

**EVALUATING OUT-OF-SCHOOL YOUTH PARTICIPATION IN THE
AGRICULTURAL SECTOR IN LIMPOPO PROVINCE, SOUTH AFRICA**

by

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Dedication

I dedicate this mini dissertation to my parents (Stephinah and Jack Maele), my brother and my sisters.

Declaration

I, Lebogang Meriam Maele declare that the mini-dissertation for the MSc Agricultural Extension degree at the University of Limpopo, hereby submitted by me has not been previously submitted for a degree at this or any other institution. It is my own work and all the sources used in the study or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

Agriculture is regarded as one of the pillars for economic development for most developing countries including South Africa; however youth participation in the sector is minimal. Similar to the situation in many other developing countries both commercial and subsistence agriculture are practiced in South Africa. Agriculture is the primary employer and has the potential to contribute significantly towards youth employment and poverty reduction especially in rural areas of Limpopo province. However this might not be seen to be the case by the youth in rural areas of the Limpopo Province of South Africa. The study aimed at evaluating the extent of out of school youth participation in agricultural activities. the focus of the study was to (a) Identify and determine the roles and responsibilities of stakeholders involved in agricultural out-of-school youth projects;(b) determine the socio economic factors that influence out-of-school youth participation in the agricultural sector;(c) determine and document the skills possessed by out-of-school youth participating in the agricultural sector and (d) determine strategies that can be used to attract and sustain youth participation in the agricultural sector.

Both qualitative and quantitative methods of data collection tools were used to collect data. These included semi-structured questionnaires, resource maps, transect walks and focus group interviews. The study revealed that out of school youth have the potential to contribute positively towards developing the agricultural sector as well as their local rural areas through agricultural activities. It was also shown that male youths were dominating in decision making of most of the projects even though their female counterparts generally played major roles in implementing agricultural activities. Although male youths dominated decision making in the projects, they were outnumbered in the projects by their female counterparts, more so for those in the early thirties (31-35). As revealed by the study, there was limited training in terms of skills development for out of school youths participating in agricultural projects. Also institutional factors such as access to land, funding and information flow influenced youth participation in agricultural activities. Partnerships between the state and other stakeholders were identified by all participants as crucial for attracting and sustaining youth in the sector and for addressing the constraints faced by the youths, e.g. Financial, technical and marketing problems. Several socio-economic factors that affect participation of out of school youth in agricultural activities were significant at different level of significance. Youth participation in agricultural activities in the study area varied from district to district.

Youth projects consist mainly of primary production activities with few supporting actors alongside the value chain. As such there are several constraints that prevent youth projects from accessing the high value chain markets. Therefore the study recommends the formulation and implementation of policies that are aimed specifically at youth in agriculture. Such policies can include subsidized inputs to youth projects and access to fund without demanding collaterals. Improved access to extension support and information centres will improve participation of youth in agricultural activities. Establishment of linkages alongside the agricultural value chain will allow youth projects to access high value markets. Multistakeholder partnership between government and all actors in the value chain will ensure effective and efficient demand drive service delivery.

Key words are: youth participation, partnerships, institutional factors, rural areas, skills transfer and sustainability.

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List of Acronyms and Abbreviations

4H	Heart, Head, Hands and Health
AIDS	Acquired Immune Deficiency Syndrome
ARD	Agricultural Research Council
FADN	Farm Accounting Data Network
FANRPAN	Food Agriculture and Natural Resources Policy
FET	Further Education and Training
HIV	Human Immune Deficiency Virus
ICRA	International
LDA	Limpopo Department of Agriculture
NDA	National Department of Agriculture
NGO	Non-Profit Organization
NYDA	National Youth Development Agency
OTP	Office of the Premier
PRA	Participatory Rural Appraisal
R&D	Research and Development
RRA	Rapid Rural Appraisal
STATS	Statistics South Africa
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
YPARD	Young Professional's Platform for Agricultural Research Development

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

According to OTP (2010), agriculture is a key strategic sector for economic growth and rural development and the largest employer of labour and provider for livelihood. Hence agricultural sector is one of the important sectors contributing to the economy of most countries. However according to Amekawa et al (2010), making the sector sustainable and continuous is a challenge as it requires successive planning and incorporation of youth. Ramathoka et al (2009) observed that youth dominates the unemployment pool worldwide including South Africa. Agriculture has the potential to contribute significantly towards youth employment especially in rural areas. Similar to the situation in many other rural areas in developing countries both commercial and subsistence agriculture is practiced in Limpopo province. However it is not clear if youth participate in the agricultural sector in Limpopo Province. In order to provide clarity on the extent of youth participation in the agricultural sector in Limpopo Province, this study evaluated the participation of out-of-school youth in the sector.

The term Youth is defined differently from region to region. The contexts may be influenced by among others regional, political, cultural and social perspectives. Leavy and Smith (2012), define youth as a period of transition from childhood to adulthood consisting of processes of sexual maturation. This transition from childhood to adulthood it also includes growing socially and economically and autonomy from parents and carers (Leavy and Smith, 2012). The United Nations (1992), define youth as people between the ages of 15-24 years. The focus of this study was “out-of-school youth” and this has been defined as those individuals between the ages of 18 and 35 years who are not in the formal school system.

In order to understand the importance of participation of youth in the agricultural sector factors such socio-characteristics, age and gender should be studied. Alonge (2006), showed that even though most rural communities are faced with a number of various challenges such as (a) HIV/AIDS pandemic; (b) lack of education; (c) poverty; (d) inadequate basic facilities and (e) poor infrastructure household food-insecurity remain on top of the list. Household food-insecurity may be remedied from a multi-dimensional angle. Part of the angle includes methods and strategies such as developments of people’s skills especially those of young people in order to sustain food production.

Ramathoka et al (2009), observed that youth participation in the agricultural sector tend to be lower in the age groups of between 18-29 and increases as age increases. Furthermore factors such as illiteracy, land property rights and institutional factors were also identified as limiting participation of youth in the agricultural sector (Beedell and Rehman 2000; Wynn et al 2001; Defrancesco et al 2008). In the case of rural areas in Limpopo province less participation of the youth in agricultural activities is due to limited resources and skills amongst the active labour force. The dearth of skills was confirmed by Stats SA (2011), statement that 33.4% of youth population in Limpopo Province had no schooling, 19.6% had completed primary education, and 40.1% had completed secondary education while 6.8% had higher education qualifications. The agricultural sector is complex and dynamic and therefore needs a special set of skills to deal with its complexities. As such there is a need to invest in skills development and education of young South Africans.

Statistics South Africa (STATS SA) (2011), showed that South Africa's population has increased by about 7-million to 51,770,560 between 2001 and 2011 and close to 60% of the population is under the age of 35. If majority of South Africans is young then there is a need then to invest in skills development in education in order to produce sufficient food. Hence The Limpopo Department of Agriculture (LDA), came up with various interventions to lure youth into active agriculture and remedy the situation. Programs such as Youth in Agriculture and Rural Development (YARD) and farmer of the year awards were then developed. Despite these initiatives youth is still not interested to participate in agricultural activities. Hence it is important to raise awareness about opportunities that are available alongside the agricultural sector and the role the youth can play.

1.2 RESEARCH PROBLEM

According to Mkansi (2003), less participation of youth in agricultural activities threatens agricultural continuity as most farmers are already aging, reluctant and hesitant to adopt to new sustainable production systems. Low participation of youth in the agricultural sector is a challenge in South Africa and threatens sector productivity. Youth have an essential role to play in the agricultural sector as they are more energetic and active as compared to their adult counterparts. Governments around the world are increasingly supporting youth agencies, youth policies and youth projects. In similar situation South African government has also introduced incentives and policies in order to attract and provide opportunities for both out-of-school and in-school youth in agriculture (National Department of Agriculture, 2005).

The initiatives were aimed at sustainable employment and entrepreneurship. However despite these incentives and emerging youth policies young people are still not interested to participate in agricultural activities.

Factors such as land, skills and finance contribute significantly towards less participation of youth in the sector. Stats SA (2011), highlighted that although the education system has been reformed and all South Africans now have access to education approximately less than a third have completed matric. Also in the formal educational systems the curriculum design does not sufficiently support agriculture. As such youth including graduates have limited skills to deal with needs and dynamics of the agricultural sector. Mkansi (2003), observed that out-of-school youth projects based in rural areas face many challenges such as poor infrastructure, limited access to basic service deliveries and insufficient finance and partly linked this challenges to shortage of skills. The competitiveness of these projects and their ability to maximize opportunities alongside the agricultural value chain is compromised. There is therefore a need to put measures in place to address the above challenges. Such measures should equip youth in agriculture with both soft and technical skills.

1.3 MOTIVATION OF THE STUDY

The study was conducted in order to evaluate, document and to better understand the extent of out-of-school youth participation in the agricultural sector in the Limpopo Province. Profiles of the out-of-school youth participating in agriculture, constraints faced by these youth in the sector and roles and responsibilities of involved stakeholders were investigated. The study elaborated on the importance of partnerships between NGO's and the government with the aim of improving youth participation in agricultural activities. This was achieved by using the example of government funded agricultural out of school youth projects in Limpopo province. There is no clear partnership between the state and private sector towards youth development in agriculture. The study provided the necessary exposure to youth in agriculture about other multistakeholder and the roles they can play towards solving the challenges of youth in agriculture. The impact of agricultural youth projects on the livelihood of households and benefits were also assessed. In that respect the study recommended the necessary interventions required to address the constraints and further improve livelihoods of the youth involved in agricultural projects. The study also identified the necessary factors to be considered by investors/entrepreneurs/ government when funding youth projects.

1.4 AIM AND OBJECTIVES

1.4.1 Aim

The aim of the study was to evaluate out of school youth participation in the agricultural sector.

1.4.2 Objectives of the study

The objectives of the study were to:

- i. Identify and determine the roles and responsibilities of stakeholders involved in agricultural out-of-school youth projects;
- ii. Determine the socio economic factors that influence out-of-school youth participation in the agricultural sector;
- iii. Determine and document the skills possessed by out-of-school youth participating in the agricultural sector; and
- iv. Determine strategies that can be used to attract and sustain youth participation in the agricultural sector.

1.4.3 Hypotheses

- i. Youth participation in the agricultural sector is influenced by roles and responsibilities of several multi-stakeholders.
- ii. Socio economic factors influence the level at which the youth participate in the agricultural sector.
- iii. The out-of-school youth have poor skills base to participate fully in the agricultural sector.
- iv. There are no strategies that can be used to attract and sustain youth participation in the agricultural sector.

