need to ensure that young people are empowered through skills, knowledge and resources that promote youth socio-economic development during community engagement initiatives. Wallerstein (2002:34) suggest that community engagement youth development programmes should empower young people in communities with knowledge and skills which will improve their lives.

Community engagement also promotes socio-economic empowerment in local, national and regional economy. Antoine, Kelly, Mikra, Tjon Plan Gi & Zhang (2010:13) affirm that higher education make considerable direct economic contribution to the economy, as they train students who eventually fill job vacancies and also start their own businesses in communities.

*Ensure sustainability*

Community engagement programmes must promote sustainable development in communities. Youth of eThekweni region need to be involved in sustainable programmes that will promote their well-being. Community engagement programmes need to be long term based, and should have the ability of giving youth the opportunities of socio-economic independence. According to Leshole & Lethoko (2017:56) the indicators of sustainable development is the personal empowerment and development of everyone including those labelled as poor, disadvantaged or socially incapacitated to



be able to improve their lives. Higher Education Institutions need to provide their expertise to ensure that youth in communities are empowered with sustainable development knowledge and promote opportunities where young people are able to contribute to community's decision making. De Lennoy & Graham (2016:4) state that sustainable development is the empowerment in a sense that people in communities are able to make informed decisions and contest injustice conditions that affect their lives.

### **2.2.6 Roles of community engagement in higher education institutions**

The role of the community engagement in higher education institutions is to empower and to support communities to achieve sustainable development. SAHE (1997) indicates that higher education institutions need to show community good by helping communities with skills to address their challenges through community engagement. Some of the challenges faced by youth in South Africa are poverty and unemployment. Young people in South Africa need skill and knowledge to fight unemployment and poverty. According to Reeds (2016:19) community engagement empowers communities with knowledge to use their own resources to achieve long-term sustainable development. Blank *et al* (2009:63) state that the role of higher education institutions is to strengthen communities, build democracy and promote innovation to improve the lives of people in communities.

Higher education institutions need to work together with communities to address and give support to challenges that communities are facing. According to Jacob, Smith, Wedman and Yeager (2015:7) the role of higher education institutions need to ensure the creation of formal and informal networks, partnerships, communication and activities with the goal to contribute to the discipline and well-being of communities. Minkler (2009:7) suggests that higher education institutions need to ensure the creation of opportunities for positive change in communities.

### **2.2.7 Community engagement achievements**

According to Council of Higher Education (2004), the council of higher education formed a committee for quality assurance in 1999. Education Quality Committee (HEQC) and Community-Higher Education Service (CHESP) formed a partnership to Joint Education Trust (JET). JET played a major role in commissioning research into community engagement in South Africa. In 1999 CHESP launched a project to promote service learning which provides opportunities for students to apply theories into practice.

De Lange (2012:96) states that Development Skills and Training (DST) provided funding to promote partnership between higher education institutions and private sector around the use of research and technology to stimulate economic growth and improve production in 2002 - 2008. Akpan, Milkey, and Thankrar (2012:2) mentioned that in 2003 HEQC and CHESP organised contributions for the development of policies and systems that would promote enabling environment for community engagement in 2004 - 2012. Hollard (2013:26) indicates that in 2003 CHESP organised workshops to assist higher education institutions which will assist with planning and implementation of community engagement and development of service learning opportunities.

SAHE (2016:21) stated that in 2010 National Research Fund (NRF) funded community engagement in South African Higher Education Institutions and allocated over 30 million over a period of five years. SAHE (2013) o the White Paper acknowledged work that is done by higher education institutions through community engagement initiatives (South African Higher Education consortium (2013:16). There is still a need for community engagement frameworks to be designed to ensure the effective implementation. Several studies Bender (2008:88), Bhagwan (2017:171) & Pienaar (2014:40), argues that South African higher education institutions are still unstructured and lack frameworks for conceptualisation, Bhagwan (2017:171), Govender & Mutero

.(2019:13) and Pienaar (2014:40) contend that community engagement remains unclear in South African higher education institutions, it lacks the universal standards, frameworks and models against which to monitored and evaluated.

### **2.2.8 Community engagement challenges**

The gaps in community engagement initiative still exist. Several studies Carlisle, Guard, Nitta, Rakhan & Shouna (2013:23), Maistry &Thankra (2012:64), Sedumedi (2014:4), argue that although community engagement was identified as equal and important as other core functions of the higher education institutions which are research, teaching and learning. These studies maintain that community engagement initiatives are uncoordinated and are the results of individual initiatives instead of reflecting the university's initiatives. Bruns, Fitzgerald, Furco, Sonka & Swanson (2016:227), suggest that the effectiveness of community engagement can be assessed through the evidence of organisation's support to economic development, professional development, transfer of knowledge, and the ability to improve the quality of life in the communities. The study seek to evaluate the role of higher education institutions in enhancing youth development through community engagement initiatives; and to evaluate how these higher education institutions monitor and evaluate the youth socio-economic community engagement programmes in their institutions.

Other studies SAHE (2016:14), Cape Higher Education Consortium (2013:37) insist that a lot has been achievements on community engagement initiated by South African higher education institutions although there is still a lack of enabling policy environment to institutionalise, expand and strengthen community engagement in higher education institutions.

### 2.2.9 The process of community engagement

According to *Rogers (2003:3)* there are five stages that the processes of community engagement go through

- ✓ *Community is introduced to the idea.*

Community is exposed to the idea of a community engagement programme, but does not have enough knowledge about this idea.

- ✓ *Knowledge searching.*

Community becomes interested and seek information about the idea that is *Community explore advantages and disadvantages.*

Community explores the advantages and disadvantages of using the idea that is presented to them. They think carefully whether to adopt or to reject the idea represented to them.

- ✓ *Community accept community engagement initiative.*

If the idea is accepted by the community, they allow the idea of community engagement initiative to take place. During this implementation stage community seeks information on how to make the idea work and benefit the community.

- ✓ *Community do impact assessment.*

Community evaluate the outcomes of the community engagement initiative, then decides whether to continue with the community engagement program or not. During this stage community may change some of the ways the community engagement programme was implemented and find new ways of doing things and continue with the community engagement idea. The community is more concern with the impacts that will be produced by the community engagement programme. If the community is programme, the community may reject the community engagement idea. According to *Rogers (2003:6)* community member measure the community engagement innovation against what already exist in their communities. Community members look at the economic profitability of the innovation and its conveying social prestige. *Dasgupta, Gupta & Gupta (2008:144)* presume

that the impact assessment is measured through the user's subjective probability that using an innovative community engagement initiative will increase his or her socio-economic expectancy.

#### **2.2.10 Reasons why community engagement may be rejected by the community**

Community members and youth in communities may reject community engagement innovation if communities felt that there will not benefit from the community engagement programme or if the community engagement programme may bring negative effects to the community. Rogers (2003) identifies reasons for the diffusion of community engagement innovation in communities as follows:

##### *Lack of value of in the proposed community engagement initiative*

According to Roger (2003:177) when the idea is presented in the community, the community compares the new community engagement idea to the ones that already exist. If the new community engagement idea does not bring value to the community it is likely to be rejected.

##### *Risks involved in the proposed community engagement initiative.*

Rogers (2003:118) indicates that communities weigh the risk of adopting the innovation. The community may look at the environmental and infrastructural risks that are concern with the community engagement innovation of the higher education institution and other stakeholders.

##### *Norms and standards*

The communities explore how the new community engagement innovations affect their norms and standards. If the new community engagement innovation does not align with their norms and standards, the community will reject the new innovation.

#### *Complexity of implementing a proposed community engagement programme*

A community may explore how flexible the community engagement programmes can be used. Carlisle, Gourd, Nitta, Rajkhan and Shouna (2013:103) state that a community may explore the complicity of implementing the new community engagement idea and compare it with other existing strategies.

Knowledge of technical skills required for implementation of a community engagement initiative may affect the decision of a community in deciding on a new community engagement initiative. According to Rogers (2003:118) if a community engagement initiative requires a degree of a complex technical support the community may reject the community engagement initiative without even trying or testing it.

#### *Impact of a proposed community engagement programme*

The community may evaluate how they are going to contribute from the proposed innovation of the higher education institution of learning. According to Rogers (2003:177) when the community is assessing the impact of the community engagement impact they look at the value of resources that they need to share with the stakeholders compared to the returns and benefits of the programme.

### **2.2.11 Community engagement model**

The researcher is using the Roger Hart's Ladder of Participation as a theoretical framework of community engagement. This ladder was chosen because Hart (1992:3) describes the levels of youth participation in different community engagement innovations.

## Ladder of youth participation

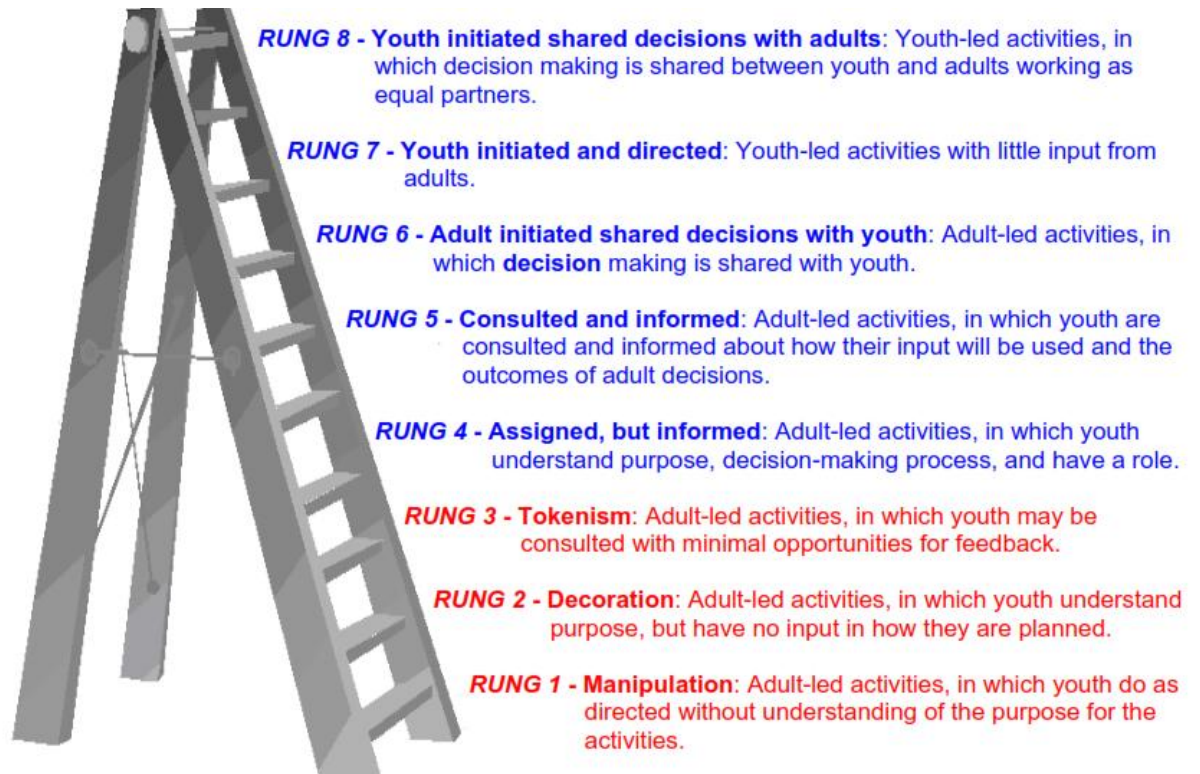


Figure 1: Adapted from Roger Hart (1992)

### Youth Participation from Tokenism to Citizenship

A degree of participation in each rung of the ladder

Adapted from Hart (1992:2) the ladder will be discussed from the top to the bottom. The first five rungs show young people's involvement in community engagement. The last three rungs at the bottom show why young people lack interest in community engagement participation.

#### **Rung 8:** *Young people initiate a programme and share decisions with adults*

Young people become comfortable and confident about their role in the community engagement programme. They become active participants. Young people understand the need for collaboration with adults and ask for their inputs when needed. Community engagement at this level involves

trust between youth and adults in the community. Adults listen and observe the views of young people without interfering.

**Rung 7:** *Youth initiated and directed programmes*

Adults notice youth led-programmes and allow young people to initiate all processes of the programme without interfering. In some cases young people decide not to consult adults because of lack of trust on adults. At this level programme may be initiated as a secret to adults because young people fear that adults may disapprove because of risks involved in the programme.

**Rung 6:** *Adults initiated programme – shared decision with youth in the community*

Youth is involved to some degree at every part of the process (planning, design implementation). Young people make decision about what they want without adults assuming. Youth understand all processes of the programme. Youth and adults in the community engagement initiative are willing to compromise when needed.

**Rung 5:** *Youth are consulted and informed about the community engagement programme*

Programme designed by adults using the young people's views and concerns taken seriously.

**Rung 4:** *Youth community engagement programmes are assigned but young people are informed*

Young people are assigned to a community engagement programme, and this programme is not initiated by youth, but young people are fully informed about all processes of this community engagement programme. Youth in the community may still feel the sense of ownership of the community engagement programme. Hurt state that an important aspect of this rung is the level to which young people are engaged in critical considerations.



### **Rung 3: *Tokenism***

Hurt considers this rung as the most challenging and the most common. Adults are really willing and wanting to give youth a voice, but do not have a practical approach to do so. Community engagement initiative shows full appearance of youth, but youth has not been given opportunities to voice their opinions on planning, communication, and reflecting on the community engagement programme. Adults may select active youth people to participate in the community engagement initiative, but those young people have no say in the processes of the community engagement programme. Hurts considers this rung as the one that focuses on symbolic versus the actual engagement and involvement.

### **Rung 2: *Decoration***

Adults are literally using youth for decoration. Youth are told to participate and show support to a community engagement programme without young people fully understanding the aim and objectives of the community engagement initiative. Adults use youth as a support system. They tell young people what to do and say about the community engagement initiative. Sometime adults use names of young people to appear as initiators of these programmes whilst young people have no idea of what the programme is all about.

### **Rung 1: *Manipulation***

Adults use youth as a voice to carry their own message, (for example, in protests, advertisements, publications) when young people are involved in planning of the programme. In this rung, adults may even deny their involvement in planning and shaping of a community engagement programme if they know it will disadvantage the impact of the programme.

The study uses this model to explore factors that can contribute to different levels of participation for young people in community engagement youth

development initiatives in the society. According to Hart's (1992) ladder of youth participation, young people become actively involved in programmes where they are more comfortable and confident to share in the decision making with adults without any fears and disappointments, but where there is trust and willingness to compromise from all parties. Hart's (1992:3) further indicates that where young people are not given the opportunity to participate in processes such as planning, communication and implantation during community engagement, young people become less interest in the community engagement programmes and do not become actively involved. The study explores how higher education institutions promote youth socio-economic development through community engagement, and how higher education institutions monitor and evaluate the effectiveness of youth development community engagement programmes.

## **2.3 YOUTH DEVELOPMENT**

### **2.3.1 Youth development and community engagement**

Some studies describe community engagement youth development as a way of promoting positive change in the community to fight poverty. Prasa and Prasa (2017:707) define youth development in the community as is a manner in which young people in communities address poverty reduction by producing means of employability, productivity, and promoting sustainable community development. Simkins-strong (2013:2) describes youth development as a strategy to promote positive youth development, by developing young people to act as leaders in meaningful community engagement activities that allow them to create change in communities.

