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**AGRICULTURAL PRODUCTION AS A YOUTH LIVELIHOOD APPROACH IN A RURAL  
CONTEXT: A CASE STUDY OF NAMAHAADI, QWAQWA**

**By**

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## DECLARATION

'I **Lieketseng Taole-Kolisang**, declare that the content of this mini-dissertation titled: Agricultural production as a youth livelihood approach in a rural context: A case study of Namahadi, QwaQwa, that I herewith submit for **Master's Degree qualification in Development Studies** at the University of the Free State, is my autonomous work, and that I have not submitted it for a qualification at any another institution of higher education before'

## **DEDICATION**

My supportive husband, Molise Christman Kolisang.

My sons Masupha and Moleleki Kolisang

I devote this work to the three of you, for your support emotionally, financially and a lot of patience. Without you, it could not have been easy to go through this long journey.

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## **ABSTRACT**

Most young people in the developing countries still prefer working in cities and towns to sustain their lives. They do not believe in working in their rural areas, and participating in agricultural production to earn a living. In South Africa, this is despite government interventions such as the one held in the eastern Free State, at Thabo Mofutsanyana District named the Comprehensive Rural Development Programme (CRDP). This initiative was facilitated by the Department of Rural Development and Land Reform meant to train youth from Namahadi, QwaQwa in agricultural production. The objective of this programme was to empower them with skills in agriculture, and assist in minimising food insecurity at household level. The current study was investigating why young people are not participating in the agricultural sector. The specific objectives were to explore the livelihood portfolios of rural youths, to determine perceptions, experiences and challenges of the CRDP trained youths regarding agricultural production, to identify potential agricultural value chains for CRDP youths and to develop recommendations to strengthen youth based rural agriculture projects. Qualitative research methods were used, where a total of twenty-four participants were interviewed (19 focus groups, 3 key informants and the community leader).

Results of the study revealed that some youth members were producing from their home gardens, just to feed their families and not participating at a larger scale because they did not have production resources, like land, seeds and tools, water, electricity, fertilizers and pest control agents. They also did not receive support from the municipality and were not able to increase the scale of production. If the youth receive the required support, they will be able to work with others for the development of their area. The interventions which are provided to the youth will assist them in investing in agricultural production as a livelihood, and contribute to food security. Support from local authorities will enable continuation of these programmes.

**Keywords:** Agricultural production, livelihoods, rural youth

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## LIST OF ACRONYMS

ARC	Agricultural Research Council
CFS	Committee on World Food Security
CL	Councilor
COGTA	Cooperative Governance and Traditional Affairs
CRDP	Comprehensive Rural Development Programme
CTA	Technical Centre for Agricultural and Rural Cooperation
DALRRD	Department of Agriculture Land Reform and Rural Development
DRDLR	Department of Rural Development and Land Reform
FAO	Food and Agriculture Organization
FG	Focus Group
FGD	Focus Group Discussions
FM	Farm Manager
GDP	Gross Domestic Product
IFAD	International Fund for Agricultural Development
JFFLS	Junior Farmer Field and Life School
KI	Key Informant
MAIH	Mali Agri-Business Incubation Hub
NARYSEC	National Rural Youth Service Corps
NEF	National Empowerment Fund
NYDA	National Youth Development Agency
SA	South Africa
SLA	Service Level Agreement
TIA	Technology and Innovation Agency
UN	United Nations

UNEP	United Nations Environment Programme
USAID	United States Agency for International Development
WF	World Food Programme

# **CHAPTER 1 :**

## **INTRODUCTION AND BACKGROUND TO THE STUDY**

### **1.1 INTRODUCTION**

This study explored agricultural production as a youth livelihood approach in a rural context. Agricultural production is a global phenomenon characterised by different levels of technological innovation, demographic participation and practices (Doornbos, 2001). In the developing world, agricultural practices are more labour intensive and rely on human labour for production especially in subsistence farming. Subsistence farming is when a family produces food on a small piece of land, to fulfil the household food and needs for a period of one year. This can either be livestock or crop production, or both (Waters, 2007). In developed countries however, the use of machinery and technology has increased yields and farm efficiency. In South Africa, agriculture is a massive industry contributing 12% of the national gross domestic product, according to (Kuschke and Cassin, 2019). The common denominator globally is that agricultural production serves the same purpose as a source of food for people and fodder for animals.

According to Voegele and Ronchi (2019), the important outcomes of agricultural practices are livelihoods, which is the way people generate income to sustain their lives, their country's income, for raw material, as a resource for foreign exchange and providing employment opportunities. Furthermore, Ellis (2000) adds that livelihoods are different portfolios of activities and income sources contributing to the family wellbeing. At a national level, agricultural production contributes significantly to the South African economy. The agricultural sector contributed 2.43% in the third quarter of the country's GDP, mining 0.5%, manufacturing 0.5% and transport equipment 3.7% in 2017 (Stats SA, 2017), and 2.5% in 2020 (Makube, 2020). This means that agricultural production has the potential to provide the youth in Namahadi with the source of income which may contribute to the livelihood portfolios of their families.

The contested definition of youth within literature makes it important to characterise what youth means in the context of this study. Researchers have defined youth as a person who has transitioned from adolescence, into being an adult, who will be

responsible for the future, (MacDonald, Shildrick and Woodman, 2018). Youth in this study are young people from 14-35 years of age as noted in SA-National Youth Policy. Widiyanti, Karsidi, Wijaya and Utari (2020) see the involvement of young people in agriculture as an opportunity to increase employment, improve the quality of life in rural areas and boost the overall national economy. It is therefore important to train young people with agricultural skills as they remain not only the future of the nation, but may also have to develop livelihood opportunities from the sector.

## **1.2 PURPOSE OF THE STUDY**

### **1.2.1 Aim**

The primary aim of the study is to explore how the participation of youths in agricultural production can be a livelihood approach in a rural context. The study explores experiences, perceptions and challenges in agricultural production among young people in Namahadi.

### **1.2.2 Objectives**

1. To explore the livelihood portfolios of rural youths in Namahadi.
2. To determine perceptions, experiences and challenges of CRDP trained youths in Namahadi regarding agricultural production.
3. To identify potential agricultural value chains for CRDP youths in Namahadi.
4. To develop recommendations for strengthening youth based rural agriculture projects.

## **1.3 PROBLEM STATEMENT**

A study which Stats SA carried out found South Africa to be food secure at national level, but insecure at household level (Stats SA, 2017). The inclusion of young people in plans designed to transform the agricultural sector has been inadequate (Gitau and Goris, 2016). Gutu (2016) suggests that there are few young people who participate in agriculture; hence, they are less active in agricultural production activities. The demographic profile of South Africa requires that youth inclusion in agriculture

becomes an area of focus to enable continuity and knowledge about food production. There is a poor representation of the majority in the sector, despite numerous inclusion efforts. The current precarious food situation in most communities could be minimised with intentional inclusion of youth in agricultural production, mostly from vulnerable communities (Pereira, 2014). The limited studies on youth in agricultural production have necessitated a need to examine agricultural livelihoods amongst youths and, therefore, this study seeks to fill this critical knowledge gap.

#### 1.4 SIGNIFICANCE AND MOTIVATION

Young people need to participate more in the production of food, to sustain their families and reduce food insecurity. If there is high production there will be food increase and this will reduce importation of food by the retailers in Namahadi. Production of food for sale will earn young people an income and create employment to make a livelihood. The Department of Rural Development and Land Reform with the municipality initiated a programme for young people to participate in agricultural production. The study investigated whether young people who participated in the programme were still participating in agriculture, what they were doing to sustain their lives, and if the municipality was supporting them and what their challenge were with regard to agricultural production.

**Table 1.1: Timeline**

<b>March- May 2020</b>							
Meet Supervisor and finalise the research proposal	<b>June 2020</b> Start Literature Review						
	<b>April 2021</b> Finalise Literature Review	<b>17<sup>th</sup> November 2020</b>					

		Ethical clearance approval	<b>May-July 2021</b> Research Methodology				
			Methodology final	<b>August 2021</b>			
				Data collection	<b>September 2021</b>		
					Transcribing and Data Analysis	<b>October 2021</b>	
						Conclusion finalising	<b>End November 2021</b>
							submission of the final thesis

## 1.5 THESIS DELINEATION OF THE RESEARCH QUESTION

The research question was to find out why youth were not participating in the agricultural sector. The investigation was confined on the young people who participated in the Comprehensive Rural Development Programme (CRDP), of the Department of Rural Development together with Agricultural Research Council (ARC) in 2012. These young people were empowered to be trainers of the other youth within their area, Namahadi, QwaQwa to increase food supply to their families, earn income by selling the produce and having a livelihood.

## 1.6 CHAPTER OVERVIEW

The review of literature is based on youth livelihoods in a rural setting and, how agriculture is perceived as an economic activity in an area where both land and labour are available far from the cities and urban areas (Ashley and Maxwell, 2002).

Literature will further show how agriculture is practised in different areas, and how young people can use agricultural production to sustain their lives. In other areas, imported produce is brought in but still contributes to the local agricultural sector, like wheat produced in Germany and exported to Africa (Caffrey and Veal, 2013).

The youth constitute a larger portion of the labour population (52–64%), but they are the ones who are mostly unemployed (42–49%), hence, they migrate to the urban areas looking for jobs, even if they are hired as unskilled labour (Stats SA, 2017). Agricultural production could be more sustainable if more young people would participate, as there would be a higher production rate and more investors in the area, a larger portion of the population would be employed. However, the youth mostly access their primary needs like water, good health care and the infrastructure in the rural areas (Giuliani, Mengel, Paisley, Perkins, Flink, Oliveros and Wongtschowski, 2017).

Most of the young people in rural areas learn to cultivate the land as part of the culture, they therefore grow up with some knowledge of agricultural practices. These are the skills which they can use as their livelihood. Therefore, these skills are regarded assets to their communities. If they remain in their villages, they can contribute to the development of their local economies. The youth are the resource, and make up a high percentage of the population, namely 42-49% (Stats SA, 2017). However, although they are stronger than their elders, they do not have their own resources to continue with agricultural production.

Agriculture as a sector is labour intensive, and even if technology is used to produce, it cannot be applied in all production systems because of the knowledge needed to operate the machines, or the cost to source these implements. Hence, Metelerkamp, Drimie and Biggs (2019) argue that young people have no interest in agriculture. Rather, they view it as an activity suited for elders or rich white people. If the youth are to be convinced that their future lies in agriculture, previous ways of agricultural production would have to be changed and looked at as a business (Magagula and Tsvakirai, 2019). Some governments and NGOs assist youth to financially empower them with skills in agricultural production (IFAD, 2015) with the hope of encouraging them to remain in the agricultural sector.

The study will look into some of the challenges in the agricultural sector, which are brought about by different factors. It has been highlighted that the farming community mostly consists of older people who still believe in the old farming methods, which leads to less transformation in the sector. Most financial institutions are reluctant to finance agricultural projects, due to the risks involved, such as land ownership. This includes youths who farm on their parents' land or lease their own (Metelerkamp, Drimie and Biggs 2019). This further suggests that some of the infrastructure is not functioning efficiently due to its aging condition. Further, locally produced food products compete with imported and cheaper products, due to global marketing policies.

According to Asiedu-Darko (2013), Smallholding farmers do not have much information and skills in technology, and therefore take longer to grow into being commercial farmers. In addition, the support they receive is also uncoordinated. The perceptions regarding the agricultural sector – that it is hard labour, the profits delay due to its production cycles – also do not appeal to the younger generation due to the nature of its work. Most government policies do not prioritise agriculture as a sector, and funding is usually less than other sectors within the government planning.

## **CHAPTER 2 : LITERATURE REVIEW**

### **2.1 INTRODUCTION**

Evidence presented shows that youth constitute (40%) of the active population in the agricultural sector (Cheteni, 2016). Their participation in the sector may contribute to their income, strengthen food security, livelihoods and job creation, resulting in economic development to their communities. Stats SA (2018) indicates that South Africa has 37.9% land used for agriculture, including the areas being managed by community leaders, the clan, and the households. Moaba (2016) states that the sector is still dominated by white males and middle-aged blacks and urgently needs to evolve youth participation more (D'Haese, Nkuzimana, van Rooyen, Staelens, Vink, Van Damme, and D'Haese, 2013). Debates on agricultural production in the rural areas, the youth perceptions and experiences in the agricultural sector and how they frame their livelihoods in the rural areas, and learn by participating in agricultural practices to gain experience, will be presented in the next chapter.

Njeru (2017) has noted that although youth have the potential to contribute to the future economy, their limited involvement in agricultural activities poses a risk to livelihoods, food production and food security ultimately threatening economic growth and employment creation. In this chapter, the state of agricultural production in the rural areas, rural youth livelihoods and their perceptions regarding agriculture, agricultural value chains and enabling factors for youth to participate in the sector is examined. Njeru (2017) states that more knowledge is required to understand why youth remain unemployed despite governments coming up with developmental programmes. There is urgent need to understanding why youth do not perceive agriculture as a job creating sector (Smith, Park and Sutton, 2009).

Most of the young people in the rural areas work on land as part of the culture. They grow up working on land as part of their family responsibilities. This gives them the knowledge of various agricultural practices. However, as they grow, they discontinue with agricultural production (Metelerka, Drimie and Biggs, 2019). The study highlights the importance of youth participation in the agricultural sector in creating sustainable

livelihoods pathways. The government involves communities in various programmes to empower and encourage them to participate in the agricultural sector. Through the CRDP, the DRDLR programme trained 100 young people from QwaQwa in vegetable production to empower them with gardening skills, which they can rely on for their livelihoods and also train other community members.

The youth constitute a significant part of the population contributing between 42 and 49% (Stats SA, 2014). They are more energetic, innovative and adventurous than their elders. Yet they do not participate in the agricultural production activities - even those who were trained. The current study examines to what extent CRDP trained youth are using the knowledge obtained to sustain their lives, and also document their limitations. The study will help other communities intending to implement development programmes to understand possible challenges they may encounter. In addition, the department will also obtain insights on what is required by the community when agricultural projects of this nature are implemented. The review of literature will further display how agriculture is practiced in different areas as well as how young people can use agricultural production to sustain their lives. Over and above, the outcomes of the study will contribute to the academic body of knowledge on perceptions of communities on agricultural programmes and suggested implementation practices.

The review of literature is based on youth livelihoods in a rural setting, how agriculture is perceived as a productive activity with potential for providing income for a living in an area where both land and labour are available far from the cities and urban areas (Ashley and Maxwell, 2002).

Literature will further show how agriculture is practised in different areas, and how young people can use agricultural production to sustain their lives. In other areas, imported produce is brought in but still contributes to the local agricultural sector, like wheat produced in Germany and exported to Africa (Caffrey and Veal, 2013). This emphasises that even if the produce takes long to be accessed, its contribution is still of great importance.

The youth constitute a larger portion of the labour population (52–64%), but they are the ones who are mostly unemployed (42–49%), hence, they migrate to the urban areas looking for jobs, even if they are hired as unskilled labour (Stats SA, 2017). Agricultural production could be more sustainable if more young people would

participate, as there would be a higher production rate and more investors in the area, a larger portion of the population would be employed. However, the youth mostly access their primary needs like water, good health care and the infrastructure in the rural areas (Giuliani, Mengel, Paisley, Perkins, Flink, Oliveros and Wongtschowski, 2017).

Most of the young people in rural areas learn to cultivate the land as part of the culture, they therefore grow up with some knowledge of agricultural practices. These are the skills which they can use as their livelihood. Therefore, these skills are regarded assets to their communities. If they remain in their villages, they can contribute to the development of their local economies. The youth are the resource, and make up a high percentage of the population, namely 42-49% (Stats SA, 2017). However, although they are stronger than their elders, they do not have their own resources to continue with agricultural production.