1.5 SIGNIFICANCE OF THE STUDY

The study identified necessary factors considered to hamper youth participation in the agricultural sector in Limpopo Province. As such its findings provided the missing links in agriculture and what type of intervention is needed in agricultural development especially in rural areas. Youth was able to thoroughly explain their constraints and needs and be advised on how to link and contact relevant stakeholders through several workshops. Out-of-school youth projects participants were also advised on how they can network with other youth projects in Limpopo Province for information sharing purpose.

1.6 STUDY OUTLINE

The study is organized in five chapters with introduction and background being the first the chapter. The remainder of this study is structured as follows: chapter two presents the literature review; chapter three discusses the methodology, including methods of data collection and analytical techniques used to analyse the data; chapter four presents the results of the study and discussions and chapter five present summary of the study, concludes and outline recommendations. Attached on the annexure is the questionnaire and list of figures and table as well as a paper that was presented in a conference from this study.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The objective of this chapter is to review the work done earlier by other researchers and their findings on out-of-school youth participation in the agricultural sector and issues they are faced with. The literature that will be reviewed in this chapter includes the following: (a) the influence of multi-stakeholders towards youth participation in the agricultural sector; (b) institutional factors that influence youth participation in agricultural sector; (c) government intervention through youth policies; (d) participation of youth in policy development and (e) skills possessed by youth and youth projects in international perspective.

2.2 PARTNERSHIPS IN THE AGRICULTURAL SECTOR

Agriculture has the potential to reduce the high unemployment rate amongst youth in South Africa. According to Norsida (2007), youth hesitate to participate in agricultural activities, but they believe the sector can generate more money given the hard work and efforts. However Gidarakou (1999), argues that youth especially females are more reluctant to participate in agricultural activities. Among other causes of low participation in the sector is the fact that agricultural activities are looked down upon and seen as second best choice of career (Gidarakou, 1999). Agricultural sector have the potential and opportunities that have significant economic benefits especially in the field of processing and manufacturing. Hence new ways and methods or promoting the agricultural sector is needed in order to attract youth. Incentives to improve youth participation as well as investments towards agricultural sector are influenced by policies and regulations of both public and private institutions. World Bank (2004), has emphasized that training alone is not enough towards the development of the agricultural sector; it requires an enabling environment such as infrastructure, finance and land. Hence government should embark on ways to revitalize the state of agricultural sector in the country, by constructively involving all relevant stakeholders (youth, high schools, institutions of higher learning and private sector).

2.2.1 Influence of Multi-stakeholders towards Youth Participation in the Agricultural Sector

United Nations Development Programme (UNDP) (2006), defined multi-stakeholder partnership as a process that brings together various relevant stakeholders based on a certain set of principles, sometimes inspired by development approach, and they aim to ensure equal participation, accountability and transparency regarding a particular problem. When various stakeholders with common interest meet, they are likely to achieve their intended goal. Institute of Development Studies (2012), found out that when different stakeholders work together and agree upon 'common knowledge' and shared goals, they are likely to achieve the desired result and development outcomes, especially when the problems being addressed are as complex as poverty, livelihoods, agricultural transitions, social justice or sustainability. There is therefore a need for multistakeholder collaboration and consolidation of resources towards one shared goal. UNESCO (2007), explained that the challenges that are faced by youth are multi-sectoral and requires multistakeholder partnership. The anticipated stakeholders include governments, educational and training institutions, employers and industries, employees, parents and families, communities and the youth themselves. However Campbell (2004), observed that one of the problems of agricultural youth development projects is lack of sustained commitment and weak relationship between stakeholders in terms of funding, support, communication and supervision. These as such partly results in the project not being fiscally empowered and properly managed resulting in project failure. Hence all concerned stakeholder should coordinate and collaborate with each other to ensure that they achieve their intended goal.

2.2.2 Multistakeholder towards youth participation in international perspective.

Ziderman (2003), emphasized that millions of rands are invested every year towards Research and Development (R&D) and agricultural youth projects in order to improve rural livelihoods especially in the developing countries. They further elaborated that however the incentives seems not to achieve the intended goal as poverty remains an intractable problem and youth participation in the agricultural sector seems not to be satisfactory. This amongst other factors might be caused by poor communication between stakeholders, which in most cases results in inappropriate policy formulation and channelling of funds towards not so effective activities and neglecting the most needed and important activities. Multistakeholder partnership seems to be the important element for sustainability, development and governance. No single department can work in isolation and achieve the desired goals especially when dealing with complex issues such as poverty or rural development.

During the 2002 Johannesburg world summit on sustainable development partnerships became the outcome of the summit along with other traditional outcomes of the intergovernmental diplomatic processes (Speth, 2004). However various authors have different opinions regarding Multi-stakeholder and its role towards sustainability. Dubbeling (2010), viewed multi-stakeholder partnerships is problematic since their roles and responsibility remains uncontested, and as such might privilege more powerful actors and leave the other actors worse off. However Streck (2002), argued that multi-stakeholder partnerships is an innovative form of bridging the gap and addressing inter-state politics by bringing all key actors together.

Stiglitz (2004), however argued that multi-stakeholder partnerships have three main duties, (a) addressing regulatory deficit in current sustainability governance, such as providing platforms where cooperation and joint problem solving techniques can be achieved by different stakeholders, (b) fill implementation deficit in sustainability deficit, that is they can help implement projects or regulations that were previously poorly implemented and (c) they can also assist in participation deficit in global governance, this is because partnerships are believed to improve participation of the less privileged actors in the society such as youth, women, the poor, indigenous people and the civil society as a whole. Improved participation of the above mentioned group in policy making and governance is vital especially towards implementations and planning of sustainable agricultural youth projects. However the big question is; are part partnerships the way to go in order to address intergovernmental negotiations and towards sustainable agriculture or are their contribution limited to a certain group/class of organizations? If any to what extent are partnership superior to traditional way of doing things?

2.2.3 Multi-stakeholder influence towards agricultural youth projects in South African context.

Matovu (2011), argued that South African government faces many challenges and some of the challenges are outside the capacity and competencies of government officials. He furthermore elaborated such challenges as, (a) the increasing number of overcrowded municipalities tends to result in increased demand for basic services such as safe water and sanitation, energy, infrastructure, housing, education and health services. As such this has stretched the capacity of government officials to the extreme limit and, part of the solution can be multi-stakeholder partnerships. Godfrey (2005), argued that the approach of doing things in isolation in most cases tends to neglect dynamics of multiple knowledge sources,

partnerships, diversity, social and institutional learning as well as capacity development and these are important elements of community development. They are various reasons why working in isolation has not yet achieved the desired goals especially towards complex and dynamic issues such as youth development.

Ziderman (2003), observed such reasons as (a) they are limited resources and access to expert within one governmental department/ stakeholder to answer implementation questions in a timely manner, (b) failure to promote interaction among different stakeholders in order to develop communities tends to result in depletion of services and negligence of other services, lastly (c) there is limited feedback on critical areas due to limited manpower and resources available within one department. From the above challenges multi-stakeholder partnerships seemed to be the appropriate approach to address complex issues. Most institutions started promoting multi-stakeholder approach as it is believed to promote interaction of multiple resource poor and resource rich stakeholders who have common goal to join forces and work together towards solving continuous and complex issues. Sitholimela (2007), indicated that in Limpopo province the Department of Health and Welfare (Social Development Directorate), the Department of Public Works and Department of Local Government jointly budgeted R58.97 million for over 250 agriculture-related projects between 1997 and 2003, which are scattered over the six districts of the Province. Youth participation in agriculture requires a sustainable partnerships and a set of well-defined approaches, tools and methods to engage all concerned stakeholders in a more proactive and participatory manner.

2.3 INFLUENCE OF INSTITUTIONAL FACTORS TOWARDS YOUTH PARTICIPATION IN AGRICULTURE.

Institutional factors governing both public and private sector play an important role in developing and attracting youth in the agricultural sector. Literature shows that youth participation in the agricultural sector is influenced by some institutional factors such as land ownership, policy networks, finance and farm structural features (Beedell and Rehman 2000; Wynn et al 2001; Defrancesco et al 2008). All these factors are inter-related and influence the level in which youth participate in the agricultural sector. Hence it is important to understand the capacity of institutional interventions in order to fill in the existing gaps.

Hayami (2007) believed that success in youth agricultural growth is based on an institutionally adapted and economically viable agricultural technology which involves a continuous adaptation to available resources as well as a positive participatory response by

cultural, economic and political forces including youth. For the purpose of this study only government policies and participation of youth in development of those policies will be discussed. And they are elaborated below.

2.3.1 Government intervention through youth policies

Globally agriculture is seen as one of the important sectors that have the potential to contribute towards poverty and youth unemployment. According to Lintelo (2011), in the last decade and a half governments in most developed and developing countries have invested in the agricultural sector. As stated by Lintelo (2011), the investments include publicized national youth policies; national action plans for youth and new institutions that specifically to work on 'youth issues'. The investment by the South African government include institutions such as (a) the Young Professional's platform for Agricultural Research Development (YPARD); (b) the National Youth Development Agency (NYDA), (c) Umsovhumbu Youth Fund and awarding of Aspiring Young Farmer of the Year Awards. These initiatives are divided mainly in two parts; those that are youth specific regardless of which sector are the youth participating in and those policies that are sectoral (e.g. Education, agriculture, IT, etc). However sectoral policies that are clearly formulated and targeted towards youth are very scarce. Kruijssen (2009), argued that despite these fast growing opportunities and incentives most rural youth still prefers white-collar jobs over agricultural activities. The preference of white collar jobs in the cities leads to an unprecedented high level of rural-urban migration. Webster et al. (2010), argue that although the government provides necessary resources at some point the initiative is not enough. Actions that will encourage self- confidence and self-reliance are also needed in order to transform the image of agriculture as well as the society as a whole. Also given that only few of these policies openly involve young people in the formulation processes there is very little emphasis on personal development.

2.3.2 Participation of youth in policy development

National Youth Policy should provide the platform for both Government and private sector to engage the youth in a meaningful partnership in order to improve service delivery and youth empowerment. UNESCO (2004), stated that effective youth policies require active participation of all parties to allow interaction and exchange of ideas between all the involved parties. This is because youth problems are not homogenous. They differ in terms of attributes such as age; sex; experience; interests and preferences; family background; income and religion. A wider gap exists between their needs and expectations even within a relatively

small geographical location. Yeo (2008), stated that incorporating young people's ideas in public services could lead to demand driven services. Young people should form part processes intended for generating solutions to problems affecting youth. The involvement of youth is important as they would know the situations to their problems better than anyone else. The essence of youth involvement was affirmed by United Nations (2003), who stated that "if young people are omitted in the development of the laws, policies and programmes that affect them, even well-intentioned actions will fail to effectively serve and benefit their interest". Youth involvement should be throughout the policy planning and implementation processes. According to FANRPAN (2012), policy makers should use stable and inclusive approaches that involve all stakeholders in the agricultural sector. Involvement of youths in policies will contribute significantly to agricultural development and youth participation. Hence young people will feel empowered and self-sufficient enough to actively participate in the agricultural sector.

