MOBILISING YOUTH PARTICIPATION IN AGRICULTURE USING PARTICIPATORY EXTENSION APPROACH (PEA): A CASE STUDY OF GA-MOTHIBA VILLAGE

by

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Dedication

This work is dedicated to my late father **Tolamo Sekabate Johannes**, my mother **Mamorare Tolamo**, my wife **Ngwanamogale Ophilia Tolamo** who were always my inspiration in my academic commitment. I again dedicate this achievement to my late sister **Mahlase M.L**. who I will always remember and cherish. To all my other siblings I would like to express my love and pride for every contribution and courage they offered.

DECLARATION

I declare that the mini dissertation hereby submitted to the University of Limpopo for the degree of Masters in Agricultural Extension has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been dully acknowledged.

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Surname and Initials (Mr)	Date

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Abstract

The study followed an Action Learning Cycle (ALC) as one of the tools of Participatory Extension Approach (PEA) in gathering data. This study was designed to provide guidelines to mobilize youth to participate in agriculture. The objectives of the study were; (1) to determine how youth in a rural community perceive agriculture, (2) to explore existing agricultural interventions that attract young people into the agricultural industry and (3) to identify limiting factors for youth participation in existing agricultural projects.

This study was conducted in two schools (Mothimako secondary school and Ngwanalaka Secondary school) that offer agriculture as a subject. The two schools are located in Ga-Mothiba village. Three active youth groups from the village (Bakone Youth Development, Rangmo Youth Group and Lehlabile Youth Group) were part of the study. A total of hundred and ten (110) young people was planned to be interviewed but (95) respondents were interviewed, including scholars and were randomly selected and included in the sample. Out of the 95 questionnaires 80 questionnaires were used and 15 questionnaires were discarded due to incomplete responses and empty spaces. Sampling was done in a disproportionate manner as follows; Fifteen (15) respondents were selected from the three existing youth projects with 8 respondents from Lehlabile, 4 from Bakone and 3 from Rangmo group. Eighty (80) students were randomly selected from the two secondary schools offering agriculture in the area, with forty (40) students from each school. Through a series of workshops the study resulted in combining the three youth groups into one body known as Bokamoso youth. A structured questionnaire was used to collect data from the grade 11 and grade 12 of the two schools and a semi-structured questionnaire and a checklist was used to facilitate and collect data from the Bokamoso youth group.

The study included both qualitative and quantitative data. The raw data obtained from each of the questionnaires through semi-structured and structured questionnaire was used for analysis. Qualitative data was organized into relevant themes based on the objectives of the study. The results showed that the students' age groups in the two schools ranged from 14-22 years of age. Student's perceptions toward agriculture and agricultural careers were measured using a 5-point Likert-type of a scale. The results of the study indicated that youth hold a positive view about the role of agriculture in the community. The result of the study also revealed that the majority of the respondents (100%) love agriculture. From the results it was also revealed that there are factors

that lead to negativity about agriculture. Inadequate publicity, discouraging curricula at schools (coupled with shortage of agricultural teachers) as well as limited or no access to modern communication resources for information.

From the focus group with Bokamoso youth several interventions were suggested by the group in order to entice agriculture for youth. Some of the interventions included, strengthening relationship with the local department of agriculture, accountability on projects established by the department of agriculture, access to agricultural information, credibility of agricultural subjects in schools and change in agricultural practices from old methods to new methods.

The study provided recommendations to stakeholders as a way forward towards the betterment of youth participation in the agricultural sector.

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List of abbreviations and acronyms

ALC..... Action Learning Cycle

AR .....Action Research

BASED..... Broadening Agricultural Services and Extension Delivery

BEE .....Black Economic Empowerment

CASP.....Comprehensive Agricultural Support Program

CIAP..... Children in Agriculture Program

CRCE .....Centre for Rural Community Empowerment

DOA..... Department of Agriculture

FOA..... Farmers Authority Organisation

GDP.....Gross Domestic Product

GTZ.....German Development Co-operation

ICT……..Information Communication Technology

LDA.....Limpopo Department of Agriculture

MCMC..... Malaysian Communications Multimedia Commission

MEC.....Member of Executive Council

MYSM ..... Ministry of Youth and Sports Malaysia

NACRO..... National Association for the Care and Resettlement of Offenders

NAFU.....National African Farmers Union

NGO.....Non-Governmental Organisation

NRC.....National Research Council

NSFAS.....National Students Financial Assistance Scheme

NYDA.....National Youth Development Agency

PEA.....Participatory Extension Approaches

PCD.....People Centred Development

SABC.....South African Broadcasting Co-operation

SASAE.....South African Society for Agricultural Extension

USA.....United States of America

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The participation of young people in agriculture has been a great concern and is still more of a challenge to the agricultural authorities. There have been mechanisms that were put in place to entice the youth so that they can play an active and leading role in the development of agriculture in South Africa, especially in Limpopo Province. But this has been done with little or no success up to this far. A reference can be made to the budget speech of the MEC for Agriculture 2005/6 in Limpopo. She emphasized that in her department of Agriculture they believed that if one invests in youth, he/she invests in the future". She also agreed that the profile and image of agriculture has not been fully promoted among the young generation. The department has embarked on four remedial strategies to address the challenge that is, provision of bursaries, learnership, internship and mentorship.

However, this challenge should not be limited to the four strategies only. There was also a need to deal with it at other levels where the four interventions did not reach. Letsoalo (2003) indicated that it is important to understand learner's attitude towards agriculture since that will provide information on how to develop love for agriculture and pursue their careers and/or livelihoods in agriculture. Letsoalo (2003) further indicated that the challenge will not be addressed if at school level, the approach is not changed. Student are taught theory most of the time than being exposed to hands-on experience to make the subject alive. The only time available for students' hands-on practicals is after school hours, which make students to hate the subject since it delays them.

1.2. RESEARCH PROBLEM

1.2.1. Problem statement

"South African farmers are pre-dominantly aged, male, white and in the case of communal areas, unskilled. What remains a cause for concern is the fact that no provision has been made for succession" (Kgowedi, 2000). Young people who have done agriculture at both primary and secondary school and those who could not go further after matric due to various reasons are not involved in agricultural activities in their communities. These groups, together with others who couldn't go far with schooling, or did not go to school at all, form an integral part of the youth groups.

Presently, these groups got mobilized for employment seeking and other projects ``that would earn them a living, while putting a blind eye on agriculture as a sector which could provide much needed source of income and improve their livelihoods. Such groups existed in Ga-Mothiba community like any other areas in Limpopo province and South Africa. This situation called for interventions that promote agriculture as a viable option for them. Development actors on the other side have not done much to attract youth to be involved in agricultural activities because of the tradition of their work in rural communities.

A great deal could be achieved if agriculture teachers encouraged positive peer interactions with students not interested in agriculture careers, than allowing negative influences to push those students away (Talbert, 1988). Therefore, this study could help to explore further means to ensure the success of the department and other development actors in their endeavor to attract young rural people in the agricultural sector.

This study was prompted by experiences and collaboration initiated by the Centre for Rural Community Empowerment (CRCE) based at the University of Limpopo (UL) which conducted a Participatory Rural Appraisal within Ga-Mothiba rural community in Limpopo Province. The Action Research (AR) study conducted in previous years recommended the need to work with youth groups towards agriculture. Youth expressed high interest in collaborating with University of Limpopo (UL) action-researchers and the Limpopo Department of Agriculture's extension officer to look into feasible initiatives at their disposal, including agriculture to benefit youth in rural communities. Documenting and analyzing this action research process with rural youth as a case study provided useful lessons and recommendations to extend to development actors in their development interventions.

1.3 MOTIVATION OF THE STUDY

The community of Ga-Mothiba has been working together with the University of Limpopo (UL) through Centre for Rural Community Empowerment (CRCE) since 2004. From this collaboration various studies have been conducted. The main aim of this research will be to develop feasible strategies to facilitate the involvement of young people in agricultural activities. On the other hand, this study will bring to light factors limiting youth participation in existing agricultural projects in Ga-Mothiba. The results of the study will provide useful lessons and recommendations that may assist

the department and other development actors in developing strategies or interventions to attract youth into the agricultural sector. This study will also assist the department and other development actors to succeed and realize the benefits of youth participation in development of interventions through proven experience.

1.4 PURPOSE OF THE STUDY

1.4.1 Aim of the study

To develop feasible strategies, to facilitate the involvement of young people in agricultural activities

1.4.2 Objectives

Objective.1: To determine how youth in a rural community perceive agriculture.

Objective 2: To explore existing agricultural interventions that attract young people into the agricultural industry.

Objective .3: To identify limiting factors for youth participation in existing agricultural projects.

1.5. RESEARCH QUESTIONS

Question.1: What are the perceptions of Ga-Mothiba youth group members on agriculture?

Question 2: What are the current strategies that could attract youth into the agricultural industry?

Question 3: What are the limiting factors for youth participation in agricultural projects?

1.6 LIMITATION OF THE STUDY

The study was limited to the Capricorn district (Polokwane Municipality) of the Limpopo Province where local youth groups exist. Due to financial constraint the study will focus on one village. As a case study, every youth group has its own approach and some practices and opportunities may be related to local context since the focus of the study is in one village in Ga-Mothiba, Limpopo Province.

1.7 EXPECTED OUTPUTS

The study will produce a document containing the following outputs that could be used in future interventions by the agricultural institutions.

1. A perception of Ga-Mothiba youth towards agriculture.

2. Agricultural interventions and strategies that could attract young people to be involved in agricultural activities.

3. Limiting factors for youth participation in agricultural projects. Existing initiatives by youth in Ga-Mothiba community and recommendations for increased youth participation in agriculture.

1.8 DISSEMINATION OF THE RESULTS

4. The results of the study will be presented in conferences e.g. SASAE. Presentations in Extension Summits, to the Department of Agriculture, to the local community, participating schools and local municipality.

1.9 SIGNIFICANCE OF PROPOSED RESEARCH

The study will take into account the factors that contribute towards the participation or the limitation of youth in agriculture and agricultural activities in Limpopo Province and South Africa as a whole. That can be realized through determining how youth in a rural community perceive agriculture and exploring interventions that attract youth in the agricultural sector, as well as through the identification of limiting factors for youth participation in agricultural projects.

Through the attainment of the study objectives, lessons and inputs from the study recommendations could be used to re-formulate current policy interventions with the objective of accommodating youth to participate in the agricultural sector. The findings will help the youth in the study area and beyond with important lessons for improving active participation in the agricultural projects and other agricultural activities.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will focus on the contributions by other researchers with regards to the participation of youth in agriculture and agricultural activities. It was generally acknowledged that agricultural education and training are of vital importance in promoting sustainable agricultural production and rural development. As a practical subject, agriculture truly requires an innovative teacher who will make provision for students to undertake the key activities such as experiments, practical work in the garden, field trips, visits to local farms, research stations and agricultural shows. Letsoalo (2003), pointed out in his recommendations to agricultural teachers that the chalk and talk approach should be coupled with some real life experiences outside the classroom setting e.g. visits to the nearest dairy, beef, or any agricultural enterprise to make the difference.

According to Kgowedi (2000), the present generation of farmers is the anchor of the current agriculture activity, the future of the industry lies with the young people, which demands that deliberate efforts be taken to ensure a new generation of skilled, enterprising and committed young men and women to take up the baton. Education in itself is therefore one of the several key factors in the process of agricultural development. According to Griffith (1995) cited by Letsoalo 2003, Education and vocational training in agriculture could achieve little in support of agricultural development in the absence of strong, unequivocal government policy, backed by financial support, for developing the agricultural resources of the nation and it is not only right, but also important to stress that without adequate incentives; no amount of schooling will stimulate agricultural development or lead young people to become involved in agricultural occupations.

Griffith (1995) conceded that in many cases agricultural education has failed to produce results precisely because it had been superimposed on a situation where incentives and opportunities were virtually absent. In the past, Bantu Education system did not have qualified Agricultural science teachers and isolated it from other sciences, making it no surprise that most young people have come to view it as belonging to the unlearnt, unintelligent and unskilled (Larsen,2000). Bergman (1980) acknowledged that it is practical work and, therefore, garden and /or farm-work that offers particularly good learning opportunities. Negative attitudes towards agriculture have been in existence from way back in the apartheid days when Africans were only viewed as a

source of manual labour on European managed farms. The educational system also ensured that blacks are trained to be productive labourers at agricultural fields and as a result it was considered as slavery or dirty job by both teachers and students. Kgowedi (2000) share the same sentiments that negative perceptions towards agriculture as a career is caused by more exposure to primary agriculture which deals with cultivation and crop production.

According to Griffith, as cited by Letsoalo (2003), perceptions towards agriculture as a physically demanding and dirty work were formed by the white South Africans because they trained Africans only to be productive labourers in their agricultural fields. Agriculture was as a result seen as work for enslaved Africans who labour for Whites. There was no other form of agricultural education given to the Africans except for work in the fields. That impacted heavily on the perception of the broader society and, most unfortunately on the youth.

The MEC of Agriculture in Limpopo province emphasized the need to ensure that the department yield returns on every rand that is invested in the sector. She warned that failure to achieve and, ultimately, sustain that objective, will only mean that the sector will become unappealing to new and the young prospective farmers and entrepreneurs, who are being targeted (Magazi, 2005).