Agriculture as a sector is labour intensive, and even if technology is used to produce, it cannot be applied in all production systems because of the knowledge needed to operate the machines, or the cost to source these implements. Hence, Metelerkamp, Drimie and Biggs (2019) argue that young people have no interest in agriculture. Rather, they view it as an activity suited for elders or rich white people. If the youth are to be convinced that their future lies in agriculture, previous ways of agricultural production would have to be changed and looked at as a business (Magagula and Tsvakirai, 2019). Some governments and NGOs assist youth to financially empower them with skills in agricultural production (IFAD, 2015) with the hope of encouraging them to remain in the agricultural sector.

The study will look into some of the challenges in the agricultural sector, which are brought about by different factors. It has been highlighted that the farming community mostly consists of older people who still believe in the old farming methods, which leads to less transformation in the sector. Most financial institutions are reluctant to finance agricultural projects, due to the risks involved, such as land ownership. This includes youths who farm on their parents' land or lease their own (Metelerkamp, Drimie and Biggs 2019). This further suggests that some of the infrastructure is not functioning efficiently due to its aging condition. Further, locally produced food

products compete with imported and cheaper products, due to global marketing policies.

According to Asiedu-Darko (2013), Smallholding farmers do not have much information and skills in technology, and therefore take longer to grow into being commercial farmers. In addition, the support they receive is also uncoordinated. The perceptions regarding the agricultural sector – that it is hard labour, the profits delay due to its production cycles – also do not appeal to the younger generation due to the nature of its work. Most government policies do not prioritise agriculture as a sector, and funding is usually less than other sectors within the government planning.

## **2.2 THEORETICAL FRAMEWORK**

For this study we will use positive youth development; this theory looks into the factors that are part of young people's developmental needs, to see the good in youth and encourage them to participate, in the developmental programmes within their communities, the theory emphasises on balanced development of a young persons' and aligning their mental traits (Lerner, 2002:11). Bonell, Hinds, Dickson (2015) see them as a resource which has been involved in positive activities, not be attracted by negative attributes like the use and abuse of bad substances. A balanced person is easy to work with, and understands the good intentions towards him/her. The young people are strong and innovative, this trait assist them to be able to deal with the challenges according to (Peterson, 2004:14). It is therefore, important to channel the young peoples' energy into a positive direction, to be responsible human beings, who can accept any institutional support from their elders, their peers and the community leaders (Peteru, 2008:28).

Positive youth development theory: Villaruel (2003:353) defines positive youth development theory in five (5) P's, Possibilities and Preperations; what are the opportunities available for the youth to develop, Participation; by listening to young peoples' voices through will encourage them to be involved in the collective decision making within their communities (Youth Workers Association, 2001:12); Peterson (2004:64-68) looks at it by making them to be part of the solution at all societal levels (locally, nationally and globally). People; Benson and Pittman (2001:4) looks at those people who are involved with the youth programmes at the public and private sector

as investors for the young peoples' development. Place and Pluralism; youth should be able to access resources and be supported by different people from their community who are contributing to their development mertonand (Payne, 2000:10). Partnership; Young people have to be included in planning and implementation of the programmes within their communities (Benson, 2002:140). The disadvantage with youth is that, most of the times they do not see the good in them, and to have positive thoughts from them is sometimes not easy, because most of the times they feel like they are a problem, and end up doing wrong the things, and making it difficult to be in cooperated to participate in their community developments.

Balanced and positive people are willing to accept the support which they are provided with, and are able to see the good interventions when they are being empowered, like training them, their responses will indicate if they benefited from the training, they attended to be able to participate in their communities' developmental programmes. They will look at the challenges positivity and work on them, to achieve the good results. When young people are positive, they see opportunities and develop new ideas, which will contribute on the developments within their areas'. CRDP trained youth may see the need to use the knowledge they obtained, and they take part in the agricultural sector. They will be able to take be part in to the dialogue, participate in community discussions and be part on the developmental programmes.

Community youth development theory: The theory looks into development of young people from their community's strength. The strong communities are able to nurture and support their youth (Villaruel et *al.*, 2003:2), also empowered young people are able to participate in the programmes within communities which nurtured them. When the community invest their resources into the young people, their lives will be healthy and improve their development, their families and the community (Lerner et *al.*, 2002:28). Wheeler (2000:11) argues that young people are an underutilized resource within the communities, they can change the environment by participating in the community's discussions and bring new ideas, this will enable them to participate in their community's developmental programmes, Benson and Pittman (2001:9), added that youth participation will strengthen their communities. When the communities reform and develop their youth, they retain the cultural values and lives according to the norms of their community says Broadbent (2006:52), they do not live individualistic life style, as the African Union Commission (2010:17) they recognise the importance

of extended family culture of their communities, these values will influence their acceptance to the opportunities and support given to them Van Kapen et al. (1996:54).

When the young people and with the community work together, they will explain themselves better during interviews and groups discussions without contradicting one another, they will see the similar values to their community as a collective. The interpretation of the collected information will give an outcome which involves all the community members. Youth who are developed by their own community, will participate in agriculture and other developmental programmes, to transform and make livelihoods for their area.

### **2.2.1 Agricultural Production**

Agriculture is an activity or a practise of cultivating soil for crop production or rearing of livestock to prepare for the product to be marketed for consumption, Voegele and Ronchi (2019). The production of agricultural products, will encourage youth to participate in the agricultural sector (FAO, IFAD and CTA, 2014). When youth participate in the agricultural sector, they can generate income and earn a living, create employment within their area, they will be able to participate in their community developmental meetings, they will have positive perceptions regarding agricultural sector, they can be able to overcome their challenges within the sector.

Agricultural production in South Africa contributes 18,5%, which makes 6,3% of the country's GDP (Stats SA, 2020) most of the contribution to the local economy is from subsistence production, whereby, leafy vegetables and animal products are bought in smaller quantities but by many low-income earners, the commercial production contribute more on the national and international levels (Phillips, 2020).

Most of the scholars agree that young people are not given enough support by the authorities to participate in the agricultural sector (Connot and Nawa, 2017); Akinyemi, Mushunje and Sinnett (2019) looks into the land and its cultural usage in the rural areas, where land ownership belongs only to the family head and not that person of a female gender. Youth mostly perceive agriculture as a sector for elders, who are less innovative and do not see it as an enterprise to generate income, Njeru (2017); Widiyanti, Karsidi, Wijaya and Utari (2020), their perceptions regarding agriculture

influences their participation, which turns out to be less positive. The DRDLR through CRDP programme was one of the governments' interventions to empower young people through training in vegetable production within their home yards, who would train others within their communities to bring positive influence and change negative perceptions, when selling the produced crop to the local market and supporting their community members in need, they would get encouraged to participate in the agricultural sector, they can be able to request for more support like land, inputs and funding to increase their production from the authorities, the youth participation will bring more business to their area for further development.

In agricultural production, the profits depend on harvested product. This is due to the nature of the production cycle. For example, some agricultural commodities like fruit trees take more than two years to produce fruits. With animals in the of livestock production, some may take six months to one year to reproduce (Caffrey and Veal, 2013). In addition, agricultural production and related activities involve getting one's hands dirty, for example, the handling of soils and animals' excrement. Therefore, it is often considered a low-level type of occupation for those who cannot do well enough in other areas. It's also not considered a viable business which can make a stable source of income or be considered (Goris, 2016).

Some people may have less interest in agriculture because it is labour intensive, and because they perceive it to belong to another sector of society (Maoba, 2016). Limited distribution of resources by the government towards agriculture does not help in attracting people to the sector. There is also poor support by officials for services, as they do not consider that the sector can contribute significantly to poverty alleviation and development (Asiedu-Darko, 2013).

### **2.2.1.1 Youth as a Resource for Agricultural Production**

Most of the young people grew up in families where agriculture is practised as a way of life. They have acquired skills in agricultural production. It would be helpful if they can reside in the rural areas where they will be able to contribute more by imparting their skills within these rural communities (USAID, 2017). There are some who have acquired various skills, either formally or informally. This category of youth can work in the agricultural sector and train others, enabling them to become a resource to their

area. This includes the elders' new innovations and technical skills, either in agricultural production or other areas (Yami, Feleke, Abdoulaye, Alene, Bamba and Manyong, 2019). The young people who come from families practising agriculture can contribute more if they can continue working with elders to impart their skills, because they are still stronger and are expected to work more years (White, 2015).

If the youth can take over from their parents, there will be continuity and sustainability in agriculture, and the investment and contribution that their parents would have made in agricultural production will continue bringing returns. According to Evans (2012), the labourers who are employed to work on the farms will continue working to sustain their lives. The population of the youth is the largest. Therefore, they are able to contribute by increasing productivity and utilising the land which is not being used effectively (Conway, 2014).

#### **2.2.1.2 Land and Youth**

As a culture, in most developing countries, youth do not own land (Akinyemi, Mushunje and Sinnett, 2019) in the rural areas and do not have access to land. They are excluded from owning land, and can only acquire land if they receive it from their elders, or as their inheritance (White, 2012). This could discourage them from seeing farming as a livelihood, and encourage them to look for other opportunities to generate an income and be able to sustain their lives because of socio-economic exclusion. Kaagi, Baltissen, Steel and Lodder (2019) further say that because of lack of appropriate inheritance systems available to the youth, they look for options far from the agriculture sector.

The youth can also own land through buying or leasing, which does not help much because they do not have money to buy. Thus, they need to work to be able to afford their own land. The policy makers and community leaders should enact laws that will encourage youth land ownership. This will encourage youth members to create jobs and not to just be labourers to the employer to earn an income or acquire farming skills. They need to be included in land dialogues, and those who have skills in land use and production could own land and remain in the rural areas where there is more land for agricultural productivity (FAO, 2014).

### **2.2.2 Rurality and Agricultural Production**

Chigbu (2013) defines a rural area as a place shared among people who have a common culture, heritage and a way of doing things, whilst being led traditionally and culturally within a rural area. Additionally, Wiggins and Proctor (2002) are of the view that rurality is constituted by the space where infrastructure and human occupation is sparsely distributed, and where land is mostly dominated by fields and pastures, woods and forest, water, mountains and deserts.

A rural area is an open place with a lot of land where agricultural activities can be performed if the land is arable, without it affecting people's place of residence. It is usually far from the city and the urban areas (Ashley and Maxwell, 2002). It has open land with a sparse population, which sometimes has labour scarcity during times of high production seasons in commercial farming, which is not a case with subsistence farming. Most of the unoccupied land might not be utilised if resources or inputs are not available or if it is affected negatively by environmental factors or effects of human activities, floods, soil erosion, or lack of water for productivity (Kwenye and Sichone, 2016).

In instances where agricultural production is practised, there is high productivity because there is enough land as a resource, there is enough labour to work, and people can sustain their lives (Bettencourt, Tilman, Narciso, Carvalho and Henriques, 2015). The harvested produce can be marketed in the area and outside the country, which will bring a better life and development for the people in the rural area, according to goal 8 of the UN-Sustainable Development Goals (2016). If the land is available for use, more investments can be made through local and foreign investors, and the youth will be encouraged to work in agricultural production. Those who would have left to search for jobs in the urban areas could contribute effectively to help rural production (Haley, 2018).

### **2.2.3 The International Context**

In Italy, young people who live in urban areas have realised that they can create employment through agricultural production. They go back to the rural areas and acquire unused land, which still has assets and the infrastructure such as trees,

houses and warehouses to start production on vineyards. Some go back to their family farms, and continue with production and transform it in order to be more productive. They produce grapes, livestock, milk and cheese (Youth Power, 2020).

Through its collaboration in agriculture with countries like Guinea and Ethiopia, Germany produces tonnes of wheat which is exported to these African countries. This produce creates job markets in these counties because they lack resources to produce enough wheat to feed their population. In some cases, production is less because of poor soil, bad weather and unpredictable rainfall patterns (Gedif, Fatunbi, Debarry and Kirui, 2016). This collaboration ensures food availability in these countries and likely encourages more farmers to enter the agriculture sector.

The Canadian agricultural policy according to (Lencucha, Pal and Appau, 2020), states that production is mostly for export and commercial purposes, and less for smallholdings. The government supports famers through providing agricultural education, supplying production inputs (seeds, fertilizer and farming equipment), and facilitating marketing of the produce. Productivity in Canada is focused on healthy foods which are believed to reduce communicable diseases. On the other hand, tobacco production minimal. However, Nino (2016) realised that tobacco leave buyers offered producers big loans for tobacco production, and they produced less of the healthy vegetables.

The use of agricultural technology has increased production which has been enhanced by refrigeration and good transportation systems. Khoury, Bjorkman, Dempewolf, Ramirez-Villegas, Guarino, Jarvis, Rieseberg, and Struik (2014) states that improved technologies in agriculture have brought homogenization in crop production and reduced biological diversification in food production systems. According to Prowse (2013), the private companies assist the government by enabling few smallholder farmers to earn more from their produce through assisting them with marketing and determining a fair product price.

#### **2.2.4 The Developing Countries Context**

As a Tropical country, Kenya has fertile soils, and produces commodities such as tea, coffee, sisal, corn, pyrethrum and wheat to the global market (UN-FAO, 2005c).

However, there are areas which receive less rainfall and have limited irrigation capacity. In Kenya, agricultural production contributes above 33% of the country's GDP (USAID, 2020). About 12% of the land is arable, with high potential for intensive livestock farming. The land also falls in semi-arid savanna where coconut, cashew nuts, pineapple, sugarcane and corn are grown in low-lying areas. Productivity for these commodities is mostly commercial. Increased population exerts pressure on land allocation which results in farmers receiving small farm sizes, consequently leading to reduced food production.

Kenya's Department of Agriculture (2010) highlighted that 80% of the population lives in the rural areas and depend on agricultural production. However, there is still food insecurity, due to limited produce which from smallholders caused by unfavourable economic conditions. The extension services from both the government and the NGOs support farmers with various services throughout the production cycle. Tegemo Institute of Agriculture works on policy interventions aiming to sustain and increase productivity. This is achieved through encouraging retailers to provide their supply near the farmers' residential areas, to be able them to reduce travel costs and minimise expenses (Kibaara, Ariga, Olwande and Jayne, 2009).

In Guatemala, an NGO called Feed the Future supports youth to remain in agricultural production by funding their smallholder farmers involved in coffee plantations. They are trained in areas such as coffee value chain, accessing markets, creating partnerships with other producers. This has increased their willingness to learn and use new technology for production. They are taught other skills like water harvesting for irrigation, collecting rainwater for use when there is not enough for irrigation. They also plant cash crops, which are fast growing vegetables to get income as they wait for the major crop (coffee) to get ready for the market (Feed the Future, 2016).

The Nepal civil war, which ended in 2006, saw young people migrating to the urban areas to search for employment. The civil society encouraged community-based groups to practice agricultural production. This led to young people being influenced by their households, to participate in agricultural production. They became small-scale farmers producing rice and vegetables, on fertile, arable land through the support of USAID-Nepal, Quarterly Newsletter (2014).

Liberia was hit by civil war during 1989-1997 where young people were used as child soldiers. This led to them not having skills to sustain their lives once the war was over. Young people were considered trouble makers who brought disruptions within the country as they were not employed (Ozerdem and Podder 2011). Later, these ex-soldiers were empowered to be more resilient, through skills-building and mentorship training. They were also taught different skills in agriculture, entrepreneurship, leadership and problem-solving abilities. The government, in collaboration with a local NGO called Food for Peace established school garden projects where young people were supported with agricultural tools and a small subsidised co-investment funding which they paid back under flexible arrangements. The Global Hunger and Food Security Initiative (NGO) enhance youth potential to encourage them to participate in different sectors to sustain their lives

### **2.2.5 South Africa context**

South African agriculture has three categories (dual agriculture), which are the commercially developed farmers, smallholding farmers who produce on a smaller scale and subsistence farmers who produce for the household. The subsistence farmers are those who emerged from the previously disadvantage areas (Bantustan). Subsistence farming produces for own consumption and consists mostly of the youth who are unemployed and trying to earn a living through agricultural production. Their market is the rural and urban households who buy at an affordable price (Baiphethi and Jacobs, 2009). These household farmers are the main source of food supply for more families. They are also a source of employment where the youth can explore their livelihoods through production value chain levels, such as deliveries or marketing. These producers require more assistance and resources to increase and sustain their production for food security, and enable the larger population to have access to affordable food.