2.4 SKILLS POSSESSED BY YOUTH

Stats SA (2011), revealed population South Africa to be 51.8 million of which black people account for 76% with less than a third of the population having completed matric. Close to 60% of the 51.8 million people in South Africa was reportedly under the age of 35. Some 8.6% of the 51.8 million populations had no schooling, 12.3% completed primary, 33.9% had some secondary and 12.1% had higher education (Stats SA, 2011). South Africa account for approximately 60% of the working age population and account for 40% of youth unemployed.

Maloa (2005), highlighted that illiteracy in has a negative impact on youth projects in decision making processes. This is because there is too much paper work and instructions that should be followed in every enterprise. Equipping youth with training is the best way to reduce poverty and make them more productive. Literate young farmers are needed to improve agricultural innovation and output. Stocker (2007), highlighted that one of the greatest challenges facing the world and South Africa is to enhance the skills level of young people. Stocker (2007), further elaborated that low skills level is more predominant in rural areas as they are fewer opportunities for productive work. Skills development in South Africa is believed to have the potential to contribute positively towards youth participation in agriculture and agricultural development. Lindley et al (1996), showed that human resource capabilities should be improved for African countries to meet the challenges of agricultural

product and food security. Both formal and non-formal education is essential to improve food security and rural development in order to reduce poverty.

According to Stocker (2007), investment in agricultural education and skills development for both learners, teachers and out of school youth will have a huge positive impact on high unemployment and poverty level in South Africa. In South Africa programmes such as Expanded Public Works Programme (EPWP), learnerships and internships were established in order to deal with the low skills level and the rising unemployment level. However Malley (2005), argued that in South Africa numerous interventions through policies and new institutions have failed to produce skilled workers especially in the agricultural sector. This is because even graduates do not have adequate skills needed in the sector. Hence skills shortage and inflexible labour market amongst other factors contributes significantly towards fewer youth participation in agricultural activities. Smith and Akkermans (2012), described agriculture as a forever-changing sector that requires a special set of skills to address new challenges and new dynamics. In order to make sound business decisions one has to be well vested within a particular industry. King et al (2002), observed that technical vocational education and skills development are becoming increasingly important policy issues in developing countries including South Africa. Hence Attanasio et al (2005), highlighted that lack of skills is one of the key determinants of major social problems and limit growth in most developing countries. There is therefore a need for theoretical and practical understanding of skills development and youth participation in agriculture. Strengthening agricultural education in the long term for skills development focused on youth in agriculture will have beneficially results.

More especially in high schools based curricula in order to define areas of knowledge and develop a better understanding of the importance of youth participation in agriculture. There is a need to develop students at an early age and teach them about their role in agriculture. Sumberg et al (2012), suggested a national policy on education which will make practical agriculture a core subject at the junior and secondary school level and agricultural science a vocational subject.

2.4.1 Impacts of skill development towards the agricultural sector

UN (2005), observed that there is a decrease in employment opportunities for semi-skilled and unskilled workers in the agricultural sector due to shift from labour intensive to capital intensive modes of production. Wolfensohn (2008), explained that skills enhancement in the

agricultural sector is very difficult since agriculture is the first highest sector to employ persons with no formal education then after follows household, mining and construction. As such this creates a skill development gap between institutions of higher learning and workplace. As such even those who acquire skills development through Further Education and Training (FET), universities and colleges they are still inappropriate to the sector's needs due to limited exposure to practical and hands on experience. Also there is limited support for skill development in the informal economy for school leavers. Hence the World Bank (2004), emphasized that training alone is not enough towards retaining youth participation in the agricultural sector, it requires an enabling environment such as infrastructure, finance and land. This is because skills or agricultural programmes are more likely to serve as channel of sharing information related to new strategies of agricultural production. According to Norad (2005), most agricultural graduates find it difficult to start-up their own agricultural enterprises and yet companies find it difficult to find suitable candidate to employ. In the South African context amongst other factors it might be because economic growth has outstripped the rate at which its manpower is being trained.

2.5 YOUTH PROJECTS IN INTERNATIONAL PERSPECTIVE

According to World Development Report (2007), a total of 1.5 billion people are between the ages of 12–24 years worldwide and 1.3 billion of them are in developing countries the most ever in history. This alarming increase in youth population has left many countries unable to create work opportunities to keep up with the number of the unemployed youth. Bennell (2007), show that the world is experiencing 'youth unemployment' crisis and that youth development is at the margins of national development strategies in most countries. The agricultural sector has shown to have the potential to resolve the unemployment issue of most countries; however the youth are not interested to pursue a professional career in agriculture. Worldwide there are several successful programme interventions aimed at engaging youth in the agricultural development, despite all the challenges associated with the sector.

Such programmes include the 4-H programme in the United States and many others. However for the purpose of this study, the proposed study will only focus on the 4-H programme. Ladewig et al. (2008), described the 4-H programme as the oldest and largest openly funded youth development organization in the United States that started in the early years of the 20th century as a vehicle used to extend the learning of the land-grant university to the children based in rural communities. The 4-H model has four components namely the heart, head, hands and health. Webster et al. (2010), stated that the essence of 4-H program is

to expose youth to valuable agricultural skills at an early age, teach them life skills and other life and society-building skills which will enhance their quality of life and create opportunities which will promote positive youth development. The World bank (2006, 2007), also argued that transferring these capabilities to the youth at a young age will enable them to easily transit into adult leadership roles and contribute towards potential sustainable agricultural activities.

CHAPTER THREE: METHODOLOGY

3.1 INTRODUCTION

The objective of this chapter is to provide description of the study area, data collection and data analysis used in the study. It further describes the data set and tools that were employed in the study.

3.2 STUDY AREA

The study was conducted in Limpopo Province of South Africa and focused on youth agricultural projects supported by the Limpopo Department of Agriculture (LDA). Limpopo as a province is comprised of five districts, namely: (1) Capricorn, (2) Mopani, (3) Vhembe, (4) Waterberg and (5) Sekhukhune District with a total of 25 local municipalities.

The Province lies at the far north of the Republic of South Africa and is one of the provinces dominated by rural communities (Figure 3.1 and Figure 3.2).



Figure 3.1. Map of Limpopo Province showing the five district and 25 local municipalities, road infrastructure and the main towns

Although Limpopo is regarded to be generally rural (OTP, 2009), the province has some established infrastructure such as road network and some towns where the youths

participating in agricultural projects could buy production inputs and market their farm produce. According to the Statistic South Africa (2012) Limpopo province has a total population of 5 277 432 people constituting 11.7% of South Africa’s total population. The province covers about 12.46 million hectares (StatsSA, 2012). Limpopo province is characterised by rich and fertile soil allowing it to produce a variety of agricultural products such as mangoes, bananas etc. agricultural activities are dominating in Limpopo province hence making agricultural the second highest labour absorbent sector in the province (StatsSA, 2012). Agricultural activities practised ranges from small scale to commercial farming both by elderly farmers and youth. The study selected only youth projects supported by the Limpopo Department of Agriculture (LDA). The projects selected were those already involved in agricultural activities and contributing significantly to the agricultural sector in the province, well-being of the participants’ families and communities. Furthermore the progress and strategies used to sustain the projects were evaluated. The study participants were selected from all five districts of Limpopo Province.

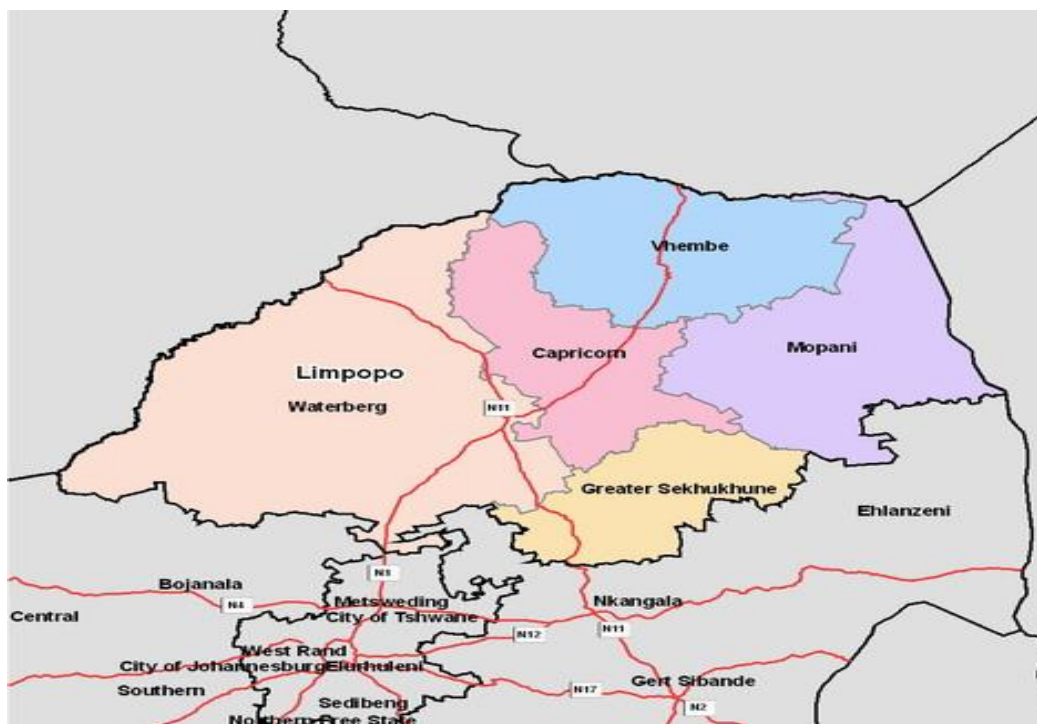


Figure 3.2. Map of Limpopo province - Source: Morula pictures, Limpopo provincial government, 2007.

3.3 RESEARCH DESIGN

The mixed method and participatory approach for data collection was used in this study. Mixed method and participatory approach demonstrated the efficacy of participatory

research. The two approaches are discussed in details below as to how they were used in the context of this study. Following that is the tools and methods used for collecting data.