A study on youth perception in agriculture using focus groups in Iowa discovered that youth equated agriculture with farming, but made no connection to the technical or research-intensive aspects of agriculture. In the study, farming was perceived to be hard, physical and labour intensive and stressful because of machinery breakage, weather uncertainties and price variance. The youth indicated a belief that people get into agriculture because they grew up on a farm or that someone gave them a farm. Most of them did not think someone could farm, just because s/he wanted to. They expressed the feeling that buying land, machinery etc, would be too expensive unless one had received help to get started (Holz-Clause and Jost, 1995).

Holz-Clause and Jost, (1995) recommended that when writing about agriculture there is a need to tie agriculture to youth interest. They advised that people should not assume that youth are interested in agriculture. Instead, it is necessary to cultivate this interest and demonstrate that agriculture is relevant to youth. Materials must define agriculture and relate it to youth life. Sports

and/or music personalities could be enlisted to deliver messages to youth about agriculture. They continued to advise that instead of discussing food, which seems to be of minor relevance in their lives, a discussion of a scenario such as “Leather comes from animals, and is made into tennis shoes and basket balls, etc, may be more effective. This was because there is such a detachment from agriculture in the minds of youth and therefore it is more important to help them make connections (Holz-Clause and Jost, 1995).

Addressing the youth & agricultural conference at the Ranch Hotel, the MEC for Sports & Culture in Limpopo province emphasized the need to deepen youth participation in development thereby reflecting on the role that young people can and should play in the context of one of the critical pillars of their provincial growth and development strategy which is agriculture (Limpopo department of agriculture, 2006)

Several states embarked upon high school agriculture curriculum development and redesigned efforts in the 1990s (Dormody, 1993; Johnson, 1995; Osborne & Dyer, 1996). Whether caused by changes in curricula or by other variables, a corresponding increase in student enrollments occurred as major changes in course offerings were made (United States Department of Education, 1996). Coupled with the curricula there could be a recruiting strategy developed, to deal with the negativity that was made to build up over time.

The current research base reveals a problem in attracting minority students. Nichols and Nelson (1993) reported that Hispanic populations tend to view agriculture negatively. Talbert and Larke (1993) as quoted by Nicholas and Nelson (1993) further defined the problem in noting that black and Hispanic students tend to have more negative attitudes toward the traditional components of agriculture. They also reported that white students tend to enroll because of interest in agriculture, or for career reasons.

Hoover and Scanlon (1991) reported the image of the agriculture profession and perceived future value of agricultural education as obstacles. It is true that interesting and innovative careers and opportunities exist for potential agricultural economic students and graduates. Interventions experimented in various countries could be adapted and/or adopted to ultimately win the youth participation, which means the succession battle in the sector, and we could be confident that the future generations would be sufficiently fed by a force of farmers to be reckoned with.

2.2 AGRICULTURAL INTERVENTIONS AND STRATEGIES FOR YOUTH PARTICIPATION IN AGRICULTURE

The department of agriculture has convened a conference on youth and agriculture with a view to share information with young people about the opportunities that existed in the sector. The MEC emphasized that the conference was borne out of the realization that, among others, it is our elders and of late, women, who are taking advantage of the existing agricultural opportunities with little or no investment being made by young people into the sector (Department of agriculture, 2006.) Sharing information on opportunities that were available in agriculture may have attracted youth into agriculture for example, guidance about careers in agriculture and bursaries offered by the department of agriculture and other institutions to close scarce skills gap. Modernizing agriculture (ploughing with tractors, using combine harvesters, herbicides and agro-processing) could probably attract youth in agriculture. According to Malaysian Communications and Multimedia Commission (MCMC) 2008, majority of public in Malaysia nowadays own ICT tools. This is based on the recent statistics that indicated that there are more than 13 million mobile phone subscribers in the country, with the penetration rate surpassing the 50 percent mark while more than 84 million SMS were sent everyday. In spite of that big number, however there was no reflection of its impact in the agriculture community.

Forming youth cooperatives in agriculture would likely encourage youth participation. Provision of special loans would encourage youth to participate in agriculture. The reasons for non-participation of youth in agriculture are historical. Agriculture as a subject lacked the support it deserved in our schools. In many of our agricultural schools there are no practicals done, no visits to farms and no visits to agricultural shows- agriculture is perceived as a theoretical subject which involved memorizing of facts. The situation was aggravated by lack of well-trained agricultural teachers. The media has also neglected agricultural science for long periods. Agriculture has not and is not given prominence in the media, e.g. City press and Sunday Times (Kgowedi, 2000). Restructuring of the youth bodies as done by Umsombovu will attract youth in agriculture if they could incorporate financial assistance towards agriculture which is not the case at present.

The choices that have to be made by youth could have had significant consequences for both their immediate and longer term future. But for many young people the options for housing, employment, education and training are limited by their social and economic circumstances. These

young people may need assistance in bridging the gap between life at home and living independently. A significant minority of 16 and 17 years olds are not participating in any form of education, employment or training. Many were not in contact with any agencies which might offer assistance or direct them to a constructive activity (Carrat et al, 1997). Agriculture could be offered as an option to make a living and be supported accordingly in such cases.

Youth choices was a program by National Association for the Care and Resettlement of Offenders (NACRO), piloted in Northambria, England which was developed from the concerns about the 16&17 years olds who were "missing" from education, employment and training. By seeking young people out in their "territory", outreach work in pubs and clubs, shopping centre and parks, the project was able to identify what was preventing them from taking up opportunities to learn or to find work (Holz-Clause and Jost, 1995). There could be programs which could target these groups, mobilize them into commodities and allocate funds towards agricultural businesses. The program helped them to consider their skills and interests, try out a variety of training opportunities and consider realistic options in a supportive environment. Local agencies were involved in the establishment of the program and in its delivery. The network of joint working arrangements included youth centre, social services, young offender's institution etc. such a program can be tried by including agricultural initiatives. This could have been one of the possible options given the ultimate achievements by youth choices in England (Holz-Clause and Jost, 1995).

2.3 THE CONCEPT OF PARTICIPATION

Since the early 1980s researchers and development workers were in agreement that participation ensures meaningful and successful grassroots development, despite the difference in the interpretations of the concept (Best & Wallace, 1994). According to Oxford dictionary, participation means to take part or to be involved in an activity. Community participation was far more than the contribution of labour or physical existence in a meeting. In People-Centred Development (PCD) participation means having ownership and control by local people in decision making, planning and permanent involvement in the whole development process which affect their day-to-day and living experience. It also meant empowerment of local people with skills for their own development (Novafrica, GTZ-BASED and Limpopo Department of Agriculture , 2000).

2.3.1 Participatory Extension Approach (PEA)

The process of participation harnessed people's natural energy and they became motivated to commit themselves which was a pre-condition for overcoming feelings of helplessness, powerlessness and apathy and for initiating action. The joint identification of people's needs/ problems according to local groups/institutions, including their vision of development is crucial from the start of a Participatory Extension Approach process (Agritex, 2000). Participatory Extension Approach was a learning approach to develop the individual and organizational capacity of rural people and their livelihoods to be able to deal with the dynamic challenges and changes in development. PEA did not serve as a panacea, but a promising approach that could respond to key challenges faced by extension and service delivery at community level (Ficarelli, 1997). It provided a guide on how to get people organized and articulate the "right demand"; how to make people innovate and explore options for change, how to get the disadvantaged groups benefit from development initiatives and again how to co-ordinate provision of services at community level as well as how to establish linkages with service providers.

PEA built on the "life-world" of rural people who have agriculture as a common foundation and spread from this into other fields of rural development. It facilitated a process of self-organization in rural communities to enable people to better articulate their needs for agricultural and social services and represented themselves to service providers and authorities (Novafrica, GTZ-BASED and Limpopo Province Department of Agriculture, 2006).

According to Pretty et al (1997:48) seven different forms of participation were identified;
The first mode of participation was passive participation, which meant that people participated by being told what was going to happen or what has already happened. It was a unilateral announcement by an administration or project management without listening to people's response. The information being shared belonged only to external professionals. In this study people enjoyed taking part in all the decisions since they are the ones to implement the resolutions. The study promoted active participation by ensuring that the information being shared is a mix between local people and the researcher.

The second mode of participation was participation in information giving, where people participated by answering questions posed by extractive researchers using questionnaire surveys or similar approaches. People did not have the opportunity to influence proceedings as the findings of the research were neither shared nor checked for accuracy. The research objectives and proceedings in this study were shared with the whole community from the on-set.

The third mode of participation was consultation where people participated by being consulted and external people listened to views. These external professionals defined both problems, solutions and may modify these in the light of people's responses. Such a consultative process did not concede any share in decision-making and professionals are under no obligation to take on board peoples views. In this study the problem has been defined together with farmers and youth representatives whereby youth participation in agricultural activities has been found to be lacking not only locally but across the province and the country.

The fourth mode of participation was participation for material incentives where people participated by providing resources, for example, labour in return for food, cash or other material incentives. Much on-farm research fell into this category, as farmers provided the fields but were not involved in the experimentation of the process of learning. It was very common to see this so-called participation, yet people have no stake in prolonging activities when the incentives end. The study ensured that the lessons drawn from any form of experimentation are at fields of the farmers and for the benefit of the rest of the community especially the youth.

The fifth mode of participation was termed functional participation where people participated by forming groups to meet pre-determined objectives related to the project which could involve the development or promotion of externally initiated social organization. Such involvement did not occur at the early stages of the project cycles/planning, but rather after major decisions have been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent. In the area of study there are already groups which voluntarily undertook agricultural options as part of their function.

The sixth mode of participation was interactive participation where people participated in joint

analysis which led to action plans and formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that sought multiple perspectives and made use of systematic and structured learning processes. Those groups took control over local decisions and so people had a stake in maintaining structures or practices. According to Hagmann et al, (2000) in AGRITEX Zimbabwe PEA aims at strengthening rural peoples problem-solving, planning and management abilities. This type of participation was the most desirable and formed the integral part of this study.

The final mode of participation was self-mobilization where people participated by taking initiatives independently of external institutions to change systems. They developed contacts with external institutions for resources and technical advice they needed, but retained control over how resources should be used. Such self-initiated mobilization and collective action may or may not challenge existing inequitable distribution of wealth and power (Pretty et al, 1997). The researcher tends to support recommendation made by Hagmann et al 2000 which states that if development activities are ever to be owned by the community, real motivation and enthusiasm as well as effective community organization should exist for support and driving of the process.

Agriculture as a subject lacked the support it deserved in our schools. Agricultural Science is a practical scientific subject which differed from other subjects in that its teaching consisted not only of a knowledge aspect but also the application of that knowledge in the production of food. It is still true that in many of our schools where agricultural subject is offered, there are no practicals done, no visits to farms and no visits to agricultural shows. (Supplement to the Agricultural News, April 2000). This resulted in learners perceiving agricultural subject as theoretical comprising memorization of facts without attaching meaning to the content.

2.3.2 Limiting factors for youth participation in agriculture

The disadvantaging factor was that the media also neglected Agricultural Science in South Africa. The Supplement, April 2000, raised a valid concern with regard to agricultural publications “All the subjects with the exception of agriculture are given prominence in the learning press or City press or Sunday newspapers. The education programmes on SABC 3 TV featured all the science subjects except agriculture. It was only recently that televisions catered for agricultural program on SABC 2 called Ulimo/Living land and Agri News. The contents of the programme are also

published in the Sowetan newspaper. In the light of the fact that agriculture contributes 4 to 5 % of the GDP, this kind of treatment becomes unfounded."

The following are some of the contributing factors towards the poor credibility of agriculture, thus, limiting youth interest in the sector;

1. Poor working conditions of the extension workers contributed towards the less credibility given to agriculture.
2. Shortage of qualified agricultural professionals to teach in our agricultural schools (innovative teachers), not the chalk and talk approach.
3. Limited understanding of agriculture as a career i.e. nurturing agriculture as farming only.
4. Other negative perceptions e.g. farmers using pesticides that contaminate water, taking land where houses should be built etc. it is seen as a desperate occupation.
5. Farming careers are unattractive to many-land perceived to be expensive.
6. Lack of government policy supportive of youth in agriculture and limited financial support.
7. The view that agriculture belongs to the unlearnt, unintelligent and unskilled.
8. Negative perceptions towards agriculture as a career is caused by more exposure to primary agriculture which deals more with cultivation and crop production.

While agriculture should be more focused on practicals than theory, the subject is made to be more theoretical at most schools. Again given the limited agricultural schools situation, the present ones do not adequately engage in practical activities (Holz-Clause and Jost, 1995). One of the limiting factors is that there are few or no agricultural schools in rural communities. Kgowedi (2000) is correct to point out that the media gave less coverage of the subject. On the other hand there is eminent shortage of black professionals with necessary qualifications to take prominent roles and positions in the agricultural profession

2.3.3 Other factors contributing to limited youth participation in agriculture

Holz-Clause and Jost (1995) identified the following as having influence towards youth perception of agriculture:

2.3.3.1 Prevailing stereotypical views of agriculture

It was found out that youth equated agriculture with farming but do not make any connection to technical and/or research-intensive aspects of agriculture e.g. that farming is perceived to be a hard, physical labour and stressful exercise due to machinery breakage, weather uncertainties as well as price variances. The findings showed that aspects like genetics, research, engineering, financial management, or international commodity markets were not mentioned by the youth.