Young people may be empowered by the farming community by giving them skills in agricultural practices which increase their knowledge and opportunities in the sector and securing a future within agricultural economic activities (Rapsomanikis, 2015). They also need to know the use of cost-effective measures not only in production, but

within other areas like transportation of the produce to the market to enable affordability and ensure sustainability of the sector.

The land which is used for general household including agriculture is 14.8% (stats S.A 2018), and it is in the hands of the elders who are active in agricultural practices, they need to improve their production inputs and intensify their production on their smaller piece of land, by applying more manure because of depleted soils to bring more returns. Farmers may empower youth by giving them skills in agricultural production, to increase their opportunities in the sector or other informal economic activities Rapsomanikis, (2015). These household; need to use cost-effective measures not only in production, but also with the delivery, this will enable affordability by the consumers and ensure their sustainability in the sector.

The Government, through the Department of Rural Development and Land Reform, has taken the initiative to train rural youth, through the national rural youth services corps programme (NARYSEC) where young people undergo training in various fields. This can also assist youth in agriculture-related activities such as construction, bricklaying and paving, hydroponic tunnels for agriculture. After two years of training, they go back to their communities to create jobs and train others. An example is that of Sebokeng (Gauteng) where a small-scale farmer supplies the local market with lavender, lemongrass and basil. She used the skills acquired from the NARYSEC programme to build her farm infrastructure, and her employees further used the skills obtained to build their own houses and help their neighbours (Department of Rural Development and Land Reform, 2016).

In commercial farming, most owners have inherited the farm from their elders, or they have bought the farm as a business. This means that the farm already has the assets to continue farming, and those who buy farms are selective with the location of the farm as it has to be near the market and have good infrastructure. Glover and Jones (2018) state that this does not give young people who live within the rural areas an opportunity to get exposed to farming at a commercial level. The commercial farmers produce for big markets in large quantities, for international or regional export markets, but with continuous supply of the product, they compete with producers from many places. Their product therefore has to be available when required and of a set standard whilst meeting the demand required (Kuschke and Cassim, 2019).

Commercial farming creates more jobs and careers than subsistence farming for both full-time and seasonal workers. This is where young people can be employed and get exposure to the agricultural sector given the new technologies. They can also learn more about the sector and have the chance to explore livelihood opportunities in other areas of the agricultural value chain (Marcos and Scare, 2013).

### **2.3 YOUTH LIVELIHOODS IN A RURAL CONTEXT**

Rurality, is known to be a remote place where the population is less and more farming is practised, and there are very few non-agricultural activities (Abdulwaakeel, 2017). According to Chigbu (2013), a rural place is where people with the same heritage and traditions stay together as a community sharing the similar social values. Within the Sub-Saharan African context while the South African rurality does have the same definition with the additional element of urban influence, due to that people in the urban areas mostly are from the rural areas, and still have their families who depend on them for their livelihoods (Connor and Nawa, 2017). In Sweden rurality is defined as the area without infrastructure like transportation, less technology and innovations for crop or livestock production (Linley, 2015) whose residents have a poor culture of savings. This does not share the same meaning with the African rurality, it also implies that farming according to the Swiss, can only be done in the rural setting with technology, while in Africa peri-urban and urban areas do also practice agricultural production.

In an African setting youth do not own land, they can only work for their parents or be employees (Holden and Bezu, 2013). It sometimes takes longer for them (young people) to acquire a piece of land, or get less productive part which is degraded and less fertile. Ntshangase, Muroyiwa and Sibanda (2016) argue that in most areas the elders are still farming, to sustain their lives and they cannot transfer land to their children. This leads to young people being impatient and resorts to off-farm activities for income generation. In most of the countries agricultural production is getting lesser, however, geographic, socio-economic and cultural factors determine to the participation, there are few opportunities in the rural areas to have income generating activities, whence youth resort to off-farm activities for their livelihoods according to (Kgathi and Motsholapheko, 2011).

The rural areas benefit through agricultural projects (Subuddhi, 2002) says that development to the rural areas like, roads repairing and maintenances, building of warehouses for storage and processing houses for the farm produce, brings a better life to the rural setting. Agriculture landscape have changed this has brought increased demand of food and prices, FAO projects will see more increase by 2050, the sector has therefore, brought more interest to the policy makers, development practitioners and the private sector. There is more integrated supply chain and rural-urban connectivity; this brings more opportunities to the young people to start agrobusinesses and become entrepreneurs, which will benefit them to have income from the secondary level of agricultural sector, they will still be included in agriculture and will still be participating. When the youth are in agribusiness within their area, they will be able to sell their area potential of also marketing the locally produced product. This will bring continuity in the areas' agricultural sector; the youth will not be competing with elders for land which is already limited. Other than selling different commodities and having spaza shops which will also sell agricultural products, getting into transport and entertainment businesses can also sustain their food security and their livelihoods.

In a rural setting, the land is open and available; it belongs to the community leaders, clan, or even to the family, and young people as heirs do not have access to that land besides working for their parents (Holden and Bezu, 2019). It sometimes takes longer for them to acquire a piece of land, or they might not get the fertile and productive part. Rather, they get the degraded and overused part of the land. Ntshangase, Muroyiwa and Sibanda (2018) argue that in most areas the elders are still farming on it to sustain their lives and they cannot transfer land to their children.

Rural areas benefit through agricultural projects. Subuddhi (2002) says that development to the rural areas, like roads repair and maintenance, building of warehouses for storage and processing houses for the farm produce, brings a better life to the rural setting. The agriculture landscape has changed, and this has brought increased demand for food, leading to an increase in prices. The FAO predicts more increases in food prices by 2050. The sector has therefore brought more interest to the policy makers, development practitioners and the private sector. There is a more integrated supply chain and rural-urban connectivity. This brings more opportunities to young people to start agribusinesses and become entrepreneurs by selling different

commodities and having *spaza* shops. They can also sell agricultural products, get into transport and the entertainment business. However, apart from entrepreneurial skills, the youth need to possess knowledge on the policies which are meant to provide a conducive environment for youth investments to thrive.

## **2.4 RETAINING SKILLED YOUTH IN THE RURAL AREAS (PRODUCTION SKILLS)**

According to FAO (2015) the interventions are brought to the rural areas, need to focus on empowering youth with skills so that they will be able to participate and assist the elders to develop their rural areas. When both youth and the elders work as a community, the young people will be retained and contribute to sustainability of their area (Nagashima ,2018). Those who have been schooled and trained, can impart their knowledge to their rural communities; this will bring skills to the rural areas. There are those who have the knowledge through their previous experiences from their homes, when they remain in the rural areas they too will contribute to the up lifting of the area. Beltfield and Morris (1999; 2006), argues that the youth have the information and through their knowledge they can economically develop their communities.

Youth as a human resource according to (Yassin, Shaffril, Hamzah and Idris, 2018), if they are empowered with skills their capacity developed, they can then contribute to their communities. The policy makers can be encouraged to have programmes in the rural settings, which can improve rural youth to have sustainable livelihoods within their communities.

The skilled youth have knowledge in many areas, those who have been schooled and trained can impart their knowledge to their rural communities, and this will upgrade their skills, as they work together within their communities. Those who have acquired knowledge through experience at home should remain in the rural areas in order to contribute to the upliftment of the area. Buchenrieder, Dufhues, Möllers, Runschke and Sagyndykova (2019) argue that the youth have the information and, through their knowledge, they can economically develop their rural communities.

The increasing population reduces job opportunities, and the labour market chooses only what they require for employment. This makes urban areas unable to provide

more jobs. Subsequently, the youth may find it better to move back to their rural areas where there may be less competition in the job market, according to the Committee on World Food Security (2015). Some young people are political threats to their elders and peers. They prefer to return back to their communities, where they will bring political knowledge as a need for development, and bring net gains and the achievements (Ajaero and Onokala, 2013).

Most of the young people grew in families where agriculture is practised as a way of life, they have acquired skills in agricultural production, and if they can reside in the rural areas, they will be able to contribute more by imparting their skills within these rural communities (USAID, 2017). There are some who have acquired various skills, training either formally or informally, they can work in agricultural sector and train others, enabling them to become a resource to their area, including the elder's new innovations and technical skills, either in agricultural production or other areas (Yami, Feleke, Abdoulaye, Alene, Bamba, and Manyong, 2019). The youth who come from families practising agriculture can contribute more if they can continue working with elders to impart their skills, because they are still stronger and are expected to work more years (White, 2015).

If they (youth) can take over from their parents, there will be continuity and sustainability in agriculture, the investment and contribution that their parent would have made in agricultural production will continue bringing returns (Evans, 2012) the labourers employed to work on the farms will continue working and sustain their lives. Youth are many in number within the population, they are therefore, able to contribute by increasing productivity and utilise the land which is not being used effectively (Conway, 2014).

## **2.5 LAND OWNERSHIP, YOUTH AND AGRICULTURAL PRODUCTION**

In most developing countries young people do not own land, as it is a limited resource and is used for family's income generation and residential, youth are not directly allocating their own they mainly hope to inherit from their parents (Akinyemi, Mushunje and Sinnott 2019); they are therefore, excluded from land ownership. In some instances, a young person will own land which was his great parents, or other elders who are no longer using that piece of land, as the third or fourth generation inheritance

(White, 2012). In South Africa, land is still owned by the elders, or head of the family if it is a male person, female constitutional can own land by being allocated to or inheritance, but culturally it is still not being done (Akinyemi, *et al* 2019), while majority of the land is still owned by the white minority, who are commercial farmers and allocate their land directly to their children, or sell it to the willing buyer, this comes from the apartheid era (Cousins, 2018). Young people in rural areas do not belong to any of the above categories, they feel excluded from land ownership and land related issues, get easily discouraged and do not see themselves owning land to farm as a livelihood (Kaagi, 2019) further says that they look far from agriculture sector.

The youth can own land through buying or leasing which is not a common practice in the rural areas, they also do not have money to lease or buy land, this reduces their chances of participation in the agricultural sector, those who participated in the CRDP project in Namahadi QwaQwa, have to use their family backyards for production, which might not be available due to land limitations, the land could be used by more than one family communally, which brings a lot of misunderstanding because of competing on one piece of land for livestock and crop producers, in some case livestock even feed on other farmers crops bringing more conflicts, because of competing for the same resource. Youth need to be included in land dialogues, those who have skills in land use and production, could own land and remain in the rural areas, where they would participate in agricultural production (FAO, CTA and IFAD, 2014). The policy makers and community leaders can have laws in place that will allow youth land ownership, and not to be employees of the land which does not belong to them.

## **2.6 EXPERIENCES AND PERCEPTIONS OF YOUTHS REGARDING AGRICULTURE**

Work in agricultural production is hands on, it is done in the hot sun or cold weather depending on the time of year and type of production. After harvest, the product has to go through processes like cleaning, sorting, grading and packaging for consumption (Smith, Park and Sutton, 2009). The youth are finding agricultural work unclean which is unacceptable to them, and they also lack interest due to it being labour intensive (Maoba, 2016). Some products take a long time to ripen and be considered ready for

consumption. For example, some fruit trees only bear fruits after two years. The youth therefore prefer economic activities which bring money after short periods of time. They also prefer modern farming practices, which embrace the use of modern technology rather than manual labour (Magagula and Tsvakirai, 2019).

Metelerkamp *et al.* (2019) believe that young people stigmatise agriculture as being a sector with high risks, which is only for elders or for rich white people at a commercial level who do not treat their workers well. Some of the parents do not believe that agriculture is a sector that can bring sustainable livelihoods to their children. This is mostly brought on by the environment where they come from, their economic status, the norms and cultural behaviours, or their previous experiences within the agricultural sector. In tertiary education, young people see those who study agriculture as not being smart enough to study other streams, due to the stigma (Metelerkamp *et al.*, 2019). Agricultural literacy is important for the people to participate in the sector, and the youth need to be taught agriculture from a young age to acquire skills and knowledge (Mtega *et al.*, 2016).

In the agricultural sector, some challenges are caused by the behaviour of an aging and conservative farmer population, climate change or other human factors (Pankaj, 2013). Agrifood South Africa (2017) states that some of the challenges are brought about by financial institutions' reluctance to finance agricultural projects, and this could be due to their uncertainty to remain in the sector. In land reform, young people are not included in the land beneficiation. This is because they do not have the title deeds or tenure rights of the land they are residing on. Those who inherit the farms require high investments as the infrastructure ages and deteriorates (Munyanyi, 2013). The new entrants in agriculture are youth on small scale farming, and they are excluded in global markets, which leaves their produce without sales. Therefore, they need training and education on markets information, and exposure to more opportunities (FAO, 2014).

Some financial institutions are not yet ready to support young people's projects. FAO (2016) further encourages more start-up funding opportunities, mentoring programmes and increasing financial products. There are limited resources allocated towards agriculture dialogue and this deters many young people. However, IFAD (2014) suggests that the youth need to acquire skills required for dialogues, so that

their voices can be heard by the policymakers. As farmers have less skills, this may translate to lower production of food. To make matters worse, government support through training and mentoring is not enough. Maoba (2016) therefore, suggests that agriculture is crucial for development and contributes significantly to poverty alleviation through youth clubs or organizations like youth in agriculture and rural development (YARD).

## **2.7 CHALLENGES IN THE AGRICULTURAL SECTOR**

In the agricultural sector, some challenges are caused by an aging and conservative farmer behaviour, climate change or human factors (Pankaj, 2013). Drimie (2016) states that some of the challenges are brought by financial institutions' reluctance to finance agricultural projects or bringing high transactional costs because of the uncertainty to stay in the sector. Farmers' educational level may also hinder successful interpretation of market information for better planning and producing for available markets (Khapayi and Celliers, 2016). Farmers may also lack the skills required in either production or farm management.

### **2.7.1 Land use**

In land reform, most of the beneficiaries do not have title deeds or tenure rights on the land they are residing on. Some of the farms require high investments as their infrastructure has deteriorated and cannot be easily repaired (Munyanyi, 2013). In some cases, farmers may not have better implements to work with on the farm. The new entrants in the business are excluded due to international influence to the global markets, therefore, leaving their produce out of sales. Thus, training and education on markets information is required. This will extend opportunities for young incoming farmers (FAO, 2014). Young people have limited access to land. This discourages them to enter into the sector. This challenge can be addressed by giving them loans or leasing to own land.

### **2.7.2 Funding**

Some of the financial institutions are not ready to support agricultural projects, making it difficult for new entrants to get more land to expand their productivity. Hence, FAO encourage more start-up funding opportunities, mentoring programmes and increasing financial products for the benefit of new farmers. There are limited resources allocated towards agricultural policy dialogue. This does not attract most of the youth because they feel excluded as they need to be part of the policy dialogues. The International Fund for Agricultural Development, IFAD (2014) suggests that youth need to acquire skills required in these dialogues so that their voices can also be heard by the policymakers. Farmers have limited agricultural skills and this may lead to reduced production. Support provided to smallholder's farmers is also uncoordinated (Asiedu-Darko, 2013). Government support through training and mentoring is not enough. Yet Maoba (2016) argues that agriculture is crucial for development and contributes significantly to poverty alleviation.

### **2.7.3 Training**

A theoretical approach is be used to understand how training youth in agricultural production can be used to enhance their capabilities and functions. Literature also shows how agriculture is practised in different areas, and how young people can use agricultural production to sustain their lives. In other areas imported produce is brought in and still contribute to the local agricultural sector, young people can see the need to acquire more skills and knowledge, and be able participate competitively. For example, wheat produced in Germany is exported to Africa. Caffrey and Veal (2013) emphasise that even if the produce takes long to be accessed, its contribution is still of great importance.