3.3.1 Mixed methods

Creswell (2003), defines mixed methods research as a design with philosophical assumptions and philosophical methods of inquiry. These guide application of qualitative and quantitative approaches in many phases in the research process (Creswell, 2003). According to Tashakkori and Teddlie (1998), mixed methods research involves both collecting and analysing quantitative and qualitative data. In this study data was collected through questionnaire where closed- ended questions were used to collect quantitative data and open-ended questions to collect qualitative data. The questionnaire collected information on demographic, socio-economic, governance, agricultural production and stakeholder analysis. Secondary data was obtained from LDA. Using both quantitative and qualitative approaches in the study provided a better understanding of research problems than either approach used alone.

3.3.2 Participatory method

Youth participation in agriculture is a complex problem hence it needs a focus and participatory approach in order to achieve Agricultural Research for Development (ARD). ICRA (2013), demonstrated a need for a working alliance among stakeholders and the incorporation of different perspectives and knowledge when dealing with developmental challenges such as youth participation in agriculture. No individual person or organization can effectively tackle the issue of youth participation in agriculture. This issue requires active and participatory involvement of all stakeholders including youth themselves. On the basis of participatory approach in collecting the data qualitative methods were used in this study. The qualitative participatory method involved an informal approach consisting of both the scientific and less formal method of information gathering.

Qualitative methods (Rural Rapid Appraisal (RRA) and the Participatory Rural Appraisal (PRA) were used to allow more participation in the research process by rural youth, stakeholders involved, and observation of identified problems from different perspectives. In this study the researcher went through the preparatory and field work stage. Methods of information gathering (key informant interviews, focus group discussions, transects walks and direct observations) were used. Then tentative conclusions were tested in the larger

population by conducting focus group discussions with other individuals who did not form part of the sample size.

3.3.3 Preparatory phase

Thorough preparation was required before the commencement of data collection. The research team consisted of 6 people (researcher and 5 enumerators) distributed in all 5 district of Limpopo province. During this phase the research team went through inter-disciplinary team concepts wherein data collection tools and analysis of how to conduct a participatory research were discussed through a series of consultative meetings. Aims and objectives of the study were then reviewed to reach a common understanding on what the real problem was and what was required of them. The research plan was developed during this phase to show the expected output of the study. For initial analysis of stakeholder roles and linkages in youth projects main stakeholders were identified through brainstorming, stakeholder identification matrix and Venn diagram.

3.4 SAMPLING

Selection of a representative sample requires correct determination of sample frames (Tshikolomo *et al.*, 2012). Unless a sample frame is borne in mind, it is impossible to properly judge the representativeness of the selected sample (Welman *et al.*, 2005) and the trustworthiness of the obtained results (Leedy & Ormrod, 2010). The sample frame of the study was rural based youth agricultural projects in the five districts of the province. The study used purposive sampling targeting specific out-of-school youth projects in the Limpopo Province. Out of school youth projects are subjected to many challenges and only few are functional. There are a total of 139 active out of school youth project distributed in the five districts of the Limpopo province. In this study two youth projects per municipality were selected, limited by the number of functional projects. The criterion used was based on the number of years of existence and number of members. Projects with many members but with few years of existence; and projects with few members but many years of existences were selected.

Sampling was stratified based on hierarchical administrative structures, and those were: (i) district municipalities, (ii) local municipalities, (iii) Service Centres where youth projects were situated, and (iv) the youth agricultural projects. The projects were purposively sampled based on their proximity to the place of residence of enumerators. The selected sample was comprised of 50 out of the 139 (36%) projects in the 25 local municipalities of Limpopo Province. The representative sample of 50 youth projects was selected from all the 5 districts

where 10 were from Capricorn, 10 from Mopani, 10 from Sekhukhune, 8 from Vhembe and 12 from Waterberg.

The study used both primary and secondary data. Primary data was used to determine demographic, socio economic, governance, agricultural production, stakeholders and agricultural problem analysis factors from youth projects. Primary data was obtained through open ended and close ended interviews. Questionnaires were distributed to all participants in the selected projects, to evaluate the extent of out of school youth participation in agriculture. Open ended questions were included to stimulate an active role and construction of individual perspective of the participants. Smaller groups were interviewed to ensure full participation of all participants and avoid dominance of other members. Secondary data was obtained from the LDA and other NGOs such as Food Agriculture and Natural Resources Policy (FANRPAN) that funds out-of-school youth projects in agriculture within the province.

3.5 DATA SET AND COLLECTION

Data was mainly collected through interviews using a structured questionnaire with both open ended and closed ended questions. Data collection tools used in the study included key-informant interview, focus-group discussions, transect walks, seasonal calendars, semi-structured interviews, resource maps and secondary data. Their use and application can be seen in Table 3.1 below. This section will also include typology of out of school youth projects. Data collected was analyzed using a Statistical Analysis System . Basic statistics were computed to determine frequencies of each major variable. Such variables included gender, age, educational level, and relationships with other stakeholders, access to funding and to land tenure. The priority commodities produced by the projects were field crops, vegetables, poultry and a combination of field crops and vegetable production.

Table 3.1: Tools used to collect data in the study

Tool	Purpose	When and where
Key informant interviews	To attain relevant and specific information and stakeholder perspectives	After setting up specific appointments with the stakeholders in LDA
Focus group discussions	To extract information from a group of out of school project beneficiaries	During visits to the projects at district municipalities
Farm observations	To identify agricultural activities of projects	After focus group discussions, in project
Transect walks	To identify village resources and their placement	During project visits at municipalities
Semi-structured interviews	To gain information about specific or individual youth activities in their households	During project visits at municipalities
Secondary Information gathering	Sales records, Cooperative business plans, Organisational structures, project weekly time sheets, reports -To determine income records for individual youth and determine projects progress.	During project visits Key informant interviews

3.5.1 Typology of out of school youth projects

Farm Accounting Data Network (FADN), (2010) defines typology as a process of identifying the primary types of farming, which are then further broken down in terms of the relative importance of the various farming practices observed in the farm. However, in this study out of school youth projects were classified according to:

- Number of members and number of years of existence
- Type of agricultural activities (livestock, crops, maize)
- Size of land

3.6 DATA ANALYSIS

The study used statistical measures to analyse the quantitative data. A Chi-square model was used to determine the variation between gender, educational level, age, number of project

members, occupation of project members, types of crops grown as well as family main source of income. Chi square was also used to measure the goodness of fit at the significance level of 0, 05. The model determined the significant difference between the expected frequencies and the observed frequencies in all independent variables. To address objective one qualitative approach was used to draw stakeholder identification map to help identify stakeholders and their roles in out of school youth projects.

The expression model:

$$X^2 = \sum \frac{(O - E)^2}{E} \dots\dots\dots 1$$

Where O= observed frequency in each category; E= expected frequency in the corresponding category; and X²= Chi square.

3.7 LIMITATION OF THE STUDY

The fact that most out of school youth projects are dysfunctional and inactive represented a major sampling limitation. Only few projects were fully functional and records were not available leading to an inaccurate estimation and limited number of projects selected per municipality.

CHAPTER 4: RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

These chapter summaries the results of the research findings related to the objectives of the study. The aim of this study was to evaluate the participation of out of school youth in agricultural activities. The objectives of the study was to Identify and determine the roles and responsibilities of stakeholders involved in agricultural out-of-school youth projects; determine the socio economic factors that influence out-of-school youth participation in the agricultural sector; determine and document the skills possessed by out-of-school youth participating in the agricultural sector; and determine strategies that can be used to attract and sustain youth participation in the agricultural sector. The data was collected through semi-structured interviews using a structured questionnaire. The information and location about the farmers was provided by LDA. Any intervention that is meant to improve youth participation in the agricultural sector should be informed by the *status quo* regarding youth projects. In order to gain a broader understanding of the *status quo*, the study (1) characterized participants in youth agricultural projects and (2) investigated the constraints experienced by the projects and proposed remedial strategies.

Limpopo province is pre-dominantly rural making agriculture to be more likely the most effective way to reduce poverty. The province have a population of approximately 5.7 million individuals and about 62 000 are involved in either agricultural production or agricultural related activities (Statistics South Africa, 2007). Agriculture continues to be a significant employer in the Limpopo Province of South Africa. The sector is considered the best vehicle to reduce poverty and unemployment level due to its absorptive capacity in permanent and temporary / seasonal employment. It is therefore the sector with the potential to contribute towards alleviation of poverty in rural areas of the province.

Though agriculture has been identified as one of the pillars for economic development for most developing countries including South Africa, youth participation in the sector is still a great challenge. Russell (2001) indicated that the involvement of youths in agricultural production has declined in recent years, especially in rural areas. The poor involvement of youths in agriculture could largely be due to negative perceptions towards the sector. Agriculture is seen as either a dirty job, a poor man's job or a non-income generating job. Observations are that these negative perceptions held by youths towards agriculture tend to lead to a problem of lack of succession.

Cook (1996) argued that the future of agriculture may be bleak if production was left in the hands of aged subsistence farmers. There is therefore an urgent need for the agricultural sector to attract youths. Limpopo Province Department of Agriculture has also embarked on initiatives and several investments to improve livelihoods of rural youth in agriculture. However, Ayoola (2001), highlighted that one of the problems of agricultural youth development projects is lack of sustained commitment and weak relationship between stakeholders in terms of funding, support, communication and supervision. These factors are more likely to result in the project in question not being fiscally empowered or properly managed thus leading to project failure. Lundy et al (2005), emphasized that millions of rands are invested every year towards Research and Development (R&D) and agricultural youth projects in order to improve rural livelihoods especially in the developing countries. The challenge is that these investments are done in isolation hence their effectiveness is questioned.

One central solution to the sustainability of Agricultural Youth projects becomes the systematic multi-stakeholder partnerships within the sector. The need for such collaborations and partnerships is to attract and sustain resources between the State, public stakeholders and NGOs. Multi-stakeholder partnership has become a very prominent issue in the media, national and international policy development strategies. United Nations Development Programme (UNDP) (2006), emphasized the impacts of multi-stakeholder partnerships and that served as a wakeup call to policymakers and the public in large. The expected outcomes of multi-stakeholder partnerships is development strategies that ensure equal participation, accountability and transparency in achieving developmental outcomes especially when dealing with complex issues such as poverty, livelihoods, agricultural transitions, social justice or sustainability.

This study was done with the aim of characterizing participants in youth agricultural projects and subsequently proposing strategies for increasing their productivity. The specific objectives encompassed (a) Determining the socio economic factors that influence out-of-school youth participation in the agricultural sector; (b) determining the skills & education possessed by out-of-school youth in the agricultural sector; (c) Identify and determine the roles and responsibilities of stakeholders involved in agricultural youth projects and (d) determining strategies that can be used to attract and sustain youth participation in the agricultural sector.