Some studies Hurts (1992), Matsela (2012:43) Rogers (2003:23) agree that community engagement and youth development promote participation in community development, decision making skills, and connection with community issues. Iowa (2017:205) advices that youth who participate in

community engagement programs are able to have positive influence in improving the well-being of their communities at present and in the future. Molepo (2004:16) indicates that community engagement promotes a sense of self efficacy, responsibility and social connection to community, possess appropriate skills and engage in civic behaviour.

Other studies mention that community engagement youth development in communities promote a sense of responsibility, leadership and management skills. Allen & Lohman (2016:59) state that youth participants in community engagement self-identified growth in life skills such as leadership, communication, citizenship, relationship, understanding of group process and management skills. Molepo (2004:28) posits that youth in community engagement programs acquire skills for planning, implementation and evaluating activities.

### **2.3.2 Principles of youth development**

Youth development should be strength based, should focus on positive things that young people can be able to do, and should promote skills and talents of youth in communities. The National Youth Commission (2015:2020) mentions that youth should be provided with opportunities for leadership during youth development community engagement initiatives, which will enhance their sense of independency.

#### *Promote Empowerment.*

Youth needs opportunities to engage in skills development, education, and sustainable livelihood. The National Development Plan (2009-2014) recommends that youth development should provide opportunities for youth empowerment, youth community based programmes that promote life skills and entrepreneurship training. The NDP (2009-2014) postulates that empowering youth will allow young people to develop a sense of self

independence, feelings of self-worth and the willingness to fully participate positively in community activities.

#### *Promote transformation*

Youth development is a dynamic process which can transform individuals and societies. The willingness of young people and higher education institutions to take effective responsibilities may result in efficient positive outcomes and impacts. According to Mathison & Wagner (2015:89) youth development and community engagement can foster transformative learning objectives related to leadership and civic engagement, if they are designed and implemented appropriately in order to achieve the desired outcomes.

#### *Promote dignity and respect.*

Community engagement should instil a sense of worth, purpose and direction for young people. Youth development through community engagement should enhance young people's self-esteem. NYDA (2016-2020) suggest that youth in communities should be treated with respect, and as equal partners in the process of community development.

#### *Create positive change*

Youth development should promote positive change for young people in communities. The National Youth Commission (2006:5) advises that youth socio-economic development opportunities brings hope to youth in communities as most young people are unemployed and are faced with poverty. As young people are in a transitional stage between childhood and adulthood, young people need to go through this stage with the hope for sustainable livelihood.

#### *Promote partnership*

Stakeholders should not come with the idea of providing youth development initiatives for or to young people in communities, but these youth socio-economic development initiatives must be initiated with young people in

communities from the planning stage, to implementation stage, and also in evaluation stage. Brown-Luthango (2013:321) recommends that youth development should provide opportunities for young people to share their opinions especially on issues that affect their lives. Youth in community engagement must feel valued as equal partners of the programme. Both higher education institutions and youth in communities need to agree on the importance of community engagement. Fahanah *et al* (2017:213) mention that if the principles and basic values are put as main importance of community engagement, then the activities will be beneficial and will meet the expectations of the society.

#### *Promote sustainable livelihood*

Youth development and community engagement should promote sustainable development. Youth development should meet the needs of young people through social and economic prosperity. Allen (2017:41) suggests that sustainable youth development must be strategic and inform planning and decision making and must be budgeted for. Youth in communities need socio-economic development programmes that enhance economic sustainability.

### **2.3.3 Objectives of community engagement youth development**

Allen (2016:13), Brooks-Gunn & Roth (2003:97) and Lerner (2004:4) identified community engagement youth development as follows:

- To encourage and facilitate the growth of functionally valued behaviour resulting in well-being throughout young people with the aim of helping youth to be developing into productive and constructive adults.
- To promote sense of belonging
- To promote youth mastery by developing independency and to practice generosity.

- To promote youth-adult partnership to strengthen programmes that benefit youth.

Other studies are in agreement with these community engagement youth development objectives. National Youth Commission (2015-2020) mentioned that sustainable community engagement youth development programmes brings hope for youth in communities. Molepo (2004:16) indicates that community engagement promotes a sense of responsibility and social connection to community, possess appropriate skills and engage in civic behaviour. Prasa and Prasa (2017:707) state that young people who are actively involved community engagement and youth development develop an ability to address poverty reduction by sharing their resources with the aim of producing means of employability, productivity, and promoting sustainable community development. Simskins-strong (2013:2) mentions that youth development enables young people to act as leaders in meaningful community engagement initiatives which strengthen youth development programmes. The objective of the study is to examine the effects of higher education institutions' community engagement youth development programmes to youth in communities.

#### **2.3.4 Benefits of community engagement youth socio-economic development**

Community engagement youth socio-economic development programmes promote youth empowerment. According to Arnold, Dolenc & Wells (2008:4) youth development programmes enhances the ability for youth to think and act positively in their communities. Brooks-Gunn & Roth (2003:94) posit that youth who are involved in community engagement youth socio-economic development programmes acquire business and technical skills to promote their socio-economic development opportunities using their community resources. Wheeler (2003:15) mentions that youth who are engaged in community youth development are able to share in the decision making,

develop independency while connecting with their communities, have the power to influence their peers in positive ways and become role models and leaders in their communities.

#### *Promote character building*

Youth that is involved in community engagement youth development activities develop a sense of respect and responsibility. According to Lerner (2004:10) youth who are involved in community engagement youth development activities develop good behaviour, a sense of right and wrong, integrity and morality, and respects societal and cultural rules.

#### *Promote partnership and participation*

Community engagement youth socio-economic development programmes encourage young people to participate and partner with other community members. Hart (1992:4) states that when young people are involved as equal partners in the community engagement programmes, they develop willingness to work with other groups of youth in the community, work with adults and community leaders to achieve the best results in community engagement youth development programmes.

#### *Promote social connection*

Community engagement activities promote connection in communities. Young people who are involved in community engagement youth socio-economic development initiated by higher education institutions develop some sense of connection with their communities. Dominique, Jeylan & Zierman (2017:11) state that youth in community engagement have positive bond with their other people, peers, and community resources, and are able to identify and protect community resources and they use those community resources for their youth socio-economic development and empowerment.

### **2.3.5 Youth socio-economic development in South Africa**

The Local Government Youth Development Framework (LGYDF 2015-2020) proposed that in order for South Africa to address high levels of youth unemployment and poverty, the government must take the lead in creating and enabling environment for youth development through policy and legislation, implementing programmes targeted specifically at youth development, ensure private sector participation in youth development and ensuring effective monitoring and evaluation for all youth development activities.

1990s Most youth between the ages 14 years and 24 years were without the basic resources and skills to ensure a reasonable future in the socio-economic development sector. According to Statistics South Africa (1994) a third of South African young people between the ages of 14years and 24years were not studying, some were high school drop outs and some did not further their education after matric, even those who were matriculated half of them did not get the good matric results. This is supported by Hoopers (1994:85) who indicates that a third of young people in South Africa were unemployable because of their levels of education.

According to SSA (1998) general unemployment in SA was 22 percent by 1994 and grew to 29.9 percent in 1997. 40 percent of the unemployed in SA during this period were youth who were considered illiterate and severely under educated, which made them an economically inactive group. De Lannoy & Graham (2016) contend that youth socio-economic development challenges which are persistent in long-term are affecting the world economy and not only the regional economies.

The democratic government led by the African National Congress (ANC) developed Reconstruction and Development Programme



(RDP) which emphasised on education and social development of young people with an intention to address youth socio-economic development. According to Breitenbach & Malan (2001:39) the transformation of the education sector was meant to facilitate young people's meaningful transition to adulthood and to build social cohesion in the society. The National Youth Commission (NYC) was developed in 1996 which was given a mandate to champion these youth development programmes within the policy arena.

2000s The National Youth Service was launched in 1997 with the aim to involve youth who are between the ages of 18 to 35 in activities which provide advantages to the community whilst developing their abilities through service and learning.

United Nations (1996) states that the United Nations World Programme of Action (2000) provides a policy framework and guidelines for implementation support to improve the youth development and enhance youth participation in decision making in the socio-economic growth.

Umsobomvu Youth Fund (UYF) was also developed in 2001 with a mandate to work as a tool to enhance youth development support through skills development and job creation for the young people of South Africa.

Although many interventions have been taken by the South African government, a survey conducted by Organisation for Economic Cooperation and Development (2008) ranked SA as the worst in terms of youth empowerment. The OECD (2008:6) state that lack of youth empowerment and youth unemployment is a result of lack of skills and experience for youth.

2010s The NYC and the UYF received a lot of criticism regarding their relevance and the extent to which they aligned their work with the strategic priorities of the state.

In 2012 the Industrial Development Corporation (2013:3) indicates that skills development mismatch, labour market rigidities and laws, and wage cost increases that are higher than productivity are the factors contributing to youth socio-economic development. The SSA (2013:3) states that 33.5 percent of youth between age 15 to 24 were not socio-economically active as they were not occupied with employment or education or training.

In 2013 SSA (2013:3) reported that 49.2 percent of the young people between ages of 15years to 34years were unemployed including the qualified youth.

Despite the challenges that the youth socio-economic development is facing in South Africa, the progress has been made against policy priorities. According to the NYP draft (2020-2030) the 25-year report state that the achievements between 2009 and 2020 in the following policy making have been made: (1) education, skills and second chance; (ii) economic participation and transformation; (iii) health and well-being; (iv) social cohesion; and (v) effective and responsive youth development machinery. The draft state that there are achievements in these above mentioned areas.

2020 The covid-19 pandemic has hit South Africa's economy negatively. As a large number of youth in SA is unemployed, a large portion of those that are employed are working in informal employment without any job security, which put more youth at unemployment as many businesses have not generated enough production and profits. The African Monitor (2020:3) expresses that because of corona virus the country's economic impact is devastating for youth as unemployment will almost double. Chidede & Hartzenberg (2020:3) estimate that the social

assistance provided by the government will still leave most young people in extreme socio-economic situation, as some young people are only dependant to these informal employments. African Monitor (2020:5) indicates that the covid-19 crisis is more likely to worsen inequality and escalate poverty amongst youth. The intervention measure that has been put in place by the government for funding are not enough for young people to survive. Local Government (2015-2020) recommends that South Africa needs to generate sustainable youth socio-economic development programmes that will capacitate youth to adapt in the utilisation of dynamic situations where they will be able to continue to perform and improvise in the changing, shocking and unpredictable conditions.

The National Youth Policy (2020-2030) seeks to promote the South Africa that enables youth to reach their full potential. The objective of the NYP 2020/2030 is to reduce poverty and inequality over the next two decades, to ensure processes and opportunities that enhance youth development to reach their potential. The NYP (2020-2030) proposes a strategic policy intervention that will fill the gaps of the previous policy and address the needs of young people by defining new intervention, consolidating youth development programmes facilitated by key role players in government, map the process and progress on policy implementation, and specify the monitoring and evaluation strategies for accountability and improvements.

The situation of poor youth socio-economic development has been made worse by the outbreak of Corona Virus in the country. The NYP (2020-2030) proposes various policy interventions to strengthen youth development during and after Covid-19 responsiveness and positive outcomes, resulting in long-lasting impacts.

### **2.3.6 Youth socio-economic development challenges in South Africa**

The study focuses on how higher education institutions enhance youth socio-economic development. The study will cover challenges faced by youth in communities such as youth unemployment, poverty, and the lack of formal education and lack of skills development. These factors were chosen amongst others, as they affect most of the communities. The Positive Youth Development Model will be used as a link to promote community engagement and effective youth socio-economic empowerment and development.

#### *Youth unemployment*

Unemployment is one of the leading challenges faced by youth in the society. The International Labour Organisation (2016:21) indicates that youth between ages 15 and 24 make up nearly half (47%) of the world's unemployed population. According to the ILO (2016:21) youth unemployment is a problem worthy of attention as it affects the socio-economic status of young people in the world. The study wants to know the role of higher education institutions at eThekweni municipality in addressing the issue of youth socio-economic development through community engagement. During the interviews participants from higher education institutions will be asked how they address the issue of youth unemployment as it is a major factor which affects youth socio-economic development.

#### *Poverty*

Poverty is the one of the factors that affects youth socio-economic development in the communities. Most young people in the communities live under the poverty line. The Department of Social Development report (2015:122) indicates that most young people who are between the ages of 14 to 18 depend on child social grant and school nutrition support for their daily Department of Social Development (2015:122). Prasad and Prasad (2017:819) elaborate that 42% of children and youth from poor families are

forced to leave school. 60% of these children and youth have at least secondary education without matric, and 33% of these children and youth leave school only with matric as their highest level of education. Simkskins-Strong (2013:7) states that most young people from poor families cannot afford tertiary education; as a result they end up seeking for low pay jobs. The study will explore what programmes do the higher education institutions at eThekweni region have in place that address the issues of poverty among youth. The study wants to analyse the community perceptions on the effects of youth socio-economic development by higher education institution in enhancing poverty elevation through community engagement.

#### *Lack of formal education and lack skills*

Prasad and Prasad (2017:808) describe formal education and skills development as an important driver to address poverty reduction and a way of improving youth socio-economic development in communities. Dominique *et al* (2017:12) suggests that education and skills development can improve employability, facilitate the cycle of productivity, and increase income growth and youth sustainable development. Brown-Luthango (2013:311) postulates that increase in youth productivity could be the results of skilled and healthy manpower and innovation practices. The study wants to gain an in-depth understanding of what are youth socio-economic development skills, knowledge and competences are promoted by higher education institutions to ensure the competences of youth as a tool for skills and knowledge.

#### **2.3.7 Youth development framework**

*According to United Nations (1996) the United Nations World Programme of Action (2000) and Beyond* provides policy framework and practical guidelines for national action and implementation support to improve the situation of youth. The programme of action aims at achieving and fostering conditions and mechanisms to promote improved well-being and livelihood among youth. It focuses on strengthening national capacities in the field of youth

and to increase the quality and quantity of opportunities available to effective, efficient, constructive participation of young people in communities and society.

The programme of action is drawn from various international instruments and specifically related to youth policies and programmes. The programme of action significantly provides a cross-sectoral standard relating to policy making and programme design and delivery. It serves as a model for integrated actions at all levels to address challenges faced by youth in different situations and to promote their participation in communities.

The National World Programme of Action (2000) interlinks and mutually reinforces the three objectives which are: (i) Youth participation and decision making in community engagement, (ii) Youth development, and (iii) Peace.

The programme of action promotes equal rights and freedom for all young people, non-discrimination, tolerance and respect for diversity, solidarity and participation for all young people.

#### *African Youth Charter (2006)*

The African Youth Charter is a political and legal document that serves as a strategic framework that gives direction to youth development and empowerment at continental, regional and national level. The charter is in line with the efforts of the African Union (AU) that seeks to provide a path for appropriate youth development. The African Youth Charter was adopted and signed by South African government in 2006. The charter is consistent with the South African Constitution and almost all its provisions are in line with socio-economic development programmes being implemented and predicted.

The draft on National Youth Policy (NYP) 2015-2020 is overarching policy for youth development across government, private sector, and civil society. The goals and objectives of the NYP are to:

- Enhance economic participation of youth through skills development programmes to increase opportunities for youth to benefit from economic growth and job creation.

- To develop future entrepreneurial generation by encouraging the development and success of youth entrepreneurship.
- To increase the efficiency and effectiveness of existing future youth focused developmental programmes.
- To enhance the employability of youth by familiarising young people with the expectations and the requirements of the world of work.
- Ensure that youth access social services so that they can reach their full potential.
- Recognise young people's diverse needs and design specialised interventions to address those unique needs.
- Design integrations that reduce the risk of youth becoming victims of crime and address needs of youth in conflict with the law.