Men, women and youth consume goods and services in the market economy both to maintain and enhance their self-image. However, the self-image is affected by many factors including age, economic position and social class. For example, the practice of agriculture at a subsistence level is no longer attractive, less profitable and less prestigious for a middle-class youth today. Then a question arises: is vocational agriculture meant only for the poor youth from the socially lower classes or lowest income sectors or less educated groups in communities? Not at all, in the sphere of agriculture technology development, anyone can be vocationally trained in more palatable terms for the educated youth, if there is a real will to do so and to become more pragmatic in the context of the ideal social image(Ranasinghe, 2005).

2.3.3.2 Farmers' image vaguely positive

While youth expressed a vague sense of gratitude to farmers for raising food, most just show ignorance and lack of interest resulting in agricultural careers being viewed with disdain or at least apathy. Requested to discuss the bad things done by farmers, the youth expressed concern on, soil erosion, clearing rain forests, cattle belching producing methane gas as well as farmers not taking care of their animals properly. All these practices, according to youth interviewed, were done by farmers because they are desperate and have to make a living.

According to Constantino (1998) as cited by Ranasinghe (2005) at this juncture it is appropriate to disclose the four major aspects of the concept of self: i) the self-image or how we see ourselves, ii) the ideal self - image or how we would like to see ourselves, iii) the social self- image or how we think other people see us, and iv) the ideal social self-image or how we would like other people to see us.

2.3.3.3 Farm careers appear unattractive for many

According to Holz-Clause and Jost (1995), there appeared to be a believe in the youth that people did not and do not get into agriculture just because they choose, but that someone gave them a farm. This was because they thought that it would be too expensive to buy land, machinery etc. They felt it would only be possible if one receives help to get started. The following could be cited as examples of such studies from which Limpopo Province could learn. In Iowa, researchers used the Delphi technique to identify problems that secondary agriculture teachers experience in recruiting students in high school agriculture programs. In Wisconsin (USA), upon realising that little research is available about the specifics of child or adolescent work on dairy farm operations, a study was conducted. The objective of the study was to investigate work performed by children and adolescents on these operations. In Lithuania they did studies which indicated that ethnic environment had a significant impact on the formation of value system and point of view of youth. The research shows that youth had a lot of knowledge about Lithuanian ethnic culture; however some knowledge and skills were forgotten due to lack of practice, (Iowa Agricultural Education Information,1997. Unpublished raw data).

In Malaysia a study on the perception of Malaysian youth agro-based entrepreneurs regarding the contribution of mobile phone in their agro-business was done. Results indicated that majority of respondents used mobile phone frequently while majority of the respondents had high perception on the contribution of mobile phone in their agro-business productivity. Results also indicated that majority of Malaysian agro-based entrepreneurs believed that mobile phone can help them in getting information on agriculture every time they need it. Pearson Correlation employed proved that age has negative and significant correlation with perception on mobile phone contribution. In Sri Lanka a study was done on “Youth in the face of vocational agricultural training for sustainable development: whether to push forward or pull back.” The results indicated that vocational training as an inter-temporal investment could bring returns in the future as people responsible take the necessary initiatives to invest today. However, training must be dynamic in nature, especially for agro-entrepreneurship to create structural changes in production, distribution, marketing and consumption. In the preparation of youth to meet future requirements of economic growth, biotechnology, nanotechnology and intelligence in computer technology play prominent roles in the context of knowledge and skill development of the population.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 DESCRIPTION OF THE STUDY AREA AND THE DESIGN OF THE STUDY

The study was conducted in Ga-Mothiba community in the Limpopo province. Ga-Mothiba is located 30 km East of Polokwane and 10 km from the University of Limpopo. The area is under the traditional leadership of Chief Mothiba. During the transect walk in the community with some of the community members several projects initiated by both youth and adult members of the community were identified. Some of these projects were still in operation and some were abandoned.

CRCE/UL plays a vital role in supporting existing projects and reviving those which are abandoned. In a general community mass meeting organized by the extension officer and CRCE/UL, a video film was shown to the members of the community. This video film was about a community called Spitzkop situated 20 km East of Ga-Mothiba. Spitzkop community members have been involved in different projects with one of the Limpopo Department of Agriculture' program, Broadening Agricultural Services and Extension Delivery (BASED). This program uses Participatory Extension Approach as one of its main tool to community development.

In this film the department documented their experiences in working with rural communities to share with other communities. This video film struck many of the Ga-Mothiba community members to the extent that they asked themselves why they cannot do something in their community that they can also share with other communities. From that meeting, people showed interest in different agricultural activities. Few of the young members of the community showed interest in starting their own activities but some joined the existing youth activities in the area. This process resulted in the formation of a youth forum in the area and the following groups were identified in Ga-Mothiba..

- Bakone Youth Development Forum. This group of youth from Ga-Mothiba was established in 2003. It was made up of seven members. Their aim included among others, establishment of a Cultural Village Park with indigenous trees and herbs, production of broilers, production of vegetables and building of a youth centre. They also dreamed of selling goods derived from the indigenous trees and herbs. The group managed to secure six hectares of land through the traditional authority for the production of broilers and vegetables.

- Rangmo Youth Group was established in 2005. It had a membership of eight (8). They have already been allocated a portion of land for production of vegetables and broilers.
- Lehlabile youth group- this group was constituted by 18 youth members from Ga-Mothiba. They were involved in performing dramas, composing music and organizing youth competitions.

Having worked for some time with the research team and participating in most of the agricultural activities, there should probably be some influence in thinking towards agriculture among the youth groups.

3.2 DATA COLLECTION

3.2.1 Sample Selection

Random sampling is a sampling technique where researcher selects a group of subjects (sample) for a study from a larger group (population). Each sampling unit of the population had a known and equal chance of being included in the sample. A total of hundred and ten (110) young people was planned to be interviewed but (95) respondents were interviewed, including scholars and were randomly selected and included in the sample. Out of the 95 questionnaires 80 questionnaires were used and 15 questionnaires were discarded due to incomplete responses and empty spaces. Sampling was done in a disproportionate manner as follows; Fifteen (15) respondents were selected from the three existing youth projects with 8respondents from Lehlabile, 4 from Bakone and 3 from Rangmo group. Eighty (80) students were randomly selected from the two secondary schools offering agriculture in the area, with forty (40) students from each school.

3.2.2 Action Learning Cycle (ALC)

The study used an action learning cycle as one of the Participatory Extension Approach in gathering data regarding interventions and feasible strategies that could facilitate the involvement of young people in agricultural activities. This involved a series of workshops that were conducted with youth in the community. Action learning is a cycle of action reflection, enabling people to learn from experiences and by trying out new ideas. These reflections led to new learning about what worked and what did not and it encouraged people to better understand their own strengths and weaknesses and motivated them to search for new ways of tackling old problems (NovaAfrica, GTZ-BASED& LDA, 2007).

3.2.3 Semi-structured questionnaire

A semi-structured questionnaire was used in a class/meeting with learners to identify agricultural activities, the extent of youth participation in these activities as well as analysis of the existing interventions in agriculture that attracted youth.

3.2.4 Structured questionnaire

A structured questionnaire consisting of three sections was used. The first section was used to determine the demographic information of the participants. Section two composed of a five point likert scale to determine perceptions of youth and students towards agriculture and section three focused on determining factors limiting participation of youth in agricultural activities.

3.3 DATA ANALYSIS

The research used both qualitative and quantitative data. The raw data from each of the questionnaires through semi-structured and structured questionnaire was used for analysis. Qualitative data was organized into relevant themes based on the objectives of the study. Qualitative research is a set of research techniques, used in the social science, in which data is obtained from a relatively small group of respondents and not analyzed with statistical techniques. Qualitative information is information based on people's views, opinions and perceptions. Quantitative data was analyzed using descriptive statistics.

3.4 ETHICAL CONSIDERATIONS

3.4.1 Entering the community

The study was approached through the appropriate protocol and traditional practices. Acknowledgement was exercised when engaging the youth. The study took an action research approach with participants being involved in the whole process from the on-set. The researcher is known in the Ga-Mothiba tribal authority but, he had taken youth representatives, who are also known in the traditional office, to introduce himself as a researcher working on youth activities so that he could get some blessings to conduct his research.

3.4.2 Confidentiality and participants rights for anonymity

During the data collection process discussions were held with the respondents regarding the maintenance of confidentiality over information secured during the data collection process through the questionnaires. The benefits of participation were shared with participants and assurance on

confidentiality and anonymity were provided by maintaining personal interaction with the intention to build mutual trust with participants.

3.4.3 Voluntary participation

Respondents were informed that their participation in the research process is voluntary. Likewise, all instructions were incorporated into the questionnaire that was explained to each intended participant.

3.4.4 Participants' consent

Before questionnaires were sent out and interviews conducted, participants were informed of their consent.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

The population of the study comprised Grade 11 and Grade 12 secondary school students from the Mothimako and Ngwanalaka Secondary schools, as well as thirty members of Bokamoso youth which is made up of three youth groups that initially worked as individuals but through continuous joint discussions ended up merging into one village youth group. The main aim of this study was to develop strategies to attract youth in agriculture through understanding their perceived positive and negative attitudes towards agriculture in Ga-Mothiba community. The specific objectives were to determine how youth in a rural community perceive agriculture, to explore existing agricultural interventions that attract young people into the agricultural industry and to identify limiting factors for youth participation in existing agricultural projects.

This chapter will present the results of the study as follows; the demographic and socio-economic characteristics of the respondents, Youth perception of agriculture, interventions for youth participation in agriculture and limiting factors for Youth participation in agriculture.

4.2 DEMOGRAPHICS AND SOCIO-ECONOMIC CHARACTERISTICS OF THE RESPONDENTS

4.2.1 Age groups and sex of respondents

The results of the study (Table 1) showed that slightly over half (51%) of the respondents are of the age group (17-19) years and about 29% of the respondents were of the age group (14-16) years old while only 20% of the respondents were of the age group (20 – 22) years old in both grades. The results also indicated that all the respondents in Ngwanalaka School were born in Ga-Mothiba village. Respondents from Mothimako School came from Mothiba, Makotopong and Kotishing communities since it was the alternative secondary school (beside Ngwanalaka) in the neighbourhood.

Table 4.1: Age of the respondents

Age categories	n	%
14 – 16	23	29
17 – 19	41	51
20 – 22	16	20
Total	**80**	**100.0**

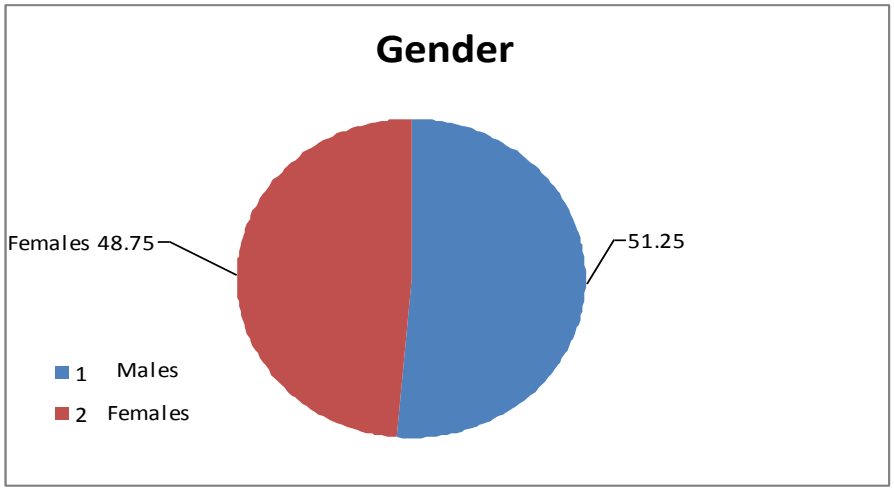

Figure 4.1: Gender of respondents

The results revealed that slightly over half (51%) of the respondents were males while (49%) of the respondents were females. Even though there is slight difference, it should be indicated that the domination of males in the agricultural field is changing; females take agricultural subjects at the secondary school levels. The 49% of the female respondents shows that there is a good chance to improve female agricultural practitioners in future.

4.2.2 Parents occupation

Table 4.2: Occupational classification of Respondent's Parents.

Occupation	**N**	**%**
Government employee	**8**	10
Private sector employee	**13**	16
Self employed	**4**	5
Unemployed	**12**	15
Retired	**3**	4
Do agricultural related job	**5**	6
Don't know	**35**	44
Total	**80**	**100**

The results revealed that majority of the respondents (44%) did not know what their parent's occupations were. Sixteen percent (16%) of the respondents indicated that their parents work in private companies, while 15% of the respondents indicated that their parents are unemployed meanwhile 10% of the respondents revealed that their parents work in governments departments. The results also showed that 6% of the respondents occupied agricultural related jobs with 5% indicating that their parents are self-employed and equally 4% of the respondents' parents have retired.

4.2.3 Parents income and level of education

The results showed that all the respondents were not willing to disclose their parents' educational level and their parents' income. This might have been caused by the fact that all the students from Ngwanalaka School came from the same village of Ga-Mothiba and as a result were not willing to disclose their situation to the fellow locals. The learners from Mothimako School come from Mothiba, Makotopong and Kotishing communities as they are the neighbouring villages and the school is the only one in the vicinity, beside Ngwanalaka. The other reason for not disclosing parents' income and level of education might be that most parents were not employed in decent sectors, as perceived by youth. Respondents did not regard farming as a reliable source of income and is seen to be practiced by uneducated people.