4.1.1 Characterization of youth agricultural project participants

The main participants in youth agricultural projects were the owners and other members involved in various project activities.

4.1.2 Characterization of youth agricultural project owners

The youth owners included managers of the agricultural projects and were characterized in terms of gender, age, and educational status.

(a) Gender

Women generally play a major role in the agricultural sector (Asuamah, 1993) and were reported to dominate agricultural activities in African countries (Ugwumba & Lamidi, 2011; Ukwuaba & Inoni, 2012). Of the 50 youth agricultural projects sampled for the study, about three in four (74%) were male owned (Table 4.1), and hence men were majority at ownership level. The finding that men were majority owners of agricultural projects affirmed Bembridge & Tshikolomo (1998) who revealed that 90% of fruit growers in the Phaswana area of the Limpopo Province were males.

Table 4.1. Gender distribution of youth owners of agricultural projects in Limpopo Province

Gender	Number	Percentage
Male	37	74.00
Female	13	26.00
Total	50	100.00

As stated by Bembridge & Tshikolomo (1998), gender has influence on decision making with males responsible for major while females were responsible for relatively minor decisions. Resultantly, male youths in this study dominated as project owners. Females would reportedly dominate decisions on production activities and related technology adoption and efficient use of production resources (Echebiri *et al.*, 2006). The democratic government promotes women empowerment and their equal participation in socio-economic activities and hence strategies should be sought for their increased participation in youth agricultural projects.

(b) Age

Dagada *et al.* (2013) revealed that age plays an important role in the life of a person and determines how an individual behaves. In affirmation, Bembridge *et al.* (2008), indicated that age has an influence on decision making and the physical ability of individuals.

Table 4.2. Age Category of youth owners of agricultural projects in Limpopo Province

Age Category	Number	Percentage
18 – 25	20	40
26 – 30	25	45
31 – 35	5	15
Total	50	100.00

(c) Educational status

According to Dagada *et al.* (2013), human development is influenced by the level of education. Improvement of human resource capacity is essential to meet the challenges of agricultural production and food security. More years of schooling are associated with higher rates of adoption of new technologies (Olaiton, 1984; Tompson, 2008). It was therefore necessary for this study to investigate the educational status of the respondents.

Table 4.3. Educational levels of youths owning agricultural projects in Limpopo Province

Educational level	No of respondents	Respondents %
Tertiary education	5	10
Secondary education	15	30
Primary education	25	50
No response	5	10
Total	50	100

Half (50%) of the youth owners of agricultural projects had only primary education while an additional 10% probably had primary or no education as they did not respond to questions on educational status (Table 4.3). Only 10% of the youth owners of agricultural projects had tertiary education. The youths with only primary education together with those who did not even disclose their educational status were about three in five (60%) and were the majority. The youths with only primary education would at best possess very basic literacy skills and would not easily access print agricultural and other information, especially those in languages

other than their mother tongue. The youths with low levels of education would also lack numeracy skills and would therefore not be able to determine whether their agricultural businesses are making profit or not. The prospects for access to information and for success in the agricultural business would likely be higher for the 10% of the youths who attained tertiary education. Approximately 67% of individuals with tertiary education qualifications complained that they were under-utilized by the youth agricultural projects. Some 15% of the youths with tertiary education reportedly took interim responsibilities in agricultural projects while they sought for preferred jobs aligned to their qualifications.

4.1.3 Demographic characterization of members of youth agricultural projects

In addition to gender, age and educational status, members of the youth agricultural projects were also characterized in terms of employment status. The characterization also considered the types of agricultural commodities produced.

(a) Gender

As was highlighted for owners of youth agricultural projects, the gender of members is also important for increased production. Contrary to the result for project owners, female members were slightly more (average 53.8%) than their male counterparts (46.2%). Different from the result regarding project ownership, women provided more of the work force required by the youth agricultural projects.

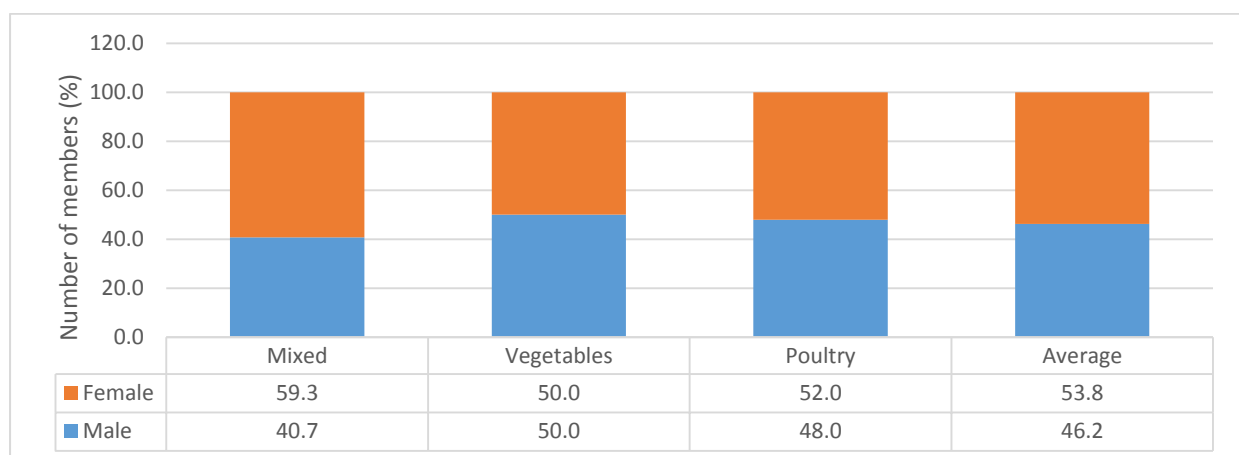


Figure 4.2. Gender distribution of youth agricultural project members (%) producing various commodities in Limpopo Province

Of the average 53.8% female youth members in agricultural projects, the majority (59.3%) were in projects producing a mix of vegetable and field crops (referred to as ‘mixed’), half (50%) were in projects producing vegetable only (referred to as ‘vegetables’) while 52%

were in those producing poultry only (referred to as ‘poultry’). Of the male members (46.2%), only two in five (40.7%) were in mixed projects, half were in vegetables and 48% were in poultry projects (Figure 4.2). Gender representation of agricultural project members was near equity and both gender groups would have a good share of the economic benefits of the youth enterprises.

(b) Age

The influence of age on the success of an agricultural project cannot be overemphasized. On average, one in four (25.3%) of youth agricultural project members were 18-25 years old with the same number (25.3%) reported for members 26-30 years of age. The majority of the members (average 33.8%) were 31-35 years old while only 15.6% were over 35 years of age (Figure 4.3).

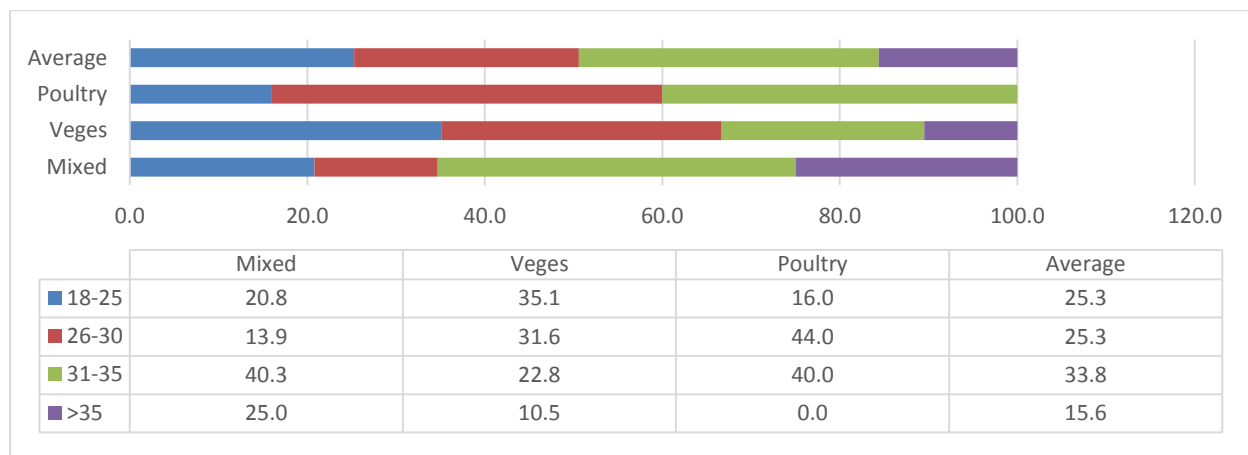


Figure 4.3. Age distribution (%) of members of youth agricultural projects producing various commodities in Limpopo Province

The majority (40.3%) of members in mixed farming projects were 31-35. Compared to mixed farming, project members in vegetable production were younger with the majority (35.1%) within the age groups 18-25. Project members in poultry production were mainly (44% of members) in the middle age categories of 26-30. Although decisions on commodities produced would mainly be the responsibility of project owners, the members would probably have some influence. The major involvement of relatively older members in mixed crop farming projects suggests that they were concerned about inclusion of field crops such as maize for promotion of household food security.

Relatively younger members were probably driven by income generation potential of commodities and favoured vegetables and poultry. Instead of producing the vegetables and

poultry as single commodities in the projects, the members (and indeed the owners) could be advised to produce in a mixed setup.

(c) Education

The improvement of human resource capacity is essential to meet the challenges of agricultural production and food security. On average, 27.3% of the project members had tertiary education, half (51.2%) had secondary while one in five (21.5%) had primary education (Figure 4). Only 10% of project owners had tertiary, 30% had secondary and about 60% had primary education (Figure 4.4), suggesting that they were generally less educated than project members who would therefore probably have strong influence on production decisions.