*National Youth Development Agency Act 54 of 2008*

National Youth Development Agency (NYDA) Act 58 of 2008 mandate the NYDA to develop an Integrated Youth Development Strategy for South Africa and initiate, design, coordinate, monitor and evaluate all programmes aimed at integrating youth into the economy and society in general. The act further instruct the agency to promote a uniform approach and address youth issues at national, provincial and local government levels, by all organs of the state, private sector, Non-Government Organisations.

Youth development at the local government level is responsible to design and ensure implementation of community based programmes for youth. The local government build available community based safety centres and mainstream youth development in IDPs, policy development and programme implementation. The local government adherence to prescript of the policy and to align youth development interventions to focus areas of interventions identified in the Youth Development Policy (YDP).

### *National Youth Service*

The National Youth Service NYS (2004) was launched in April 2004. NYS is a government programme implemented by National Department of Public Works. NYS forms part of the EPWP. The aim of NYS is to involve youth who are between the ages of 18 to 35 in activities which provide advantages to the community whilst developing their abilities through service and learning. The NYS is a joint initiative between NYDA and Higher Education Institutions.

#### **2.3.8 Positive youth development model**

The next model that the researcher used is the 'Positive Youth Development Model' PYD. The researcher chose PYD model because the researcher wants to explore the impacts of youth participation in community engagement youth development programmes in the society.

Positive Youth Development approach will highlight the link between youth participation in community engagement, youth development and the young person's well-being. Positive Youth Development is built on the notion that every young person has an ability to succeed, live healthy, and has positive development. Lerner (2004:48) indicates that the 5Cs indicators can be used as a guide to understand the goals and outcomes of community engagement programmes that aim to enhance positive youth development.

The study will use Positive Youth Development model to examine the notion of youth community engagement programmes in higher education institutions in eThekweni region. Positive youth development is a framework that has 5Cs (Caring and compassion, Character, Competence, Confidence, and Connection). The study will use the 5Cs to evaluate the effectiveness of the Higher Education Institution's initiatives in enhancing the youth socio-economic development.



Table 1: The 5Cs Model

5Cs	Definitions
Caring and compassion	A sense of sympathy and empathy for others
Character	Respect for societal and cultural rules, good behaviour, a sense of right and wrong, integrity and normality
Competence	Positive view of one's actions including social, academic, cognitive and vocational
Confidence	An internal sense of self-worthy and self-esteem
Connection	Positive bond with people, peers, community, family, school. Being able to bring positive contribution to relationships.

Source: Lerner (2004)

### *Caring and compassion*

Community engagement programmes can promote caring and compassion in young people who are involved in the youth socio-economic development programmes. According to Gurreto (2014:10) community engagement programmes enhance the young people's responsiveness to social and economic issues. The study wants to analyse the effects of youth socio-economic development through community engagement by higher education institutions. The study will explore in depth understanding of whether the community engagement programmes enhance the sense of caring and compassion communities in young people.

### *Character*

Youth socio-economic development through community engagement can promote positive youth development. Learner (2005:10) suggests that community engagement programmes that promote youth development build a young people's characters and reduces individualism and self-centralism. Olawami (2017:33) supports that community engagement in higher education institutions promote holistic development for young people by educating them academically and enhancing social and emotional well-being to assist in social issues and to contribute positively to the communities. The study will explore what are the effects of youth socio-economic programmes through community engagement in character building.

### *Competence*

Positive Youth Development model can promote competence skills and a sense of responsibility in young people. Simskins-Strong (2013:11) describes youth community engagement as a strategy for promoting positive youth development, by involving young people as leaders in meaningful activities that allow them to create change in communities. Matsela (2015:21) mentions that if youth are given sufficient opportunities, they are capable to contribute to positive change and act as drivers of new developments in their communities. Lerner (2004:10) recommends that positive youth development programs encourage youth to develop skills and competences in social, cognitive and academic domains. The study will analyse what competency skills higher education institutions can provide to enhance socio-economic development issues such as unemployment, poverty, lack of education and lack of skills through community engagement.

### *Confidence*

Youth need meaningful activities that promote opportunities to make significant contribution to their communities. Booyens & Crause (2012:84) posit that youth community engagement programmes that promote youth

socio-economic development are essential as they build a sense of confidence for young people who are able to contribute economically to their communities. According to Booyens & Crause (2012:87) youth community engagement equips young people with opportunities to strive in society. Positive youth development encourages youth to have a sense of internal self-worth and self-esteem (Lerner 2005:48). The study will assess how do the higher education institutions monitor and evaluate that young people are engaged in meaningful activities that promote opportunities for them to contribute positively in their communities and that their confidants are built through these programmes.

### Connection

Positive youth development promote positive bond between young people and their communities. Mugabi (2015:44) states that youth who are involved in community engagement programmes have good relationships with their families and community members. The National Youth Development Agency (2011:13) presumes that community participation for young people in constructive community activities can promote sustainable development programmes and connectedness in communities. Brown-Luthango (2013:330) argues that there should be a working relationship between higher education institutions and communities in order to overcome the institutional barriers. Brown-Luthango (2013:351) emphasised the importance of equal partnership between universities, communities and young people, and that all parties should be involved in all stages and processes with the intention of benefiting all and avoiding mistrust. The study will evaluate the implementation processes and the roles of higher education institutions in ensuring that there is a positive connection and partnership between youth socio-economic development initiatives and community engagement.

## **2.4 MONITORING AND EVALUATION**

### **2.4.1 The purpose of monitoring and evaluation**

The aim of the study is to evaluate the effectiveness of community engagement programmes in higher education institutions enhance youth socio-economic development. The study's objective is to assess the effectiveness of programmes and projects initiated by higher education institutions that promote youth socio-economic development and empowerment.

According to the Government Wide Monitoring and Evaluation GWM&E (2007:23) the purpose of monitoring and evaluation is to identify the factors contributing to its service delivery outcomes. It further state that monitoring and evaluation should draw connection between policy priorities, programme design, implementation, service delivery, and impact on communities. Monitoring and evaluation provides evidence based on programme resource allocation, help identify and address the challenges and successes replicated. Monitoring and evaluation involves collecting, analysing, and reporting data on inputs, activities, outputs, outcomes and impacts and external factors in a way that support effective management.

The purpose of evaluating the effectiveness of community engagement programmes in higher education institutions of learning is to gather data based on scientific methods, using a variety of instruments such as indicators and other reliable measurements such as face to face interviews to give clear indicators of what and how the higher education institutions is doing regarding interventions that promote youth socio-economic development in the society.

## **2.4.2 Principles of monitoring and evaluation**

### *Monitoring and evaluation should promote transparency*

During monitoring and evaluation of programmes and performance there should be transparency between evaluators and the organisation being evaluated. Girard, Smith, Stewart & Street (2017:11) recommend that monitoring and evaluation findings should be publicly available unless there are valid reasons otherwise, the use of resources must be open to public scrutiny, and all stakeholders must have a chance to participate during evaluations. The researcher intends to share findings with all higher education institutions of learning and the departments that work with youth in communities which are used as a sample in the study.

### *Monitoring and evaluation should be developmental focused*

According to the Charles Darwin University (2015:29) monitoring and evaluation contributes to improving public sector, private sector, NGOs by promoting accountability, transparency, and partnership. Girard *et al* (2017:22) indicates that monitoring and evaluation should be development oriented and the findings should be used to improve future performance. The findings and the recommendations of the study can be used by higher education institutions to improve community engagement youth development programmes.

### *Monitoring and evaluation should promote respect and dignity*

Gerard *et al* (2017:14) propose that monitoring and evaluation should promote respect. Kusek (2016:49) emphasises that promises of anonymity and non-identifiability should be honoured and relied upon. During reporting, the researcher will not use names of particular higher education institutions of departments or link the findings with a particular institution. Kusek (2016:21) elaborates that dignity and self-esteem should be built amongst stakeholders and affected people. The purpose of evaluating the role and of higher

education institutions in enhancing youth socio-economic development is not to criticise the higher education institutions or any of the participants. The aim is to find out how far has the higher education institutions have contributed in fighting the challenges of youth socio-economic development in South Africa.

*Elements of monitoring and evaluation should represent programme and organisation being evaluated.*

Hudson (2016:51) suggests monitoring and evaluation representatives should fairly represent the organisations and programmes being evaluated. To ensure that representatives or participants of the study really represent the higher education institutions or the departments that are identified, the researcher chose to use a purposive sample, so each institution had to identify the participants who are involved in community engagement and youth socio-economic development. Bhatia (2018:8) indicate that recommendations of monitoring and evaluation should provide fair and balanced information of the findings. Findings and recommendations of the study will be shared by the researcher with all institutions that are involved in the study.

*Monitoring and evaluation should promote partnership and participation*

Stuart (2017:63) states that monitoring and evaluation is an integrated component of public management, triangulation should be used to build more credible findings from multiple sources. The study is evaluating the role of the higher education institutions in enhancing youth development through community engagement. For the researcher to evaluate the effectiveness of the youth development community engagement programmes which are the initiatives of higher education institutions in communities, the researcher had to use triangulation to get the views other government stakeholders who are working with youth in communities, and from the young people themselves.

### **2.4.3 Types of evaluation**

*Adapted from Maynard, Rouncefield & Stuart (2015:17)*

- ✓ Diagnostic evaluation

It is an evaluation that takes place at the beginning of the programme, before the delivery is performed.

- ✓ Formative evaluation

It is an evaluation that takes place during the intervention process. It focuses on the quality of delivery process.

- ✓ Summative evaluation

It is an evaluation that takes place after the programme intervention. It focuses on the satisfactory of the beneficiaries on a programme. It looks at the outcomes of the programme by the beneficiaries.

- ✓ Longitudinal evaluation

This type of evaluation takes place sometime after the completion of the programme intervention. It focuses on a long-term progress and effects of the programme. It provides support for new skills, knowledge and attitude in the community. It looks at the impact on individual behaviours and changes in the community. For the study to evaluate the effectiveness of community engagement youth development programme initiatives of higher education institutions at eThekweni region, the study will look at the programme's long-term effects and the impact to young people's lives.

### **2.4.4 Key monitoring and evaluation concepts**

Adapted from: Armitage, Duncan, Frewer, Frost, Manners, Pound, Reed and Thorley 2018.

The components of the Logical Framework Approach were used to guide the monitoring and evaluation of the development programmes. The components are discussed below:

**Inputs** are the resources that contribute to the production of service delivery outputs. They are what we use to do the work including finance, personnel, equipment, and buildings. Managers, officials and programme coordinators of community engagement youth socio-economic development programmes are the inputs on the evaluation of the study.

**Activities** are the processes or actions that use a range of inputs to produce the desired outputs and outcomes. Activities are what we do. The researcher had a question where participants had to identify the role (what the higher education institutions do) of higher education institutions in promoting youth socio-economic development at eThekweni region.

**Outputs** are the final products, goods, and services produced for delivery. Outputs are what we produce and deliver. The researcher asked the participants to identify the programmes and projects that are initiatives of higher education institutions which are aimed to enhance youth socio-economic development in communities.

**Outcomes** are the medium term results for specific beneficiaries which are the consequences of achieving specific outputs. Outcomes should directly relate to the institutions strategic goals and objectives set out in its plans. Outcomes are what we wish to achieve. The researcher wanted to analyse the effect of these community engagement youth socio-economic development programmes initiated by higher education institutions. The researcher asked a question on what skills, knowledge and competencies do young people gain from these community engagement youth socio-economic development programmes initiated by higher education institutions.

**Impacts** are the results of achieving specific outcomes. They are what we have actually influenced the communities and target groups. The researcher asked the stakeholders, community member and youth who are beneficiaries of the programmes initiated by higher education institutions what changes do



these community engagement youth socio-economic development programmes bring in their communities.

Evaluation strategy should describe their current status and how they are to be improved as well as monitoring any plans for new monitoring and evaluation systems. The study will identify the current findings on the next chapter and provide recommendations on to improve their services.

#### **2.4.5 Elements of monitoring**

Bhatia (2018:6) describes the elements of monitoring as follows:

*Monitoring focuses on progress.*

Monitoring focuses on continuous process, performance or formative evaluation. It is more concern about who delivers and how activities are carried out.

It uses a regular data collection method.

It uses pre-set questionnaires that are decided at the beginning of each project/programme. It uses baseline data which is collected at the beginning of the programme. Data is collected regularly (monthly, quarterly).

*Monitoring identify gaps in implementation.*

Monitoring data is important to help programmes make adjustments during the implementation process and allow changes that lead to better use of resources and ensure achievement of better results. It identifies gaps that keep programme from achieving effective impact. The aim of the study is to evaluate the effectiveness of community engagement youth development programmes in the higher education institutions at eThekweni. Data collected from this study can contribute to monitoring of community engagement youth development programmes in higher education institutions.

#### **2.4.6 Elements of evaluation**

In a similar vein, Bhatia (2018:6) proposes the elements for effective evaluation as:

##### *Regular data collection*

Data is collected at the beginning and at the end of the programme to monitor how the programme indicators have changed.

##### *Robust methodology*

It uses questionnaires that were designed at the beginning of the programme to collect data. Methodology data uses all metrics, data collection and analysis that are robust and standardised.

##### *Control groups*

Control groups are stakeholders, recipients and/or beneficiaries of the programmes being evaluated. Control groups participate in measuring whether any changes were caused by the programme.

In this study, the above issues are addressed through examining the in-depth understanding of different stakeholders (Department of Social Development, eThekweni Municipality) and beneficiaries (youth in communities) perceptions on higher education institutions' role in enhancing youth socio-economic development through community engagement. The study also explore the stakeholders and beneficiaries perceptions on the effects of these community engagement youth socio-economic development programmes initiated by higher education institutions.

#### **2.4.7 Processes of monitoring and evaluation**

All programme managers and officials should form and maintain monitoring and evaluation systems to collect, verify, and to use data and information. Delegated monitoring and evaluation units should ensure the implementation

of monitoring and evaluation strategies by providing expertise and support, and acting as service centres for related initiatives (Armitage *et al* 2018:149). Programme managers should be able to set up monitoring and evaluation systems, to manage that system and produce the results required. The objective of the study is to assess how higher education institutions monitor and evaluate the effectiveness of community engagement youth socio-economic development. Armitage *et al*, (2018:152) further state that, the manager should link the number of related components of monitoring and evaluation work together, such as (inputs, processes, activities, outputs, outcomes, and impacts) that form projects, programmes, and services, to be able to constitute an integrated whole system. Monitoring and evaluation managers should be able to manage such systems and enable monitoring and evaluation practitioners to produce data from it for decision-making.

Frankel and Gage (2016:447) propose that the users of monitoring and evaluation should understand how to integrate monitoring and evaluation functions within their areas of responsibility and how to respond to monitoring and evaluation findings. A monitoring and evaluation user should be able to access information collected through the monitoring and evaluation process, and use this information as a tool for taking managerial action and to improve future interventions through the planning process. The community engagement youth socio-economic development managers and officials were used as participants in the study. The findings and recommendations of the study will be shared with them and, they can use these recommendations to improve their future interventions in planning and managerial actions.

To ensure that monitoring and evaluation cohere with the principles of methodological soundness, data and information management skills are important. The study used purposive sampling and face to face interviews to ensure validity of the study. The researcher wanted to ensure that participants are the people who are involved in community engagement youth socio-economic development from each institution. Kusek & Rist

(2004:116) state that it should be ensured that monitoring and evaluation is participative, inclusive and development orientated.

The South African constitution requires that all stakeholders of government work together and participate on development programmes to redress poverty, under development, marginalisation of people and communities. The presidency also plays a crucial role in the coordination, monitoring, evaluating and communities of government policies and programmes to evaluate the implementation of government strategy, including its impacts as a measured against desired outcomes.