4.2.4 Land ownership by the respondents' parents

Table 4.3: Ownership of land

School	Own land (%)	Do not own land (%)	Do not know	Total (%)
Ngwanalaka	25%	75%	0%	100%
Mothimako	5%	87.5%	7.5%	100%

Respondents were asked to indicate whether their parents own land or not. The results are presented in table 4.3. From the results it is clear that majority of the Ga-Mothiba community members do not own land (table 4.3) and as a result they could not involve themselves in agricultural activities or make any income from land. The results from the students in Ngwanalaka school indicated that (75%) of the respondents parents do not own land while (25%) of the respondents parent own land. In Mothimako School 87.5% of the respondents parents do not own land while only 5% of the respondent's parents own land. A minority of the respondents in Mothimako (8%) indicated that they do not know whether their parents own land or not, with no respondent unable to indicate whether the parents own land or not.

Students were asked to give their opinion on who does agricultural activities in their household.
In responding to this question, some of the students gave multiple responses on who they think should perform agricultural work. Majority of the respondents (44%) believed that agricultural work should be done by the youth, with about 31% of the respondents believing that agriculture should be everyone's' work. On the other hand, 23% percent of the respondents believed that agriculture should be rural peoples' activity while 15% of the respondents indicated that agricultural work should be for those who are hired for the work. Less than one percent(0.8%) of the respondents believed that agricultural work should be for those interested in it while an insignificant percentage (0.06%) of the respondents believed that agriculture should be for those doing maths and science in school.

4.2.5 Youth perceptions of Agriculture

Students' perceptions towards agriculture and agricultural careers were measured using a 5-point Likert-type scale that ranged from 1=strongly disagree to 5=strongly agree. For positive statements, the Likert scale for measuring perception remained the same as 1=strongly disagree to 5=strongly agree, and for negative statements it was reversed to 1=strongly agree and 5=strongly disagree. At the end the results of the 5 point likert scale was reduced to three points meaning: Agree, Uncertain and Disagree. This was done because learners did not fill the strongly agree or strongly disagree options provided in the questionnaire. To measure students' perception, 35 statements were used, in which students were to reflect the extent to which they agree or disagree with the contents of the statements.

The results of the study showed that majority if not all the students (100%) agreed with the statement that said that "Agriculture is an option for making a living". The results further indicate that majority of students (75%) disagreed with the statement that said "Agriculture is for white people". The majority of the students (74%) agreed with the statement that said "Farming is a business". The majority of students (72%) also agreed with the statement that said "Agriculture is important in the development of communities". Majority of the students (71%) also agreed with the statement that said "There are promotional opportunities for agricultural workers". Over sixty percent of the students agreed with the following statement "People who operate in commercial farms can become as rich as those doing other businesses (68%)", "I am aware of opportunities related to agriculture (67%)", "It is important for schools to offer agriculture (67%)", "Schools offering agriculture produce successful practitioners (66%)".

Table 4.4: Youth perception of agriculture

Variable	n	A%	U%	D%
1. Agriculture is an option for making a living	80	100	-	-
2. Agriculture is an option for under-achieving students / adults	80	39	21	40
3. I will choose office work rather than an agricultural job.	80	29	15	56
4. Office-bound work is good compared to out-of-office job	80	30	27.5	42.5
5. If agricultural work was not inside the office, I would consider it as a career	80	47.5	17.5	35
6. If agricultural work was not mostly dependent on weather I would consider it than other jobs	80	42.5	25	32.5
7. Farming is not a clean job	80	43.75	7.5	48.75
8. Farm work is more labour intensive	80	63.75	17.5	18.75
9. Farm work is a more difficult activity	80	40	10	50
10. Farming is a business	80	92.5	5	2.5
11. There are promotional opportunities for agricultural workers	80	88.75	8.75	2.5
12. Agriculture is a profitable business	80	80	13.75	6.25
13. Agricultural remuneration is not attractive enough	80	26.25	28.75	45

Table 4.4: Youth perception of agriculture (continued).

Variable	n	A%	U%	D%
14. Employment opportunities are scarce in Agriculture	80	35	25	40
15. Agricultural jobs are meant for rural areas/ People	80	36.25	3.75	60
16. I Prefer studying /working with plants	80	77.5	6.25	16.25
17. I prefer studying/working with animals	80	61.25	13.75	25
18. I prefer studying/working with people in agriculture	80	75	6.25	18.75
19. I am aware of opportunities related to Agriculture	80	83.75	8.75	7.5
20. I would like to own a farm	80	82.5	3.75	13.75
21. Agriculture is for white people	80	3.75	2.5	93.75
22. Agriculture is an acceptable way of life to me.	80	76.25	5	18.75
23. Agriculture is good for highly skilled people	80	40	21.25	38.75
24. Agriculture is important in the development of households	80	68.75	12.5	18.75
25. Agriculture is important in the development of communities	80	90	5	5
26. Farming is suitable for women/girls	80	16.25	15	68.75
27. It is important for schools to offer agriculture	80	83.75	11.25	5
28. Schools offering agriculture produce successful Practitioners	80	82.5	11.25	6.5
29. Agricultural activities at school are not practical at home	80	56.23	21.25	22.5
30. Agriculture is the best way to alleviate poverty	80	81.25	12.5	6.5

Table 4.4: Youth perception of agriculture (continued).

Variable	n	A%	U%	D%
31. Agriculture creates employment for the majority of the rural poor	80	70	12.5	17.5
32. People who operate in commercial farms can become as rich as those doing other businesses.	80	85	10	5
33. Agriculture can generate income that can sustain livelihoods like any other business	80	70	21.25	8.75
34. Farming is suitable for old people	80	31.25	8.75	60
35. Agriculture requires expensive resources	80	36.25	31.25	32.5

The results show that 100% of the respondents agree that agriculture is an option for making a living. Since most of the residents in the study area are practicing farming, the learners are able to witness that harvests and livestock help a great deal in sustaining livelihood. This is the case despite most of the respondents (40%) indicating that agriculture is an option for under achievers. The situation relates well with a study in Tanzania where young people see agriculture as work for poor people, a job or career for people with no education or no skills. Again the study indicated that young people in Tanzania, both in urban and rural areas revealed that agriculture is the last career or job choice (Rutta, 2012). For many agriculture remains an old fashioned sector, a sector that cannot generate income for their living. This could be as a result of unawareness of agricultural careers. However, results show that 56% of the respondents disagree that they will choose office work rather than an agricultural job. This shows that there is a potential to make learners develop a positive perception towards agriculture. The 15% that is unsure could be exposed through awareness programs and career guidance that agriculture entails both office and out of office activities and on that basis be shifted from the belief of thinking that agriculture is generally out of office, dirty enterprise. About forty-three percent of respondents (43%) agreed that they could consider agricultural work than others if it was not dependent on weather. This might be due to the fact that most rural farming activities depend on rain, which is not sufficient given the semi-arid nature of the area. More irrigation activities could be supported to avert fear of inadequate rainfall. Exposure visits to irrigation schemes could also be used to enhance option against the dry land

farming system. Nearly half of respondents (49%) disagreed with the ideology that agriculture is not a clean job. A high percentage (64%) of respondents indicated that farm work is more labour intensive. Exactly (50%) half of the respondents think that farm work is not a difficult job.

Majority of the respondents (93%) agree that farming is a business. Eighty-nine percent of learners who took part in the study believe that there are promotional opportunities for agriculture while 80% acknowledge that agriculture is a profitable business, which proves that the potential for agricultural adoption is very high. Respondents agree that agricultural remuneration is not attractive enough (26%). This might be based on the remuneration of farm labourers who are dominant in the area and exposure to other agricultural careers and opportunities could help to change the narrow focus pertaining to remuneration. It is important to think about being the employer and professional, than only being farm labourer. Below forty percent (35%) of the respondents think that employment opportunities are scarce in agriculture. Sixty percent disagree with the notion that agricultural jobs are meant for rural areas/people. Majority of the respondents (77%) have no problem in studying/working with plants while 61% said they prefer studying/working with animals. Again this implies that respondents have a positive view of agriculture which could be explored, harnessed and supported through information and career guidance as well as exposure visits to advanced agricultural enterprises. Seventy five percent (75%) of the respondents prefer studying/working with people in agriculture and 84% said they are aware of opportunities related to agriculture. while 83% indicated that they would like to own a farm.

There is plenty of positivity towards agriculture according to the above responses and with relevant interventions and programs these views could be strengthened and supported. A higher percentage (94%) of respondents does not agree to the thinking that agriculture is for white people. The respondents agree that agriculture is an acceptable way of life with a 76%. Less than half of the respondents (40%), agree that agriculture is good for highly skilled people while 39% disagree. Majority of the respondents (69%) agree that agriculture is important in the development of households while 90% think that agriculture is important in the development of communities. Most of the respondents (69%) do not agree with the thinking that agriculture is suitable for women/girls. Majority (84%) of the respondents said it is important for schools to offer agriculture. 83% agree to

the understanding that schools offering agriculture produce successful practitioners and 56% think that agriculture done at school is impractical at home. The reason for this kind of response could be that at home respondents do not irrigate like they do at school due to lack of irrigation facilities.

The results indicate that most respondents (81%) agree with the fact that agriculture is the best way to alleviate poverty. Again the majority of the respondents (70%) concede to the fact that agriculture creates employment for the majority of the rural poor. Most respondents (85%) think that people who operate in commercial farms can become as rich as those doing other business. Seventy percent (70%) believe that agriculture can generate income that can sustain livelihoods like any other enterprise. All these responses brought together still add to the fact that most respondents, and therefore youth, hold positive views about agriculture. Respondents (60%) disagreed that farming is suitable for old people, 31% agreed and only 7% were undecided as to whether farming is suitable for old people. 36% of the respondents agree that agriculture require expensive resources. The reason for this kind of view might be that commercial farming is at a more advanced stage compared to rural farming, which is where the respondents live. This situation could narrow the judgement of the respondents and could be alleviated through supported guidance and information.

Student's perception can thus be summarised as follows:

- Agriculture is an option for making a living.
- Agriculture is a business and can be practiced by both black and white people and is as profitable as any other business.
- Agriculture is important for development and promotional opportunities exist for those involved in it.
- There is awareness that there are opportunities in agriculture and schools offering agriculture produce successful practitioners.
- There is willingness to own farms and create more employment opportunities.
- Agriculture is an acceptable way of life and is the best way to alleviate poverty.
- Agriculture is important in the development of households and communities.
- Agriculture is not for old people and can be practised by males and females.
- Youth have no problem studying with plants and animals.
- Agricultural jobs are not only meant for rural people.

4.2.6 Focused group interviews with the Bokamoso youth group in Ga-Mothiba (15 youth group members)

Focused Group interviews were conducted with the youth community represented in the joint youth groups (Bokamoso) involved in agriculture and those who are not involved in agricultural activities to get the views of the youth in general. A semi-structured questionnaire was used to discuss aspects pertaining to perception towards agriculture. Focus group interviews were held on separate days with about fifteen Bokamoso youth members. The interviewees were divided into three groups of five to give inputs on the factors that affect youth participation in agriculture. The researcher used a participatory interactive debate and discussion on opinions raised. Bokamoso youth is a group of young energetic members of the Mothiba community involved in various activities of community development stretching from agricultural, HIV and AIDS, literacy programmes for youth, adult learning and crime prevention, alcohol and drug abuse.

In general the youth accepted that agriculture is important in food production, but strongly associated agriculture only with production farming e.g. (crop, especially maize, and livestock farming). However, meat, milk or other agricultural products were rarely mentioned. It was interesting, however, that the youth acknowledged that "without agriculture there would be no food. If agriculture disappeared, their personal lives, as well as their community and state, would be affected. However the impact was usually stated in terms of traditional farming: no food, loss of farm-related jobs etc."

The group interviews focused on the relationship that the group has with the Department of agriculture, trainings provided by the department, accountability and access to information, and Credibility of agriculture at school level,

4.2.6.1 Relationship with the local department of agriculture

The first discussion was on the Bokamoso youth relationship with the local Department of Agriculture. The youth concentrated on poor service delivery by the department indicating that the programs must be fulfilled as per municipal promises on the implementation of youth activities, e.g. buying of farm. Examples were given on agricultural programs which are targeted for communities such as youth and school competitions, as well as municipal youth body, but were not implemented by officials from the department of agriculture. The youth emphasized that should such programs

be implemented as planned then agriculture will have the much needed youth support. Agricultural technical support must be based and linked to local projects. The current technical support was seen as planned outside without local people's involvement hence they do not correlate with farmer's methods or activities. Nepotism / favouritism with regards to benefits available in the department such as young aspirant farmer competition where a participant was a relative of the official running the competition and undeservedly got position one, Comprehensive Agricultural Support Program (CASP) benefitting one group over and over again.

The activities like the above mentioned are deemed to discredit hard working aspirant farmers and leave them demoralized. Extension support is not enough in that they do not avail themselves during meetings despite them having the program. Technical support also was deemed important but was not provided on time or sometimes not provided at all to other groups. The focus group revealed that Bokamoso youth group have knowledge of the programs that should be supporting youth in the local municipality These discussions and issues raised showed that young people are positive about agriculture in their communities but they do not get the much needed support from the department to move a step further.