### **2.7.4 Labour**

Agriculture as a sector is labour intensive. Even if the technology is used to produce, it cannot be the applied in the whole production cycle because of knowledge required to operate the machines or implements, or the cost to source them. Metelerkamp (2019) maintains that young people strongly feel that agriculture is for elders or white

rich. The youth are made to understand that their future lies in agriculture (Adesina and Favour, 2016). Hence, traditional ways of practicing agriculture production must be changed to incorporate modern technology, by empowering employees with more skills to acquire knowledge, to make them more marketable, in other words, agriculture must be viewed as a viable business opportunity. Some governments and NGOs assist youth financially to empower them with skills (IFAD, 2015). These are enablers for youth to participate in agricultural production, with the hope of encouraging them to participate in the agricultural sector.

## **2.8 AGRICULTURAL METHODS**

### **2.8.1 Intensive agricultural production**

Intensive agricultural production, implies producing large output from a small piece of land. In crop production, more than one crop will be planted in small area and in livestock production, more animals will be confined in one area like feedlot (when animals are fed in one area without going out for grazing). In Malawi, 85% of the population lives in the rural areas both young and elders compete for resources (Government of Malawi, 2018). Farming is mainly on smallholding with four fifth (4/5) being the labour force (Chinsinga and Chasukwa, 2018). Like most of the developing countries, access to land is still a challenge. Therefore, farmers are encouraged to intensify their production sustainability, in order to realize surplus and be food secure with maize production as their main product (Lindsjö, Mulwafu, Djurfeldt, and Joshua, 2020). Other methods are greenhouse farming, vertical farming, double-cropping (planting different crops in one space), integrated farming where bees or rabbits are included in the farming activity. There can be mono-cropping, where same crop is planted on the same piece of land and harvested every year, or multi cropping, where harvesting of different crops is done in one planting season, here different crops are planted in one piece of land at the same time, there is more harvest and more income, organic cropping can also be used, by application of non-organic material fertilizers, pesticides or herbicides even antibiotics to increase productivity, while other form of cropping is in-organic compost manure is used to fertilize the soil, other predators are used to feed on pests and insects to promote natural methods in controlling parasites.

### **2.8.2 Green economy**

In some areas agricultural production activities are carried out in depleting the resources and the environment, which will result in improved human well-being and socially equal and less environmental risk (UNEP, 2011). The jobs in green economy use less energy, less raw material and less water consumption. The ministry of agriculture in Zanzibar and unions assisted by FAO (2011) introduced training for youth, Junior Farmer Field and Life Schools (JFFLS). The training aimed at good agriculture practices - to train youth in the rural areas and to empower them with livelihoods options. The vocational training is tailored for the rural setting, empowerment promotion and access to markets. These young farmers are trained in organic agricultural practices; by using natural pesticides (pest repellents) from the local trees and the use of organic manure like compost (crop residue and animal excreta). Their main market is hotel industry, which appreciate organic food. When they have completed the training, the young farmers go back to their communities to train their peers and their elders, and make them aware of organic agricultural production.

There are opportunities for youth to participate in the green economy. The youth may create jobs or be skilled and get employed or have other avenues within the sector. The jobs may be created in food production where organic farming is practised through the use of farm residue. Animal manure or crop residue may be used to produce biogas. The environment is protected when practising good land use management in development and policy making to comply with climate change, the by-laws which allows environmental protection and environmentally friendly activities in the rural areas like agro-tourism or farm agro-processing. The downside of the green economy according to FAO, IFAD and CTA (2014) is that it is expensive to implement, and funding takes long to be sourced for these activities especially in developing countries.

## **2.9 AGRICULTURAL VALUE CHAINS, RURAL DEVELOPMENT AND YOUTH**

In agriculture, value chains are a coordination of activities working together to fulfil the market demand to the consumer (Guritno, 2017). Value chains entail processes the product goes through to change and be valued differently, in a form that is required by

consumers. These processes involve harvesting, transporting, cleaning, grading, packaging, storing and distribution (Kaplinsky and Morris, 2001).

The value chains are important because they bring income to the producer and the distributor at different processing stages (Malapit, Ragasa, Martinez, Rubin, Seymour, Quisumbing and McIntosh, 2010). It manages product flow of information during processing and look into the value added to make the product more marketable, they assist in cutting risk and costs by having different players along the supply chain, the perishable products which go bad quickly, are handled and treated with special care to retain their good quality for longer. Adding value to the product through processing also empowers the employees with skills and knowledge of the product. Value chains add value and quality to the product. The producers will know the required quantities and be able to identify the barriers for entering the market (Greenberg, 2013). Agricultural value chains assist in enhancing productivity and competitiveness in the markets and efficiency in productivity (Guritno, 2017). The processing of agricultural produce will create more jobs to the local residents and encourage more investors to participate in the processing activities (Netherlands Enterprise Agency, 2019).

Value chain analysis will be used in this study to enhance the product value by increasing the shelf life and adding other ingredients to transform it into a different product. This will increase production. More storage and distribution options will be made and other non-farming enterprises (Lowitt, Hickey, Ganpat and Phillip, 2015). The youth will participate more in the agricultural sector and a variety of job opportunities will be created to enable more portfolios and make livelihoods (Shah, Moushon, and Agarwal, 2017). Young people will be able to use technology and the innovation to establish other enterprises in the area (Maestre, Poole and Henson, 2017).

The processing of agricultural products through value chains will bring development and transformation to the people (Honwana and de Boeck, 2005). The rural infrastructure will improve to allow processing activities, storage facilities will be built to access markets at the right times, better roads will be in place for the produce to be well distributed, water and electricity have to be available and more accommodation for the employees (Shimeles, Verdier-Chouchane and Boly 2018). All these transformations will bring economic and developmental growth to the rural areas,

creating more jobs and improving peoples' standard of as stated by the SDG's (United Nations, Agenda 2030, 2016).

Youth have to be part of agricultural value chains because as (Maoba, 2016) says, the future of youth in the rural areas is in agriculture. The agriculture sector has to be transformed to become a profitable business. When the sector changes its production systems and create processing of the produce through value chains, young people will also participate and acquire skills to become more competent. This will enable them to see more opportunities and make a living out of agricultural production (FAO, CTA and IFAD, 2014). Trained youth will transfer the skills to their peers and their elders, resulting in transformation in their rural areas (Stirling, 2013).

The youth are more innovative and work better with technology. Value chain analysis will motivate them to do other enterprises. More young people will be employed or become employees. More training is required for agriculture to succeed as a source of food. It has to provide an income to the primary producer and processors who bring the produce to the point of consumption. Maoba (2016) says that the future of youth in the rural areas is in agriculture. Agriculture therefore has to be upgraded from previous ways of producing to incorporate modern technology so that it becomes a profitable business. Agricultural production can reduce poverty and unemployment. Within the UN- Sustainable Development Goals (2012), the youth, who make up a high percentage of the population are envisioned having the potential to address most of the goals if they are trained and skilled enough to participate in agriculture.

After harvesting the produce, it has to be cleaned, sorted and get packaged for market, and this entails the use of technology which the youth in rural areas do not know. They therefore need to obtain the relevant training (Maestre, Poole and Henson, 2017). When the youth in rural areas are skilled, they will transfer the skills to those who were not trained and their elders, then the rural areas will be transformed to become better places for production (Stirling, 2013). In the African continent, West and East Africa (Nigeria, Senegal, Kenya and Tanzania), youth are being trained in climate-smart agriculture programmes, technologies, mechanisation and agricultural value chain approaches, in order to be part of agri-business (Nyasimi and Kosgey, 2017).

The African Development Bank and the International Institute of Tropical Agriculture are already supporting some of this training. In Mali, the Agri-business Incubation Hub

(MAIH) trains young people in management of nurseries (small plants plantations) for transplanting, integrated pest measures and plantation of cash crops (quick growing vegetables). One of the participants in smallholding dairy farm, produces dairy products like cheese and yogurt.

## **2.10 ENABLING FACTORS FOR YOUTH IN AGRICULTURAL PRODUCTION**

There has to be a conducive environment for young people to participate in the agricultural sector. Jones (2015) emphasise the importance of government policies which need to include youth as part of the sector by involving them in relevant dialogues. That way, policy makers will become aware of their views and work on their requirements. These may include the use of inputs like hybrid seeds and resistant breeds to improve production, the use of improved farming methods to appreciate and participate in agriculture, improvement of agricultural infrastructure to facilitate easy access to markets, land reforms and land ownership governance which have to include young people to make them aware of their property rights and security of land tenure (Gumede, 2019). The youth need to be empowered through trainings to acquire skills on using information and technology to be able to select better inputs, to improve on water and land management and know more on the provided weather information as well as networking. Youth in the agricultural sector need to integrate activities, to have value chains, by grouping smallholdings farms or form cooperatives to allow continuous supply (Ros-Tonen, Bitzer, Ollivier de Leth, Laven, Van Leyseele and Vos, 2019).

The government has agencies such as small enterprise development agency, economic development agency, national empowerment fund, national youth development agency, small enterprise finance agency, and which are dedicated to assist youth with finance in different activities such as like purchasing or leasing of land, developing business plan for their enterprises, and offering training to acquire skills. The department of rural development assist with land. All these institutions are established to attract more youth to create their livelihoods as they are the group with the highest unemployment rate (Metelerkamp *et al.* 2019).

There are some NGOs and faith-based organizations (FBOs) which also support young farmers financially and technically. These organisations assist young people in

different areas of development. They act as enablers for youth to generate income to sustain their lives in different portfolios of their livelihoods. Technology works better amongst the younger generation because they easily network with others in different spheres, and share ideas (Kadzamira and Kazembe, 2015). The youth are believed to be adaptable to changes. Even if there are fewer job opportunities, they can come up with new ideas to create a better standard of living since they do not have a long history to refer to (FAO, WFP, CFS and IFAD 2015). This can make agriculture more competitive and sustainable, which will bring more investments and development in their area.

The youth are more energetic, and they are physically able to do most of the hard labour, which allows them to do the activities which elders might not be able to do. According to Christiaense (2017), the younger individuals are more adaptable to change. Even if there are fewer job opportunities in agriculture, it might bring them a new and better living standard because they do not have much of the history or experience to refer to (IFAD, 2015). Some adults find it hard to use new ideas or to even incorporate them with their experience because they are resistant to change. This can make agriculture more competitive and sustainable, which may bring more investments and development in their area, in turn, creating more job opportunities.

### **2.10.1 Empowering youth**

Youth are being categorised differently by different institutions. The United Nations categorises the age group of youth to be between 15 and 24, European Union between 15 and 30 and African Union from 15 to 35. The AU age limit is extended because of delay in maturity and the fact that young people starting school late and therefore take long to complete their studies (Mabala, 2011). In most of the developing countries the authorities do not invest on young people. They do not incorporate them early in development activities, but perceive them to be violent. These young people need to be contained or entertained says (Jimenez, 2006), at an early age for their self-development and become efficient and economically active. Young people do not have access to social, economic and financial networks, they do not have decision making skills and conventional political capital, and they therefore, continued to be stigmatized and discriminated against (Bannon, 2004).

In Sub-Saharan Africa youth make 37% of the working population and yet 60% of them are not employed (Jimenez, 2006). They are classified as 'emerging case' or a 'source of threat'. Most of the interventions run parallel when brought to the communities by governments or NGOs, while addressing the same need. Because of this, most of them work effectively for the period when donors are still with that community, and fail when the supporting structure leaves. This does not bring continuity and sustainability of these interventions.

### **2.10.2 Youth and Technology**

In this cell phone era, youth use information technology platforms for different reasons. These include searching for work, as a tool for direct income for phone related work, organising micro-enterprises and for securing safety nets for employment and economic development (Rettie, 2008). Most of the countries in the Sub-Saharan Africa describe young people as 'open unemployment' or 'working poverty' (World Bank, 2015). The informal sector in South Africa is much smaller than in other countries, hence most of the young people see migrating to the urban areas as an opportunity. The kind of jobs are temporary, paying poorly and poor working conditions but they still hope for better. The use of cell phones is believed to improve poor people's lives. With cell phones, they are able to connect globally and see what other people are doing to sustain their lives, which was not the case before. McIntosh (2010) argues that livelihoods can be found in the use of cell phones. Amongst the young people, there are those with natural skills, who are able to repair cell phones and get paid for it or get employment from those with technical skills. Selling air time and cell phone accessories are also other possible employment opportunities in the cell phone industry (Etzo and Collender, 2010).

In Mozambique, Archambault (2012) witnessed frustration in young people who did not have cell phones and were confined in one area without being able to communicate with others globally. Duncombe (2014) argues that, there is no relationship between livelihoods and cell phone as a technological tool for socio-economic development. The author contends that the youth still continue being poor and unemployed while having cell phones. Kibere (2016) agrees with Duncombe that owning a cell phone does not elevate a poor youth above the existing poverty line,

which has been created by the inequality within that society. Both researchers confirm that the cell phone only build the networking and do not bridge the poverty lines, but they build bonding on social capital rather than bridging the social capital. There is no clear way to understand and see the cell phone as a tool for all including the poor, that continues to broaden inequality according to (Duncombe, 2014) or the use of agricultural apps, for teaching techniques like suitable seasons of production, buying of inputs, managing of production and access to markets.

### **2.10.3 Interventions' evaluation**

There are interventions made to empower young people with skills, through offering training and participation. The World Bank in 2012 suggested the evaluation of these interventions, to investigate the impact and acquire knowledge on the requirements for making these projects a success including propagating the positive elements of their implementation. The world institutions including NGOs spent a lot of money for youth livelihood programs. Ibararan and Shady (2009) argues that the impact is still very little hence, there are still many young people who become adults without jobs and skills to sustain their lives. More information is required by the donor community and policymakers to ensure accountability of these programs.

When a project is being implemented, there has to be an evaluation of the project progress. This will assist the communities and the project leaders to ensure that the plan is being implemented and followed (Savedoff, Levine and Birdsall, 2006). During evaluation, Gertler, Martinez, Premand, Rawlings and Vermeersch (2011) argue that positive and negative results will be obtained. These results are helpful because they highlight the limitations of the program which can be corrected or which should not be repeated. Also, there is credibility by being pro-active within the community which will ensure sustainable projects in the future.

## **2.11 CONCLUSION**

The study has highlighted why the youth are not actively participating in the agricultural sector. The reviewed literature has revealed that there are enablers which are established to support and attract young people, they have perceptions with regard to

the sector, and there are limitations which discourage them from participating. There are government agencies and NGOs which assist youth with financial matters, trainings and production inputs. If the young people can use these resources, they will be able to participate in agriculture and be part of the sector. Their perceptions that the sector only belongs to the elderly. The youth may realise that they can earn a living through farming and become entrepreneurs. Modern farming methods have shown that there are production systems which are less labour intensive and environmentally friendly, which can also conserve natural resources. These will accommodate young people's interests by the use of technology and having new innovations even in the rural areas. When the youth are participating in the sector, the limitations will be identified and addressed. When they are participating in production, they will further become secondary producers, explore the markets and participate in the value chains, and bring financial development in their area. However, more research is required to ensure that their perceptions are addressed, that these agencies are assisting them with resources required to fully participate in the sector. Thus, the study explores how the participation of youths in agricultural production can be a livelihood approach in a rural context.

## **CHAPTER 3 :**

### **RESEARCH APPROACH**

#### **3.1 INTRODUCTION**

In the research approach, different methods associated with the research design (Bryman, 2016) are presented. A case study design, informed by qualitative methods, are used. Further elucidation on this is to be done in the sections to follow.