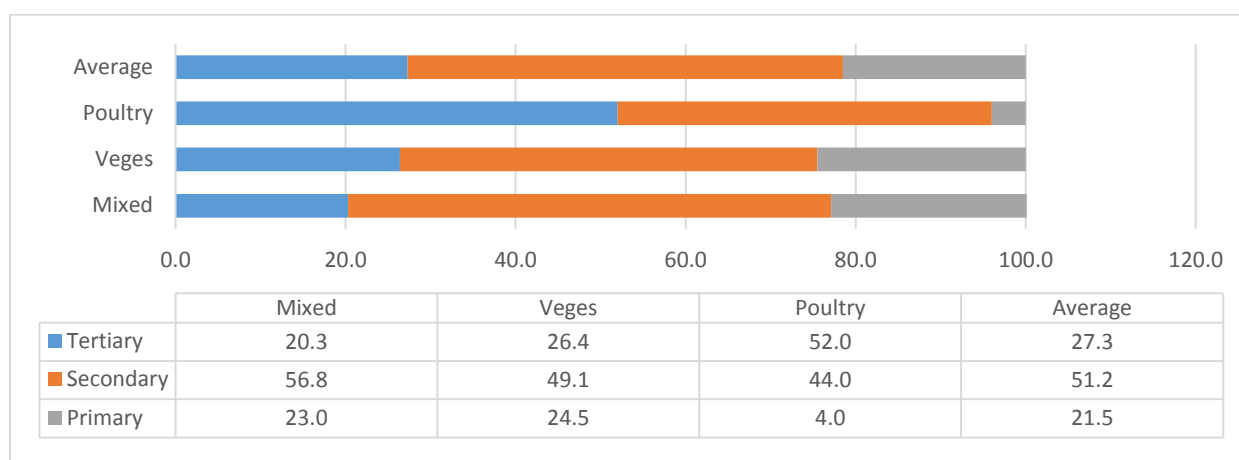


Figure 4.4. Distribution (%) of members of youth agricultural projects producing various commodities in Limpopo Province according to level of education

The majority of members involved in crop commodities had secondary education where 56.8% were in mixed crop farming while 49.1% were in vegetable production. The majority (52%) of the members involved in poultry production had tertiary education (Figure 4). The involvement of more members with higher level of education (tertiary) in poultry production was probably a result of the commodity requiring specialized attention. Poultry production requires specialized attention with regards to correct feeding, provision of water (for drinking), vaccination, temperature management and selling time and need specialized knowledge and skills. The crop commodities had relatively more tolerance to production and related inaccuracies and could therefore be practiced by members with relatively less education.

(d) Employment

The employment status of members of the youth agricultural projects plays an important role in the economic wellbeing of their families. Project members that are permanently employed would be economically well off compared to their temporarily employed counterparts.

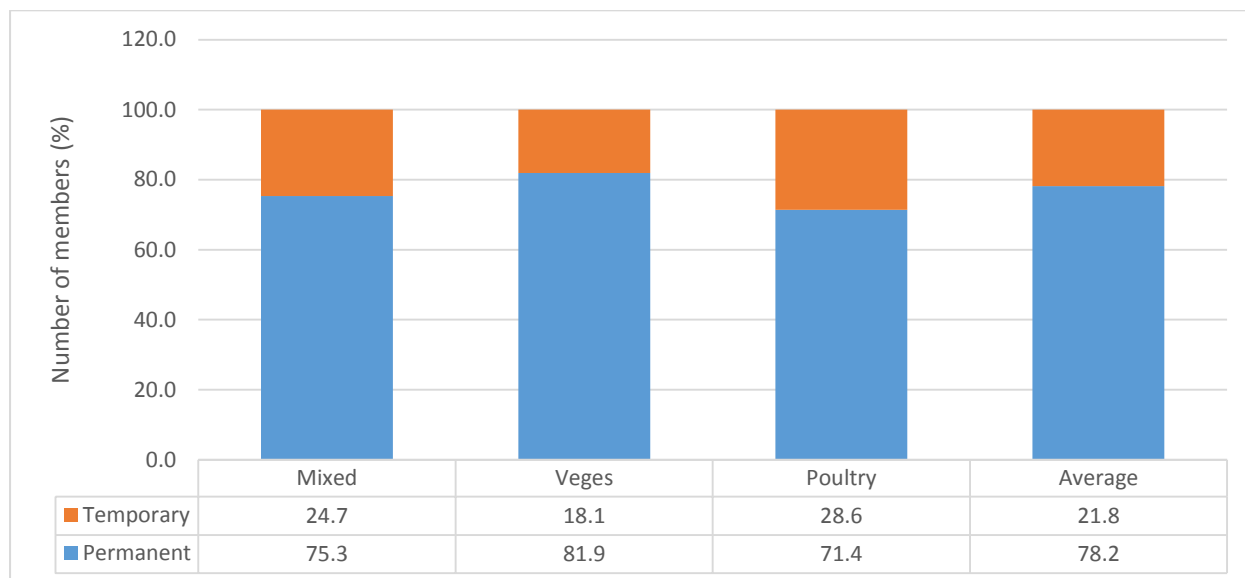


Figure 4.5. Distribution (%) of members of youth agricultural projects producing various commodities in Limpopo Province according to type of employment

On average, four in five (78.2%) members of the youth agricultural projects were employed permanently while 21.8% were temporarily employed. The same trend where the majority of the members were permanently employed occurred for all investigated agricultural commodities. The number of permanently employed project members were three in four (75.3%) for mixed crop projects, four in five (81.9%) for vegetable projects and seven in ten (71.4%) for poultry projects (Figure 4.5). The fact that youth agricultural projects provided permanent employment to the majority of the members suggests that the projects were important sources of livelihood to those members. Other possible sources of income were government social grants for deserving members. Project members that were temporarily employed would probably seek alternative employment, create self-employment, or where deserved fall back on social grants for the period when they were not employed. The characterization of participants in youth agricultural projects revealed the project owners to be mostly male, youthful and less educated compared to the project members who were mostly female and relatively more educated.

There was need for promotion of gender equity and increased productivity of youth projects and this could be achieved through empowerment of young women to own agricultural projects and provision of training to both owners and members to address identified skills gaps. Some participants, more so project owners would lack basic education and may have to be capacitated through programmes such as adult basic education and training (ABET). Participants were generally youthful and would be easy to train.

4.1.4 Socio-Economic Characteristics

Socio economic characteristics of rural youth plays an important role in development be it in agricultural or non- agricultural sectors. Makhura (2001), observed that majority of people residing in rural areas of Limpopo province are poor. This was supported by Department of Agriculture and Land Affairs (DALA, 1997), discussion report that indicated that many rural households are vulnerable to food security including those in Limpopo Province. Hence most people in rural areas especially youth migrates to urban areas in search of greener pastures. Zimmerer (2004), reported that increased immigration and transnational leads to rural households and communities abandoning agricultural land thus resulting in growth of imported agricultural packages. Many factors act together to determine the socio economic characteristics of an individual. In this study only the following factors were investigated; household size, occupational status and household income of out of school youth in agriculture and they are further elaborated below.

4.1.4.1 Household size

According to Dagada *et al* (2013), factors such as access to information on family planning services, family income, level of education and maternal and child health care act together to determine the size of household. Household size has a strong influence on household income level, household food security and has the potential to cause great financial burdens especially where majority of household members are not actively involved in economic activities. Some 43.33% of the participants were from a family of an average of more than 10 members, with 36.11% with an average of 6-10 members and 20.56% with an average of 1-5 members per household. Big families are characterized by high level of dependence therefore becoming a constraint to development. This is confirmed by Yilma (2005), findings that family size plays a huge role in determining the state of food security at household level.

4.1.4.2 Occupational status

The occupational status of rural youth in agriculture plays a vital role towards development. The findings in this study revealed that 50% of the projects participants were employed somewhere else with 13.89% employed in private companies as semi-skilled, 38.89% employed in industrials as non-skilled and only 5.56% as self-employed in order to supplement the dividends from the projects. Projects profit ranged from R680-R8700 per month and they were shared equally amongst members. The amount of dividends received per project was determined by the number of project members. Hence majority of the beneficiaries indicated that the amount they get from the dividends is not enough, as in some instance they could get R250 or less which is not even equivalent to child support grant. About 86.11% of the projects beneficiaries were obliged to contribute financially towards their household expenditures with only 13.89% who weren't obliged to contribute. Furthermore large proportion (77.17%) of the project beneficiaries felt that their growth in the past year was not in line with their initial expectations in terms of profits, sales and production costs. however they indicated that despite all these aforementioned factors the projects still plays a vital role towards contribution to household food basket.

4.1.4.3 Household income

Tewodrose (2007), indicated that total average annual household income is a significant determinant of food security status of the rural households. Of all the interviewed participants 11.11% dependent on salaries as their main source of income, 27.78% on remittances, 16.67% on projects dividends and 44.44% on social grants. Monthly household income ranged from R1000 per month (22.22%), R1001-R1500 per month (30.56%), R1501-R2000 per month (30.56%) and more than R2000 per month (16.67). These clearly show that households in this study do not have adequate financial equity to invest in their children's projects or secure their household food security. Hence these necessitate a multi-stakeholder partnership approach in order to increase youth participation in agricultural activities, promote and develop youth projects in the study area. Akpomovia (2010), emphasized that there is a concern about the future of rural areas if youth are not strategically motivated to bring about sustainable rural development.

4.1.5 Projects Establishment Methods

Out of school youth projects incorporated in this study consisted of maize 19.44%, vegetable 36.11% and combination of both maize and vegetable production 13.89%. These projects were established either as a source of livelihood (19.44%), personal initiation (5.56%), family

project (2.78%), market demand (13.89%), and government initiative 26% and 9% who could not remember how the project was established. The projects were identified and funded through different channels such as feasibility study (11.11%), young farmer of the year awards (30.56), community initiative (8.7%) and 7.1% approached the department with business proposals. None of the projects were initiated prior 1994. Only 1 project was established by the year 2000 with most of the projects being established between the years 2009 - 2012(33.15%) and between the years 2001- 2006 only 8.12% were established. An insignificant number of the project (1%) had less than a year at the time of evaluation. Of these projects only 11.11% is still getting regular continuous government funding whilst the 66.67% only got a once off funding and 22.28% still receive the funding occasionally.

4.1.6. Projects Governance and Sustainability.

According to Torimiro et al (2005), it is important for youth projects to be organized into formal structures in order to change individuals own misdirected priorities, shed independency thinking and gain skills and knowledge for self-empowerment and sustainability. The selected projects in the study were organized either as cooperatives (63.89%), leadership (19.44%), organizational (2.78%) and 13.89% of the projects were without any formal structure. Most of the projects (89.99%) had business plans for their projects as well as future plans strategies clearly articulated. Some 72.22% of the project beneficiaries indicated that they have formal arrangement that each member must abide by them.

Breaking of such arrangement were subjected to penalties such as disciplinary hearing (19.44%), deduction of dividends (11.11%) and 30.56% did not have any formal measures in place to address breach of the arrangement. About 76.66% of the beneficiaries indicated that the projects were sustained by the commitment and trust between project members as well as visit of extension officials to their projects. Most Projects members (77.78%) indicated that they receive technical support from extension officials. However the support was said to be inadequate as 8.33% indicated that they only get visit from their extension officer once a month, 47.22% quarterly, 16.67% occasionally and 22.22% claiming not having access to extension services.