4.2.6.2 Provision of agricultural workshops and trainings

The group was asked to indicate trainings provided regarding agriculture locally. Their response was that workshops must not be centralized but localized, supported by agricultural co-coordinators. The coordinators suggested are local people, preferably members of the youth in the community, who are involved or have interest in agriculture or any field, depending on the range of activities pursued by the organization. Such people are suggested because they will learn from current farmers, bring new ideas and as such the problem of succession in agriculture will be partially solved. This also can be a recruiting strategy to young members in the community to be actively involved in agriculture. An example was given, citing programs like Love Life by department of Health which target youth to coordinate events such as shows and awareness creation campaigns. This program is coordinated by trained youth and therefore their peers want to join and become local coordinators. From the discussion it was evident that young people are enthusiastic about agricultural activities to such an extent that they have coordinators within their organizations for agricultural activities in the community, but they are discouraged by the lack of support and motivation from the officials from the department.

Unlike other departments which are working with youth in the community, agriculture as a department does not target and recruit youth. There are young people in the community who could be assisted with funds to start agricultural business. It was also revealed from the discussions that potential young people are not informed of procedures and formalities towards securing funding mechanisms to start agricultural businesses.

4.2.6.3 Accountability on projects established by the Department of agriculture

When the youth were asked of the extent to which the department of agriculture is accountable to its own projects in the village and neighbouring villages, the following responses were given by the group; they indicated that the department does not follow-up (aftercare) until that activity come the following season e.g. the Young Aspirant farmer of the year competition which include schools as well as Female Farmer competition. The unsuccessful participants should be guided to increase chances of winning in the following season, but is not the case. They continued to indicate that agriculture is said to be the pillar of the local province with regard to economic development and job creation, yet little or no practical achievement could be indicated so far.

The group went on to say that the Limpopo Department of Agriculture (LDA) must work hard to promote their credibility through publicizing and practicing their values, principles (Batho-pele) and their programs. Infrastructural development, especially financial aid to black farmers, must be reviewed, and Land bank policies must support Black Economic Empowerment (BEE) in action, not only in policies. Requirements by the banks, in fact all financial support mechanisms, do not necessarily suit the needy people/groups. Sharing of success stories with communities based on agricultural activities can help to spark interest in agriculture e.g. through Agri -TV, posters (background, production), infomercial (benefits), and audio-visuals.

Bokamoso youth indicated that the Department of agriculture should develop an assessment tool in collaboration with the community or request the community to develop that tool for checking and monitoring progress, achievements and backlogs.

4.2.6.4. Credibility of agriculture at school level

The Bokamoso youth group believed that agricultural institutions are loosing credibility and they are of the opinion that school principals, agricultural educators and learners (Department of Education), sister departments and other agricultural institutions/stakeholders (media and banks) should help the Department of Agriculture by developing programs for promoting agriculture to change the present negative perception. The pre-apartheid thinking of agriculture existed and has lowered credibility of agriculture. This made sure and is still ensuring that agriculture will be taught as an undermined additional subject at lower grades. Agricultural activities were used as punishing tools and there are no trained teachers to offer the subject. Top students will not enrol for agriculture even if they are interested. They will be convinced to follow other subjects like Maths, Physics or other commercial subjects considered respectable, with clear career path. The Bokamoso youth group indicated that there is a need to train teachers, make career information days to advise students on available career paths. They also suggested that from their side it will help to provide occasional refresher courses to educators; provide them with agricultural information and careers in agriculture.

There are no trained agricultural educators at both primary and secondary schools. Learners are not given the positive background and advantages of agriculture at early stages of their education. Unlike other subjects like Maths and other science subjects, agriculture is not promoted as a good option by department of education, media and agricultural authorities. Despite not having any agricultural schools in the local communities, there are no suitably qualified educators at almost all the local schools, yet these schools offer agriculture. Currently educators who teach agriculture are not well vested in the subject matter or they are disguised practitioners with different training background. Agriculture must be offered as a science and have the same statuses like other scientific subjects. If ranked as such then it will have qualified trainers and will have weight. This sentiment was also highlighted when the researcher visited schools. In one school the educator was trained to teach history but because the school did not have an agricultural teacher, he was requested to teach it to learners who switched from history, the reason being that the learners did not perform well in history. This again proves the perception that agriculture is made to be an alternative for under-performing learners. This kind of perception should be strongly dealt with in the education department.

4.2.6.5. Understanding agriculture from the basic level

Bokamoso youth group are of the opinion that children must start to learn agriculture from the basic level so that they grow up knowing agriculture and available agricultural careers.. In comparing agricultural subject to other subject they indicated that in order for youth to be involved in agriculture and agricultural activities there is a need to start training children at primary level. The youth leaders insisted that this suggestion must be coupled with relevantly trained agricultural educators. It should be clear that after tertiary education, graduates will work as agricultural professionals. They also emphasized that training must be designed in such a way that it caters for students who want to become farmers and those who want to become specialists in agriculture. They insisted that there should be different programs which will address these two specialists and those who will like to go into farming. Graduates from tertiary institutions do not want to work at the fields as farmers but want to directly go into offices and advice farmers. However, there is little training provided to students who want to become farmers. To be sustainable, the youth insisted, the agricultural industry need to train young farmers who will take over and come with new, improved methods of farming. From this discussion one might emphasize that there are potential community groups who would like to change the negativity around agriculture and this will require tailor-made support from agricultural experts.

Education authorities, Politicians and media, among others, overlook agriculture compared to other science subjects. Although valuable and informative, Farmer's weekly publications are inaccessible and often irrelevant to the context of most rural communities.

4.2.6.6. Change in agricultural practice

During the discussion the Bokamoso youth group suggested that old ways of practising agriculture must be phased out. They stressed that local people must move away from old agricultural practice of just owning livestock with no business intention as it lowers its credibility. Agriculture must live up to the present times and use current technologies in implementing their programs (e.g. use of SMS, internet) to be able to attract youth.

The impact of information and communication technology in agriculture is not new, and many forms of indigenous knowledge are still central in managing agriculture. In some parts of the world, especially in the developed countries, however, the mobile phone is a ubiquitous technology of

urban-rural socio-economic speed, and it is considered a development tool to "leapfrog" legacy infrastructure and innovate more quickly than through older industrial forms.
Mobile phones are speeding up ways in which farmers get, exchange, and manipulate information.

They rework the way farmers interact with markets and cities. Increasingly, they enable farmers to focus, search, and extract useful and up-to-date market information from social and business networks (Ilahiane, 2007). Farmers are also able to make tentative decisions much more easily than before. Agriculture must evolve from old concept of subsistence to commercial to suit youths changing world i.e. changing the mindset of farmers- consider farming a business, exposure to advanced farms, provide information, financial aid, promotional strategies etc

4.2.6.7 Short-term versus long-term benefits

The discussion with the youth group was concluded by looking at benefits that agriculture has for youth. The youth group had the following to share; Agriculture is a long term investment, most young people prefer something that will make money faster, hence the disregard of agricultural options. They went on to ask for advice about which short term agricultural activities they can follow and make them earn their living for example; poultry production, and vegetables. Some of the members indicated that they would like to invest in long term agricultural production like cattle, sheep, orchards etc. From the discussion of agricultural benefits it could be deduced that young people have an idea on how to turn agriculture into business but they are not taking into consideration the risk involved which might discourage them along the way. It is a fact that youth want fast profit from their investment and therefore good advice must be given if they have to be recruited into this industry.

4.3 THE IMPORTANCE OF AGRICULTURE AND AGRICULTURAL CAREER ACCORDING TO THE YOUTH GROUP

Youth think more of getting employed than self employment. This resulted in the majority of young people being employed by companies or government departments leaving out farming jobs to senior citizens. This could be the result of uninformed decisions that young people are subjected to when following or learning about the sector. There could be counselling alternatives, as in other countries like Nigeria where counselling forms part of the school curriculum to help learners to arrive at informed decisions about their future where agriculture could be among the options. A person can function efficiently and make desirable adjustments only when he has the necessary

understanding of his capacities, liabilities and his environmental conditions. In this instance, counseling is a psychological process of helping people to cope with the different challenges of life. This is why the National Policy on Education emphasized counseling services in the new education system called the "6-3-3-4" system of education (Anuka, 1989). Every disturbing stimulus threatens us with all sorts of experiences such as hunger, disapproval, disappointments, conflicts, boredom and frustrations. One way or the other we must adjust and we ought to solve our problems. Consequently, counseling at the secondary school should help students or enable them to adjust and cope with the demands of the school or the farm by enabling them to develop self-understanding, self-direction and mental balance.

To assess the importance of agriculture and agricultural careers respondents were requested to indicate the way they view and see agriculture and agricultural careers. The results of the study shows that 25% of the respondents think that there will be no food if agriculture can disappear. 20% think that it is impossible to live without agriculture because we eat and wear agriculture. 15% said the family members will suffer while another 15% said there will be no clothes. 10% believe life will be miserable because people will die. 7% said food will be very expensive and unaffordable. 5% said there will be no furniture and 3% think there will be no water since it is more related to agriculture.

Table 4.5: What do you think will happen if agriculture can disappear?

Responses	**%**
No food	25
Nothing to eat and wear	20
People will suffer	15
No clothes	15
People will die	10
Food will be expensive and unaffordable	7
No furniture	5
No water	3
Total	**100**

Table 4.6: What do you think of life without agriculture?

Responses	**%**
Hunger and poverty	39
No buildings	35
Animals will die	13
Life span will be too short	10
No medication	2
No water for drinking and washing	1
Total	**100**

It is clear that learners could see the importance of agriculture because most of the respondents realise the danger that could occur without agriculture or if agriculture disappears. Reading from the table one can come to a conclusion that agriculture is judged from the distance i.e. when it is done by others, not us. There is a serious need to make the schools realise what roles they can play and help learners understand not only the contribution, but also the careers in agriculture. This perception also exists in the youth group members since they most of the time refer to agricultural practices and relief as done by commercial farmers than locals. With the necessary support and influence, locals, including youth, could as well contribute towards good agricultural practices. Development actors should strive for the removal of the understanding that agriculture is more profitable as done by distanced people and not feasible to locals.

Respondents were asked to give their opinions on life without agriculture in the community. Minority (39%) of the respondents believed that life without agriculture will subject the community to poverty or hunger while 35% think that there will be no buildings since there will be no wood and grass. Thirteen percent of the respondents (13%) indicated that animals will die as a result. About ten percent of the respondents (10%) think that life will be too short without agriculture while 2% think that there will be no medicines (trees) for doctors to control dangerous diseases while only 1% said there will be no water for drinking and washing. (Table 4.5)

Respondents were asked to choose the agricultural careers that they will pursue when they go to universities and the results were as follows; Nearly half (45%) of the respondents indicated that

they will follow plant science as a career while 25% of the respondents showed that they are interested in agricultural engineering. About 20% of the respondents indicated that they will follow agricultural economics while ten percent of the respondents showed their interests in livestock production related field; animal science (5%) and veterinary service (5%).

Table 4.7: Choice of agricultural career that you will pursue at university level.

Career	**%**
Plant Science	45
Agricultural engineering	25
Agricultural economics	20
Animal Science	5
Veterinary service	5
Total	**100**

Respondents were also asked the question why should young people consider agriculture and agricultural careers, thirty five percent of the respondents believed that agriculture provide food, 25% indicated that it can provide lots of money, 17% believed that agriculture has got many opportunities, 15% said it provides bursary, 2% said one could own animals.

Table 4.8: Why should young people consider agriculture as a career?

Respond	**%**
It provides food	35
Provides lot of money	25
Has many opportunities	17
Bursary available	15
Could own livestock/animals	2
Provides employment	4
Just got agricultural teacher	1
Reduce global warming through planting agro-forestry	1
Total	**100**

About 3% of the respondents think that agriculture provides employment (1%) and it can reduce global warming through agro forestry planting (1%) and another 1% said young people should start considering agriculture since they just got a qualified agricultural teacher.

Respondents were also asked to give reasons why young people could not consider agriculture as a career and the following reasons were shared; 25% of the respondents indicated that young people could not consider agriculture as a career because it is a dirty job, 20% believed that it is meant for old people, 15% believed that it involves hard labour, while 15% of the respondents indicated that there is a lack of information about the careers.

Table 4.9: Why are young people not considering agriculture as a career?

Responses	**%**
It is a dirty job	25
Meant for old people	20
Involves hard labour	15
Lack of information on agricultural careers	15
No sponsorship for the buying inputs, infrastructure and bursaries	10
Teachers, parents and/or adults discourages the choice of agricultural subject at school	7
Agriculture is not offered in many schools	3
It is not a luxurious job	2
No good payment in the sector	2
No good characters (People who look fancy in terms of attire, lifestyle and success)	1
Total	**100**

Ten percent (10%) indicated that there are no sponsorships for buying inputs and infrastructure (including bursaries), 7% said teachers, parents and/or adults discourage them from taking agricultural subjects at school, 3% indicated that because it is not offered as a subject in many schools, 2% indicated that it is not a luxurious job, another 2% said there is no good payment in the

sector (looking at most farm labourers and local farmers), while 1% said there are no good characters (people who look fancy in terms of attire, lifestyle and successful) in the sector.
The above table reveals to the fact that it is time for the educational authorities to review the school curriculum with the aim of incorporating agriculture, giving it a chance to compete positively with other subjects. There is also an indication that the notion of considering agriculture as a dirty job still exist, given that twenty five percent believe that agriculture is a dirty job and 7% of parents and teachers discourage learners from doing the subject.