#### **3.2 RESEARCH DESIGN**

The study uses a qualitative research approach. Qualitative research was done by collecting the information from participants, through open-ended conversations, while focusing on obtaining the required information for understanding the reasons and opinions of the participants (Sofaer, 2002). The advantages of a qualitative approach are that, changing attitudes of the participants are easily observed. The Qualitative method can also reveal even if the participants do not belong to the study, this is an information to be recorded, but cannot be stated in quantitative method. In qualitative approach the questions can be flexible to apply in the study and more methods can be used, this study seeks to capitalise on those advantages (Haradhan, 2018). During discussions, the researcher was able to understand the current situation or circumstances of the participants individually or as a collective. In this study, the qualitative method was important because it assisted the researcher to explore youth participation, experiences and their perceptions about the agricultural sector (Korstjens and Moser, 2017).

In a research study, design often refers to a “view” that directs the methodology for that study (Mouton, 2001). Therefore, the research design to be employed by this study will be a case study. A case study is an empirical inquiry with six elements, the planning, designing, preparation, data collection, data analysis, and reporting (Yin, 2014). The case study approach was important because the challenges of the youth in the agricultural sector were explored and young people who were trained in the CRDP programme talked about their perceptions of and experiences in agriculture. Lastly, potential of livelihood portfolios amongst the youth in Namahadi was explored.

The advantages of a case study design are that it can simplify complex information and make it more understandable. In addition, information obtained can be managed in segments. However, the disadvantages of a case study are that it gives a lot of information which becomes bulky when compiling data for analysis. Heale and Twycross (2018), encourages focus on the research question during discussions, to avoid shifting the focus.

The case study design allowed the researcher to investigate the outcome of the CRDP programme, which was initiated by DRDLR for young people to participate in agricultural production. The case study design also enabled the researcher to understand if the participants implemented the skills acquired from the training, and if they continued to practice vegetable production using descriptive and explanatory techniques (Mouton, 2001). The case study answered the questions 'why' and 'how'. For example, whether trained youth farmers were still participating in agriculture or if they could be supported to continue (Maree, 2016). A case study does not use any formulated hypotheses, it is more humanistic in its interpretation. By nature, observations can still be made while collecting data in various methods, it brings more in-depth responses (Bryman, 2016).

In order to strengthen the case study design, triangulation was used. Triangulation is validation of the collected data, by using more than one data collection method to ensure that the collected data is reliable, and provides honest results. There are different methods of triangulating data, which are for investigating by digging deeper into the information. Natow (2019) argues that triangulation is about combining different data collection methods as well as data sources. Thus, key informants' interviews, focus group discussions and secondary data analysis were used to improve reliability and validity of research results.

### **3.2.1 Gaining Entry into the Research Area**

Gaining entry is a key study requirement. To enter the research area, gate keeper permission was granted from the authorities, in this case the Department of Agriculture, Land Reform and Rural Development (DALRRD), as shown by the letter in Annexure (2). This was followed by information sessions which were held with the community to explain the nature of the study, and identifying participants of the CRDP

programme in Namahadi. Entrance into the research area followed, the following steps:

1. Permission for representation from the Department of Agriculture Land Reform and Rural Development in the Thabo-Mofutsanyana District office, was acquired. The meeting was held to inform both the office and community about the research, see Appendix (A)
2. After meeting the traditional leadership, a community meeting was held where Namahadi residents were informed about the study.

De Weger, Van Vooren and Luijkx (2018) say that in the meetings, the communities should know about the study to enable them to provide relevant information about their area. A meeting meant to orientate community members about the project was held before data was collected. During this meeting, the aim of the study and the techniques to be used were explained. Further, community members were informed that selected youth from their area were going to participate in the study as research participants.

### **3.2.2 Sampling Strategy**

This study employed purposive sampling. Scholars define purposive sampling as a non-probability sampling, which can be relied upon in choosing a portion of the population to participate in a study. Ames, Glenton, and Lewin (2019), maintain that one of the advantages of the approach is that it enables the researcher to work on a large amount of information. Robinson (2014) adds that where purposive sampling is applied, selection of the participants is intentional and is based on their knowledge and the objective of the study. Bryman (2016) adds that the selection of study respondents is also based on the intention of the study. The study used the following convenience criteria to identify youths to participate in the study:

1. Sampling was conducted on twenty-five (25) youth in the age group range of 18-35 years.
2. The youth had to have participated in the CRDP vegetable production programme

Therefore, three (3) key informants, eleven (11) ladies, eight (8) males and three (2) community leaders were interviewed

**Table 3.1: Participants and their descriptions**

Category of participants	Number target	Description
Females	11	Ladies working in their home gardens
Males	8	Working on their own
Community leaders	2	Councillors and the village chief
Key informants	3	Youth who were working together
Total	24	

### **3.3 RESEARCH INSTRUMENTS**

#### **3.3.1 Data Collection Technique**

This study used multiple data collection techniques within the qualitative research realm. These techniques to be discussed in depth in the following sections include key informants, focus group discussions, and project documentation. A community entry meeting was held in the Namahadi community. Representatives from the Department of Rural Development and Land Reform in Thabo-Mofutsanyana District were invited. The public meeting was held to engage both the community and the department.

#### **3.3.2 Key informants Interviews**

For this study, interviews with key informants were conducted. Key informant interviews are a qualitative research technique which consist of a dialogue between researcher and the participants. Using prepared questions, the researcher uses open-ended questions to collect information from the participants. Information may include their personal feelings, thoughts, perceptions and their understanding of the study. They are mostly used when the researcher wants to understand more about the services participants were provided with (De Jonckheere and Vaughn, 2019). According to Adams (2015), interviews work better in subject known by the participants, therefore, it will be easy for them to work together on a familiar subject. The method is flexible because questions can be changed to get the required response, and to understand participant perceptions and their willingness to continue with agricultural production (Mouton, 2001). Key informant interviewees in the current

study were youth who were trained in a CRDP vegetable production course. Some of these young people coordinated participants within the project.

The interviews assisted in leading a standardised topic, allowing relevant issues to emerge. This created space for more useful information to be provided. Some of the disadvantages of key informant interviews are that they may sometimes be costly to follow, and also time-consuming depending on the availability of the respondents (O’Keeffe, Buytaert, Mijic, Brozovic and Sinha, 2016). In line with adherence to the COVID-19 regulations, before the interviews, each participant was sanitised and provided with a face mask. Participants also sat at least one and half metres (1.5m) apart. The length of an interview was kept under one (1) hour, and all the interviews were recorded until a point of saturation was reached. Saturation means that no additional information was received according to (Guest, Namey and Mckenna, 2016).

### **3.3.3 Focus Group Discussions**

Focus groups are a qualitative approach of discussions, which are used with other data collecting methods to get more information from participants. Participants are selected individually but participate in group discussions, responding to questions systematically as a group, according to (Fontana and Frey 2000). Focus groups were used to get more data through interaction, by widening and activating participants, to understand more about the study. The advantages of focus group discussions are that they create discussion on the topic that requires collective views from the participants, their experiences and beliefs, according to (Nyumba, Wilson, Derrick and Mukherjee, 2018). Focus group discussions can be used to explore a topic further in order to obtain more information for later use. They can also be used to clarify findings and sources of the previous instances (Nyumba *et al.*, 2018). However, the limitations are that there could be confrontation between the participants or poor management of group dynamics therefore, the researcher needs to control of the discussion.

In the current study, a total of four (4) groups, with six (6) people in each of the first three groups (18 people), and one (1) group with seven (7) people, which will make  $(6 \times 3 = 18 + 7 = 25)$  were interviewed. Nyumba *et al.* (2018) say that the number of participants in a group can range from 3-21, with 10 being the median. Thus, sharing and comparing of responses will be easy, and releasing inhibited details, as suggested

by Morgan (2013). With enough people in a group, there will be no destructive objects to intimidate the participants. As one group may respond differently from another, the interview guide will probe more information from the group. Logical questioning will be followed to let the participants respond logically and sequentially. According to Breen (2006), the focus group is intended to get information on participants' feelings and their perceptions. According to Gray (2014), participants are not supposed to be more than ten (10) in number. Focus group discussions were recorded, and the information was later transcribed by the researcher.

### **3.3.4 Secondary Documentary Analysis**

Additional data was collected from project document which is a service level agreement between the Department of Rural Development and Land Reform and Agricultural Research Council signed in October 2012, according to (Greenhoot and Dowsett, 2012). Secondary analysis is used to gather more information and analyse to give more understanding about the study. The document assisted in the study through stating more on what was required from the community and participants to implement the programme as well as how the whole community would benefit from the project. In addition, the document details what was expected from the authorities to facilitate successful implementation of the project. Johnston (2017) argues that data which is stored can be used later, to get more information required by the researcher. Likewise, data from focus group discussions and key informants helped the researcher to analyse and make sense of the programme information. More data was further collected through the project document or the service level agreement documents of 2012 as already mentioned.

## **3.4 DATA ANALYSIS**

In research, it is essential to always be ethical. The research code of conduct is meant to set good behavioural standards when conducting research. The participant's privacy and confidentiality are protected, and informed consent obtained before the study commenced. The researcher did not persuade the participants to take part in the investigation. On the contrary, they were given the freedom to decide whether to

take part or not. Only those willing to participate formed part of the respondents. Their community's ethical norms and customs were also respected (Maree, 2016).

Participants were informed about the objectives of the study and the expected outcomes. The researcher clearly explained to participants that their participation in the study would not necessarily lead to any form of employment. In order to maintain the integrity of the information collected, the researcher only interviewed participants once ethical approval had been granted by the University of the Free State.

The research intended to make an impact on the following stakeholders:

1. The participants who received training;
2. The community and public where the study was conducted;
3. The academic institutions which may use the information for studies;
4. Funding institutions;
5. The policymakers and authorities; and
6. The media at large.

The ethical process followed when collecting information from the participants included:

1. Properly informing the participants about the study and what was required from them, so that they know clearly what the interview was all about.
2. Avoiding deceit of any of the participants by telling them the truth about the study and what information is required; Participants were told that their personal information would not be disclosed during reporting.
3. They were assured that their sensitive information will not be revealed.
4. Participants were protected from any emotional or relational distress.
5. No form of incentive was given during the study period, as it could have affected the research outcome.

To further ensure ethical research, lessons were learned from other researcher's mistakes in addition, the researcher formed strong partnerships with other researchers, to learn about unforeseen ethical issues requiring attention (Smith, 2003).

**Table 3.2: Methodological Processes**

Data collection instrument	Number of participants	Number of participants	Total number
Key informants' interviews	3 persons	3	3
Focus group	3 groups	8+8+9	25

### 3.4.1 Measurement Map

The measuring map links collected data to answer the research objectives. This was done through the use of probing questions which assisted the researcher in analysing the collected data.

**Table 3.3: Objectives to be analysed**

Objective	Construct	Variable	Data source	Question	Data analysis
To explore the livelihood portfolios of youth in Namahadi.	Youth occupation. Any agricultural activities.	Can you find agricultural production as source of income? Are you currently participating in the agricultural sector? Do you have access to production inputs? Do you have market for agricultural produce?	Focus groups, key informant interviews and secondary information.	What do you do for a living? Do you participate in the agriculture sector? Do you have resources for agricultural production? Can you access agricultural inputs?	Thematic analysis

<p>To determine perceptions and experiences of CRDP trained youth in Namahadi regarding agricultural production.</p>	<p>Youth interest and knowledge in agricultural production. Youth looking more to agriculture to make a livelihood.</p>	<p>Can you show others agricultural practices within your area? Can you have an agricultural production job? Do you see any future in the agricultural sector?</p>	<p>Key informant interviews and focus groups.</p>	<p>Can you use your experience to the agricultural sector? Do you think opportunities can be created in agriculture? Do you ever have any support?</p>	<p>Thematic analysis</p>
<p>To develop recommendations to strengthen national programmes and other agriculture-based youth projects.</p>	<p>More information on developmental programmes.</p>	<p>More knowledge on implemented projects. Youth empowerment. Sustainability.</p>	<p>Key informant interviews, focus groups, and project document.</p>	<p>Do you participate in any community activity? Have you shared the knowledge you acquired from CRDP training?</p>	<p>Thematic analysis</p>
<p>To establish current challenges of CRDP youth in agricultural production.</p>	<p>Agricultural production. Sustainable livelihoods.</p>	<p>Skills and knowledge. Youth empowerment. Livelihood.</p>	<p>Key informant interviews. Focus groups.</p>	<p>Do you have a place for crop production? Have you ever made any effort to request for support?</p>	<p>Thematic analysis</p>

				What are your main limitations in vegetable production?	
To identify potential agricultural value chain as stated in the international literature for youths in Namahadi.	Marketing skills. Knowledge in machinery and technology. Continuity in agricultural production.	Negotiating skills in sales. Produce as the market requires. Link with other producers in agriculture.	Key informant interviews. Focus groups.	Do you participate or get involved in any agricultural programme? How far is your market? Can you produce in large quantities?	Thematic analysis

Analysis of data was carried out after conclusion of data collection. Data was analysed using thematic content analysis. Data from interviews was transcribed. This means writing down recorded information into a document from which themes were generated after interviews. The collected data was used to understand the participants' perceptions, attitudes, and understanding of how agricultural production can contribute to their lives as young people, and how it can assist them in establishing their livelihoods. During analysis, patterns which emerged were grouped into themes, according to the collected information following the process outlined by Braun and Clarke (2006). The developed themes were used to interpret recorded data. Verbal information was also presented to provide details and strengthen the perceptions which participants gave (Bailey, 2008).

### 3.5 LIMITATIONS

Enslin (2014) states that financial resources, time allocation, and access to information may become the limiting factors in data collection. These are the circumstances the researcher does not have control over during the time of the study. Time might be

limited to collect all the relevant information because of the distance, where the researcher lives, as well as the availability of the participants. To address this limitation, the researcher made logistical arrangements at least three weeks before the interviews to ensure that participants are available on time for the key informant interviews. Moreover, the period provided for data collection was enough. This challenge was remedied by conducting interviews during weekends and holidays.

Financial resources were not enough because the researcher needed to stay in Namahadi for some time to collect the data. More interviews were conducted in a single visit to reduce the number of days spent in the study area. To ensure that all participants obtain information about the interviews, the researcher sent the interview requests earlier. The researcher also visited Namahadi before the actual data collection commenced to meet with participants who were willing to participate. This was done to avoid delays in data collection (Enslin, 2014).

### **3.6 CONCLUSION**

In this study the researcher outlined the research approach, research design, sampling strategy, data collection instruments, ethics, measuring map and possible study limitations. Data analysis, presentation and discussions will be presented in the next chapter (Chapter 4).

## **CHAPTER 4 :**

### **DATA ANALYSIS, PRESENTATION, AND DISCUSSION**

#### **4.1 INTRODUCTION**

As indicated in Chapter 3, the researcher collected data from three different groups of participants namely; community leaders, key informants and young people. These young people were part of the CRDP with the Department of Rural Development, working together with Agricultural Research Council (ARC). The results obtained from the range of interviews are presented in the next section.



**Image 4.1: Dairy cattle**

Dairy cattle are a source of milk which can be sold at the farm gate, from as little as half a liter (farm manager) said,

*“With this project I am able to secure income, to provide food and nutrition to the consumers. During the winter season, production is reduced. Our cattle are able to adapt to the cold weather, and regain their productivity back in summer.”*



**Image 4.2: Collected milk to be processed**

This is the display freezer, which keeps the milk fresh for longer in smaller containers than the milk tank and shows the availability of milk within the farm. The farmer is able to secure income for household necessities.



**Image 4.3: Collected milk to be processed**

This is the milk processing machine, which is used for packaging milk in both half a litre and 1 litre containers for marketing.



**Image 4.4: Milk bottles for packaging**

Shown in the picture above are empty half a litre bottles. After pasteurisation, the bottles are filled with milk. Each 500 ml bottle cost R7.00.