#### **2.4.8 Monitoring and evaluation model: Participatory Monitoring and Evaluation System**

Youth socio-economic development is about capacitating young people to participate in decision making, problem solving and in promoting positive change in their lives. Participatory Monitoring and Evaluation (PM&E) enhance stakeholder engagement and participation. According to Guijt & Hilhorst (2006:11) PM&E is a process where primary stakeholders are active participants who take the lead in tracing and making sense of progress toward achievement of the results that were agreed upon. The researcher chose PM&E model because the study objective is to gain in-depth understanding of the community's perception on the impact of community engagement youth socio-economic development programmes that are initiatives of higher education institutions at eThekweni region. Govender (2011:101) stipulates that PM&E enables programme beneficiaries to be active participants in programme evaluation. The study will use higher education institutions community engagement managers and their community engagement practitioners; community engagement coordinators and young people who are beneficiaries and community members as participants of the study to evaluate the effectiveness of community

engagement youth socio-economic development initiatives of higher education institutions of learning at eThekweni region.

#### **2.4.9 The purpose of Participatory Monitoring and Evaluation**

##### *To promote decentralisation*

PM&E enables the community members to take responsibility in managing and make informed decisions about local community programmes. Guijt & Hilhorst (2006:11) describe decentralisation as the transfer of decision-making from the higher authorities to local communities. Armitage (2016:28) explains that decentralisation include redistribution of authority, delegation and sharing of responsibilities. The White Paper on SAHE (1997:8) states that the role of the higher education institutions is to empower communities to solve their own problems and to capacitate communities to be able to participate in decision-making that influence positive change in local communities.

##### *To promotes participation*

Participatory monitoring and evaluation allows the community members as primary stakeholders to participating in the monitoring and evaluation process. According to Woodhill (2005:329) PM&E encourages the monitoring and evaluation system to capture the local knowledge, needs, inspirations and views. Minkler (2009:91) states that community members need to participate in all processes of the community engagement initiative. Participatory monitoring and evaluation enables the youth in communities to exercise their right to share their views and opinions on community engagement socio-economic development issues.

*To promotes self-monitoring and se-evaluation*

According to Woodhill (2015:248) PM&E recognises the importance of continuous self-reflection, alterations and transformation to ensure effective results. Higher education institutions and youth engaged in socio-economic programme can perform their internal monitoring and evaluation through PM&E. Self-monitoring and evaluation can enable the institutions and programmes to learn from their own mistakes and achievements for future development.

*To promotes accountability.*

Stuart (2017:47) and Woodhill (2015:241) indicate that PM&E uses multiple approaches to ensure accountability; constructive information feedback systems to strengthen organisational values. These approaches include reporting to communities, operational practitioners and peer organisations. Girard *et al* (2017: 11) suggest that monitoring and evaluation findings should be transparent and the use of resources must be open to public scrutiny, and all stakeholders must have a chance to participate during evaluations.

#### **2.4.10 The benefits of using Participatory Monitoring and Evaluation:**

Guijt & Hilhorst (2006) describes benefits of participatory monitoring and evaluation as follows:

- Participatory monitoring and evaluation generate understanding about local realities, analyse shared proposals of improvements, and promote upgrades in strategic planning which improves effectiveness and sustainable mediation.
- It promotes motivation for communities, service providers and other stakeholders.

It changes perceptions about monitoring as a policy to monitoring as a benefiting approach for all.

- It improves performance and governance by promoting dialogues between stakeholders, service providers and beneficiaries.
- It improves openness, transparency and responsiveness by promoting acceptable standards and reducing risk of misuse of resources.
- It encourages the participation of marginalised groups and addresses barriers to participation and decision making.
- It promotes collaboration by building parallel relationships and better understanding with stakeholders; share analysis and agree on possibilities for change to avoid conflicts.

Higher education institutions and youth in community engagement youth socio-economic development can benefit from using participatory monitoring and evaluation as it promotes dialogues between stakeholders, improves transparency; and enhances participation and collaboration.

## **2.5 CONCLUSION**

The chapter covered three topics which are: community engagement, youth development, and community engagement. Literature review, theoretical models and their relevance to the study were broadly discussed in this chapter. The next chapter will be explaining the research methodology of the study.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter describes research paradigms, research design, measuring instruments, sampling and population of the study. Data collection method and data analysis are of the study are described in this chapter. Triangulation, validity and reliability of the study are described. The chapter also explains the delimitation and limitation of the study.

### **3.2 RESEARCH PARADIGM**

The study uses an interpretivist research paradigm. The interpretivist research maintains that human action is meaningful and that people make meanings from their own behaviour and from those of others around them. The researcher interprets and gain in-depth understanding of those meanings. The researcher chose to adopt this paradigm because it relevant to the study. Bryman (2012:630) defines research paradigm as a cluster of beliefs and dictates which guide research in a particular discipline on what should be studied, how research should be conducted and how results should be interpreted. The researcher in this study seeks to find in-depth understanding and perceptions of participants on the role of higher education institutions of learning to enhance youth socio-economic development through community engagement at eThekweni region. The researcher wants to find out how higher education institutions of learning empower youth in eThekweni with socio-economic development skills and knowledge.

### **3.3 RESEARCH DESIGN**

The research design for this study is a qualitative method research. According to Bezuidenhout *et al* (2014:174) qualitative research is a method that is interested in the depth of human experience and subjective meanings



that are related to a particular phenomenon. This study is interested in the depth of human experiences, personal and subjective views of how participants perceive and attach meanings to community engagement youth socio-economic development programmes which are initiatives of higher education institutions of learning in their communities.

### **3.4 SAMPLING STRATEGY**

The study uses purposive sampling which is a non-probability sampling method. Kurma (2014:244) posits that purposive sampling ensures each element of the sample will be able to assist in the study. Purposive sampling is appropriate for this study because the researcher used her judgement to select participants from whom data was collected. The researcher has identified the titles of officials and people who needed to participate in the study. To ensure validity and reliability of the study, the higher education institutions of learning and the departments involved in the study had to identify participants who are holding those titles. In this study the researcher is only interested in community engagement programs that promote youth socio-economic development. Hence the selection of respondents who have expert knowledge in community engagement and youth development matters. The sample size of the study is informed by a number of participants who are in different categories in the different sectors of youth community engagement. Four participants were selected from each institution and department. Participants were:

- ✓ managers in community engagement youth development programmes
- ✓ practitioners in community engagement youth development programmes,
- ✓ community engagement youth development coordinators,
- ✓ young people (youth) who are beneficiaries in the community engagement youth development programmes.

### **3.5 TARGET POPULATION**

The target population for this study comprised of public higher education institutions of learning in eThekweni which are Durban University of Technology, Mangosuthu University of Technology, and the University of Kwa Zulu-Natal. Department of Social Development, and the eThekweni Municipality. These two departments/ organisations were chosen because they are the stakeholders who work very closely with youth in communities. For the reasons of validity the researcher interviewed participants from the Departments of Social Development and eThekweni Municipality with the aim of verifying the information that is given by the higher education institutions of learning as these departments/organisations works very closely with youth in communities. According to Kumar (2014:74) target population consist of all people or units that have the characteristics a study intends to examine. The above mentioned department and organisations provide the information a researcher is looking for as they work closely with youth socio-economic development and community engagement.

### **3.6 SAMPLE SIZE**

The study's total sample size is 20. The actual sample size was 24. The researcher managed to interview 20 participants. In each of the higher education institution of learning and from the Department of Social Development and the eThekweni Municipality the researcher selected four participants as part of the sample:

- ✓ one manager of the community engagement youth development,
- ✓ one operational official in community engagement youth development,
- ✓ one coordinator of community engagement youth development programme,
- ✓ one young person (youth) who is a beneficiary in community engagement youth development programme.

### **3.7 DATA COLLECTION**

The study used face to face semi-structured in-depth interviews with open ended questions. Boyce & Neale (2006:12), Frey & Oishi (1995:113) indicate that face to face interview allows the researcher to probe for more detailed purposeful information during interview conversations. Kvale (1996:3) defines face to face in-depth interviews as an attempt to unpack the subjective meaning of people's experience and understanding about a particular matter. According to Kvale (1996:4) face to face semi-structured in-depth interview allow the researcher to investigate for more details and ensure that participants are interpreting questions correctly. Boyce & Neale (2006:37) state that in-depth interviews allow the researcher to conduct thorough inquiry and to explore the participant's perspectives on a particular situation. The researcher travelled to different locations of eThekweni region to collect data through semi-structured face to face interviews. The interviews took about thirty minutes each.

#### **3.7.1 DATA COLLECTION PROCESS**

The researcher obtained an ethical clearance from the university. Gatekeepers' permissions were obtained from all five participating institutions. Each institution provided the researcher with list of names for people who are involved in community engagement youth development programmes. The researcher sent a letter of information about the study and requested participants to participate in the study. The researcher was able to get all the required candidates from different portfolios of community engagement youth development.

Dates of interviews and venues were negotiated between the researcher and the participants. The details of the study and rights of a participant were discussed before the beginning of the interviews. Consent letter was signed by all participants before the interviews took place. Interviews were

conducted with individual participants in different venues and times to maintain confidentiality and anonymity. Interviews were approximately thirty minutes.

### **3.8 DATA ANALYSIS**

The study uses qualitative content data analysis to give structured meanings to data and to identify concepts and themes. Delport, De Vos, Fouche' and Strydom (2011:397) describe qualitative content data analysis as a process of bringing order, structure and meanings to qualitative data. Kumar (2014:318), Wilemuth & Zhang (2009:13) describe content analysis as a technique that pays attention to unique themes that illustrates the range of the meanings of a subject.

The study uses inductive content analysis approach to analyse data from specific to general. Dudovskiy (2019:1) defines inductive content analysis as a set of order which is used to reduce verbal and written material into more manageable data. The researcher developed theory and identified themes by studying recordings and written materials. The researcher merged themes from the raw material, through repeated examination and comparisons.

#### **3.8.1 DATA ANALYSIS PROCESS**

After all the interviews were completed the researcher listened to the digital recordings and transcribed the recorded interviews to a written text. The researcher then grouped the questions from the Interview schedules in alignment to the key research questions. The researcher grouped the questions around the four categories of participants

- ✓ managers in community engagement and youth development
- ✓ practitioners in community engagement and youth development,
- ✓ community engagement and youth development coordinators,

young people (youth) who were beneficiaries of community engagement youth socio-economic development programmes.

The researcher then developed categories and coding from data. The coding scheme was regularly checked, especially after new codes were added to ensure coding consistency. All text was coded using different colour pens. Conclusions were drawn from coded data. The themes and sub-themes emerged from data. Data was presented according to participants categories (community engagement managers, community engagement practitioners, community engagement coordinators, and youth who were beneficiaries of community engagement, youth socio-economic development programmes).

### **3.9 TRIANGULATION**

It is the use of the same data from a number of different sources with the aim of best achieving the objectives of the study. According to Kumar (2014:386) the use of the same set of data collected through different approaches, and examination from different perspectives will provide a better understanding of a problem, situation or issue. The researcher used triangulation in the study. The researcher asked a set of questions from the higher education institutions of learning, and the same questions were asked from the Department of Social Development and from eThekweni Municipality to ensure validity and reliability of the study. Officials and beneficiaries from these institutions were asked the same questions.

### **3.10 VALIDITY OF THE STUDY**

Kumar (2014:218), Bezuidenhout *et al* (2014:256) describe validity as the ability of a research instrument to demonstrate that it is finding out what it was designed for. Validity is the ability of an instrument to reflect the reality of the constructs that were measured. Validity is important to ensure that the right measurement tool is used to measure what needs to be measured.

During data analysis the researcher looks at the themes used to increase validity and reliability of the study. The researcher also looks at the relationship between the information provided by all different respondents in their different categories.

### **3.11 RELIABILITY**

According to Kumar (2014:218) reliability is important to make sure that the results found are correct. The researcher used a purposive sampling method to ensure reliability of the study. To ensure reliability, the researcher had to make sure that all participants represent a particular institution and they also represent a specific category. Each institution had to identify the person holding a particular title (community engagement and youth development manager, practitioner, community programme coordinator; and a young person who is a beneficiary of a community engagement youth socio-economic development programmes). The researcher ensured that all participants of the study are people who are involved in community engagement and youth socio-economic development.

Trustworthiness is used in this study to measure the credibility of the accuracy of the researcher to interpret data collected from participants. Shanton (2004:64) explains Trustworthy as a measure used for the transferability of findings to be applied in a similar situation delivering similar results, dependability looks at the process of integration that takes place between data collection, data analyses and the theory generated from the data.

### **3.12 ETHICS**

Ethical clearance and gate keeper's permissions were issued before the researcher conducted interviews for data collection. All procedures and

steps of undertaking research were discussed with the supervisor for approval.

Participants were freely allowed to discontinue participating in the study without consequences. A consent form was signed by all participants before participating in the study, the issue of confidentiality and anonymity was set as part of the agreement between the researcher and the participants. The letter of information and concern form, ethical clearance and gate keepers' permission were produced to participants before the interviews took place. The letter of information had all details of the research procedures, contact details of the researcher, supervisor and the research administrator at DUT. The letter of information will help participants to enquire about any queries concerning the research project.

### **3.13 DELIMITATION AND LIMITATION OF STUDY**

The study was conducted in eThekweni region. Organisational locations were the Durban University of Technology, Mangosuthu University of Technology, University of Kwa Zulu Natal, Department of Social Development, and eThekweni Municipality. The study is confined to community engagement that is targeted at youth socio-economic development.

The findings of the study cannot be generalised to other higher education institutions in South Africa as the study is restricted to higher education institutions at eThekweni region. Constraints of time and cost have restricted the study to eThekweni region.

### **3.14 CONCLUSION**

In this chapter study design, data collection process and data analysis process were broadly discussed. Target population, sample and ethical issues were also discussed in this chapter. The next chapter will be analysis of data and findings.

## **CHAPTER FOUR: ANALYSIS OF DATA AND FINDINGS**

### **4.1 INTRODUCTION**

In this chapter the researcher will present the findings utilising participants' submissions from interviews. Data will be presented according to perspectives including quotations of different participants such as managers, practitioners, coordinators and youth.

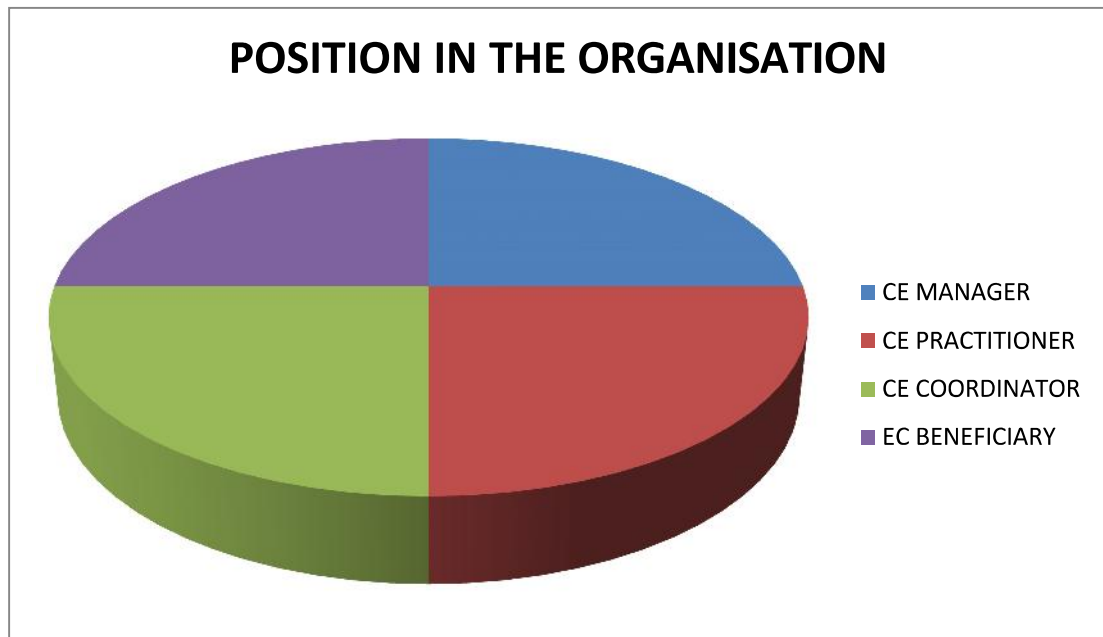
Research findings will be presented into two sections. Section A focusses on biographical profile of participants, and section B is a discussion of the identified themes and sub-themes under the four categories of findings.