Omotayo (2004), indicated that one major problem of extension services is that government alone cannot provide and support extension services and all its ramifications. Hence there is a need for private sector to play an active role in supporting youth projects both in terms of funding and physical transfer of improved technologies. Medeiros (2005), in his study

concluded that number of extension visits and provision of technical services affect both perceived and expected competencies in a project. Hence for sustainability purpose it is important for youth projects to get adequate and timeous support to extension services. The study result showed that some skills were transferred to project beneficiaries and the skills included planting skills, record keeping and financial management.

4.2 STAKEHOLDER PARTICIPATION IN YOUTH PROJECTS.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2007), indicated that youth face multi-sectoral challenges hence there is a need for multi-stakeholder partnership. According to Gulati *et al* (2002), multi-stakeholder partnerships are encouraged because of the benefits derived from it such as social capital value individuals derive from their connections, group processes and knowledge utilization. The results from the study show that only 44.44% had additional partners in their projects beside LDA. The partners ranged from those who provide inputs, finance, technical support or infrastructural development. The multi-stakeholder partners were further analyzed in a stakeholder identification, role and ranking matrix per district according to their level of importance using a scale of 1-5 (Table 4.4). The study results show that none of the stakeholders involved in the projects meet to discuss issues concerning the projects. They all do things in isolation which at times results in duplication of services by different stakeholders. Some 77.78% of the projects members felt that if stakeholders were to meet monthly or quarterly and share ideas and resources they were to achieve desired results.

Table 4. 4. Stakeholder Identification, Roles and Ranking Matrix

District	Stakeholder	Stakeholder roles	Rank
Capricorn	LDA	Provision of technical support, training, inputs and	2
	NTK and Agriseta	Provision of inputs support and training.	1
	ARC and CSIR	Provision of funds.	1
	Tiger brands and Progress	Provision of markets and processors	4
	ARC, Libsa and Umvuso	Provision of trainings and infrastructural inputs	3
	Local individual buyers	Individuals buying the produce at local pay points	1
Waterberg	LDA	Provision of technical support, training, inputs and	2
	NTK and Agriseta	Provision of inputs support and training.	3
	ARC and CSIR	Provision of funds.	1
	Tiger brands and Progress	Provision of markets and processors	4
	ARC, Libsa and Umvuso	Provision of markets and processors	1
	Local individual buyers	Individuals buying the produce at local pay points	1
Sekhukhune	LDA	Provision of technical support, training, inputs and	1
	NTK and Agriseta	Provision of inputs support and training.	1
	ARC and CSIR	Provision of funds.	2
	Tiger brands and Progress	Provision of markets and processors	4
	ARC, Libsa and Umvuso	Provision of markets and processors	3
	Local individual buyers	Individuals buying the produce at local pay points	1
Vhembe	LDA	Provision of technical support, training, inputs and	2
	NTK and Agriseta	Provision of inputs support and training.	1
	ARC and CSIR	Provision of funds.	3
	Tiger brands and Progress	Provision of markets and processors	3
	ARC, Libsa and Umvuso	Provision of markets and processors	4
	Local individual buyers	Individuals buying the produce at local pay points	2
Mopani	LDA	Provision of technical support, training, inputs and	1
	NTK and Agriseta	Provision of inputs support and training.	1
	ARC and CSIR	Provision of funds.	3
	Tiger brands and Progress	Provision of markets and processors.	4
	ARC, Libsa and Umvuso	Provision of markets and processors	4
	Local individual buyers	Individuals buying the produce at local pay points	1

Legend: 1 = very important; 2 = important; 3 = partially important; 4 = less important

4.3 CONSTRAINTS FACED BY YOUTH AGRICULTURAL PROJECTS

Youth agricultural projects face many constraints, and those include lack of access to information and lack of finance. The constraints have a negative influence on the competitiveness of the youth agriculture projects. Competitiveness was defined as the ability to supply goods and services in the location, form and time they are sought by buyers and at prices that are as good as or better than those of potential suppliers, while earning at least the opportunity cost of returns on resources employed (Freebairn, 1986).

4.3.1. Lack of strong relationships and information flow

The existence and strength of relationships between youth agriculture projects and other stakeholders influence the projects' access to information and their productivity. According to Baloyi (2011), increased access to relevant information is positively related to adoption of new technologies and efficient production. The quality of information obtained is influenced by the sources of such information, and the willingness of participants to share information is dependent on the existence of sound relationships among them. Important role players to serve as sources of information to youth agricultural projects included youth cooperatives, Department of Agriculture, banks, NYDA, NGO's and traditional leaders (Figure 4. 6). Youth projects related strongly with youth cooperatives while the relationships with the rest of the stakeholders were reportedly weak. The youth projects and cooperatives were strongly related and would be expected to share information with a lot of ease. The youth cooperatives would therefore likely be the most important source of information to the youth agricultural projects. Weak relationships were reported with the rest of the stakeholders and hence the stakeholders could not serve as important sources of information to the projects. Youth cooperatives reportedly had strong relationships with all the identified stakeholders and would be expected to have received information from all the role players.

The stakeholders other than youth projects and cooperatives also shared some information both directly and indirectly, and this increased the probability for the youth cooperatives to access all the information that each role player possessed. Where the stakeholder might have withheld the information, another role player (with whom it was shared) would have released it to the youth cooperative who would likely share it with the youth projects. The youth cooperatives should therefore be regarded very important for information dissemination to youth projects, and projects that are not members of the cooperatives should where feasible be encouraged to acquire membership.

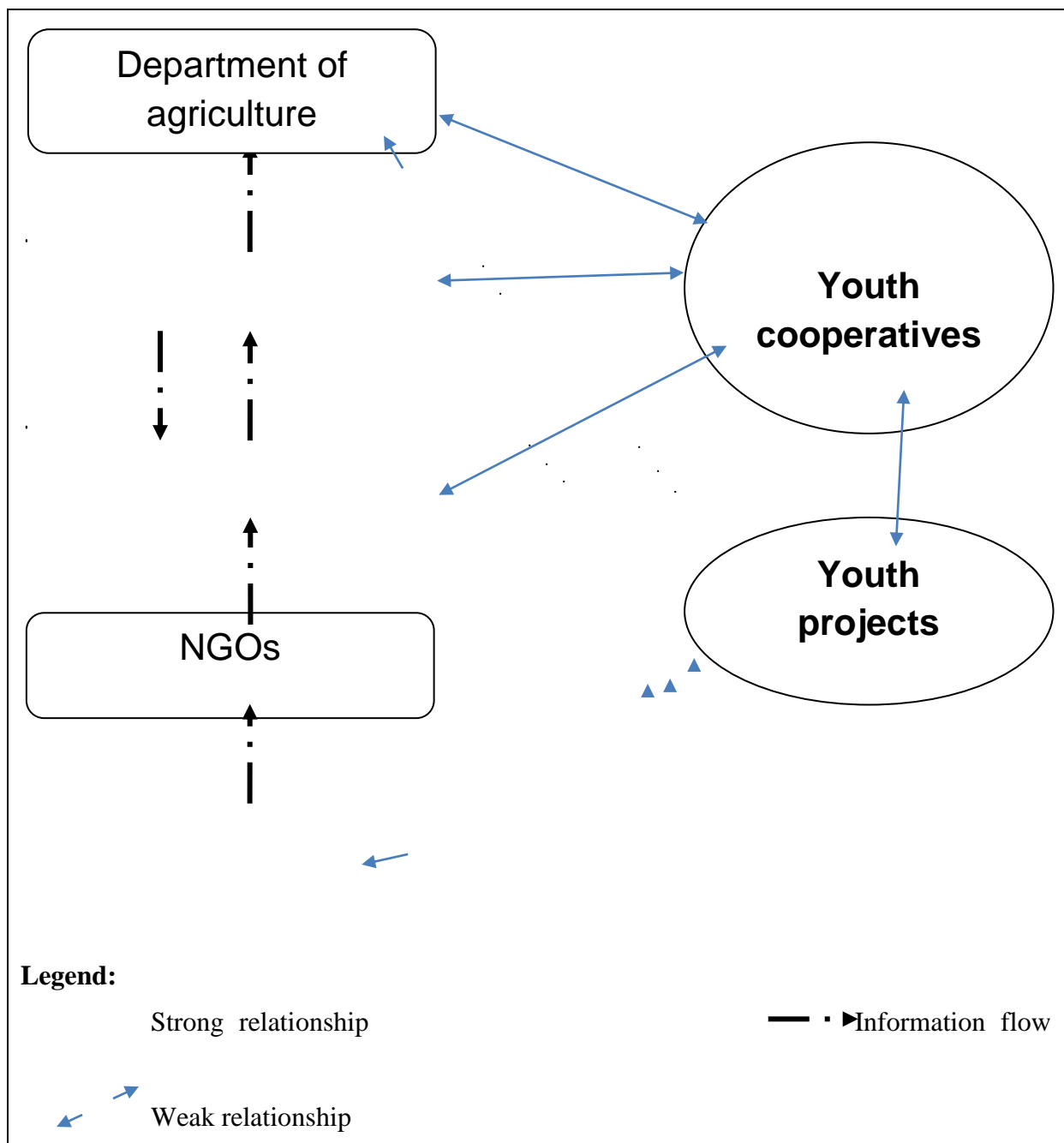


Figure 4. 6. Relationships and information flow between youth agricultural projects and other stakeholders

4.3.2. Funding

Mpandeli (2006) emphasized the need for farmers to have access to all the required inputs in order to increase production. Government made its contribution through financial support, inputs supply, infrastructure development and capacity development. The funding from government alone cannot cater for all operational needs of youth projects. According to Ezeh *et al.* (2012), access to affordable credit contributes to efficient and effective production.

Table 4.5. Distribution of youth agricultural projects according to their access to funding other than government support.

Variable	Frequency	
Percentage		
Additional funding	8	16.0
No additional funding	28	56.0
No response	14	28.0
Total	50	100.0

Other than the prospect for government support, only 16% of the projects had additional funding from NGOs and other organizations (Table 4.5). Organizations such as NYDA and programmes such as Mafisa were established to address the funding needs of youth projects, however it was reported that these initiatives were ineffective as the funding opportunities remained inaccessible to most rural youth. Increased funding of the rural agricultural youth projects would enable them to improve their on-farm infrastructure and provision of production inputs and would therefore result in increased production. Strategies should therefore be developed to increase youth access to NYDA, Mafisa and other financial support programmes.