The farm collects 90 litres in a day and are able to collect between R28 000.00 and R32 000.00 per month. The farm manager (FM) stated that:

*“They are currently milking 13 cattle, with collection of more than 90 litres/day, the cattle graze freely within the farm, and are supplemented with feed for more production.”*

Harvested milk is pasteurised to remove impurities and sold at R7.00 per half a litre and R10.00 per litre. Milk is also sold directly from the tank in 1 litre containers which cost R8.00. With the income from the sales, farmers are able to take care of the farm's expenses. Apart from dairy farming, farmers also produce vegetables and crops like beans and maize.

Due to increased population growth which is at 0.5% in Thabo-Mofutsanyana, District Municipality while the province is 0.6% and nationally is 1.5% (Department of Cooperative Governance and Traditional Affairs, COGTA) (2020) with more youth within the population, who need to participate economically, the local authority can create the environment to have more dairy projects, this will encourage more youth to participate in primary production of dairy or processing to come up with dairy products (Geza, Ngidi, Ojo, Adetoro, and Mabhaudhi, 2021).

#### **4.1.1 Sheep production**

Sheep production is rearing of sheep as small stock. The participant in the focus group, who had a dairy project, also had sheep. He indicated that keeping sheep on the side helps him with generating additional income. In other words, it is a supplementary project. The sheep were said to take a shorter time (five months) to mature for the market compared to cattle, which take nine months. The participant explained that the sheep project was his other form of livelihood enabling him to diversify farm income when dairy was producing less milk. *“After slaughtering sheep, we also sell its other organs such as the head and feet, liver, lungs and intestines to earn additional income,”* he explained.



**Image 4.5: Grazing Sheep**

#### **4.1.2 Piggery**

The pig project belonged to the two brothers who were key Informants (KI) during this research. They indicated that their father bought them the flock three years ago. Their farm was a mixed farm. They also had poultry and planted vegetables. Pigs were said to take four months to farrow. Thus, rearing of pigs was considered important because they produce a lot of piglets within a short period, this brings more income to the farm when selling the piglets after weaning. In addition, they indicated that they would also select a few for fattening and sell them as meat to generate income for their livelihoods, and food security for their families.

KI said, *“I keep few piglets to increase my flock, and sell others to reduce costs.”*



**Image 4.6: Pig production on farmers KI's farm taken end of April, 2021**

### **4.1.3 Poultry**

The key informants (KI) participants also kept broilers on their farm as one of their enterprises in a temporary shelter. They started broiler production as one of their farm activities to generate income quicker. They buy day old chicks from the supplier and grow them to eight weeks of maturity. This project was said to be important because broilers mature quicker for market, bringing quick returns to assist with covering other farm expenses. This enterprise produces inexpensive meat source than others, and in the rural setting like Namahadi, is more required as essential nutrients (Marangoni, Corsello, Cricelli, Ferrara, Ghiselli, Lucchin, and Poli, 2015).



**Image 4.7: Broiler production**

The image above shows broilers at the age of 5 weeks. Although, they can still be sold at this age, they would be fully ready at 8 weeks weighing 2kg.

The Key Informants said:

*“We create employment for mamas (matured ladies) in our area, from when the chickens are a day old, they are the ones who look after them, they are also the ones who slaughter them when they are ready for market. Chickens provide for our income and dietary nutrition, neighbours clean the houses when the chickens are ready for market, and use chicken manure as a compost, while it reduces the cost of hiring people to clean for us.”*



**Image 4.8: Broilers ready for market**

These are 8 weeks old chickens weighing 2kg, dressed and ready for market, the participants sell them locally at R110.00/bird on average.

The KI said:

*“We sell our chickens alive and slaughter some, the feet, heads and intestines also earn us some income, to provide food and nutrition for the family.”*

#### **4.1.4 Vegetable production**

The vegetable gardens belonged to some participants from one focus group. The gardens were located within the home yard. The respondents indicated that initially, their parents had been using the yard to grow vegetables but mostly for consumption. When the sons took over, they started producing vegetables throughout the year, irrigating with water from jojo tanks or harvested rainwater during rainy seasons. They grew cash crops so they started selling after a short period of time and earn income. They also prepared soils for the following plantation every time the crop was uprooted to enable continuous planting. The vegetables provide income at all its growing stage, and also contribute to food and nutrition security.



**Image 4.9: vegetable garden**

The FG said,

*“We plant to have germination at different times within the season, to have them even during winter.”*

## **4.2 PERCEPTIONS OF YOUTH TOWARDS AGRICULTURAL PRODUCTION IN NAMAHAADI**

Agricultural production is a source of income which needs to be practiced continuously for its sustainability. It enables provision of food and other family needs. This is what the youth in agriculture see in the practice. However, some do not have the same belief, they say they are not into agriculture because it is a lot of work and most of its activities are not clean (Douglas, Singh and Zvenyika. 2017).

The councilor (CL) said,

*“We will request assistance from other departments, to help those who are active in agricultural production.”*

He did not say much about bringing along, those who are not participating in the sector, but who seem to be more active in other forms of income generation.

FG-2 said:

*"We exchange our produce with others, and get what we did not produce from them."*

Participants also indicated that they also sold produce to their neighbors within the village, and give to those who are more in need, like the elders and the poor.

The FG-1 said:

*"Our home gardens are small, and we need farming inputs, if we can be allocated bigger plots for production, we will be able to produce more."*

They believed that if they could get bigger plots of land and farm inputs and access to a good market, they would be able to produce at a larger scale. They would then be able to have a good source of living from agricultural produce. at the time the study was conducted, they were working as individuals or in pairs.

FG-1 said...

*"We are working alone as individuals, or with my friend here."*

This indicates that not working as a bigger group made it difficult for them to request for support or assistance from government departments or other funding institutions.

The key informants (KI)

*"Some of the young people consider agriculture as an occupation of low social status, and those who do not participate in the project, even if they are invited to work with them, do not want to work in the cold weathers and scotching sun, and want quick income."*

This is the nature of agriculture in general said the (KI)

*"Youth believe that an agriculturist holds a lower ranking job within the society than other occupations, they believe that agricultural production, is a poor man's job, with low and slow returns, high uncertainties and risky with hard labour and long hours."*

They viewed working in the agricultural field as being dirty and sweaty job, which can only be done, while one is still looking for career, or by the people who are not able to study any profession (Widiyanti, Setyowati and Ardianto, 2018).

The FG -1 said:

*“We do not have land of our own, the land we are producing on is for our parents, and we will not be able to develop ourselves if we keep on using our families land.”*

This is how most of the young people feel with regard to land ownership for their future use. The youth are therefore (youth) not able to plan their future, on their parent’s land, which could be given to other family members.

FG-2 said,

*“Mostly as females we are not given land, but the land is allocated to the males within the family, even if he is not producing anything.”*

This discourages female farmers from seeing themselves as the next generation of agriculturists.

FG said,

*“We are not informed about the sectors opportunities; we just see projects coming up for others, we just saw the poultry and piggery houses being built for our neighbors.”*

These findings confirm the literature that encourages inclusion of all residents in project planning and implementation, for them to be part of the project, because they were part of, they feel left out, hence they kept of saying they do not know how projects are being implemented, this will assist in projects policy alignment (Sumberg, Yeboah, Flynn, and Anyidoho, 2017). Positive economic perception with regard to agricultural production, will benefit those who are active. The authorities need to support smallholder farmers with farming inputs and water supply, so that they can participate and make a livelihood within the agricultural sector (Magagula and Tsvakirai, 2020).

#### **4.3 CURRENT CHALLENGES OF NAMAHADE YOUTH IN AGRICULTURAL PRODUCTION**

Youths in Namahadi experience a myriad of challenges in agricultural production. This section will outline some of the challenges emerging from the program.

All FG said that:

*“We are excluded in agricultural projects’ the youth are willing to work as groups or form teams to enable them to speak with one voice. However, they do not get the support from the authorities, this makes them to be seen as if they do not have the same goal, they just see the project being implemented, and this discourages them from being part of these projects.”*

The (CL) said,

*“Youth in Namahadi work as individuals, in their home gardens, this makes assistance or support difficult, because they cannot reach each one of them where they are’. He added, ‘We need to group them and form cooperatives, for ease of access to resources and assistance.”*

KI said that:

*“We assist their neighbors with the information and motivation to work, but security is a challenge. There were some pigs which were stolen. Access to land and water availability are also additional challenges.”*

There are brothers who work on the farm together, rearing pigs and chickens and two ladies who farm together producing maize and beans in the fields.

These were a few examples of those who were working together. Others resorted to non-farming activities, and discontinued working in the agricultural sector. The youth who participated in the CRDP programme, knew each other. They could group themselves according to their areas. This would enable them to access a variety of resources which would help them to grow their businesses.

Working in groups could assist farmers to access communal land where they can work together and be provided with water and other production facilities. This would reduce some of the production challenges mentioned.

The KI said:

*“Because we do not use farm mechanization and farming implements, which increases productivity and make work much easier with less labor costs we still get small production.”*

KI said that:

*“We do not have access to financial services, to support them to get production inputs, and depend on the small income from the sales. If we could have funding and marketing linkages we could produce more and sell our produce as a collective.”*

Representatives from the Agricultural Research Council (ARC) said that high poverty and malnutrition, rising unemployment and unstable food supply, as well as post-harvest losses hinder development in the rural communities (DRDLR and ARC Service Level Agreement, 2012).

Most of the challenges which the youth of Namahadi deal with are lack of support from the authorities such as the local councilor. They argued that he did not know what they needed for production, whether they had land or their smaller gardens produced enough for their needs, production inputs, regular water supply. Water harvesting measures in place, or whether the infrastructure for production and marketing was available. It was believed that all of the above would create an enabling environment for production, because these can only be provided by the authorities.



**Image 4.10: Water challenge in Namahadi**

The image above shows containers of water queued waiting for the municipality water truck. This is a common site which disrupts their lives.

#### **4.4 TRAINED YOUTH UNDER CRDP**

Amongst the CRDP trainees there were those who were still active in agricultural production “We are still having our small vegetable gardens,” they confirmed. They added that they were using their skills and knowledge obtained from the programme.

All FG said:

*“We are assisting some of the community members within their neighborhood on how to produce.”*

Those who were still producing were at different levels of production. There were those who were working as school’s agriculture advisors in the local schools. Some were producing in their home gardens, others were working together in small groups or with their neighbors, on bigger fields at a larger scale, while some were practicing mixed farming, at a subsistence level. They even processed some of their milk for market.

QwaQwa is a former homeland. Most of the people who came to reside in the area have bigger land, than those who came later. This land gives residents the opportunity to use it productively. Other than building big houses, they use it for production of food. The village has 3.034 square kilometers, with an area of 1.8 square kilometers (Stats SA, 2011). This number is believed to have increased, as there is also high unemployment. All these increases the market for food in the area.

The FG said:

*“We do not have other skills, to sustain our lives, we have food production as the only way to generate our income.”*

The results of the study revealed a growing need to create other opportunities, to be able to sustain their living, and to venture into other forms of agricultural based business like producing in the tunnel, rearing of small animals like rabbits or bees (Arslan, Tschirley, Di Nucci and Winters, 2021).

#### **4.5 POTENTIAL AGRICULTURAL VALUE CHAINS FOR YOUTH IN NAMAHAADI**

The value chain is a set of activities that bring about additional value to the product, from its production point to where it is used by the consumers. When participants are producers in agriculture, they are at the starting point of the value chain. They bring about the existence of the initial product, which will give them an income to sustain their needs, and if they do not produce, there would not be a product to add value on and all the stages within the value chain will not function, because there would not be a product. FG said:

*“If the government buildings which are not being used, could be given to us, we would use them for processing our produce for marketing.”*

KI said:

*“All the retail shops trading in QwaQwa, import their stock, the youth could have their produce processed into, frozen, dried, blended and be marketed even within the neighboring towns.”*

Participants felt that there was potential for expanding their livelihoods if they could be assisted with production inputs, to be able to produce, utilize the government buildings which were not in use for processing, packaging and distribution of the produce to the consumers, this would bring them the way of life with income generation, if they can be primary producers of the product for agricultural value chain, also those farming with livestock like in pigs, may sell them as piglets and fatten others to sell as meat.

Devaux, Torero, Donovan, and Horton (2018), states that to have more opportunities for marketing, there has to be expansion on research, and bringing in new innovations. The service level agreement document also suggested that, through research more improved varieties, production systems and new technologies that are ecologically disruptive, can improve the level of production.

#### **4.6 CONCLUSION**

According to the findings, some of the young people in Namahadi believe that, agricultural production can help expand livelihoods. Most of the youth who participated in CRDP were still active in the sector, but at different levels of production. Most of

them were producing for home consumption, but they were not happy and felt that they could produce more. However, there are those who sell their produce within their area, but felt that they could supply more to the markets because the vegetables in their retailers were being imported from elsewhere. Many accepted that agricultural production, could grow to become business and they could derive a livelihood out of it, while others did not. They end up being employed or live on government support. Many believed that if they received support from government institutions, it would assist them to increase their productivity.

## **CHAPTER 5 :**

### **SUMMARY, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 INTRODUCTION**

The main objective of this study, was to look into livelihood portfolios of youth in rural areas like Namahadi-QwaQwa. These portfolios may assist young people to work and earn an income. They would be able to make their livelihoods. The study looked at how young small holder farmers perceived and dealt with the challenges in agricultural production, and made recommendations based on responses of those who participated in the CRDP of the Department of Rural Development and Land Reform.

The challenges which youth face when participating in agricultural production have been explained in this study. The study which Stats SA carried out (2017) found that food insecurity is rising at household level. This means that people do not have enough, nutritious food. Gutu (2016) discovered that there are few young people participating in the agricultural activities. Youth need to be active in agricultural activities and derive livelihoods out of the sector. The food insecurity situation can be reduced by including youth, mainly from the most vulnerable communities (Pereira, 2014).

The study also investigated the reasons why young people are not participating in agricultural production. Purposive sampling strategy was used, which is non-probability in nature, where participants were selected intentionally, because of their knowledge about the subject and its objectives (Robinson 2014). Ames, Glenton and Lewis (2019) also argue that purposive sampling strategy is more reliable because the participants have more knowledge about the topic, and they will be able to give their perceptions about the study. Data was collected by using key informants, focus groups, and interviewing the community leader who was the councillor, and secondary analysis of the service level agreement document which was signed between Agricultural Research Council and Department of Rural Development and Land Reform then, as data collecting instruments.

This chapter gives a summary of the findings of the study, namely why young people do not participate more in the agricultural sector in order to understand their perceptions and challenges, then make recommendations for future research.

## **5.2 SUMMARY**

This study aims to investigate why youth from Namahadi lack interest in agricultural activities. The youth felt excluded by not being part of the community meetings within their area. They argued that in many cases, projects were being implemented without their knowledge and most of their challenges such as land acquisition, production inputs, water supply and financial assistance were not being looked into.

One of the highlights of the findings was that young people were not receiving any form of support from the municipality as the authority to participate in agricultural production. The councilor did not know about their needs although he acknowledged their small production from their backyard gardens. He seemed not to understand that young people needed to participate in agricultural production at a larger scale to make a livelihood out of it. He suggested that assistance could be sought from relevant departments without making any form of commitment.

The findings highlighted that young people do not have enough resources to help them produce in large quantities. They needed bigger land to produce at a subsistence level, and grow to be at the commercial level. The production inputs such as seeds, fertilizers, herbicides and pesticides, rakes and spades, wheel barrows were required if young farmers were to produce at commercial level. It was said that these resources were never part of the agenda during community meetings. Young people needed to participate in meetings and have their needs known as the members of the community. Their exclusion from meetings was mentioned as one of their reasons for not participating in agriculture to sustain their lives and realize it as a livelihood.

## **5.3 RECOMMENDATIONS**

### **5.3.1 Youth development practice in Agriculture**

Some of these CRDP participants still practice agricultural production, both vegetable and livestock production though at a very small-scales. This means that they are still active within the sector. More young people need to be encouraged even those who did not participate in the programme so that agricultural production can be seen as a source, that can sustain their lives and make a livelihood. It is recommended that the authorities should provide large pieces of land to those youth willing to engage in community gardening. This will encourage community youth to work together as a collective to produce agriculturally. This will enable them to obtain support and report their challenges as a collective.