### **4.2 SECTION A: BIOGRAPHICAL DATA OF PARTICIPANTS**

The researcher conducted twenty face to face semi-structured in-depth interviews. The biographical data of participants will be presented and discussed as follows: gender, nationality, race, age, level of education, position in the institution; and experience.



#### 4.2.1 Positional composition of participants in organisations

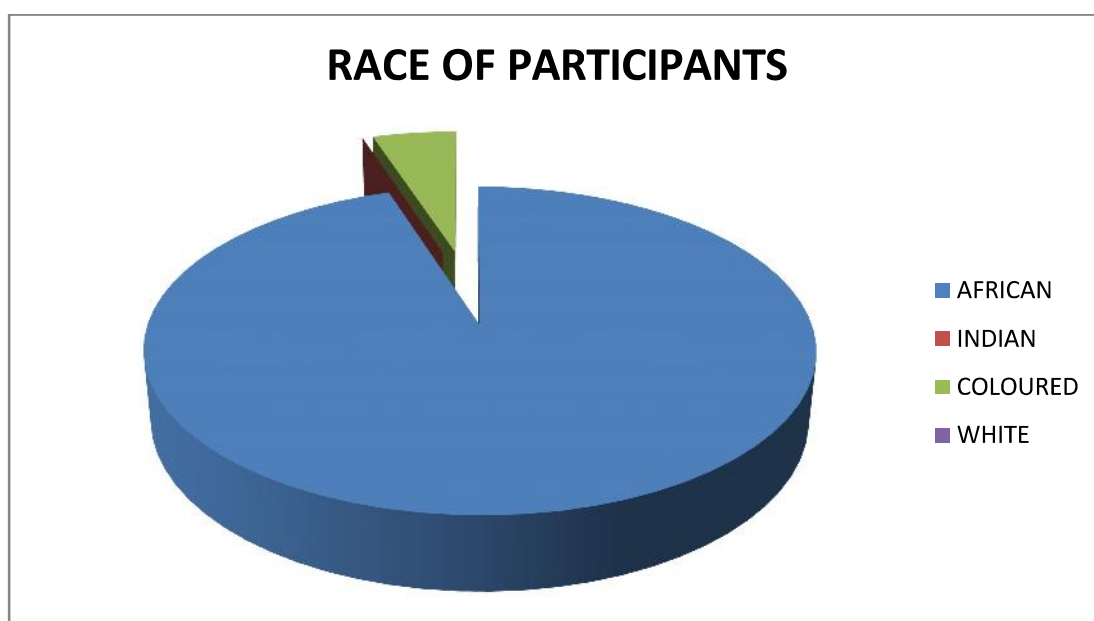


**Figure 2: Position in the organisation**

Figure 2 indicates that there were 25 percent of participants that represented each position. The study used purposive sampling to ensure that all elements of the study were fairly represented; hence participants of the study had equal number of representatives from different positions of community engagement and youth development. The researcher selected the following participants to represent each institution, department, or organisation:

- ✓ Managers in community engagement and youth development
- ✓ Community engagement practitioners who are working in youth development programmes
- ✓ Community engagement coordinators who are involved in community engagement and youth development programmes
- ✓ Youth who are beneficiaries of community engagement youth development programmes

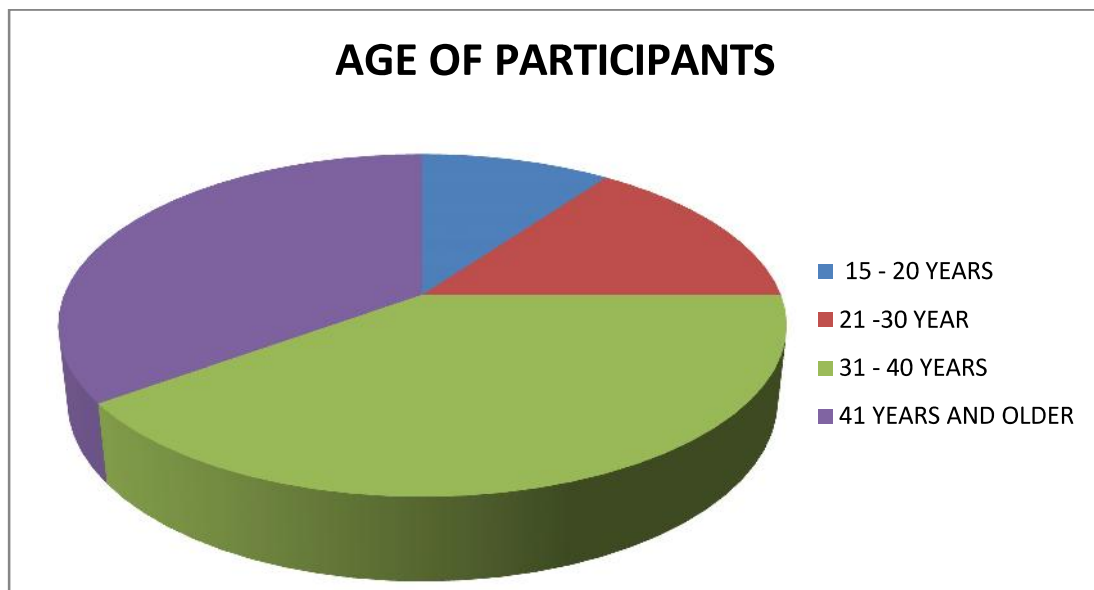
#### 4.2.2 Race of participants



**Figure 3: Race of participants**

Figure 3 shows that 95 percent of the participants were Africans and 5 percent were coloureds. There were no Indians and Whites who participated in the study. The main factor that contributes to the race of participants is that most of the community engagement youth development initiatives of higher education institutions are focused in disadvantaged areas of eThekwinI regions, such as rural areas, townships and squatter camps. These areas are mostly dominated by Black African population.

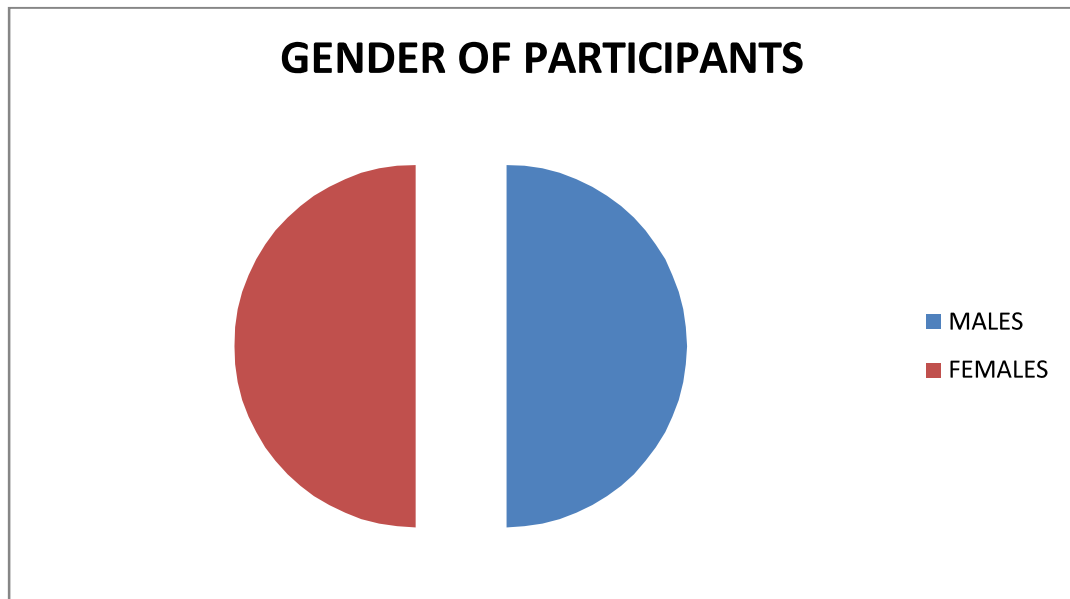
#### 4.2.3 Ages of participants



**Figure 4: Ages of participants**

Figure 4 illustrate that the majority of participants in the study were between the ages of thirty to forty years old, these participants were a total of 40 percent. Most of these participants were community engagement youth development practitioners and community engagement youth development coordinators. They were followed by participants who are forty years and older, who were a total of 35 percent. All community engagement managers were between the ages of forty and above; and some community engagement youth development practitioners. These participants were followed by those who are between the ages of twenty years and thirty years old, who were a total of 15 percent. This category was represented by some of the community engagement youth development coordinators and young people who are beneficiaries in community engagement youth development programmes that are initiated by higher education institutions. The last group of participants according to age were those participants who are between the ages of fifteen and twenty who were a total of 10 percent. This group of participants was only represented by youth (beneficiaries of community engagement youth development programmes).

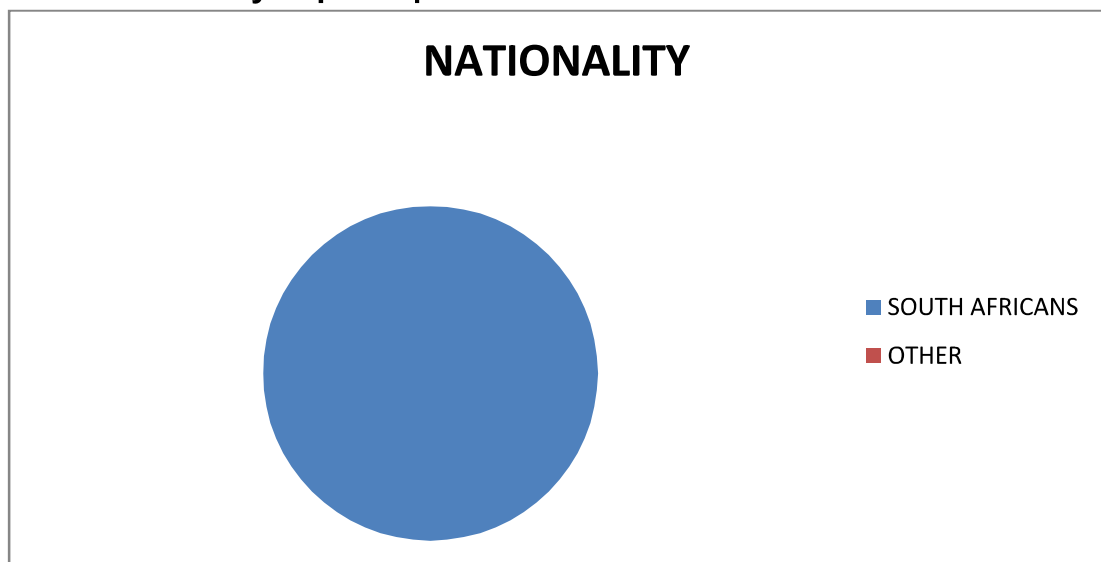
#### 4.2.4 Gender of participants



**Figure 5: Gender of participants**

Figure 5 shows that there were 50 percent of male participants and 50 percent of female participants in the study. The gender balance of participants is coincidental.

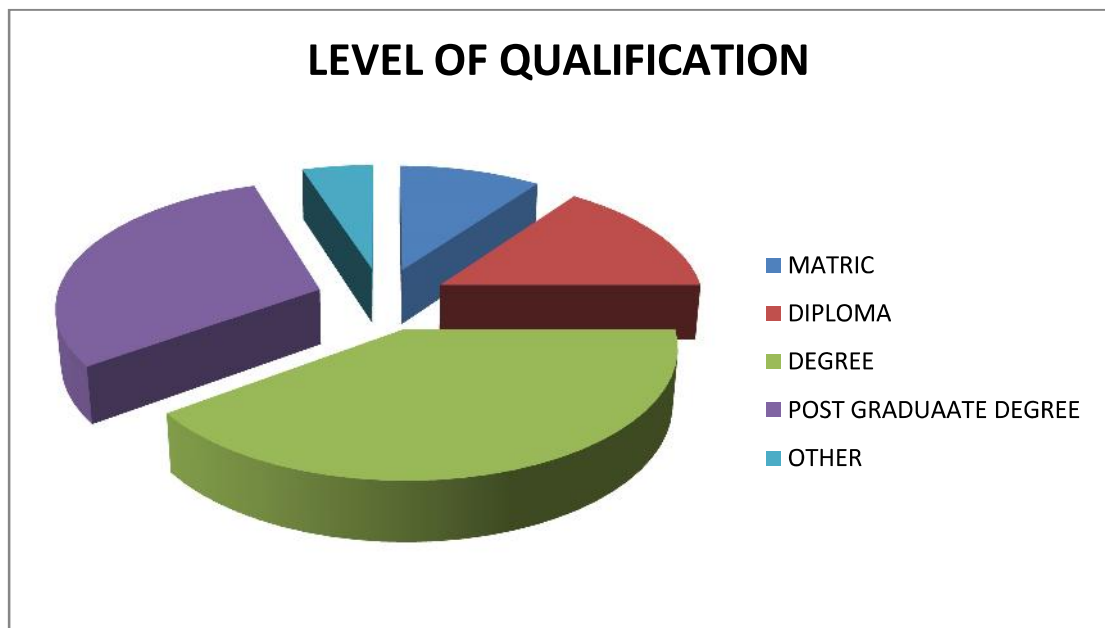
#### 4.2.5 Nationality of participants



**Figure 6: Nationality of participants**

Figure 6 illustrate that all participants in the study were South Africans, there were no other nationalities.