Agricultural awareness, training and education are not adequately addressed in primary or secondary school *curricula*. The inadequacies of Mathematics and Science in schools for black students, have minimized the students' opportunities for acceptance into tertiary agricultural programmes. (NAFU FARMER NEWS, 2007)

4.3.1 Interventions for youth participation in agriculture

4.3.1.1 Limited platforms for promoting agriculture

To find out about the various interventions to make agriculture to be interesting to youth in the communities, respondents were requested to mention various platforms within their community that could be used to promote agricultural activities. The results showed that 86% of the respondents indicated that there are no such platforms in their area and around. Ten percents (10%) regarded their school as a platform for sharing and learning while 2% regard their community hall as a platform. Another 2% of the respondents indicated their tribal office as such platform for information sharing.

4.3.1.2 Limited information on various aspects of agriculture

There is insufficient technical support even with regard to information on soil, horticulture, breeding, wool production, agronomy, fertilizing etc. There are experts in these fields and they should go out and share this with communities for better awareness. Agricultural information is not well disseminated to the youth community.

Agricultural information is disseminated mainly by extension officers and this means that if they do not visit communities the much needed information will not reach the intended beneficiaries being farmers and youth. The frequency of visits should be monitored or guided by set programs with communities.

Due to little information that learners are exposed to agriculture and its careers, some may associate themselves with the notion of saying that studying towards professions where no or little job opportunities exist, is a very expensive waste of time (Nafu Farmer News, 2007). However, there has to be ways of popularizing these opportunities to learners and youth in general.

4.3.1.3. Provision of bursaries in scarce skills areas

The Limpopo department of agriculture has an important intervention strategy in that it committed itself towards supporting tertiary education in the agricultural sector by offering bursary opportunities to first and continuing students. The support aimed to fill gaps in the department in the fields where capacity is lacking. Such fields that were considered scarce skill areas include the following:

- BSc in Veterinary Medicine
- BSc in Agric/ Civil Engineering, Pasture Science
- BSc in Agric Economics
- BSc in Food Science Technology
- BSc in Agric Horticulture, Agronomy (Tea Production)
- BSc in Animal Health (Epidemiology)
- BSc in Veterinary Technology
- BSc in Soil Science
- National diploma/BTech in Civil Engineering
- National diploma in Veterinary Technology.

A bursary scheme is still in place for students who qualify and are prepared to follow all the fields mentioned.Respondents were also asked whether there is any group of youth, and/or any group comprising of youth members that work together to advance agricultural work/business in the community the following results were obtained; 98% said there are no such groups and only 2% said such groups exist. The reason for this might be the fact that learners do not attend agricultural meetings or events organised in the local area. Besides, there are few youth activities in agriculture where learners could participate and the agricultural activities that occur, only take place while learners are in classes. Respondents indicated that to be able to pursue such interest, young people (80%) needed support with regard to financial support, including scholarships and bursaries while 10% mentioned support through providing information, 2% said infrastructural as well as

machinery support such as fence and irrigation equipments, 0.1% said through organizing festivals while 0, 9% said support could be in the form of building educational centres.

There is no attempt from educators to expose learners to progressive agricultural farms and, in the case of the study area, to the adjacent University experimental farm. Witnessing and interacting with the professionals about the various farming activities at that level would surely motivate the learners. There is also an opportunity for agricultural learners to establish good relations with farm personnel for more practical, careers and opportunities beyond the experimental farm. This denies learners the opportunity to explore agriculture beyond just rain fed farming.

4.3.1.4. Promoting Landcare activities in the community

It was noted with distress that learners and youth groups did not mention the Junior Landcare program that the schools, in collaboration with the Department of Environment and Department of Agriculture, participate and compete in. This may indicate that some agricultural programs are not popular due to less interest from the educators and/or the Department of Education. It is difficult to generalize the tendency of ignoring agricultural interventions by schools as others do take an active role, however, more reasons have to be exposed if its beyond lack of agricultural teachers, or schools just decide to discard agriculture and ignore its programs.

4.3.1.5. Lack of awareness of existence of Internship, learnership and mentorship programs

There was also no mention of internship program where potential candidates are offered to work for a year in the department with the aim of exposing them to hands-on experience. That will enable the department to prepare a pool of candidates to pick from, depending on the enthusiasm realized during the internship period.

Internship is involving practical experience in a particular field of working environment. The difference with learnership is that with internship one is not awarded a skill certificate, but only an attendance certificate.

The respondents again did not make any mention of learnership program where potential farmer/agriculturalist is linked to the particular activity at a relevant farm or enterprise for a period covering one production cycle. Learnership refers to skills acquisition program that is conducted in the specific field within a particular sector. The candidates in this kind of a program are at the end

awarded a certificate for the particular skill.It is expected that after that period the candidate should be able to execute the exercise independently. Mentorship differs with learnership and internship in that one is provided with an opportunity to work under a special supervision by an expert of which at the end no certificate is awarded.

Respondents were asked if they know of any local farmer who is successful and to indicate what could be the indicators of the farmer's success. The results of the study showed that 90% said that they know of successful farmers while 10% said they do not know of any. There is a clear distinction between youth who are directly practising agriculture and learners, who just give opinions without being directly involved. About the success indicators 40% mentioned large number of livestock, 15% said richness, 10% said fancy cars and houses, 10% said more labourers, 5% said more trucks, 5% said developed farm while 5% said owning of market is the main indicator of success. Learners judge success through the number of livestock even though they do not know what returns one gets from the number of livestock.

It is important to understand that some local farmers just keep livestock without necessarily making considerable profit while other livestock keepers do not actually own the animals. This could mean that it is not true that the number of livestock determines the success of a livestock keeper. Again it might be wrong to conclude that cars and houses determine the farmers success because local farmers are not necessarily representing the general behaviour of farmers who drive cars and build houses according to their level of returns from agricultural income. More labourers, likewise, alone could not be used as a yard stick to measure success since their individual contribution also counts. This also applies to the number of trucks one owns, which do not necessarily tell the level of success by a particular individual farmer. However, some understanding held by learners could be feasible as indicated by some that the success achieved was mainly through commitment to work(55%), 13% said through selling animals or crops and vegetables, 10% believed the successful farmers started small and grew over time, 10% believed those farmers had lots of money before starting farming, 5% said volunteering helped the successful farmers, 1% said they do not know while 1% said they succeeded through help from the department of agriculture. All the responses indicate that there is a need for learners to understand better the agricultural business and how it works so that ultimately one can analyse the status of each business based on tangible measuring yard sticks. The youth groups pointed out clearly that the determining factor for success

in agriculture is the amount of profit and capital one has accumulated. Therefore a conclusion could be drawn that the two situations are quite different and influence how one perceive agriculture. The more one participates, like the youth groups, the more one understands better, unlike learners who judge agricultural business from a distanced position.

Increased publicity on opportunities for potential graduates will reduce the thinking that agricultural careers are desperate and unworthy to be contested for, e.g. in Nafu Farmer News 2007, where it was stated that interesting and innovative careers and opportunities exist for agricultural economic graduates in: agricultural corporations, agribusiness firms, food and fibre organizations, government institutions, NGOs, rural development institutions, farming and ecotourism, financial institutions (commercial banks), futures and commodity trading, research and policy institutions, international economic development and donor institutions, universities and consultation services

4.3.1.6. Lack of agricultural events to promote agriculture

Respondents were requested to further share their experiences with regards to the agricultural events that takes place in their community and the results of the study showed that the majority (97%) of the respondents said there were no such events, 2% said they know of arbor days, 1% said they know of farmers days which are attended by elderly people only.

These responses could be brought about by the fact that schools are not invited to agricultural events because local farmers who practice agriculture and school learners and teachers are so detached that agricultural practitioners do not see the relevancy of schools and the role they can play to promote agriculture. In some instances, as pointed out by the youth group members, schools do not attend even if they are invited because the school does not see how it is connected to agricultural activities, both locally and/or beyond. This happens despite the fact that agriculture is one of the subjects in the schools.

There was no mention of agricultural show despite it being organised annually in the vicinity i.e. Polokwane show.

4.3.1.7. Networks

As potential farmers, youth in agriculture could learn and embrace certain processes that farmers have done to improve their wellbeing through adopting interactive mechanisms with fellow peers. An example of the mechanisms for bringing together the farming community, which could be tried by the youth community, is networking.

4.3.1.7.1. Networking of farmers/youth groups

Beal et al(1990) noted that the more group members actively participate and work together within a group, the more favourable their attitude towards the best of the group members and the greater the feeling of concern for and identifying with the group in future. As defined by Cameroon (1994), networking is a process resulting from the conscious effort of certain social actors to build relationships with each other in order to enhance sustainable development. Hanyani et al (1996) concedes that such networks are created due to the wish of its members to transcend their limited or isolated level and to make them heard or noticed within the regional society based on the suggestions they bring to influence policy development and, at their level, enable farmers to exchange information and experiences and consequently enhance learning among the members of a given network. Given their tendency of being more or less formalised, networks could be sustained by developing purposive efforts on which they could focus and that correspond to the mission of member groups. There could be three forms for achieving network function, namely, through forum, through platform and through farmer- to- farmer.

1) Forum

   Farmers forum is defined by Gubbles (1992) as local groups of rural producers coming together to pursue specific common interests of their members, based on the principle of free membership, and developing technical and economic activities that benefit members and maintain relations with partners operating in their economic as well as institutional environment. Alex (2003) concedes that strong farmer's forums could be among the most effective mechanisms for achieving accountability at local levels. He warned that the effectiveness of such forums depends on their internal strengths and cohesion, a clear set of objectives which normally include agricultural and economic activities, and a favourable external environment.

2) Platform

Establishing a networking platform could be an alternative way of sharing information. According to Garforth and Lawrence (1997), a platform is a physical location, or a social process where farmers and in most cases farmers group leaders meet for sharing information and experiences.

3) Farmer-to-farmer

Rogers (1995) believes that farmers easily adopt innovation when they learn it from their fellow farmers. Farmer to farmer, according to Zelaya(1997), helps to strengthen the autonomy of local farmers groups and to create a network support which will promote sustainable development and empower the farmers to formulate their own solutions to their problems. Farmer to farmer exchange could be exercised on the farms by means of field days or through organising sharing events such as seed fairs and trial evaluation days.

4.3.1.8. Young Aspirant Farmer of the Year competition

Limpopo Department of Agriculture is the only Province that has started the Aspirant Young Farmer of the Year competition. This came about as a strategy for trying to lure youth in agriculture. Encouraging the prize winners in the competition at a prize-giving ceremony, the then MEC for agriculture in Limpopo, Me Dikeledi Magadzi, instilled a sense of confidence and hope by telling the winners to adopt "Today is better than yesterday, tomorrow will be better than today" approach (Zwavulimi, 2008).

There are five categories in this competition and they are:

1. Top producer for National/Export Markets

   Participants in this category should be farmers in their own rights between the ages of 18 and 35. The project must be owned and managed by 90% of young farmers in the case of groups. The farmer should produce to sell to either the national markets or for export markets or traded at nationally recognized outlets. S/he must also demonstrate good sense and innovation in financial management. That farmer must also show commitment to care for the natural resources and ensure sustainability of these resources.

2. Top producer for Informal Markets

Farmers for this category produce to sell to their local community (i.e. be economically productive). In case of a group, the project should be owned and managed by at least 90% youth. It must demonstrate the ability to work as part of a cohesive team for at least 1 (one) year. The project must again show commitment to care for the natural resources and ensure sustainability of these resources. Good sense of record keeping should be demonstrated.

3. Top producer for Household Consumption/Backyard

   The farmers in this category produce for their immediate food security needs. It must be a food garden/livestock owned and managed by a youth. The project must operate within a backyard and in case of a garden; it must not be more than 1ha. A project must be owned by 90% of young people in case of a group.

4. Top secondary School on Agriculture

   The secondary school must have an agricultural project. There has to be evidence of transfer of learning and skills development into practical, on-ground activity. The project must also benefit the school and or local community.

5. Top Primary School on Agriculture

   The primary school must have an agricultural project. There must also be evidence of learning and skills development into practical on-ground activity. The project must also benefit the school and/or the local community. Youth in farming community and outside, as well as in schools should definitely be encouraged to take advantage of such programs to participate especially because some categories in the competition remain uncontested for.

4.3.1.9. Other interventions from other countries

A study performed by Stewart and Sutphin (1994) showed that educational interventions are needed to encourage minority groups to better understand agriculture and develop a more positive view of education and careers in this area. Burnett, Johnson, and Hebert (2000) stated the mission of 4-H in Louisiana is to assist youth in acquiring research-based knowledge in agriculture, home economics, and related subjects that contribute to human development. Thompson and Russell (1993) suggested that it is important to understand student attitudes and beliefs about agriculture. Stewart and Sutphin (1994) indicated that white students tend to have a more positive perception of agriculture and environmental science than minority groups. Holz-Clause and Jost (1995)

suggest that when writing agricultural curriculum, don't assume youth are interested in agriculture. Instead, actively cultivate this interest, and demonstrate that agriculture is relevant to youth (Alston et al, 2009).