Youth may form a club, where they will come together and hold meetings, to share knowledge and ideas. They can also work together with youth from other areas and network, form links, and share knowledge and ideas through these clubs. Although these meetings can be organized by youth, they can include the elders within the area who will share wisdom and help them bargain for resources. Groups of youth can also buy goods cheaper rather than as an individual. There are those who already have smallholdings amongst the youth, they can allow few in their farms to have more practical's. This club could encourage even those who were not participating in the agricultural sector. Marketing fairs may be formed, where the community can come to sell their produce in a given area.

There are organizations which play different roles in the agricultural sector, like Food for Mzansi (Food4Mzansi), which is an initiative to tell success stories of South Africans in agricultural business and the farming communities, it also highlights different career opportunities within the sector. Youth in Agriculture and Rural Development (YARD) is a structure which was established to encourage youth to actively participate in the sector, to implement programmes, policies and services according to their needs, to empower youth with skills to become leaders in agriculture and rural development. The African Association of South Africa (AFASA), which used to be called NAFU the body representing farmers interests, promoting types of agricultural programmes and linking with young farmers by informing them on new developmental programmes.

### **5.3.2 Recommendations on youth development Policies**

It is recommended that policies be put in place, which clearly state how youth can be included within the community activities in order for them to feel included, to contribute their ideas as well as challenges. They need to take part in their area's local development plan, by participating in the dialogue. When all residents are part of the planning, it builds sustainability of the programmes which are being initiated. In addition, there is less harm to the natural resources because they all work according to the development plan of their area, there will be increase in productivity and reduced food insecurity. The policy should state how to work with other bodies like non-governmental organizations and the local businesses to grow other programmes which are being initiated. Youth need to look on the municipal notice, on the boards or any form of communication, to look for public meetings notices and participate, and look for government agencies correspondence, when they need inputs and public suggestions for reviews.

### **5.3.3 Recommendations for youth involved in the CRDP programme**

It is recommended that the youth who participated in the CRDP continue producing from their gardens and small farms to contribute in food production and reducing food insecurity. As a collective, they should ask for assistance from other bodies, like government agencies including National Empowerment Fund (NEF), National Youth Development Agency (NYDA) and national departments, as well as the business community within Namahadi.

The CRDP participants should volunteer, by working with community members in their gardens, sharing information and providing advice on sustainable production. All these would help them to continue participating in the agricultural sector, and not look for the support from the municipality only.

### **5.3.4 Future Research**

More investigations are required to understand why youth feel that they are excluded from community dialogue. In addition, the councilor should be encouraged to work with

other community members and have more discussions on youth development. This will likely bring the understanding on why youth do not participate in agricultural production within the area, and proffer solutions to the challenge even before looking for assistance from other departments.

Interviewing participants may be done in sections, by dividing them into different sections, according to where they stay within the ward, and agree on a stipulated time which is convenient for them. This will enable the researcher to work with one group at a time, and move to the next group later. When the place and time are agreed upon, less time will be spent in the field and budgeted money will be used effectively. The use of focus group discussions as a technique, seem to give generalized responses. Maybe other instruments could be used which would give clear and individual response.

#### **5.4 CONCLUSION**

The study highlights how challenges of youth can participate in agricultural production and make a livelihood. There is potential in agricultural activities especially for youth because they can provide income to sustain lives. Statistics SA (2017) found that there is food insecurity at household level especially in rural areas, even if there is sufficient food at the national level. This is mainly because, in rural areas, job opportunities are limited. Many young people are unemployed. Some of them do not have skills to look for jobs in the urban areas. However, these young people do not participate in the agricultural sector to minimize food insecurity and unemployment within their area. They are still not active in the agricultural sector despite the government interventions.

Twenty-four participants from comprehensive rural development programme (CRDP) of rural development and land reform, were interviewed including the community leader in Namahadi, with the information from their responses. It was found that youth in Namahadi were not receiving support from the authorities. They were therefore, not able to derive livelihoods from agricultural production and make a living from it. In addition, they were unable to see that they can be primary producers, or have value chains within the agricultural sector, because of their experiences of not being included in the community activities and other challenges which have already been noted.

When interviewing the participants, it was clear that they were willing to participate in agricultural production, most of them were still having home gardens and keeping livestock, supporting them with land and production inputs which are already available, will help them to produce more, and have sustainable life. They would be able to overcome some of their challenges and see opportunities of value chains within the agricultural sector.

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## APPENDICES

### APPENDIX 1: ETHICAL CLEARANCE



#### GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

17-Nov-2020

Dear Mrs Lieketseng Taole-Kolisang

#### Application Approved

Research Project Title:

**Agricultural production as a youth livelihood approach in a rural context: A case study of Namahadi, Qwa-Qwa**

Ethical Clearance number:

**UFS-HSD2020/0236/0610**

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

**Dr Adri Du Plessis**

**Chairperson: General/Human Research Ethics Committee**

205 Nelson Mandela  
Drive  
Park West  
Bloemfontein 9301  
South Africa

P.O. Box 339  
Bloemfontein 9300  
Tel: +27 (0)51 401  
9337  
[duplessisA@ufs.ac.za](mailto:duplessisA@ufs.ac.za)  
[www.ufs.ac.za](http://www.ufs.ac.za)



*Adri Du Plessis*

## APPENDIX 2: PERMISSION TO CONDUCT RESEARCH



### agriculture, land reform & rural development

Department:  
Agriculture, Land Reform and Rural Development  
REPUBLIC OF SOUTH AFRICA

#### OFFICE OF THE DIRECTOR-GENERAL

Private Bag X833, Pretoria, 0001; 184 Jeff Masemola Street, Pretoria, 0001  
Tel: 012 - 312 8911; E-mail: [queries@drdir.gov.za](mailto:queries@drdir.gov.za); Website: [www.drdir.gov.za](http://www.drdir.gov.za)

Reference: 2/14/1/P

Ms L Taole-Kolisang  
University of the Free State  
P.O. Box 339  
BLOEMFONTEIN  
9300

Dear Ms Taole-Kolisang

### APPROVAL TO CONDUCT ACADEMIC RESEARCH IN THE DEPARTMENT OF AGRICULTURE, LAND REFORM AND RURAL DEVELOPMENT

Thank you for your application providing details of your research in relation to your mini-dissertation.

The Department has no objection to your request to conduct research; however, the following must be adhered to:

- The final copy of your research report must be submitted to the Department prior to your final submission to the Institution of study.
- Files and records may not be removed from the Department's archives.
- Photocopies of official records may not be made for public purposes.
- Names of individuals from official records may not be published.
- Access to the records must be arranged in collaboration with the Head of Office, or in the case of National Office, with the Directorate: Information and Innovation Management Services.
- The Department reserves the right to restrict access to files of a sensitive nature.
- Access to classified information will not be granted if you have not been security cleared.
- Supply annual proof of registration from your University to the Department.

The Department will not be responsible for your travelling and accommodation expenses during this time of conducting the research.



Department of Agriculture, Land Reform and Rural Development - Departement van Landbou, Grondervorming en Landelike Ontwikkeling  
Muheshwazwa Vhulimi, Mbuedzodzo ya Mavuna Mveledziso ya Mahayani uMnyengo Wezolimo, izingugoko Kwezamhlabo  
Nokucuthukiswa Kwezindawo Zesemakhasi Ndzawulo ya Vuruli, Antswico wa Misava na Nhlakiso wa Malikokheya-Litiko  
Letekulima, Tingucoko Kutemhlabo NokuTufutswa Kwehndzawo Tasemaphandleni | UmNyango wezokuLima, ukuBuyiselwa kweNarha  
nokuThuthukiswa kweNdawo zemakhasi-Kgero ya Temo, Pele anyolswaya Naga le Tihobolo ya Dinagemagae | Lefapha la Temohuo,  
Kabobotha ya Naha le Tihobolo ya Dibekisa Mahae | Lefapha la Temohuo, Pusestodnaga le Tihobolo ya Matsemagae | Soba  
lezolimo, uBuyekezo lwemhlabo noPhuhliso lamaPhandla

**APPROVAL TO CONDUCT ACADEMIC RESEARCH IN THE DEPARTMENT  
OF AGRICULTURE, LAND REFORM AND RURAL DEVELOPMENT**

You will need to sign the attached indemnity letter before conducting research in the Department.

Your co-operation to meticulously adhere to the afore-mentioned will be highly appreciated.

Kind regards



**MR M RAMASODI**  
**ACTING DIRECTOR-GENERAL: AGRICULTURE, LAND REFORM AND**  
**RURAL DEVELOPMENT**  
**DATE: 12 APRIL 2021**



Department of Agriculture, Land Reform and Rural Development · Departement van Landbou, Grondhervorming en Landelike Ontwikkeling  
Muhasho wa zwa Vta- lmi, Mbuedzedzo ya Mavu na Mveladziso ya Mohayani-uMnyango Wezolimo, Izinguqoko Kwezomhlaba  
Nokuthuthukiswa Kwezindawo Zasemakhaya Ndzawulo ya Vurimi, Artsiviso wa Misava na Mkhuvukiso wa Methekakaya-Liko  
Letekulima, Tingucuko Kwezomhlaba Nekuthuthukiswa Kwezindawo Zasemakhaya-ndzawo UmNyango wezokuLimo, utuBuyisefwa kweNaha  
nokuThuthukiswa kwezindawo zemaKhaya ·Kgoro ya Temo, Pookanyolewa ya Nagala Thabololo ya Dinaga- mgaa ·Letapha la  
Temothuo, Kabobogha ya Naha le Thabololo ya Dibaka la Mahaa ·Lefapha la Temothuo, Pusetso dinaga le Thabololo ya Metsemagaa  
·Sebe lezoLimo, uBuyekezo kwemihlaba noPhuhliso la maPhandla

## APPENDIX 3: INDEMNIFICATION FROM DALRRD



### Agriculture, land reform & rural development

Department:  
Agriculture, Land Reform and Rural Development  
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE DIRECTOR-GENERAL  
Private Bag X833, Pretoria, 0001; 184 Jeff Masemola Street, Pretoria, 0001  
Tel: 012 - 312 8911; E-mail: [queries@drdlr.gov.za](mailto:queries@drdlr.gov.za); Website: [www.drdlr.gov.za](http://www.drdlr.gov.za)

### INDEMNIFICATION BY MS L TAOLE-KOLISANG TO THE GOVERNMENT OF SOUTH AFRICA THROUGH ITS DEPARTMENT OF AGRICULTURE, LAND REFORM AND RURAL DEVELOPMENT

Whereas I, the undersigned, requested permission to conduct research in the Department of Agriculture, Land Reform and Rural Development (the Department);

I understand and agree that the Department has granted permission that I may conduct research subject to the under-mentioned conditions:

I may not disclose to any unauthorised person confidential or secret information of whatever nature, which comes to my knowledge as a result of my research, either by word of mouth, telephonically, by means of an interview or by means of me receiving or reading notes, documents or letters, without prior written permission of the Acting Deputy Director-General: Corporate Support Services ((A) DDG: CSS), or an official duly authorised by him or her.

If I am in any doubt as to whether I may use or refer to information gathered in the Department during my research I shall first obtain the written permission of the (A) DDG: CSS.

I agree to assume all risks relating to me conducting research in the Department and I indemnify the Department against the following:

- a) Claims arising from my death or any personal injury I may suffer while on the Department's premises or while in any way busy with the research referred to herein.
- b) Claims for the loss of any personal property I may suffer while on the Department's premises or while in any way busy with the training referred to herein.



Department of Agriculture, Land Reform and Rural Development | Departement van Landbou, Graaueboerwoning en Landelike Ontwikkeling | Mhahle wo zwa Vhulimi, Mvudzedzo ya Ntsho ya Mvelo ya Mshayani | Umnyango Wazalimo, Izinguqelo Kwezomhlaba Nalubuthukiswa Kwisidawo Zasemashaya | Ndawo ya Vukani, Aniso wa Mhava na Ntsho wa Makhokhaya | Iiso Lesidima, Tingocho Kubemhala NokuTukwisa Kwintsimo, Tsemaphandla | Umnyango wozalimo, uBuyekelele kaNtsho noKuthulwana lesoNdawo zamaNtsho | Kgoro ya Tano, Paakonyolawa ya Ntsho Tihabolo ya Dinagangaso | Looapha la Tonotho, Katsoko ya Ntsho Tihabolo ya Dinagangaso | Lesapha la Tonotho, Paakonyolawa ya Ntsho Tihabolo ya Mshayani | Iiso Tsozimo, uBuyekelele kaNtsho noPhudiso leMaphandla

**INDEMNIFICATION BY MS L TAOLE-KOLISANG TO THE GOVERNMENT OF SOUTH AFRICA THROUGH ITS DEPARTMENT OF AGRICULTURE, LAND REFORM AND RURAL DEVELOPMENT**

Initials: L. Witnesses: 1. M.J. 2. M.B.C.

- c) Claims by any third party (including, but not limited to, employees or contractors of the Department and members of the public) as a result of any act or omission on my part while on the Department's premises or while in any way busy with the research referred to herein.
- d) Claims by any third party (including, but not limited to, employees or contractors of the Department and members of the public) as a result of the publication by me of any information I obtained from the Department.

I understand and accept that the Department may at any time withdraw the permission to me to conduct research in the Department, without the giving of reasons.

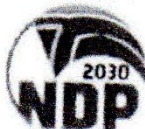
When on the Department's premises I must have in my possession a copy of the letter giving me permission to conduct research in the Department, and I must produce it to any employee of the Department requesting the letter.