#### 4.2.6 Level of education



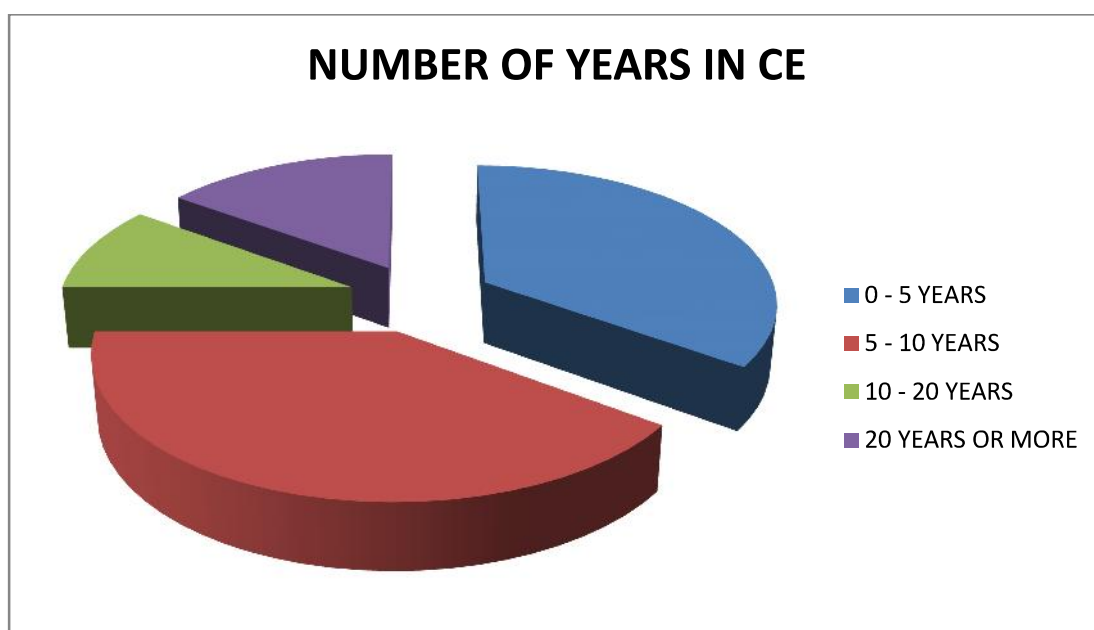
**Figure 7: Participants' level of education**

Figure 7 illustrate that the majority of participants have bachelor's degree as their highest level of education. These participants consist of 40 percent of respondents in the study. These participants were represented by some community engagement youth development practitioners, community engagement youth development coordinators, and community engagement youth development beneficiaries (youth). They were followed by those who had post graduate degree as their highest level of qualifications. These participants represented 30 percent of respondents in the study. All community engagement managers and some of the community engagement youth development practitioners were within this category. Fifteen percent of participants have diploma as their highest qualification. This category consists of community engagement youth development coordinators and youth (community engagement youth development beneficiaries). They were followed by those who have matric, and these participants were a total of 10 percent. This category was only represented by youth. Last category was represented by 5 percent of participants which were a youth (community

engagement youth development beneficiary) who did not have matric or any other qualification.

The findings of the study show that level of education in community engagement youth development programme initiatives does play a role in the level of expertise and knowledge production. The findings of the study show that community engagement members from managers to youth are able to use community engagement principles as a guide with the aim of sharing their knowledge and skills regardless of their levels of qualifications. Dedication plays a significant role in the running of community engagement youth development programmes.

#### **4.2.7 Number of years in community engagement youth development programmes**



**Figure 8: Number of years in community engagement youth development programmes**

Figure 8 shows that the majority of participants in the study have been involved in community engagement youth development programmes for a period of five to ten years. These participants were a total of 40 percent. This category was represented by community engagement managers, community engagement youth development practitioners, community

engagement youth development coordinators and some of youth (beneficiaries of community engagement youth development programmes). They are followed by those who have been involved in community engagement youth development for a period of zero years to five years, who were a total of 35 percent. This category was represented by some community engagement managers and youth. The next group of participants have been involved in community engagement youth development for twenty years or more, they are a total of 15 percent. This category was presented by some community engagement youth development coordinators, community engagement youth development practitioners and youth. The last group of participants have been involved in community engagement youth development for a period ten to twenty years, which were a total of 10 percent. This category was also represented by community engagement youth development coordinators and youth.

The study findings indicate that the experience of the participants in community engagement youth development programmes has an impact in the desired performance outcomes. Regardless of the members' experience in community engagement youth development programmes, the community engagement members can demonstrate better effectiveness with willingness to participate.

#### **4.3 SECTION B: FINDINGS OF THE STUDY**

The categories of findings are linked to research objectives and to the main questions of the study. Under each category, specific themes and sub-themes are identified. The summary of these categories, themes and sub-themes are displayed in Table 4.1 below. Throughout this chapter themes and sub-themes will be supported by descriptions, quotations and literature.

#### 4.3.1 Summary of research findings

Table 2: Summary of research findings

OBJECTIVE 1: To explore how higher education at eThekwinini region promote youth development through community engagement.	
Themes	Sub-themes
Promote knowledge	Promote teaching and learning
	Promote skills development for youth in communities
	Promote positive youth behaviour change
OBJECTIVE 2: To gain an in-depth understanding on community's perceptions on the impact of youth development community engagement programmes in their communities.	
Theme	Sub-themes
It promotes holistic approach	Promotes stakeholder engagement
	Ability to develop research and analytical skills
	Promotes partnership and participation
	Promotes youth empowerment
OBJECTIVE 3: To analyse the effects of youth development through community engagement programmes and projects which are initiatives of higher education institutions	
Theme	Sub-theme
Capacity building	Youth development
	Community development
	Socio-economic skills
Character	Behavioural change
	Participation and partnership
OBJECTIVE 4: To assess how higher education institutions at eThekwinini	



region monitor and evaluate the effectiveness of youth development community engagement programmes.	
Themes	Sub-themes
Surveys	Pre and post surveys
	Records
	Community dialogues
Monitoring and evaluation of impact	After-care programmes
Challenges	Support system
	Lack of clear policy
	Lack of support structures
	Stakeholder dictation
	Manipulation

#### 4.3.2 DISCUSSION

**Objective 1: To explore how higher education institutions at eThekweni region promotes youth socio-economic development through community engagement.**

Higher education institutions were given a mandate to pay attention to community engagement in order to contribute in addressing and giving support to challenges faced by society (SAHE 1997). Youth socio-economic development is one of the challenges faced by South Africa. According to Leshilo & Lethole (2017:55) state that youth in South Africa are facing challenges of unemployment, poverty, drug abuse, unplanned pregnancy and other socio-economic ills.

##### **Theme 1.1: Higher education institutions promotes knowledge**

Participants have shared similar views about the roles of higher education institutions of learning in enhancing youth socio-economic development. Participants seemed to be in agreement regarding their view that higher

education institutions promote knowledge as a way to enhance youth socio-economic development at eThekweni region. The following sub-themes present the participants' perspectives about the higher education institutions role to promoting knowledge.

#### **Sub-theme 1.1.1 Higher education institutions promote teaching and learning.**

*Perceived roles from the perspectives of managers:*

The findings of the study indicate that higher education institutions are playing a role in enhancing youth socio-economic development in eThekweni regions. The three main functions of higher education institutions are to (i) promote teaching and learning (ii) research, and (iii) community engagement (SAHE, 1997). The study findings conclude that community engagement is under the umbrella of knowledge promotion through teaching and learning. Higher education institutions use community engagement as a tool to promote knowledge which is used to teach communities the skills of survival and also learn different approaches from the society and other stakeholders. The practice of teaching and learning through community engagement promotes knowledge to local communities. According to Armitage (2016:16) the objective of community engagement is to empower communities, democratise knowledge and effect social change. Higher education institutions at eThekweni region promotes community engagement youth development through research, teaching in classrooms, through skills development workshops, community dialogues, community service, experiential learning to promote knowledge. Participants mentioned that youth of eThekweni region benefits skills and knowledge to enhance their socio-economic development from programmes that promote teaching and learning. This implies that higher education institutions take the responsibility to distribute academic knowledge to communities which benefits academics and ordinary citizens. The following quotations of participants provide evidence of this notion:

*Community engagement is used by higher education institutions as a tool to connect knowledge between academics and ordinary citizens through research and project engagement. The university ensures the enhancement of youth socio-economic development through community engagement knowledge that teaches young people skills which promotes independence and leadership.*

Another participant said:

*Higher education institutions' expertise use skills development as a community engagement tool to distribute new knowledge that will empower youth to acquire sustainable knowledge and skills to deal with socio-economic development challenges and to improve their lives in their communities.*

The above mentioned findings are supported by Burns, Fitzgerald, Furco, Sonka, & Swanson (2012:226) who indicate that community engagement is a way of transferring knowledge and expertise from the academy to the community. UNESCO (1998) suggested that higher education institutions must use community engagement to collaborate processes of creative knowledge with a goal to strengthen the well-being of the society.

#### **Sub-theme 1.1.2: Promotes skills development for youth in communities**

*Perceived roles from perspectives of practitioners:*

The views of practitioners were similar to those of managers of community engagement. Community engagement practitioners identified teaching and learning, connecting academic knowledge and promotion of skills development as roles of higher education institutions to enhance youth socio-economic development through community engagement. Higher education institutions provide support for local communities by preparing young people to be economically responsible. Young people are encouraged to identify socio-economic opportunities and resources in their communities; and are

also encouraged to start their income generating programmes. Through higher education institutions' knowledge distribution and in the effort of enhancing youth socio-economic development, youth are provided with entrepreneurial and business skills to ensure the sustainability of these income generating programmes. This view has been confirmed by the comment by a respondent who participated in the study:

*Skill development for youth is a programme of action which the university use to enhance youth socio-economic development. These programmes ensure that youth and communities develop skills that enable them to use their own community resources to improve their lives.*

In support of the above notion, Davis (2016:12) proposes that community engagement must create capacity building opportunities in communities through effective and sustainable efforts. The entrepreneurial development skills and community development skills can improve the lives of youth and communities. Through the socio-economic skills development more young people can be able to economically sustain themselves which can have a positive impact on addressing social-ills that arise from joblessness. Leshilo & Lethole (2017:46) postulate that youth entrepreneurial programmes play a role ensuring a vibrant economy in local communities, promote job creation, which alleviate poverty and improve their social standards.

### **Sub-theme 1.1.3: Promotes positive youth behaviour change**

*Perceived roles from community coordinators and youth perceptions:*

Community engagement coordinators and youth were in agreement with the notion that higher education institutions play a role in promoting knowledge that promotes youth socio-economic development in communities. Participants mentioned that where higher education institutions initiate community engagement youth socio-economic development programmes, there is a difference in social and economic livelihood of youth in those

communities. One of the coordinators mentioned that higher education institutions provide youth in communities with social skills that improve the young people's behaviours. The respondent shared his/her view as follows:

*Higher education institutions have encouraged youth to work together to form community engagement youth development programmes such as cleaning services and to provide their services to community members who need such services, which helps them to earn some money for living. These programmes keep youth out of trouble and keep them busy.*

The study findings indicate that youth who are involved in community engagement youth socio-economic development programmes develop a sense of responsibility, leadership and confidence. Young people mentioned that community engagement youth socio-economic development programmes enhance young people's self-esteem which enables them to develop sense of responsibility, take leadership initiatives in the community and become role models to other youth. A respondent in the study shared his/her view as follows:

*Higher education institution has played an important role in promoting positive youth behaviour change. Youth in community engagement participates in decision making in the community, take leadership roles and bring value to the community's economy.*

This implies that community engagement and youth development have a positive impact in promoting positive change and a community good for youth. Lerner (2005:30) stipulates that community engagement youth development programmes build young people's characters and reduce individualism and self-centralism. Matsela (2015:21) presumes that if youth are provided with sufficient opportunities for development, they are capable to contribute to positive change and can act as drivers of development in their communities.

**Objective 2: To gain in-depth understanding of the community's perception on the impact of youth development community engagement programmes in their communities.**

This category outlines theme and sub-themes that were mentioned by participants on their perceptions on the benefits of community engagement youth socio-economic development programmes which are the initiatives of higher education institutions.

### **Theme 2.1: Holistic approach**

The study findings indicate that through community engagement, higher education institutions benefit practicing a holistic teaching and learning approach which includes community service and research. Holistic approach enables the higher education institutions to put academic theoretical methodology into practical approaches and field work. A holistic approach method can promote innovation and enable practitioners to identify gaps and it can allow stakeholders and societies to advice higher education institutions about skills demands in the job market. Holistic approach enables higher education institutions to transfer academic knowledge to youth in communities.

#### **Sub-theme 2.1.1: Stakeholder engagement**

*Perceived benefits from perspectives of managers:*

Stakeholder engagement is a relationship that is developed by various structures that are working together with the aim of achieving a common goal. Stakeholder engagement promotes sharing of resources, and sharing of opinions during decision making and in problem solving. It enables turn-around strategies to be developed from the perspectives of various experts and approaches. Through stakeholder engagement both higher education institutions and youth in communities benefit the opportunity to work together

and with other stakeholders who share the common goal to promote youth development and to achieve effective results. One of the respondents shared his/her opinion to support this notion as follows:

*Higher education institutions put emphasise on the importance of youth participation during community engagement youth socio-economic development activities. Young people become part of decision making while they collaborate with adults and take advice from adults and community leaders. The advantage of community engagement partnership is the willingness to compromise from all parties.*

The finding of the study implies that youth in communities benefit through the sharing of resources that are used to improve youth socio-economic development and livelihoods. Gurreto (2014:32) mentions that the advantage of stakeholder engagement in community engagement is the ability to share natural, human and fiscal resources that contribute in stimulating the effectiveness of community engagement programmes.

#### **Sub-theme 2.1.2: Ability to develop research and analytical skills.**

*Perceived benefits from the perspectives of practitioners:*

Youth in community engagement youth socio-economic development programmes learn to conduct research about resources, business opportunities, employment opportunities which they can use to enhance their socio-economic development. The study findings indicate that youth who are involved in community engagement youth socio-economic development activities develop strategic skills for planning and implementation of their socio-economic projects and become critical thinkers. Respondents mentioned that research and analytical skills is not only benefiting youth in communities, it also benefits academic expertise and university students who conduct their research and experiential learning in communities.

Respondents mentioned that the academic process require students and academics to conduct research and to put academic knowledge into practice. Research and analytical practice promotes holistic learning approach, as students and academics learn from communities whilst they apply their knowledge and expertise to empower communities. To support this notion the following quotation supports this view as follows:

*Community engagement youth development programmes initiated by higher education institutions empowers youth with skills to develop sustainable community development programmes using the available resources, opportunities, research and analytical skills to face challenges they may come across in the process.*

Youth need skills that enable them to develop adaptive strategies and capabilities to improve socio-economic challenges in the communities. The study finding implies that higher education institutions empower youth in community engagement with critical skills to ensure sustainable community development. According to Girard *et al* (2017:66) community engagement is a specific method that addresses community needs and opportunities in collaboration with community members. De Lange (2012:107) posits that community engagement allows proper investigations, data collection and analysis, communication participation and partnership.

### **Sub-theme 2.1.3: Partnership and participation**

*Perceived benefits from the perspectives of practitioners:*

Community engagement is an initiative that promotes partnership with community members, community leaders, public sector, private sector and NGOs (Jacob *et al* 2015:7). Partnership enables sharing of responsibilities and accountability in community engagement. The study finding shows that community engagement creates connectedness between communities and higher education institutions. Partnership and participation between communities and higher education institutions promotes a strong network for



young people, communities, higher education institutions and other external stakeholders. This network becomes a benefit when all stakeholders are willing and able to share and protect resources with the aim of enhancing youth socio-economic development programmes. When the partnership is mutual, young people develop a willingness to participate in community engagement and development programmes. The following quotation provides evidence of this notion:

*A participant mentioned that: higher education institutions work in partnership with communities to find solutions for social ills that are affecting youth socio-economic development. Youth become active participants in ensuring proper implementation of youth socio-economic programmes in their communities.*

The study findings suggest that youth participation in community engagement and in youth development programmes develops responsibility and skill to address socio-economic challenges faced by young people. Anorl (2008) and Brown-Luthango (2013:317) state that community engagement promotes inclusion and ensure effective communication and allow all parties to voice their opinions. NYDA (2011:13) suggests that when young people are participating in constructive community activities, they are able to promote sustainable community development programmes and encourage connectedness in the society.