4.4 LIMITING FACTORS FOR YOUTH PARTICIPATION IN AGRICULTURE

4.4.1 Limited exposure to advanced/complete agricultural projects

Respondents were asked whether they are involved in any practical work regarding agriculture at their schools and the following results were obtained: fifty five percent (55%) of the respondents are involved in gardening at their schools doing planting, weeding and irrigation while 45% are not doing any practical work. Doing practicals in agricultural activities at schools cannot be limited to planting, weeding and irrigation. It will be best for learners to be exposed to advanced agricultural sites in the neighbourhood. That will inspire learners and open their understanding of the broad concept of agriculture.

4.4.2 Inadequate sources of information, insufficient visits by extension officer and low opinion of extension work

Respondents were also asked on how do they get agricultural information and the results of the study showed that 86% said that they get information on agriculture from the school through the teacher and text books, 8% got information from farmers/parents by visiting projects, 6% get information from media in the form of radio, television, internet and website while 0.8% get information from the department of agriculture. However, it was found out that some of the respondents (30%) have never met extension officers, 45% rated the extension work as good while 25% think the extension work is not good. There could be more measures that will help to intensify information or publicity regarding agricultural careers by encouraging examples shown in Nafu Farmer News (2007) that outlined agricultural careers as follows: agricultural economics and agribusiness management, resource economics, agriculture and rural development, marketing. They identified about five agricultural careers understood to be those in the scarce skills category in the sector and summarised them in their subsequent publications.

4.4.3 Lack of understanding of career paths in agriculture

To assess whether qualifications are important in agriculture and to see which qualifications are needed to become a good agricultural worker 90% of the respondents mentioned school subjects as a qualifying necessity as follows; Life science (33%), Maths (22%), Agricultural science (22%),

Physical science (15%)and Geography -15%. However, 4% said one needs a diploma to work in agriculture, another 4% said one needs a degree while 2% said one needs a grade 12 certificate to work in agriculture. The understanding of learners regarding agriculture and agricultural career paths as well as occupations is not clear because only 8% attach academic qualification for one to work in the sector while 92% think anyone, regardless of a formal academic achievement/qualification, could just fit into the sector. This situation is cruel to the sector and need commitment from everyone who cares about the sector to contribute any possible strategy.

4.4.4 Lack of understanding of financial institutions supporting agriculture

To assess whether respondents know of any financial institutions that offer support towards agricultural practitioners the results showed that 80% of the respondents do not know of any financial institution supporting agricultural practitioners. While 5% of the respondents answered yes, they did not indicate the names of the institutions. Only 10% mentioned National students financial aid scheme (NSFAS), 3% mentioned the department of agriculture, 1% Umsobomvu and 1% mentioned BEE.

The situation of the respondents not having information on financing institutions like banks is supported by experience and studies from other countries like Tanzania showing that most banks in consider agriculture sector too risky to qualify for financing. This is due to the fact that agriculture in Tanzania has failed to convince banks and other financial service providers on its ability to generate income. Banks and financial institutions that provide financing in terms of LOANS have higher interest rates most above 14 percent but also require detailed business plans, collaterals like land titles and focus on large scale farm projects with the scale of not less than 50 hectares of farm land (Rutta, 2012). These conditions put many if not all potential farmers in rural areas unqualified for financing The result of this situation also leads to the production of insufficient material about financial information to learners, youth, smallholder farmers and the community in general.

To assess the extent to which young people are motivated to pursue agriculture in their communities, they were asked to indicate the support they need for them to succeed in agriculture. The results of the study shows that 30% think the crucial support is financial in terms of bursaries, the other 30% rate support relating to information as key to success. Another 30% believed that

success could be achieved through infrastructural support. Only 10% said that it will help to conduct motivational sessions in agricultural activities and careers for learners and youth groups.

4.4.5. Sustainability of the agricultural enterprise

Respondents were also asked whether agriculture can be a sustainable business and to indicate their reasons. The results of the study indicated that 35% said agriculture can be a sustainable business if one can produce throughout, 35% said agriculture can be sustainable because it brings a lot of money, 15% said it can be sustainable because industries and people rely on it, 10% said sustainability could be achieved through recycling of practices and seeds while 5% do not think agriculture could be a sustainable business.

Students were asked to differentiate between agricultural careers and farming careers and the results showed that 35% said both careers are the same, 45% said the careers are not the same while 20% did not respond to the question, which may imply that they do not have an idea about the difference between the two. However, all the respondents expressed their love for agriculture.

When students were asked to give the message to other young people who would like to follow agricultural career/profession, the following results were obtained that one will become rich (30%), it has many opportunities (25%), there are bursaries (15%), it has potential to generate lot of money (10%), do not be discouraged for doing agriculture as a subject (5%), it is the future of any country (5%), consult with knowledgeable people (3%), it is a source of life (3%) it needs dedication (2%), will show advantages (1%) and do ones own research.

All the responses that were given showed that respondents do not understand the risk and benefits involved in agriculture and they also showed lack of understanding of agricultural production and to a greater degree do not understand agricultural careers. The dominant contributing factor is lack of information. There is also no exposure to agriculture at progressive levels. Agricultural events are in most cases not organised and in cases where they are organised e.g. farmers/information days, they are not sufficiently promoted among the young generation to an extent that they are left out and made to think that they are not relevant. At school learners should be encouraged to follow agricultural subject. In the responses some indicated that people undermine agricultural subject and discourage their children from learning it. This indicates that there is a general attitude among

people and due to insufficient information the attitude kill the little interest in learners about the potential of agriculture as a better option. There is a need to revisit school curricula and rightfully fit agricultural science in its place.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter will deal with the following aspects: the summary of the findings, the conclusions and the recommendations based on the findings of the study.

5.2. SUMMARY

The study focused on youth perception towards agriculture in rural community. The population comprised of grade 11, grade 12 secondary schools learners between the age group 14 -22 years old and youth groups in the community. The objectives of the study were 1). To determine the perception of youth towards agriculture, 2). To explore existing agricultural interventions that will attract youth to the agricultural industry and (3) to identify limiting factors for youth participation in existing agricultural projects in the rural community.

To determine youth perception thirty five (35) statements were used to measure the youth perception of agriculture. The statement comprised of negative and positive perceptions towards agriculture. Youth agreed with majority of the positive perception statements that:

- Agriculture is an option for making a living
- Agriculture is a business
- There are promotional opportunities for agricultural workers
- Agriculture is a profitable business
- That they would like to own a farm
- That agriculture is important in the development of households
- That agriculture is important in the development of communities
- That it is important for schools to offer agriculture
- That practising agriculture is the best way to alleviate poverty

Youth disagreed with the following negative perception statements towards agriculture:

- Youth disagreed with the statement that agriculture is for under-achievers
- Youth disagreed with the statement that agriculture is a difficult activity
- Youth disagreed with the statement that agricultural remuneration is not attractive enough
- Youth disagreed with the statement that agricultural jobs are meant for rural people
- Youth disagreed with the statement that agriculture is for white people.
- Youth disagreed with the statement that agriculture is suitable for females

- Youth disagreed with the statement that agriculture is suitable for old people.

The following existing interventions in promoting agriculture were identified by the youth groups. Youth groups indicated few structures that they knew. Examples of structures identified by youth group include; farmers' forums and platforms. Youth groups also have an idea about opportunities from the Limpopo department of agriculture. The Limpopo Department of Agriculture provides bursaries in scarce skills areas across the various disciplines in tertiary institutions. The department again offer internship program. Youth also mentioned bursaries provided by various departments. Secondary school learners did not know of any such structure except the school and the tribal office in the community.

The following were some of the interventions identified by the youth groups:

- Innovativeness in agricultural work
- Support to Agricultural entrepreneurs in the community
- Advice on agricultural careers and farm exposures
- Campaigns and information days
- Workshops
- Broadcasting agriculture alongside physics and maths as well as development of competition programs

The following were limiting factors identified by youth in agriculture;

- Limited exposure to advanced agricultural projects.
- Limited sources of information.
- Limited visits by extension officers.
- Low opinion of extension work.
- Lack of understanding of career paths in agriculture
- Lack of understanding of financial institutions supporting agriculture.

Despite all these limiting factors there is positive perception towards agriculture and agricultural careers.

5.3. CONCLUSIONS

There is a true saying that the young people of today are tomorrow's leaders. Unfortunately agriculture has become the last option when our youth make their career choices (Hanlie du Plessis,2007). The findings of the study revealed that young people hold a positive view about agriculture and agricultural careers. The respondents were able to indicate the role that agriculture play in their life, in the community and in the country. There was also a clear indication of negative consequences that may result if agriculture could be abandoned. The majority of the respondents disagreed with the notion of saying that agriculture or agricultural subject is an option for the under-achievers, or that agriculture is meant for whites. It was clearly indicated that the majority of the youth were not aware of opportunities available in the agricultural sector such as provision of bursaries for pursuing agricultural careers. Some interventions by the department of agriculture such as young aspirant farmer, as well as junior land-care competitions were not adequately popularised in the schools, except for the youth groups in the community who are aware of both. It may help a great deal if agricultural events could be organised in rural communities where local schools are invited for participation.

There are significant forms of interventions in the department of agriculture such as provision of bursaries for students pursuing scarce skills agricultural careers, youth competitions, and internship programs. Other departments, Universities and private sectors provide similar support. Development actors need to join hands in making sure that youth, starting from primary school level, are readily having and accessing agricultural information.

The media should afford agriculture and agricultural activities and careers similar or more publicity in order to close the gap of people undermining the sector. This situation could still be turned around and remove some of the myths that people, especially the youth, were made to believe. An example of such myths include the believe that agriculture in general is a dirty job, that it is for the old and that it is an option for under achieving people. Teachers and other leading authorities could be invited to agricultural conferences and meetings where agriculturalists would be in formal outfits, because the dirty believe has also manifested itself in educators and professionals in other fields.

5.4 RECOMMENDATIONS

These recommendations are based on the findings of the study. Agricultural professionals in South Africa could learn from other countries by developing agricultural programs for grooming of youth in the sector. The principals of the schools and the agricultural teachers should try to give maximum support to learners doing agriculture. In cases where there is no suitably qualified agricultural teacher the school should ensure that they link with relevantly skilled professionals like extension officials and university personnel in agriculture at the universities to help learners to understand the subject.

Other stakeholders like the department of education and tertiary institutions should as well embark on programs that could ensure that youth are encouraged and supported towards learning more and participating in the agricultural sector. Developing recruitment programs /strategies as in other countries e.g. :In Nigeria- Children in Agriculture Program (CIAP), 2000, Recruiting students in Agricultural Education Program and Supervised Agricultural Experience (SAE) in Iowa, USA, Vocational Agricultural Training (VAT) course in the Western Province of Sri Lanka). More publicity by media and political personalities could be adopted at all events to promote and encourage young generation to follow agriculture.

The media and political environment should not leave the responsibility of recruitment only to sector publications and ministries, but should mobilize a joint approach for promotion.

Specific recommendations are made to the following: department of agriculture, agricultural colleges and universities, department of education, school principals, agricultural teachers, extension officials and agricultural learners

5.4.1 Department of agriculture

The Department of Agriculture should appoint relevant agricultural facilitators in colleges and make sure that they conduct their duties in a professional manner. They should also appoint relevant extension personnel with proper facilitation skills to enable them to reach out to youth. This will limit the notion by youth in the responses that agricultural practitioners are desperate and pulling hard to cope with life due to conditions of their work e.g. hard labour and poor payment as well as unattractiveness. It is important to focus more on the conditions of frontline extension officers than on senior managerial and administration level.

Apart from working with communities, extension workers should strive to strengthen networks with schools, colleges and universities. They should also offer to conduct lessons in schools and youth centres. They should use modern technologies e.g. SMSs, MMSs and internet to provide and acquire agricultural information.

5.4.2 Agricultural colleges and Universities

These important academic institutions provide useful information to students at tertiary level. However, these institutions should intensify outreach programs to enhance accessibility to needy communities, which will ensure automatic access to the youth community. There must also be programs for providing necessary facilitative and technical support to schools that offer agricultural subjects. Facilitators from these institutions can as well make use of students who are busy with studies to carry out practical sessions in the communities and at schools. Like in the study area, universities should help to establish youth centers to ensure access to information by community members, especially the young generation. It is very crucial to emphasize that agriculture is suitable and could be pursued by both males and females since most of the respondents associated agriculture more to male than with female counterparts.

These academic institutions should again carry responsibilities for coming up with programs for recruitment of learners in the agricultural sector from secondary school level. At training level the academic institutions should develop suitable strategies to bridge the gap of agricultural professional shortage at schools.

5.4.3 Department of education

All primary schools should be encouraged to incorporate agricultural lessons and practical sessions not only after hours; but also during school hours. In fact, it would make sense to revisit and incorporate agriculture in the school curricula from primary level so that learners could grow with the subject, just the same as other scientific subjects. The department could also look at how the establishment of additional agricultural schools at, say secondary level, could be encouraged. There should also be a provision for more development of agricultural teachers with enough skills to train learners. Establishment of teacher development branch which will ensure that all subjects, including agriculture, are able to have skilled teachers. . There is a need to revisit school curricula and rightfully fit agricultural science in its place.