SIGNED AT Bloemfontein THE 1<sup>st</sup> DAY OF June 2021

[Signature]  
SIGNATURE

**WITNESSES:**

- 1. [Signature]
- 2. [Signature]



Department of Agriculture, Land Reform and Rural Development | Departement van Landbou, Grondherowering en Landelike Ontwikkeling | Mkhawulo wa zwa Vhulimi, Mibhedzadzwa ya Mavuna Mvelodziso ya Mahayani | umNyango Wazolimo, izingqubo Kwezomhlaba nakuthumakhele Kwezandwa Zebemathaya | Ndzawulo ya Vurimi, Antawiso wa Mieswa na Nhlavukho wa Melikotikaya | Uthixo Lelokulima, Tingucuko Kutemhlabe Hekufi-Makhele Kwezandzwa YaseMaphandleni | UmNyango wazokulima, ukubuyisekwa kwNaha nokuThuthukiswa kweNdawo zemaKhaya | Kgoro ya Temo, Peleanyolasewa ya Nagale Tinoboko ya Tinaga magae | Lelapha la Temo, Kebabohya ya Naha le Thabollo ya Dibaka tsa Mkhawulo | Lelapha la Temo, Pusa bodinaga le Thabollo ya Molemaga | ISaba lezolimo, uBuyekazo kwemhlaba naPhuhliso leMaphandla

## APPENDIX 4: RESEARCH STUDY INFORMATION CONSENT FORM

Focus groups

### **RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM (FOCUS GROUP)**

**DATE**

2021/08/10<sup>th</sup>-12<sup>th</sup>

**TITLE OF THE RESEARCH PROJECT**

*Agricultural production as a youth livelihoods approach in a rural context: A case study of Namahadi, Qwa-Qwa*

**PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):**

*Lieketseng Taole-Kolisang                      1996745780                      0631120532*

**FACULTY AND DEPARTMENT:**

*Economic and Management Sciences  
Centre for Development Support*

**STUDY LEADER(S) NAME AND CONTACT NUMBER:**

*Name of Study Leader (Dr. Grey Magaiza)  
0624186445*

**WHAT IS THE AIM / PURPOSE OF THE STUDY?**

*The primary aim of the study is to explore how agricultural sector can attract youth to participate and make a livelihood from it. The objective is to understand if agricultural production in a rural setting can be considered as a livelihood amongst the youth. The young people are always seeing agriculture as hard work, where they will be exploited without opportunities and forgoing their urban lives (Malan and Sekhoto 2018). The agricultural sector in South Africa is dominated by white men and elderly blacks, they (youth) do not see the opportunity in the sector (Alemu 2012).*

**WHO IS DOING THE RESEARCH?**

*I am Lieketseng Taole-Kolisang, a Masters student at the University of the Free State. I am doing this research in completion of my mini-dissertation towards obtaining my Master's degree in Development studies.*

**HAS THE STUDY RECEIVED ETHICAL APPROVAL?**

YES

**Approval number:** *UFS-HSD2020/0236/0610*

### **WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?**

*You are invited to participate in the study because as a group previously attended a course in vegetable production in Qwa-Qwa. A total number of 25 participants will be interviewed in this study.*

### **WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?**

*The study involves focus groups discussions and key informants. The following questions will be asked: 1. How do you as youth in Namahadi, earn income? 2. How do you youth in Namahadi perceive the agricultural sector? 3. What attitudes do you have towards agricultural production? The participation may last up to 8 weeks, with each interview lasting for at least one (1) hour. The questioning may take some of your time and the waiting, please tell me if you're not well or not happy, so that we can arrange for another time that.*

### **CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?**

*To participate in this study is voluntary, no one will penalize you if you're not willing to participate, and you are free to withdraw before we start without giving a reason. As a group you will be asked questions from the information sheet and please sign a written consent form at the back of the page when we have completed with the questions.*

### **WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

*All your participation will be confidential, but your information will be given to the supervisor. As you have participated in CRDP course the study wants to understand how you used that information. The government stands to benefit from this study by having more information on that programme, academic institutions will gain more insight on rural agricultural production and may use the information for referencing.*

### **WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?**

*There might be a potential of time loss during interviews and discussions, time loss will be mitigated by having appointments with participants on allocated times. We will comply with COVID-19 regulations, by sanitizing of hands, keep social distancing by 1,5m distance and have face mask's all the time.*

### **WILL WHAT I SAY BE KEPT CONFIDENTIAL?**

*Information shared in the interviews will be kept confidentially, this means that your names will not be recorded, anywhere and no one will be able to connect you to the answers you're giving. Your answers will be given a fictitious code numbers or a pseudonym and you'll be referred to in this way in the data. The study supervisor and moderators will have access to this data, but your names will still be kept confidential. Your answers may be reviewed by people responsible for making sure that*

research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Your anonymous data may be referenced by other scholars when pursuing their own research. Youth will be grouped into four (4) groups, five (5) people in the first three groups and seven (7) people in the second. A report of the study may be submitted for publication, but group participants will not be identifiable in such a report. While every effort will be made by the researcher to ensure that you'll not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus groups will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus groups.

#### **HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?**

Hard copies of your answers will be stored by the researcher for a period of five (5) years in a locked cabinet at my study room at home. The stored data will be subject to further Research Ethics Review and approval if applicable. After five (5) years, the stored data will be destroyed by shredding them. You may be inconvenienced by waiting for other groups during the discussions, however, this will be dealt with by giving all the groups appointments and time slot, by word of mouth before coming for discussions. In order to comply with COVID-19 requirements, during discussions we will keep social distancing by being apart with 1,5m, sanitize and wear face mask.

#### **WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

You're not going to be offered any form of rewards for participating in the study. Some of your time will be wasted as you're participating, this will cause some inconvenience, but you will be informed about your group set up time. There will be some discomfort to comply with COVID-19 regulations, by keeping social distancing of 1,5m, hand sanitizing all the times and having face mask's on.

#### **HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?**

When you want to be informed of the final research findings, please contact me Lieketseng Taole-Kolisang on 0631120532 or email at [klieticseng@yahoo.com](mailto:klieticseng@yahoo.com). The findings are accessible for a period of five (5) years. If you have concerns about the way in which the research has been conducted, you may contact Dr. Grey Magaiza on 0624186445 or [magaizag@ufs.ac.za](mailto:magaizag@ufs.ac.za).

**Thank you for taking time to read this information sheet and for participating in this study.**

## CONSENT TO PARTICIPATE IN THIS STUDY

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: \_\_\_\_\_

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name(s) of Researcher(s): \_\_\_\_\_

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_

**RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM (KEY INFORMANTS)**

**DATE**

**2021/08/10<sup>th</sup>-12<sup>th</sup>**

*Date of research project*

**TITLE OF THE RESEARCH PROJECT**

*Agricultural production as a youth livelihoods approach in a rural context: A case study of Namahadi, Qwa-Qwa*

**PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):**

*Lieketseng Taole-Kolisang*

*1996745780*

*0631120532*

**FACULTY AND DEPARTMENT:**

*Economic and Management Sciences*

*Centre for Development Support*

**STUDY LEADER(S) NAME AND CONTACT NUMBER:**

*Name of Study Leader (Dr. Grey Magaiza)*

*0624186445*

**WHAT IS THE AIM / PURPOSE OF THE STUDY?**

*The primary aim of the study is to explore how agricultural sector can attract youth to participate and make a livelihood from it. The objective is to understand if agricultural production in a rural setting can be considered as a livelihood amongst the youth. The young people are always seeing agriculture as hard work, where they will be exploited without opportunities and forgoing their urban lives (Malan and Sekhoto 2018). The agricultural sector in South Africa is dominated by white men and elderly blacks, they (youth) do not see the opportunity in the sector (Alemu 2012).*

**WHO IS DOING THE RESEARCH?**

*I am Lieketseng Taole-Kolisang, a Masters student at the University of the Free State. I am doing this research in completion of my mini-dissertation towards obtaining my Master's degree in Development studies.*

## **HAS THE STUDY RECEIVED ETHICAL APPROVAL?**

YES.

**Approval number:** UFS-HSD2020/0236/0610

## **WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?**

*You have been chosen to participate in this study because you were the key informants during the practical the training. Three of you will participate as the key informants out of twenty-five (25) total number of participants.*

## **WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?**

*As the key informants in the study, you will participate in interviews. Your role in the study will be to respond to the interview questions. The following questions will guide the interviews: 1. How do youth in Namahadi, earn income? 2. How do young people in Namahadi perceive the agricultural sector? 3. What attitudes do youth have towards agricultural production? 4. How can the youth in Namahadi be supported to participate in agriculture? The participation in this study may take up to eight (8) weeks, with each interview lasting for one (1) hour.*

## **CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?**

*To participate in this study is voluntary and there is no penalty or loss of benefit if you're not willing to participate. You're under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. However, it will not be possible to withdraw once we have submitted the responses.*

## **WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

*Your participation in this study will be kept confidential, but your information will be given to the supervisor. The benefits for participating in this study are that you will have more knowledge and understanding of what was expected outcome of the training you had on vegetable production. The community will benefit by having more information about the participants who participated in the training. Government will know more on how young people feel about the project, and may use the information. Academic institutions will gain more insight on rural agricultural production and may use the information for referencing.*

## **WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?**

#### **WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?**

*There might be a potential loss of time during interviews, discussions, this will be mitigated by having appointments with participants on allocated times we, have to comply with COVID-19 regulations, we will therefore, have to keep sanitizing our hands, keep social distancing of 1.5m and have face mask's all the time.*

#### **WILL WHAT I SAY BE KEPT CONFIDENTIAL?**

*Information shared in the interviews will be kept confidentially, this means that your name will not be recorded, anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. The study supervisor and moderators will have access to this data, but your name will still be kept confidential. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Your anonymous data may be referenced by other scholars when pursuing their own research. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the interviews, I shall encourage all participants not to disclose personally sensitive information.*

#### **HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?**

*Hard copies of your answers will be stored by the researcher for a period of five (5) years in a locked cabinet at my study room at home. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five (5) years, the stored data will be shredded by the researcher. The major inconvenience for participants will be waiting for their time for interviews, however, this will be dealt with by giving time allocation for each participant before attendance.*

#### **WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

*No form of payment or reward will be given to you for participating in the study. There will be some of discomfort to comply with COVID-19 regulations, by keeping social distancing of 1,5m, hand sanitizing all the times and having face mask all the time, you will be given your time slot.*

#### **HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?**

*If you would like to be informed of the final research findings, please contact Lieketseng Taole-Kolisang on 0631120532 or email at [klieketseng@yahoo.com](mailto:klieketseng@yahoo.com). The findings are accessible for a period of five (5) years. Please. Should you have concerns about the way in which the research has been conducted, you may contact Dr. Grey Magaiza on 0624186445 or [magaizag@ufs.ac.za](mailto:magaizag@ufs.ac.za)*

**Thank you for taking time to read this information sheet and for participating in this study.**

**CONSENT TO PARTICIPATE IN THIS STUDY**

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: \_\_\_\_\_

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name(s) of Researcher(s): \_\_\_\_\_

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_

**RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM (COMMUNITY LEADERS)**

**DATE**

2021/08/10<sup>th</sup>-12<sup>th</sup>

**TITLE OF THE RESEARCH PROJECT**

*Agricultural production as a youth livelihoods approach in a rural context: A case study of Namahadi, Qwa-Qwa*

**PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):**

*Lieketseng Taole-Kolisang*                      1996745780                      0631120532

**FACULTY AND DEPARTMENT:**

*Economic and Management Sciences  
Centre for Development Support*

**STUDY LEADER(S) NAME AND CONTACT NUMBER:**

*Name of Study Leader (Dr. Grey Magaiza)  
0624186445*

**WHAT IS THE AIM / PURPOSE OF THE STUDY?**

*The primary aim of the study is to explore how agricultural sector can attract youth to participate and make a livelihood from it. The objective is to understand if agricultural production in a rural setting can be considered as a livelihood amongst the youth. The young people are always seeing agriculture as hard work, where they will be exploited without opportunities and forgoing their urban lives (Malan and Sekhoto 2018). The agricultural sector in South Africa is dominated by white men and elderly blacks, they (youth) do not see the opportunity in the sector (Alemu 2012).*

**WHO IS DOING THE RESEARCH?**

*I am Lieketseng Taole-Kolisang, a Masters student at the University of the Free State. I am doing this research in completion of my mini-dissertation towards obtaining my Master's degree in Development studies.*

**HAS THE STUDY RECEIVED ETHICAL APPROVAL?**

YES

**Approval number:** *UFS-HSD2020/0236/0610*

### **WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?**

*You are invited to participate in the study, because you are in the leadership of Namahadi community, where we are having a study on young people who attended CRDP programme of DRDLR. A total number of 25 participants including the three (3) community leaders, will be interviewed in this study.*

### **WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?**

*Participants in this study will respond to the questions, which will be recorded, and the researcher will write down responses as you are being interviewed. The following questions will guide the interviews: 1. What attitudes does the youth in Namahadi have towards agricultural production? 2. How can the Namahadi youth be supported to participate in agriculture? 3. How can the Namahadi youth be mentored within agricultural production? The participation in this study may last up to 8 weeks, with each interview lasting for at least one (1) hour in interviews and discussions. The questioning may take some of your time and the waiting, as an adult please tell me if you're not well or not happy, so that we can arrange for another suitable time for you.*

### **CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?**

*Being in this study is voluntary to participate, if you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You can withdraw from participating without giving the reason before submitting the leaflet.*

### **WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

*Your participation in this study will be confidential, but your information will be given to the supervisor. The participants will benefit from this study by having more knowledge on the intensions of the CRDP programme intervention in 2012. The community will be having more informed youth, who have the potential to participate in the community development projects. Government will have the information from this the study and may use the information on other projects. The academic institutions may use the information from this study and its recommendations as a reference.*

### **WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?**

*There might be a potential of time loss during interviews, this will be mitigated by having appointments with participants on allocated times. We have to comply with COVID-19 regulations, we will therefore, have to keep sanitizing our hands, keep social distancing by 1,5m distance and have face musk's all the time.*

### **WILL WHAT I SAY BE KEPT CONFIDENTIAL?**

*Information shared in the interviews will be kept confidentially, this means that your name will not be recorded, anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data. The study supervisor and moderators will have access to this data, but your name will still be kept confidential. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Your anonymous data may be referenced by other scholars when pursuing their own research. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the interview, I shall encourage all participants to treat information confidentially, for this reason, I advise you not to disclose personally sensitive information.*

### **HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?**

*Hard copies of your answers, will be stored by the researcher for a period of five (5) years in a locked cabinet at my study room at home. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five (5) years, the stored data will be shredded by the researcher. Some of your working time may be wasted while interviews are being conducted, and will give you the time allocated for you.*

### **WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

*No form of payment or reward will be done for you in the study, because you are within Namahadi, we do not predict any travelling inconvenience, and however, some of your time will be wasted as you're waiting your time to participate in the interviews. There will be some discomfort to comply with COVID-19 regulations, by keeping social distancing of 1,5m, hand sanitizing all the times and having face mask on all the time. This will cause some inconvenience, but you will be informed about your time set up and you will be provided with face mask and be sanitized with alcohol-based sanitizer.*

### **HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?**

*If you would like to be informed of the final research findings, please contact Lieketseng Taole-Kolisang on 0631120532 or email at [klieketseng@yahoo.com](mailto:klieketseng@yahoo.com). The findings are accessible for a period of five (5) years. Please. Should you have concerns about the way in which the research has been conducted, you may contact Dr. Grey Magaiza on 0624186445 or [magaizag@ufs.ac.za](mailto:magaizag@ufs.ac.za).*

**Thank you for taking time to read this information sheet and for participating in this study.**

**CONSENT TO PARTICIPATE IN THIS STUDY**

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: \_\_\_\_\_

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name(s) of Researcher(s): \_\_\_\_\_

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 5: DATA COLLECTION QUESTIONS FOR RESEARCH PARTICIPANTS

Key informants
----------------

1. Do you ever participate in the community programmes?
2. Do you or any of your group still have vegetable gardens?
3. Has the training you had in vegetable production enabled you to continue producing vegetables?
4. Do you and your fellow youth in Namahadi see other prospects in the agricultural sector?
5. Do you ever assist other community members to have the vegetable garden?
6. Can you share with us the time and your experience when you're out participating in the community?
7. As a key person what do you do to encourage other young people to participate in the agricultural sector?


Focus group
-------------

1. What form of income generation are you involved in?
  
2. Are there any activities that you do as youth in taking care of your area?
  
1. Have you thought of agriculture as important as a source of living?
2. Can you work together as a group or with a team?
3. If you could be given support, where would you require it most?
4. Can you show others, those who were not trained with you; the skills you got in a course you attended on vegetable production?
  
7. Will you ever be part of your community meetings for new upcoming programmes?
  
8. Do the community leaders encourage you to have an income generating activity to sustain your life?

Community leader
------------------

1. Do you work with youth in community programmes mainly of agriculture nature?
2. When you have meetings in agricultural programmes, do you invite the youth to attend such meetings?
3. If so, what is the selection criteria for inviting youth to this meeting?
4. What role do you want youth to take in your community?
5. How do you support youth in agricultural sector?
6. Who are the main producers in your community and what do you they produce?
7. What do you do as community leaders do to encourage agricultural production in your area?
8. How do you support and encourage youth to use agriculture to sustain their lives?

## APPENDIX 6: TURN IT IN RECEIPT AND REPORT




### Digital Receipt

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Submission date:	10-Dec-2021 12:22AM (UTC+0200)
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AGRICULTURAL PRODUCTION AS A YOUTH LIVELIHOOD APPROACH IN A RURAL CONTEXT: A CASE STUDY OF NAMAHADI, QWAQWA

by  
LIEKETSENG TAOLE-KOLISANG

Submitted to the University of the Free State  
Department of Agricultural, Environmental and Soil Science

Faculty of Agricultural, Environmental and Soil Science  
University of the Free State  
Bloemfontein

2021

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