#### **Sub-theme 2.1.4: Promotes youth empowerment**

##### *Perceived benefits from the perspectives of youth*

The holistic approach of higher education institutions promotes youth empowerment. The objective of community engagement is to empower communities, (Armitage 2016:16). The findings of the study indicate that, the skills and knowledge distribution of higher education institutions through awareness campaigns, workshops, technical skills and entrepreneurial knowledge initiated through community engagement empowers youth to be

socially and economically competent. Youth empowerment is not only focusing on economic development initiatives, it also promotes behaviour change, attitudes and confidence. Through youth empowerment programmes initiated by higher education institutions, youth develop leadership, independence, self-esteem and a sense of responsibility towards their social and economic development. In support of this notion, Matsela (2015:21) indicates that if youth are provided with sufficient opportunities for development, they are capable to contribute to positive change and can act as drivers of development in their communities. The study findings implies that through community engagement initiatives of higher education institutions, youth in communities is able to work together in social cooperatives to develop local businesses and social groups that enhance youth socio-economic development programmes. The following participant expressed his/her view regarding this notion in the following manner:

*The university ensures that their education system promotes youth empowerment and sustainability. Students are encouraged to start their socio-economic activities. Faculties are encouraged to ensure that students are empowered with sustainable development knowledge such as basic business skills and development of community projects. Youth in communities are also encouraged to work together as partners in developing community youth socio-economic development programmes.*

This implies that youth in communities benefit socio-economic development as the White Paper on community engagement's direction. According to SAHE (1997), higher education institutions were mandated to promote and ensure socio-economic development and to show community good by helping communities to deal with socio-economic development challenges. The former Minister of Higher Education and Training requested higher education institution to pay attention to community engagement to address and provide support to community challenges (Pandor, 2004).

**Objective 3: To analyse the effects of youth development through community engagement programmes and projects which are initiatives of higher education institutions.**

This objective outlines the effects of community engagement youth development programmes initiated by higher education institutions in the society. The findings of the study indicate that community engagement initiatives of higher education institutions have a great effect on capacitating youth in terms of community development and youth development socio-economic skills. Character building was also mentioned as one of the important effects of higher education institutions' community engagement programmes in the society.

**Theme 3.1: Capacity building**

Capacity building is a way of empowering people with skills and knowledge on how to deal with issues that affect their communities. The findings of the study indicate that higher education institutions at eThekweni region use community engagement as an initiative to promote youth development, and to empower communities with knowledge and skills for socio-economic development. Through community engagement programmes, higher education institutions encourage youth in communities to participate in community development and to contribute in the decision making on issues that impact their lives.

**Sub-theme 3.1.1: Youth development**

*Perceived effects from the perspectives of managers and community engagement practitioners:*

Higher education institutions use community engagement to promote skills and knowledge which will enhance opportunities for youth to become employable and provide young people with tools for job readiness such as

skills on how to make a Curriculum Vitae, interview preparations, computer literacy and leadership skills. The following views are for respondents who participated in the study:

*Young people who attend youth development programmes are not the only beneficiaries of these community engagement youth development programmes. Young people who attend the programmes go back to their communities and render services for those who did not have the opportunity to attend programmes. These young people become able to render services such as typing of CVs for other community members and provide other skills they have learned.*

*Our community engagement programme is a train a trainer programme, as we cannot reach out to all young people in the communities. We assist young people who are beneficiaries to apply for funding from other stakeholders so that they can open community engagement youth development programmes in their communities. These young people are encouraged to train other youth in their communities and to use available community resources to ensure sustainable community engagement youth development programmes.*

The study findings indicate that community engagement is an approach used by higher education institutions to benefit not just those who directly took part in the community engagement youth development programmes, but also those who did not have direct opportunities to become part of community engagement programmes. Higher education institutions can also empower community members to develop skills to ensure more sustainable development opportunities in the communities. Mathison & Wagner (2015:69) mentioned that community engagement can foster transformative learning objectives relating to leadership, if they are designed and implemented effectively to achieve the desired outcomes.

### **Subtheme 3.1.2: Community development**

*Perceived effects from the perspectives of community engagement coordinators:*

The study findings show that community engagement programmes initiated by higher education institutions have influenced youth to have a sense of responsibility for their community development initiatives. Respondents mentioned that young people who are involved in community engagement programmes of higher education institutions develop interest in all areas of community development in their communities. To support this notion, the following respondents shared his/her views as follows:

*The involvement of higher education institutions in the community engagement programmes has changed the level of participation of young people in the community development of our community. Youth is becoming interested in what is happening in the community and they also share their views on how they think the community development initiatives should be carried out. The change of interest on young people is a positive effect for our community as youth contribute positively to our community development.*

The findings of the study show that community engagement influences young people to contribute in community development of their communities. The study indicates that young people who are part of community engagement programmes develop interest in the broader community development initiatives in the society. Duke *et al* (2017:4) define community engagement as an advanced innovation process to improve the lives of citizens.

### **Sub-theme 3.1.3 Socio-economic skills**

*Perceived effects from the perspectives of youth:*

Through community engagement youth development programmes initiated by higher education institutions, young people gain skills and knowledge

which they use to improve the socio-economic status of their communities. The study findings show that community engagement youth development programmes have the positive effects in community's social and economic development. Some of the respondents shared their opinions as follows to support this view:

*Community engagement programmes of higher educations have empowered us as youth with awareness programmes on issues affecting youth socio-economic development. The higher education institution has helped us realise that there is a link between social and economic development and that these two affect each other. Now as young people in my community we are cautious about our social lives and our economic attitudes. This has made us realise the importance of working together to improve the socio-economic status of our community.*

*Community engagement programmes enabled us as youth in the community to identify our community resources, to work together to increase opportunities for entrepreneurial and income generating programmes.*

Community engagement initiatives of higher education institutions have positive effects in the enhancement of youth socio-economic development in communities at eThekweni region. The findings of the study indicate that higher education institutions encourage youth to live a balanced life between social and economic innovations. Gurreeto (2014:10) mentions that community engagement programmes promote young people's responsiveness to social and economic issues. Matsela (201:43) indicates that higher education institutions' community engagement promote holistic development and enhances social, economic and emotional well-being of young people to contribute positively in addressing their community issues.

### **Theme 3.2: Character**

Character refers to the manner in which one conducts himself or herself, his/her attitudes and personalities. Character was one of the effects of community engagement programmes initiated by higher education institutions which were identified by young people who participated in the study. The findings of the study identified that community engagement has helped young people to change their attitudes towards community development and youth development programmes.

#### **Sub-theme 3.2.1 Behaviour change**

*Perceived effects from perspectives of community coordinators and practitioners:*

Community members who participated in the study have mentioned that community engagement has influenced young people's positive behaviour patterns as individuals and as a group in their communities. The study participants mentioned that community engagement programmes have encouraged young people's spirit of togetherness, enhanced their leadership skills and improved their sense of responsibility. Community members also mentioned that community engagement initiatives of higher education institutions have encouraged youth to use strength based approach when dealing with issues that are affecting their communities. Strength based approach focuses on available resources, opportunities and strengths that are available in each community. The following participant has shared his/her views as follows to support this statement:

*Through community engagement programmes, youth in the community is able to come together and find innovative ways to improve their socio-economic lives. Youth is now able to use available resources to develop income generating projects. These young people have developed good governance skills in community development and ensure sustainable development programmes.*

Community engagement is a good innovation tool which encourages youth in communities to positively influence each other to work together to engage in meaningful activities in their communities and to influence positive behaviour change. Mugabi (2015:43) mentions that youth who are involved in community engagement develop good social behaviours and develop the ability to become role models in their communities.

### **Sub-theme 3.2.2: Partnership and participation**

*Perceived effects from community coordinators and youth:*

Community members who participated in the study shared similar views on the issue of youth participation in the community development initiatives. Respondents mentioned that young people who are part of community engagement youth development programmes initiated by higher education institutions become partners in the development of their communities. The following participant shared his/her view to support this notion:

*Community engagement youth development initiatives enhances young people's ability to look at a community development as a holistic approach. Young people come to realise that youth socio-economic development programmes can be affected by other community development programmes that are taking place in the community, and also that community threats and weaknesses can affect youth socio-economic development programmes. Therefore young people take the responsibility to preserve community resources and also become partners in solving issues that are affecting community's development as a whole.*

The findings of the study indicate that communities recognise the higher education institutions' positive effects on community engagement youth development programmes. Community engagement has given young people the opportunities to participate and to act as valuable partners in the socio-economic development in their communities. The study findings indicate that



when youth in communities are given recognition and treated with respect, young people develop sense of responsibility for their community resources and ensure creation of opportunities for development. Hart (1992) states that when young people are treated as partners in their communities, they become comfortable and confident about the community engagement programme.

**Objective 4: To assess how higher education institutions at eThekweni region monitor and evaluate the effectiveness of youth development community engagement programmes.**

#### **Theme 4.1 Surveys**

Higher education institutions use surveys as an indicator to monitor the effectiveness of community engagement youth socio-economic development programmes. Higher education institutions conduct surveys before and after the initiatives of community engagement to research about the needs of young people in communities and to ensure that community engagement innovations met the needs of youth in communities.

##### **Sub-theme 4.1.1 Pre surveys and post surveys**

*Perceived indicators from the perspectives of managers:*

Pre-surveys enable higher education institutions to collect background information about a particular community, their community culture, the availability of their resources, and the needs of youth in that particular community. Pre-surveys provide the higher education institutions with the necessary information and prepare them of what they should be expecting when they are working with youth in community engagement initiative in a particular community. Pre-surveys also enables youth in communities to participate in identifying their social and economic needs and to identify youth socio-economic development programmes of their interest.

Questionnaires are also developed by community engagement practitioners and are used at the end of each community engagement youth socio-economic development programme as a tool to measure or evaluate the impact and the level of satisfaction from youth, communities and other stakeholders on community engagement youth socio-economic development programmes. Post-surveys give the idea of whether the anticipated outcomes of the community engagement programme were met. Post-surveys also assist higher education institutions to identify areas for growth in their community engagement programmes. To support this notion some of the participants shared their views as follows:

*Community engagement practitioners use pre-surveys to conduct research about the priorities of youth in communities; and post-surveys surveys are used to assist the university to improve its service delivery and to learn from past experiences.*

The findings of the study reveals that although monitoring and evaluation of community engagement youth development programmes is conducted, but the monitoring tools may have gaps as these tools are designed by individuals, they only reflect information that is important to an individual practitioner. Standardised monitoring and evaluation tools can identify and close gaps. Maynard, Rouncefield and Stewart (2015) propose that monitoring and evaluation need to promote a collaborative approach and acknowledges a range of different perspectives and facilitates communication with stakeholders. According to Frankel and Gage (2016) monitoring and evaluation should draw out gaps between the ingredients of the programme, the underlying assumptions and the anticipated outcomes.

#### **Sub-theme 4.1.2 Records**

*Perceived indicators from the perspectives of community engagement managers:*

Records of attendance registers, database for community engagement programmes are used as by higher education institutions for monitoring and evaluation purposed. Registers show the frequency of attendance in community engagement programmes, which may be used to monitor the interest of youth in a particular programmes. The use of attendance registers also monitor and promote accountability of practitioners and of the higher education institutions. Signed attendance registers are used by higher education institutions and practitioners for validation purposes. Databases of community engagement programmes are indicators used to evaluate number of programme initiatives that were developed through community engagement. A respondent shared the following notion to support this statement:

*The attendance register are used to measure the demand of the initiated youth development programmes through the number of young people who are showing interest by attending frequently in a particular youth socio-economic development programme. The decline or the increase in the number of people who attend the series of community engagement youth development initiative is an indicator to measure the impact of youth socio-economic development initiative.*

Another participant:

*Higher education institutions of learning keep database records to monitor the progress and the impact, and also to support each community engagement youth socio-economic development initiative.*

The findings of the study indicate that records of attendance registers and database enables monitoring of impact of a community engagement youth socio-economic development programme, This notion is supported by Brus, Fitzgerald, Sonka and Swanson (2016:277) affirm that the effectiveness of community engagement can be assessed through the evidence of the organisation's records and support to improve quality of lives in the community.

### **Sub-theme 4.1.3 Community dialogues**

*Perceived indicators from community engagement coordinators and youth:*

Dialogues are discussions that take place in a form of discussions or debates in meetings. Community dialogues allow all stakeholders of community engagement to share their views, participate in the decision making, and to identify their needs. The findings of the study indicate that higher education institutions use community dialogues to communicate and share views and opinions with various community structures, community organisations, community members and youth. According to Sedumedi (2014:47) members of community engagement initiatives need to build formal and informal relationships to ensure effective communication and use of resources. Community engagement coordinators who participated in the study mentioned that most higher education institutions make the use of community dialogues. Community engagement and youth in communities were in agreement that community dialogues are the good indicators to monitor and evaluate the effectiveness of community engagement youth socio-economic development initiatives. Participants indicated that community dialogue enables youth to identify programmes that meet their needs and to act as equal partners in the planning and implementation processes. Community engagement coordinators who participated in the study and youth participants shared their perceptions in this regard as follows:

*Dialogues promote partnership and participation; and enables youth to share in the decision making of their community development. Community engagement innovations and processes are discussed in community dialogues where all stakeholders are represented.*

The findings of the study indicate that higher education institutions at eThekweni region ensures that communities and youth are provided with platforms to participate in planning discussions of community engagement youth development initiatives. Davis (2016:23) recommends that community

mobilisation should be based on community development, empowerment, effective participation, collaboration and inclusiveness. The study findings indicate that higher education institutions provide opportunities for youth to identify their needs and to contribute in identifying their own socio-economic development needs. This enables higher education institutions to provide the required community engagement youth development programmes that really meet the needs of young people in each community. Emerly (2015:437) presumes that community engagement dialogues help to draw and shape the agenda on the needs and priorities of the communities and work on those community priorities together.

## **Theme 4.2 Monitoring and evaluation of impact**

### *Perceived indicators from practitioners:*

Monitoring of impact helps the higher education institutions to measure the input versus the outcomes in community engagement youth socio-economic development programmes. Higher education institutions use the number of programmes initiated to evaluate the effective use of knowledge that was distributed to young people. Evaluation of impacts allows the higher education institutions and other stakeholders to identify gaps and provide support where necessary.

### **Sub-theme 4.2.1 After-care programmes**

#### *Perceived indicators from community engagement practitioners:*

After-care programmes are programmes that support and assist community engagement programme beneficiaries to sustain their youth socio-economic development programmes. Higher education institutions use after-care programmes to monitor and evaluate the progress of individuals and/or groups who benefited from community engagement youth socio-economic development initiatives. Through after care programmes, higher education

institutions provide advance training support, mentorship and link beneficiaries with other stakeholders depending on the type and level of support needed by each community engagement programme. In one of the higher education institutions a respondent shared his/her view on this notion as follows:

*The university provides short-term and long-term after care support to youth development programmes initiatives. A short-term support is within the first three months after youth benefited from the university's community engagement initiative. During this period young people are supported with business registration processes and trainings. In the following three months university monitor the progress and relationship with other stakeholders.*

*The higher education institution provides support and assistance to community engagement youth development programmes that are working in groups with extra training development programmes, such as effective teamwork, problem solving skills and leadership skills.*

The findings of the study indicate that after care programme is an appropriate indicator to monitor and evaluate the effectiveness of community engagement youth socio-economic initiatives. The study findings indicate that after care programmes enables higher education institutions to provide support that benefits youth in communities. According to Kusek & Rist (2004) monitoring and evaluation is an approach which set out clear vision, roles, responsibilities and expected outcomes for participants and stakeholders.

The study findings indicate that there are some challenges faced by community engagement stakeholders regarding the programmes that enhance youth socio-economic development programmes that are initiated by higher education institutions of learning.

### **Theme 4.3 Challenges**

A number of challenges were identified by community engagement members in various categories. These challenges include lack of support, lack of structures in community engagement, stakeholders involvement, manipulation of community engagement youth development programmes.