4.3.3. Access to land

Access to land has been regarded a major constraint to farmer's productivity and it is linked to historical and political issues. According to Mpandeli (2006), the question of land tenure is relevant in South Africa due to the country's political and historical complexity of land issues, rights and entitlement. Most landholders are unable to invest in infrastructural development of their projects as they do not have secure tenure through title deed or certificate of occupancy or ownership. Secure land tenure is a necessary pre-requisite for adoption of long term sustainability of farming practices (Makhura, 2001). Only one in four (24%) of the youth projects investigated had title deeds (Table 4.6), and only a 12% of the title deeds were registered in the name of the youth project owners. Landholding households that are no longer using their allocated land should make their land available to interested and capable youth seeking access to more land.

Table 4.6. Distribution of youth agricultural projects according to the tenure under which they acquired land.

Land tenure	Frequency	Percentage
Title deed	12	24.0
Communal & other	24	48.0
No response	14	28.0
Total	50	100.0

The local chief was responsible for allocation of land and 43.9% of the study participants felt that the system was not fair at times as there were cases of nepotism and favoritism when allocating land. Some youth projects claim that even though they had the potential and produced good quality products their request for land extension was declined. As stated by Nkuhlu (1985), traditionalism in rural areas tends to hamper agricultural development as it still harbour values, norms and attitudes that contradict rational behaviors in a modern economic sense. In order to improve on land allocation, traditional authorities should establish committees for that purpose with clear mandate and land allocation guidelines.

4.4 CONCLUSION

The majority (74%) of youth agricultural projects was male owned and female participation should be promoted. Half (50%) of the youth project owners only had primary education. Youth project owners with only primary education would have low levels of literacy and numeracy would struggle to access and analyze information and would less likely succeed in their farming business. As for project members, 53.8% were females with the majority (59.3%) in mixed vegetable and field crop projects. Project members were youthful with 25.3% in the age category of 18-25 years, same number was 26-30, up to 33.8% were 31-35 while only 15.6% were over 35 years old. Four in five (78.2%) of the project members were permanently employed, and the majority of members across commodity groups belonged to this employment category and this made the youth projects an important source of livelihood.

Important constraints faced by youth agricultural projects included (1) weak relationship between youth projects and other stakeholders resulting in limited access to information, (2) lack of access to funding with, and (3) poor land tenure. Youth projects had strong relationships with youth cooperatives, and those should be used to disseminate information to the projects.

In order to improve productivity, (a) youth projects should be encouraged to form (or be part of) cooperatives, (b) initiatives such as NYDA and Mafisa should be strengthened to be more effective in servicing the youth projects, and (c) traditional authorities should establish committees with clear mandate and guidelines for improved land allocation. Strategies to improve productivity of youth projects should consider the described characteristics of participants in terms of gender, age, education and employment status.

The lack of multi-stakeholder participation in out of school agricultural youth projects have impacted the sustainability and profitability of youth projects for the past years. The majority of out of school youth agricultural projects dependent on government for funding as well as technical support. This hinders projects profitability and sustainability; hence coping strategies such as additional employment somewhere are put in place. The active role of multi-stakeholder partnerships as discussed in this paper should be recognised and use the available resources from different partners to tackle the challenges faced by out of school youth in agriculture.

Multi-stakeholder partnerships should become a priority to policymakers, government and private sector and be effectively incorporated into national, provincial and local developmental agendas. Roles and responsibilities of stakeholders involved in a project should clearly be articulated and information flow between stakeholders including youth projects should be effective and efficient as well as timeous. Policies that are aimed at improving and encouraging multi-stakeholder partnerships in projects have great potential to improve projects productivity and sustainability as discussed in this study.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summarizes the main findings of the study and concludes on the basis of the findings derived from the empirical results as well as literature review. It also gives recommendations on how out of school youth can be utilized efficiently and overcome constraints that prevent them from participating in agricultural activities. The chapter is presented into four sections. Section 5.1 is the introduction; Section 5.2 presents the summary of the findings of the study, Section 5.3 presents conclusion while Section 5.4 gives recommendations for further studies. The discussion will also link the findings to the literature review. The conclusions drawn from the findings are assessed with regard to the alignment with the aim, objectives and research questions of the study. The aim of the study was to evaluate out of school youth participation in the agricultural sector in Limpopo province. The study had four objectives that are; (1.) Identify and determine the roles and responsibilities of stakeholders involved in agricultural out-of-school youth projects, (2.) Determine the socio economic factors that influence out-of-school youth participation in the agricultural sector, (3.) Determine and document the skills possessed by out-of-school youth participating in the agricultural sector and (4.) Determine strategies that can be used to attract and sustain youth participation in the agricultural sector. To address the four objectives the study used two analytical techniques, which were chi-square and Value chain mapping.

5.2 FINDINGS FROM THE STUDY

5.2.1 Findings from Literature Review

The review from literature indicated that they are factors that contribute towards youth participation in agriculture namely; partnerships in the agricultural sector and their influence towards youth in agriculture, institutional factors and their impacts on youth in agriculture, skills possessed by youth in agriculture as well as youth projects in international perspective. According to Norad (2005), most agricultural graduates find it difficult to start-up their own agricultural enterprises and yet companies find it difficult to find suitable candidate to employ. Hence programmes such as 4-H model were developed in the United State aimed at engaging youth in the agricultural development.

Webster et al. (2010), stated that the essence of 4-H model is to expose youth to valuable agricultural skills at an early age, teach them life skills and other life and society-building skills which will enhance their quality of life and create opportunities which will promote positive youth development. The World bank (2006, 2007), also argued that transferring these capabilities to the youth at a young age will enable them to easily transit into adult

leadership roles and contribute towards potential sustainable agricultural activities. The same model can be used to analyse and evaluate factors that influence youth participation in agriculture in South African context.

5.2.2 Findings from the Primary Research

5.2.2.1 Socio characteristics factors

Environmental factors such as access to proper roads, water and distance to town serve as constraints to youth participation in agricultural activities. Women generally play a major role in the agricultural sector (Asuamah, 1993).). Of the 50 youth agricultural projects sampled for the study, about three in four (74%) were male owned. The democratic government promotes women empowerment and their equal participation in socio-economic activities and hence strategies should be sought for their increased participation in youth agricultural projects. More years of schooling are associated with higher rates of adoption of new technologies (Olaiton, 1984; Tompson, 2008). approximately (50%) of the youth owners of agricultural projects had only primary education while an additional 10% probably had primary or no education as they did not respond to questions on educational status .Only 10% of the youth owners of agricultural projects had tertiary education. The youths with only primary education together with those who did not even disclose their educational status were about three in five (60%) and were the majority.

5.2.2.2 Governance and competitiveness

Governance in any enterprise plays a major role towards project sustainability and competitiveness. Competitiveness was defined as the ability to supply goods and services in the location, form and time they are sought by buyers and at prices that are as good as or better than those of potential suppliers, while earning at least the opportunity cost of returns on resources employed (Freebairn, 1986). According to Torimiro et al (2005), it is important for youth projects to be organized into formal structures in order to be sustainable. The selected projects in the study were organized either as cooperatives (63.89%), leadership (19.44%) and organizational (2.78). they were measures put in place to avoid breaking of governing rules. The measures ranged from disciplinary hearing (19.44%), deduction of dividends (11.11%) and 30.56% did not have any formal measures in place to address bridge of the arrangement.

5.2.2.3 Constraints Faced By Youth Agricultural Projects

The constraints have a negative influence on the competitiveness of the youth agriculture projects. Constraints faced by youth in agriculture ranged from; (a) Lack of strong relationships and information flow, (b) funding and (c) access to land. According to Baloyi (2011), increased access to relevant information is positively related to adoption of new technologies and efficient production. The youth projects related strongly with youth cooperatives while the relationships with the rest of the stakeholders were reportedly weak. Only 16% of the youth projects had additional funding besides LDA funding. Only one in four (24%) of the youth projects investigated had title deeds and only a 12% of the title deeds were registered in the name of the youth project owners. Landholding households that are no longer using their allocated land should make their land available to interested and capable youth seeking access to more land.

5.3 CONCLUSION

Based on the above findings, it is evident that the above factors play a vital role towards the participation of youth in agricultural activities in the Limpopo Province. The majorities (74%) of youth agricultural projects were male owned and female participation should be promoted. Half (50%) of the youth project owners only had primary education. Youth project owners with only primary education would have low levels of literacy and numeracy would struggle to access and analyze information and would less likely succeed in their farming business. As for project members, 53.8% were females with the majority (59.3%) in mixed vegetable and field crop projects. Project members were youthful with 25.3% in the age category of 18-25 years, same number was 26-30, and 33.8% were 31-35 while only 15.6% were over 35 years old. Four in five (78.2%) of the project members were permanently employed, and the majority of members across commodity groups belonged to this employment category and this made the youth projects an important source of livelihood.

Important constraints faced by youth agricultural projects included (1) weak relationship between youth projects and other stakeholders resulting in limited access to information, (2) lack of access to funding with, and (3) poor land tenure. Youth projects had strong relationships with youth cooperatives, and those should be used to disseminate information to the projects. The lack of Multi-stakeholder participation in out of school agricultural youth projects have impacted the sustainability and profitability of youth projects for the past years. The majority of out of school youth agricultural projects dependent on government for funding as well as technical support. This hinders projects profitability and sustainability;

hence coping strategies such as additional employment should be put in place. The active role of multi-stakeholder partnerships as discussed in this study should be recognised and use the available resources from different partners to tackle the challenges faced by out of school youth in agriculture.

5.4 RECOMMENDATIONS

In order to improve productivity, (a) youth projects should be encouraged to form (or be part of) cooperatives, (b) initiatives such as NYDA and Mafisa should be strengthened to be more effective in servicing the youth projects, and (c) traditional authorities should establish committees with clear mandate and guidelines for improved land allocation. Strategies to improve productivity of youth projects should consider the described characteristics of participants in terms of gender, age, education and employment status. Multi-stakeholder partnerships should become a priority to policymakers, government and private sector and be effectively incorporated into national, provincial and local developmental agendas. Roles and responsibilities of stakeholders involved in a project should clearly be articulated and information flow between stakeholders including youth projects should be effective and efficient as well as timeous. Policies that are aimed at improving and encouraging multi-stakeholder partnerships in projects have great potential to improve projects productivity and sustainability as discussed in this study.

Recommendation for further studies;

- Cost benefits analysis study to be done at provincial and national level to determine the long term food security and competitiveness of the youth in agriculture.
- Resource use efficiency of youth in agriculture study to be conduct to determine resource use efficiency and as a monitoring and evaluation strategy.

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