5.4.4 School principals

It should be the responsibility of the principals to make sure that learners have relevant agricultural teachers all the time. Learners should not defect from other subjects for whatever reason to join agricultural subject in the middle of the year and/or at grade 12 level. As the leader of the school, the principal should monitor the performance of agricultural learners and put aside budget for learning tours to advanced agricultural enterprises and/or progressive farms.

5.4.5 Agricultural teachers

The agricultural teachers should be proactive and innovative for the benefit of the learners. It is the responsibility of the teacher to communicate budget provision for agricultural practical and learning tours. Teachers should network with relevant stakeholders such as the extension officers and University farms and/or researchers. Stakeholders could also be offered to make presentations to learners during periods that could be arranged. Teachers must also be capacitated enough to stop nurturing agriculture as farming only, which was happening because of limited understanding.

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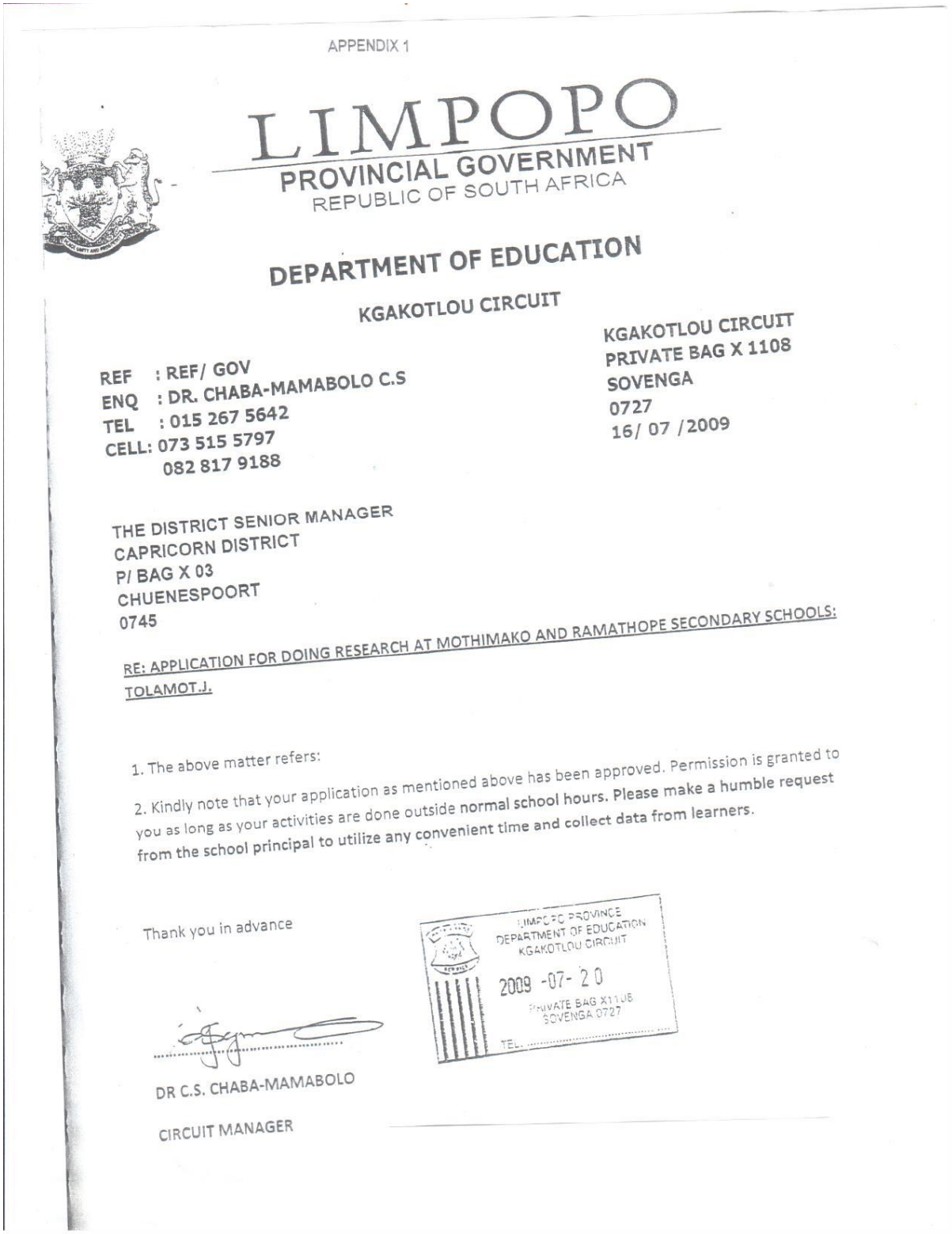
LIST OF APPENDICES

Appendix 1. Permission letter from Provincial Department of Education Kgakotlou circuit.



APPENDIX 1

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

KGAKOTLOU CIRCUIT

REF : REF/ GOV
ENQ : DR. CHABA-MAMABOLO C.S
TEL : 015 267 5642
CELL: 073 515 5797
082 817 9188

KGAKOTLOU CIRCUIT
PRIVATE BAG X 1108
SOVENGA
0727
16/ 07 /2009

THE DISTRICT SENIOR MANAGER
CAPRICORN DISTRICT
P/ BAG X 03
CHUENESPOORT
0745

RE: APPLICATION FOR DOING RESEARCH AT MOTHIMAKO AND RAMATHOPE SECONDARY SCHOOLS: TOLAMOT.J.

1. The above matter refers:

2. Kindly note that your application as mentioned above has been approved. Permission is granted to you as long as your activities are done outside **normal school hours. Please make a humble request from the school principal to utilize any convenient time and collect data from learners.**

Thank you in advance

LIMPOPO PROVINCE
DEPARTMENT OF EDUCATION
KGAKOTLOU CIRCUIT
2009 -07- 20
PRIVATE BAG X1108
SOVENGA 0727
TEL

DR C.S. CHABA-MAMABOLO

CIRCUIT MANAGER

APPENDIX 2. Research questionnaire

QUESTIONNAIRE

ON

MOBILISING YOUTH PARTICIPATION IN AGRICULTURE USING PARTICIPATORY EXTENSION APPROACH (PEA). A CASE STUDY OF GA-MOTHIBA VILLAGE

By MR. JOSEPH TOLAMO

NAME:----------

QUESTINNAIRE NO: ----------

PROJECT NAME: ----------

PLACE: ----------

All opinions expressed will be held in the strictest confidence!!!
This questionnaire consists of four sections section (A-D). Section A deals with the demographic and Socio-economic characteristics, section B deals with youth perception of agriculture and agricultural careers while Section C deals with interventions for youth participation in agriculture and section D deals specifically with the limiting factors for youth participation in agriculture

SECTION A: DEMOGRAPHIC AND SOCIO-ECONOMIC CHARACTERISTICS

Direction: The following are general background questions. Please respond to each, or write the information requested.
1. Age …….
2. Sex
Male
Female
3. Marital status
Single
Married
Widowed
Divorced
4. Place of birth……
5. Parents living
Mother
Father

Both
6. Parents occupation
Mother……
Father……
Guardian……

7. Parents educational level
Mother……..
Father……
Quardian……
8. Parents income
Mother……
Father…….
Quardian……
9. Does your family own land
Yes
No
10. If Yes, how big…….
11. If No, why?
12. What is the land used for?
Plant Production
Animal Production
Other enterprise
13. Who does most of the work on the land?
Mother
Father
Children
Hired Labour
14. Where is the location of your home?
Rural
Urban
15. Who do you think are the people that should do agricultural work?
16. There is primary agriculture that deals with cultivation and crop production. What other agricultural practices do you know of?

SECTION B: YOUTH PERCEPTION OF AGRICULTURE

Please respond to the following statement by circling the answer that best fits your response.
Strongly Agree=SA Agree=A Uncertain=U Disagree=D Strongly Disagree=SD

Agriculture is an option for making a living	SA	A	U	D	SD	
Agriculture is an option for under-achieving Students adults	SA	A	U	D	SD	
I will choose office work rather than an Agricultural job.	SA	A	U	D	SD	
Office-bound work is good compared to Out-of-office job		SA	A	U	D	SD
If agricultural work was not inside the office, I would consider it as a career	SA	A	U	D	SD	
If agricultural work was not mostly dependent On weather I would consider it than other jobs	SA	A	U	D	SD	
Farming is not a clean job	SA	A	U	D	SD	
Farm work is more labour intensive	SA	A	U	D	SD	
Farm work is a more difficult activity	SA	A	U	D	SD	
Farming is a business	SA	A	U	D	SD	
There are promotional opportunities for Agricultural workers	SA	A	U	D	SD	
Agriculture is a profitable business	SA	A	U	D	SD	
Agricultural remuneration is not attractive Enough	SA	A	U	D	SD	
Employment opportunities are scarce in Agriculture	SA	A	U	D	SD	
Agricultural jobs are meant for rural areas/ People	SA	A	U	D	SD	
I Prefer studying /working with plants	SA	A	U	D	SD	
I prefer studying/working with animals	SA	A	U	D	SD	
I prefer studying/working with people In agriculture	SA	A	U	D	SD	

SECTION B: YOUTH PERCEPTION OF AGRICULTURE CONTINUED…

Please respond to the following statement by circling the answer that best fits your response.

Strongly Agree=SA Agree=A Uncertain=U Disagree=D Strongly Disagree=SD

I am aware of opportunities related to Agriculture would like to farm	SA	A	U	D	SD
I would like to own a farm	SA	A	U	D	SD
Agriculture is for white people	SA	A	U	D	SD
Agriculture is an acceptable way of life to me.	SA	A	U	D	SD
Agriculture is good for highly skilled people	SA	A	U	D	SD
Agriculture is important in the development Of households	SA	A	U	D	SD
Agriculture is important in the development Of communities	SA	A	U	D	SD
Farming is suitable for women/girls	SA	A	U	D	SD
It is important for schools to offer agriculture	SA	A	U	D	SD
Schools offering agriculture produce successful Practitioners	SA	A	U	D	SD
Agriculture at school is impractical at home	SA	A	U	D	SD
Agriculture is the best way to alleviate poverty	SA	A	U	D	SD
Agriculture creates employment for the majority Of the rural poor	SA	A	U	D	SD
People who operate in commercial farms can Become as rich as those doing other businesses.	SA	A	U	D	SD
Agriculture can generate income that can sustain Livelihoods like any other	SA	A	U	D	SD
Farming is suitable for old people	SA	A	U	D	SD
Agriculture requires expensive resources	SA	A	U	D	SD

SECTION B: YOUTH PERCEPTION OF AGRICULTURE CONTINUED…

Please respond to the following questions in full,

1. What do you think of life without agriculture at home?
.....
.....
2. What do you think of life without agriculture in the community?
……
……..
3. Which of the following careers in agriculture will you choose?
1. Plant Science
2. Animal Science
3. Agricultural Engineering
4. Agricultural Economics
5. Veterinary Service

4.What are the two main reasons why young people should consider agriculture as a career……
……
……..

5.What are the two main reasons why young people could not consider agriculture as a career……
……
……

SECTION C: INTERVENTIONS FOR YOUTH PARTICPATION IN AGRICULTURE

1. What platforms are available for sharing information in agriculture at your area or elsewhere?
.....
.....
.....
.....
2. Which agricultural events normally take place in your area and around?
.....
.....
.....
3. What is the major source of agricultural information in your area?
.....
.....
.....
4. What inputs, tools or materials do you think makes or can make agricultural work more easy and attractive, especially to young people?
.....
.....
.....
5. Are there any groups of youth, and/or any group comprising of youth members that work together to advance agricultural work/business?
.....
.....
.....
6. What kind of support do you think can help youth to start agricultural business?
.....
.....
.....
7. What should schools do to promote interest in agriculture?
.....
.....
.....
8. What should government do to promote interest in agriculture?
.....
.....
.....
9. What should the present youth organs/bodies, like Umsombovu, do to entice youth in agriculture?.....
.....
.....
10. What can make agriculture to be loved and taken seriously?
.....
.....
.....
11. What could be the contribution of media in the development of agriculture going forward?.....

.....
.....
12. What are the two major improvements that Agriculture should undergo to attract young
….....
……
……..

SECTION D: LIMITING FACTORS FOR YOUTH PARTICIPATION IN AGRICULTURE

Please read the following questions carefully and answer them accordingly
Are you involved in any practical work regarding agriculture at your school?
If yes, what do you do during practical?
……
……
If no, What would you like to do during practicals?
.....……
……..
How do you get agricultural information?
……
…….....
.....
Have you interacted with an extension officer? If yes, How do you rate the work of extension officers?
……
……
……..
What qualifications are needed to become a good agricultural worker?
……
……
……..
Do you know of any financial institutions that offer support towards agricultural practitioners? If yes indicate
……
……
7. What kind of support does one need to succeed in agriculture?
……
……
……
Do you know of any local farmer who is successful? ……What are the indicators that show that he or she is successful?
……
……
……
If any, how did s/he become successful? .....
……
……
……
Do you think agriculture can be a sustainable business?
……
……
……
10. Do you think agricultural careers and farming career are the same? Elaborate
……
……

Do you love agriculture?

.....

.....

What could be your message to young people who would want to follow agriculture career/profession?

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY!!!