#### **Sub theme 4.3.1 Support system**

Community engagement managers and practitioners seemed to be strongly concern about the lack of availability of community engagement implementation and evaluation guidelines. The following sub-themes will discuss these concerns in detail.

#### **Theme 4.3.2 Lack of clear policy**

*Challenges from perspectives of community engagement managers:*

Managers in higher education institutions mentioned that although community engagement is regarded as an equal important function of higher education institution's systems as teaching and learning; and research, it is still not implemented as effective as other two functions. The respondents in the study mentioned that there is no clear policy on how to integrate community engagement as part of the curriculum. The respondents of the study suggest that lack of clear policy integration of community engagement in the learning curriculum is a result of lack of effective community engagement implementation in higher education institutions as managers in higher education institutions find difficult to enforce the implementation of community engagement in all learning programmes. The findings of the study indicate that there is very minimum support from the Department of Higher Education and Training in terms of trainings and workshops on community engagement implementation. Participants of the study shared their perceptions on this notion as follows:

*The Department of Higher Education and Training needs to review policy on community engagement and provide clear guidelines on responsibilities and how to manage, implement and evaluate community engagement in the universities. A revised clear policy will enable officials to develop understanding of what is expected of them when it comes to implementing community engagement youth socio-economic development programmes.*

*Clear policy and time allocation for community engagement programmes need to be put in place to assist managers in higher education institutions to allocate and monitor the implementation processes of community engagement programmes by all mandated structures of the university.*

The study findings imply that lack of clear policy on the integration of community engagement is a challenge that needs to be addressed by policy makers in the Department of Higher Education and Training and higher education institutions. Lack of clear policy affects the service delivery of community engagement.

#### **Theme 4.3.3 Lack of support structures**

*Perceived challenges from the perspectives of community engagement practitioners:*

Community engagement practitioners mentioned that there are challenges of lack of support from senior manager of higher education institutions, lack of formal structures of community engagement and lack of interest from the higher education institutions of learning officials and lack of interest from the youth in communities to engage in community engagement initiatives that enhance youth socio-economic development in communities.

Community engagement practitioners elaborated that there is a very minimum support for officials who are initiating community engagement



programmes from the higher education institution's senior management. The participants mentioned that higher education institution's management do not show value on community engagement as they value teaching and learning; and research. In some higher education institution there is no available support structure for community engagement, and community engagement initiatives are perfumed as voluntary work and are not recognised by management which is one of the factors that cause poor implementation and willingness of practitioners to engage in community engagement initiatives. Lack of support from senior management is a cause for community engagement not being implemented in all faculties and department. According to participants of the study, community engagement programmes are not even publicised or fully funded by their higher education institutions. Community engagement practitioners who participated in the study strongly emphasised that higher education institutions management d not treat community engagement as important as other objectives of higher education institutions. To support of this notion the following quotations are the views of participants:

*Senior management do not show equal interest for community engagement as it is shown in teaching and learning; and research. For teaching and learning; and research there are indicators developed to monitor implementation of work allocated and indicators for outcomes in the curriculum, but community engagement is considered as a voluntary work which is not compulsory. It does not have formal indicators for monitoring and evaluation. Some faculties and departments are not having community engagement as part of their programme or curriculum.*

*No one wants to take responsibility of managing community engagement in our higher education institution because it is the senior management's duty to allocate offices and employ staff that will focus on community engagement. The senior management has not yet*

*advertised or allocated the budget for positions in community engagement.*

Managers, policy makers and strategic planners in higher education institutions need to find ways of supporting community engagement initiatives and to ensure that community engagement is treated as equally important as other responsibilities. The implementation of community engagement by all faculties, department need to be ensured, and the monitoring and evaluation of all community engagement programmes need to be developed. Bhatia (2018:13) suggests that managers should set up monitoring and evaluation systems to ensure the required results for community engagement initiatives are produced. Bhatia (2018:13) further indicates that all monitoring and evaluation systems should be linked with all related components of the programme to be able to constitute and integrate the whole system.

#### **Sub-theme 4.3.4 Stakeholder dictation**

*Perceived challenges from the perspectives of community engagement coordinators:*

The lack of effective communication between higher education institutions was a concern for community members. This challenge is caused by higher education institution's officials who want to decide what is best for the communities without any consultation. Some officials use the top down approach where they come to the communities to implement the ready-made youth socio-economic development programmes. This approach creates conflicts and lack of interests for youth to participate in a community engagement initiative. This view has been confirmed by an interviewee:

*We appreciate the efforts of the university to help develop our youth in the community, but it becomes a challenge when the university wants to implement youth development programmes of their choice because in most cases these programmes do not meet our community needs.*

#### **Sub-theme 4.3.5 Manipulation**

*Perceived challenges from the perspectives of youth:*

The findings of the study identified that most young people in communities are happy with the work that is done by higher education institutions. Some young people who participated in the study mentioned that some community leaders take advantage of these community engagement youth socio-economic development programmes. The participants mentioned that sometimes community leaders use these youth development programmes as some power control strategies to control young people. Participants also mentioned that during community mobilisations, some community leaders and adults prefer youth who are more obedient and compliant to their leadership styles to participate in these community engagement youth socio-economic development programmes and exclude young people who are more vocal.

*In my community, community leadership decides who has to participate in a community engagement youth socio-economic development programmes. The community engagement youth development programmes end up benefiting the same people because they don't choose us who ask questions and share our ideas. If you don't comply with their rules you are excluded.*

The above quotations imply that youth in communities are facing a challenge of tokenism and manipulation by adults who are playing power control as a way of winning young people. The challenge of community engagement youth development programmes that are controlled by leadership and adults in communities may cause differences and frictions amongst community members and amongst young people themselves. According to Huts (1992) in community engagement programmes where adults select active youth to participate in the community engagement initiative, but those young people have no say in the processes of the community engagement programme,

where young people are used as a support system who are told what to do. Those community engagement programmes do not succeed as young people may lack interest and understanding of community engagement initiative. Hurts (1992) considers this rung as the one that focuses on symbolic versus the actual engagement and involvement as it does not really reflect the objectives of community engagement youth socio-economic development.

## **CONCLUSION**

This chapter gave the analysis and interpretation from the qualitative data from the semi-structured interviews collected from four different groups of participants who are from different institutions. The findings of the study show consistent results which makes the study valid. The findings of the study show that higher education institutions are taking some initiatives in enhancing youth socio-economic development. The study identified some gaps and challenges that can be improved.

The next chapter will be conclusion and recommendations.

## **CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The aim of the study is to evaluate how higher education institutions at eThekweni region promote youth socio-economic development through community engagement. This chapter provides findings of the key research questions, conclusions of the study and recommendations.

### **5.2 SUMMARY OF MAJOR FINDINGS**

These are the key findings of the study aligned with the key research objectives.

5.2.1 To explore how higher education institutions at eThekweni region promote youth socio-economic development through community engagement.

- The Study findings indicate that higher education institutions at eThekweni region provide youth with knowledge through awareness campaigns, workshops, in-service trainings and community service.
- The findings of the study indicate that higher education institutions provide skills development for youth in communities and support youth in local communities to become socially and economically active and responsible through introduction to income generating programmes/projects and entrepreneurship skills.

5.2.2 To gain in-depth understanding of the community's perceptions on the impact of youth development community engagement initiated by higher education institution in their communities.

- Promotes holistic approach.  
Community engagement and youth development promotes a sense of belonging for youth in their communities. The findings of the study

indicate that young people who are involved in community engagement develop interests and contribute to the development initiatives that are taking place in their communities.

Community engagement promote a sense of mastery for young people to identify community resources and opportunities. Community engagement initiatives of higher education institutions at eThekweni region provide youth with advance skills and knowledge that will enhance their chances of becoming employable. The study findings also identify that youth that is engaged in the community engagement youth socio-economic development programmes develop skills and knowledge for income generating programmes and entrepreneurship skills through workshops and trainings of higher education institutions which enhance their socio-economic status.

Community engagement promotes independency for youth in communities. The study findings identified that young people who are engaged in community engagement youth development programmes initiated by higher education institutions develop independence. These young people become able to use their available resources to create means for survival, to make their own decisions and to share their opinions on issues that affect their lives.

The study findings also show that young people who are involved in community engagement youth development programmes develop generosity. These young people develop leadership skills and share their knowledge, opinions with others in their communities. The community engaged youth become role models and can positively influence other peers in their communities.

- Community engagement enhances stakeholder engagement. This promotes opportunities of effective and efficient youth development programmes. The advantage of stakeholder engagement is the availability of a variety of expertise that is willing to contribute their knowledge and share their resources in the process of youth development socio-economic development initiatives.

- Participation and partnership.

Youth, communities and stakeholders benefit in partnership and participation. Through partnership and participation, young people become part of decision-making in their communities, contribute to the community development processes; and participate during planning, implementation and evaluation.

#### 5.2.3 To analyse the effects of youth development through community engagement programmes and projects which are initiatives of higher education institutions?

- Positive behaviour change.

Community engagement youth socio-economic development programmes shift the focus of young people to positive thinking. Youth who are participating in community engagement youth socio-economic activities develop a sense of responsibility, leadership skills, role modelling, independence and confidence.

- Its promotes a sense of responsibility

Young people who are engaged in community engagement youth development initiative of higher education institutions can identify and protect community resources; business and job opportunities; and contribute to positive social change.

- Young people develop research and analytical skills.

Higher education institutions teach young people to conduct research about their socio-economic areas of interest, their carrier paths and about their income generating projects. Youth in community engagement youth socio-economic development is required to conduct research and to analyse opportunities and availability of resources.

- Youth empowerment.

Community engagement youth socio-economic development provide youth with knowledge on social and economic development techniques. It empowers youth with the detailed technical and entrepreneurial skills.

#### 5.2.4 To assess how higher education institutions monitor and evaluate the effectiveness of community engagement youth socio-economic development programmes.

- Surveys

The findings of the study show that higher education institutions use surveys as an indicator for research and evaluation of programmes. Surveys promote participatory evaluation. Surveys allow communities and stakeholders to share their opinion about the programme initiatives. The study findings indicate that pre-surveys are used at the beginning of programme innovation. Pre-surveys provide higher education institutions with the necessary information on the community's interest, needs and expectations and prepare higher education institutions about the demands of the programmes.

Post-surveys promote accountability and transparency. During this stage higher education institutions evaluate the effective use of resources, programme's inputs versus outcomes. It also enables the stakeholders to evaluate whether the community's perceptions and needs were met.

- Community dialogues

The findings of the study indicate that higher education institutions use community dialogues as a platform to discuss processes of community engagement, interests, resources, and responsibilities. During community dialogues, young people, community members and external stakeholders are given the opportunity to share their opinions on programme planning, implementations and evaluation processes.



Community dialogues also allow all stakeholders to declare their resources, to distribute responsibilities and to discuss expectations.

- After-care programmes

The findings of the study indicate that higher education institutions at eThekweni region use after-care programmes to monitor and evaluate progress and impact of community engagement youth socio-economic development initiatives. After-care programmes are also used to support youth during programme implementation in their communities and to link them with other external stakeholders where there is a need.

#### 5.2.5 Challenges of community engagement youth development programmes.

- Lack of clear policy on community engagement

Higher education institutions of learning are not clear about the policy guidelines on implementation processes and responsibilities of community engagement. There is no standardise framework on monitoring and evaluation of community engagement initiatives.

- Community engagement support system

Some higher education institutions still do not have formal community engagement structures for reporting and support. Lack of formal structures and support for community engagement makes it difficult for community engagement initiators to perform successfully.

Community engagement is regarded as a voluntary initiative in some higher education institutions. Not all faculties and department participate in community engagement.

- Stakeholder dictation

Community members show concern about higher education institutions and stakeholder who come to communities to fulfil their agendas. Lack of equal partnership and participation affects the

community engagement and youth development processes and results.

### **5.3 CONCLUSIONS**

These conclusions were gathered from data which was collected from the respondents who participated in the study. Data was collected through face to face in-depth interviews using a purposive sample.

Data demonstrate that higher education institutions at eThekweni region are playing an important role in enhancing youth socio-economic development. It is evident that respondents felt positive about the role that is played by higher education institutions in changing the youth behaviour and instilling sense of responsibility and providing youth with skills and knowledge on how to improve their socio-economic status.

The findings of the study show that respondents share similar perceptions about the community engagement youth socio-economic development effects in their communities. Respondents mentioned that higher education institutions' community engagement does not only focus in teaching youth about community development, business skills and entrepreneurial skills, but it promotes the holistic development approach. (i) It promotes the young people's sense of belonging in the communities, (ii) it promotes mastery for youth and enables them to think positively and identify resources and opportunities, (iii) it promotes independence, self-confidence for youth; (iv) and it promotes generosity for youth to share and protect community resources, to develop leadership and role modelling skills.

Data demonstrate that higher education institutions involve communities and young people in the process of monitoring and evaluation of community engagement youth socio-economic development initiatives. Higher education institutions use surveys and community dialogues to get the community's perceptions about community engagement youth development

needs and impacts. Higher education institutions use after-care programmes to monitor and evaluate the abilities and challenges of youth who are participating in community engagement youth development programmes. According to respondents after care programmes enables further trainings, workshops, referrals to other stakeholders who can assist youth programmes with more resources.

Study findings reveal that although community engagement programmes are done and monitoring and evaluation is conducted in higher education institutions, but there is still a lack policy framework on the guidelines in the implementation, monitoring and evaluation processes of community engagement. This makes it difficult for higher education institutions' management to allocate community engagement duties to staff.

The findings of the study reveals that community engagement is not aligned with the curriculum of the universities; it is performed as voluntary initiative. Not all faculties, departments and practitioners are involved in community engagement programmes.

The study findings demonstrate that higher education institution lack support systems for community engagement. Some higher education institutions do not have existing formal structures for community engagement support; and community engagement monitoring and evaluation. Respondents mentioned that in some higher education institutions, community engagement practitioners have to use their own resources to perform community engagement which they also have to perform during their own time not during allocated work hours.

Young people and community engagement coordinators raised concerns about poor communication and lack of partnership from some higher education institutions. Respondents mentioned that some community engagement practitioner from higher education institutions and other external stakeholders come to communities with the intension to implement programmes that are ready made.

## **5.4 RECOMMENDATIONS**

These are the researcher's recommendations to enhance youth socio-economic development through community engagement.

- The Department of Higher Education and Training need to ensure that all higher education institutions do implement community engagement youth socio-economic development programmes in each institution. This will enable more communities to benefit from the community engagement youth development programmes of higher education institutions.
- The Department of Higher Education and Training need to develop a clear policy framework on the implantation, monitoring and evaluation which will guide the community engagement managers in higher education institutions.
- The Department of Higher Education and Training and higher education institutions need to align community engagement with the university's curriculum. This can enable all faculties, departments and lecturers to implement community engagement youth development programmes which can benefit more young people from various communities.
- Higher education institutions' management need to ensure proper planning, implementation, monitoring and evaluation of all community engagement youth development programmes from all faculties and departments in each higher education institution.
- All higher education institutions need to ensure that community engagement formal structures and recognition are in place. This will promote the quality of community engagement programmes that are initiated in communities. It will also enable support and guidance for community engagement practitioners.
- Higher education institutions, public sector and private sector need to allocate resources to community engagement such as structures, human resources, funding and frameworks. Resources also need to

be allocated to youth that is interested in forming community engagement youth development programmes and projects to enable sustainable development in communities.

- Higher education institutions need to develop and ensure implementation of proper guidelines to ensure equal partnership with communities.
- All community engagement youth development programmes initiated by higher education institutions must promote accountability and transparency.

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